

HLTH AGE 4T03: Gender, Sex and Health

Winter 2022

January 10th – April 29th, 2022

Instructor: Dr. Alicia Powell
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Lecture: First week synchronous on Zoom; Following weeks will be held on

campus Wednesdays from 7:00 – 9:00 pm in ETB 230

Office Hours: Virtual and/or in-person office hours available by appointment.

Contents

Land Acknowledgement	3
Course Description.....	3
Course Objectives.....	3
Required Materials and Texts	3
Class Format.....	4
Course Evaluation – Overview	5
Course Evaluation – Details	5
Attendance and Participation (10%), ongoing.....	
Discussion Leader (15%), selected week.....	6
Critical Reading Reflection (20%), selected week	7
Research Paper Proposal (15%) due February 16, in class.....	7
Final Research Paper (30%), due March 30 in class.....	7
Final Course Reflection (10%), due April 6 in class.....	8
Weekly Course Schedule and Required Readings	8
Week 1 (January 12)	8
Week 2 (January 19)	8
Week 3 (January 26)	9
Week 4 (February 2).....	9
Week 5 (February 9).....	10
Week 6 (February 16).....	10
Week 7 (February 23 – Reading Week)	10
Week 8 (March 2)	10
Week 9 (March 9)	11
Week 10 (March 16)	11
Week 11 (March 23)	12
Week 12 (March 30)	12
Week 13 (April 6).....	12

Course Policies	13
Communication.....	13
Avenue to Learn	13
Sharing of Course Materials	13
Virtual Office Hours.....	13
Tests and Submission of Assignments	13
Grades.....	13
Late Assignments	14
Absences, Missed Work, Illness	14
Course Modification.....	14
University Policies	14
Academic Integrity	14
Authenticity / Plagiarism Detection	15
Courses with an On-line Element	15
Online Proctoring.....	15
Conduct Expectations.....	15
Academic Accommodation of Students With Disabilities	16
Requests For Relief For Missed Academic Term Work.....	16
Academic Accommodation For Religious, Indigenous or Spiritual Observances (RISO)	16
Copyright And Recording.....	16
Extreme Circumstances.....	16
Faculty of Social Sciences E-mail Communication Policy	16

Land Acknowledgment

When gathering 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.

Content and Inclusivity

Throughout this course we will be delving into potentially sensitive topics and themes that may be challenging or uncomfortable. Such topics include racism, sexism, homophobia and transphobia, ableism, harassment, power imbalances and coercive/abusive medical practices. Students are encouraged to engage as they are able and as they feel safe and comfortable to do so. However, students are also encouraged to practice self-care, which may include excusing oneself from discussion or class. Please be mindful of weekly subject matter, and determine your best capacity to engage.

A note on language used within the course materials: Some readings and materials are important for our understandings and contextualization within this course, however they may be dated and/or utilize language and descriptors which are not acceptable, safe or inclusive and are considered stigmatizing or harmful. Part of a critical examination of existing works calls for consideration and framing of discourses utilized. We will make a point in class to analyze such works and contextualize the language within.

It is critical to our collective experience and learning that the classroom remain a safe and inclusive space and place for sharing. All students should feel welcome and included within the discussion, and it is my goal to ensure this. All students are called upon to uphold a standard and ethic of equity, respect, inclusion, support and sensitivity within this course. Hateful and discriminatory language will not be permitted. Together we will work to establish a setting where our voices and perspectives are heard and respected. If you have any concerns, please contact me directly.

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 using key theories and definitions used in gender and health studies
- Define and describe the social construction of gender and health
- Understand gender as a social determinant of health using an intersectional lens

- 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 of health and the healthcare system
- Explain how and why inequities exist at the intersection of sex, gender, gender identity, sexual orientation, disability, ethnicity, and income status
- Apply various perspectives to research questions and respond to inquiries across intersectional contexts
- Advance skills in critical reading, research, reflection, academic writing and discussion leadership

Required Materials and Texts

There is no assigned textbook for this course. All weekly readings are available publicly or through the McMaster University Library on-line catalogue. Additional course materials include videos and news articles and these will be shared within the course module on Avenue. It is your responsibility to access and read or review all assigned readings and content.

Class Format

This is an interactive seminar-style course held on Wednesdays from 7:00 – 9:00 pm. The first, introductory class will be held online synchronously, via Zoom, on January 12. All following classes are anticipated to be delivered in person on campus, as per McMaster University's Winter 2022 outlook, posted on December 14, 2021. However, these plans are subject to change at any time given the rapidly developing and changing public health situation due to Covid-19. Should course delivery plans change due to public health regulations, this course will be delivered in a hybrid format, including both asynchronous and synchronous components to accommodate class members. While a hybrid model will be adopted, synchronous class meetings will continue to occur weekly online during the regular class time.

This fourth-year, seminar-style course requires active participation, attendance and contribution from all members of the class. Class meetings will be scheduled during the posted course times and locations (virtual or on campus) weekly. Due to the nature of the course, students are expected to be present for synchronous classes, and attendance and participation will be recorded weekly.

There will normally be three components to each class with some exceptions as we progress this term. Each class will begin with introductory remarks or a short lecture or reflection on the weekly topic. During this segment, we will review course content, engage in brief instructor-led guided conversation and critical discussion, and respond to critical reflection questions. This is also an opportunity for students to ask questions about the course content. After this, we will take a short break and then enter into student-led discussion guided by the 'Discussion Leader(s)' of the week. Lastly, we will end most classes by engaging with additional materials or discussions on current

applicable events, which may include 3 videos, guest speakers, field activities or research, or reviewing podcasts, blogs or vlogs.

Occasionally, in addition to synchronous/in-person class meetings, recorded presentations and slide decks will be posted on Avenue to help bring together course concepts and content from weekly readings, but will not cover or review all aspects of the assigned readings or content. These are intended to assist in preparing students for the upcoming class meeting, or to summarize the previous class and discussion. It is important that students take the time to engage with the required readings, articles and materials. Weekly readings are required to be completed prior to synchronous class time and discussion to allow for thoughtful and engaged conversations. Students are also recommended to review current news and events within Canada and internationally to bring into the class discussions as they relate to weekly topics and themes. While course content and recordings are made available online through Avenue to Learn, students are reminded that it is strictly prohibited to post, distribute, transmit, or copy any lecture materials or notes in any format (electronically, audio, etc.) outside of Avenue to Learn and the SAS notetaking program. This includes but is not limited to: online note sharing sites, Facebook, YouTube, Google Docs, etc. McMaster University is committed to an inclusive and respectful community. These principles and expectations extend to online activities including during class meetings, in email communication, electronic chat groups, video calls and other learning platforms. It is the expectation of this course that all participants are respectful, inclusive, considerate and professional in all course related activities and communications.

Course Evaluation – Overview

1. **Attendance and Participation** - (10%), ongoing
2. **Discussion Leader** - (15%), selected week
3. **Critical Reading Reflection** - (20%), selected week
4. **Research Paper Proposal** - (15%) due February 16, in class
5. **Research Paper** - (30%), due March 30, in class
6. **Final Course Reflection** - (10%), due April 6, in class

Course Evaluation – Details

Attendance and Participation - (10%), ongoing

As this course is a fourth-year seminar class, student participation and engagement is integral to the success of the course and to ensuring that learning objectives are achieved. It is assumed that all class members have engaged with the weekly course material in advance of the class meetings and discussions. By doing so, it is also assumed that students have developed ideas, questions and insights regarding the materials and are attending the class meeting with original perspectives and reflections

to share.

Students' attendance will be recorded at the beginning of each class. Student participation will be evaluated based on the quality of engagement in class discussions and in small group activities throughout the term, rather than on the quantity of interventions and comments made. This is an important component of seminar-style courses.

Students should make every effort to engage meaningfully and respectfully in class discussions, being mindful of context and class members' varying perspectives. In addition to identifying and summarizing the main arguments, methodologies, and evidence in the weekly readings and making connections between readings, course themes, and personal experiences, students should prepare for weekly participation by reflecting on the following questions:

- *What have I learned from this reading? What has interested or challenged me?*
- *Are there ideas that are new to me? Are there ideas that I am already familiar with?*
- *How was the research conducted? Why was this subject studied in this way? Are there issues, knowledge gaps or limitations?*
- *What is the position of the author(s) and their research aims? Are there implications for policy and practice?*
- *Are there similarities or differences from my personal understandings or experiences within the reading?*
- *How can I mobilize this knowledge, idea or issue?*

Discussion Leader - (15%), selected week

Students will be required to select a week (between Weeks 3 and 12) to be a Discussion Leader with one or more other students in the class. The Discussion Leader role will require each student assigned for that week to lead a short presentation that will involve an in-depth discussion of one or more of the articles for that week, as well as leading the class through discussion questions and/or interactive activities (e.g., news article reviews, mock scenarios, case studies, breakout groups, etc.) related to the topic of that week. Additional content, such as videos, may be shown if desired although this type of content should not extend beyond 15 minutes. Additional content must be approved in advance by the instructor.

Students are expected to work collaboratively prior to the class meeting with their co-Discussion Leaders/classmates to develop these discussions and activities. Discussions should be no shorter than 45 minutes and no longer than 90 minutes collectively. Each student assigned to the week is required to lead both a presentation/article summary, and lead in asking discussion questions of the class.

Students not serving as Discussion Leader on any given week are expected to participate actively in these discussions and will be graded for this participation and engagement as part of the Attendance and Participation grade.

Critical Reading Reflection – (20%), selected week

Students will complete one short, critical reflection paper on one set of assigned weekly readings over the course of the term (between Weeks 3 and 12). Students may select any week, except for the week that they are Discussion Leader. You do not need to seek approval for your selected reflection paper week, select the week that is among the most interesting and important to you, or when you have capacity to complete this work alongside your other academic responsibilities. The critical reading reflection paper is due at the start of the weekly meeting that you are writing about through the dropbox on Avenue, and cannot be submitted after the class meeting for that week has occurred.

Students need not write about all of the readings assigned for the week in detail, but are expected to reference each and link them together using common course themes and ideas. The reflection paper should be no more than 4 – 5 double-spaced pages. A more detailed description of reflection paper expectations will be posted on Avenue to Learn.

Research Paper Proposal – (15%), due February 16, in class

Prior to the midterm recess, students will submit a research paper proposal which will include a 1 – 2-page summary of your selected paper topic, a proposed thesis statement and direction for your paper (you may also include a list of headings and sub-headings to be used in your paper), and a brief overview of the research you will utilize in support of your thesis. In addition to the 1 – 2-page summary, students will also append an annotated bibliography of at least 5 sources, indicating how they will specifically support your thesis and contribute to your analysis. The annotated bibliography may include no more than 2 course readings.

In addition to a hard copy submitted in class, the proposal must be submitted via the Assignments dropbox on Avenue to Learn no later than 11:59 pm on February 16.

A full overview of the assignment will be provided in the ‘Final Research Paper Assignment’ handout, which will be made available on Avenue. The proposal and final assignment will be discussed in detail during class on February 2.

Final Research Paper (30%), due March 30, in class

In this assignment students will write a final research paper on a topic relevant to gender, sex and health, and drawing on course themes, readings and discussions, as well as additional research.

The topic could be about a particular gender-based health inequity, policy or program, a social health movement related to gender identities, or an analysis of health outcomes and experiences at a specific intersection of gender, sex, or other intersecting identity.

Papers should be limited to 10-12 written pages, typed, double-spaced and properly formatted, cited and referenced using APA style. In addition to 10-12 pages of text,

each paper should include a title page and references list formatted to APA style. The paper should be written in Arial or Times New Roman font, in 11- or 12-point font size. Font size and margin size must not be manipulated; concision and clarity of thought in written communication is essential to strong, academic writing. A minimum of 10 scholarly sources will be required, along with at least 4 articles from the course reading list.

In addition to a hard copy submitted in class, the final paper must be submitted via the Assignments dropbox on Avenue to Learn no later than 11:59 pm on March 30.

A full overview of the assignment will be provided in the 'Final Research Paper Assignment' handout, which will be made available on Avenue. This assignment will be discussed in detail during class on February 2.

Final Course Reflection (10%), due April 6, in class

Students will provide a final short personal reflection in the final class, responding to posted reflection questions. In addition to the specific posted questions, in a style of your preference, students will describe what they learned within the course, what they found interesting, challenging and their personal reflections on gender, sex and health. More details will be provided in the final class, and time will be provided in class for students to complete their reflections. Class attendance will be required in order to complete this assignment. Written reflections should be 2 – 3 pages in length, no more than ~2,000 words.

Weekly Course Schedule and Required Readings

Week 1 (January 12)

Welcome to 4T03: Gender, Sex and Health

Assigned Readings/Content: None assigned. Please review the course outline.

Notes: This class meeting will be held synchronously over Zoom. Details will be provided on Avenue to Learn on how to access the Zoom meeting room.

This class will be approximately one hour in length and will include course introduction and introductions of instructor and students. Please be prepared to share a little about yourself. We will review the course outline, and discuss the required assignments/evaluations.

Students will also sign up for their Discussion Leader week. Please come prepared with 2 – 3 weeks in mind for your week as Discussion leader.

Week 2 (January 19)

Theories in Gender, Sex and Health

Readings:

- Krieger, N. (2003). Genders, sexes and health: what are the connections – and why does it matter? *International Journal of Epidemiology*, 32(4): 652-657.
- Connell, R. (2012). Gender, health and theory: Conceptualizing the issue, in local and world perspective. *Social Science & Medicine*, 74(11): 1675-1683.
- Hankivsky, O. (2012). Women's health, men's health, and gender and health: implications of intersectionality. *Social Science and Medicine*. 74(11): 1712-1720.

Week 3 (January 26)

Social Constructions of Women and Women's Health

Readings:

- Offman, A. and Kleinplatz, P.J. (2004). Does PMDD belong in the DSM? Challenging the medicalization of women's bodies. *The Canadian Journal of Human Sexuality*. 13(1).
- Waggoner, Miranda, (2013). Motherhood Preconceived: The Emergence of the Preconception Health and Health Care Initiative, *Journal of Health Politics, Policy, and Law* 38(2) (2013): 345-367.
- Casper, M.J., Carpenter, L.M. (2008). Sex, drugs, and politics: the HPV vaccine for cervical cancer. *Sociology of Health & Illness*. 30(6): 886-899.
- Harris, L.H., Silverman, N.S., Marshall, M.F. (2016). The paradigm of the paradox: women, pregnant women, and the unequal burdens of the Zika virus pandemic. *The American Journal of Bioethics*. 16(5): 1-4.
- Utz, R. L. (2011). Like mother,(not) like daughter: The social construction of menopause and aging. *Journal of Aging Studies*, 25(2), 143-154.

Notes: Discussion Leadership begins this week.

Week 4 (February 2)

Men, Masculinities and Health

Readings:

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

Notes:

- In-class discussion on Final Research Paper and Proposal and review of Assignment guidelines.

Week 5 (February 9)

Intersectionality and Health Inequities

Readings:

- Bowleg, L., (2012). The Problem with the Phrase Women and Minorities: Intersectionality – an Important Theoretical Framework for Public Health, *American Journal of Public Health* 102(7): 1267-1273.
- Elias, B. ...et. al., (2015). One little: too little: Counting Canada's Indigenous people for improved health reporting, *Social Science & Medicine* 138: 179-186.
- Viruell-Fuentes, E...et. al., (2012). More than culture: Structural racism, intersectionality theory, and immigrant health, *Social Science & Medicine* 75: 2099-2106.

Week 6 (February 16)

Gender, Sex and Social Health Movements

Readings:

- Morrow, M. (2007). 'Our Bodies Our Selves' in context: Reflections on the women's health movement in Canada. *In Women's health in Canada: Critical Perspectives on Theory and Policy*. Morrow M, Hankivsky, O. and Varcoe C. Eds. University of Toronto Press. Pages 33-63.
- Kumanyika, S.K., Morssink, C.B., Nestle, M. (2001). Minority women and advocacy for women's health. *American Journal of Public Health*. 91(9): 1383- 1388.

Notes:

- Research Paper Proposal due in class and on Avenue to Learn.

Week 7 (February 23)

Reading Week – Enjoy the break!

Week 8 (March 2)

Gender, Sex and COVID-19

Readings:

- Sevilla, A and Smith, S. (2020). Baby steps: the gender division of childcare during the COVID-19 pandemic, *Oxford Review of Economic Policy* 36(1): 169-186.
- Ryan, N and El Ayadi, A.M. (2020). A call for a gender responsive, intersectional approach to address COVID-19, *Global Public Health* 15(9): 1404-1412.
- Hawke, L. D., Hayes, E., Darnay, K., & Henderson, J. (2021). Mental health among transgender and gender diverse youth: An exploration of effects during the COVID-19 pandemic. *Psychology of Sexual Orientation and Gender Diversity*, 8(2), 180–187.

Week 9 (March 9)

Gender and Mental Health

Readings:

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

Week 10 (March 16)

Intersections of Gender, Sex and Indigeneity in Canada

Readings:

- Hunt, S. (2016). *An introduction to the health of two-spirit people: Historical, contemporary and emergent issues*. Prince George, BC: National Collaborating Centre for Aboriginal Health.
- Oliver, V., Flicker, S., Danforth, J., Konsmo, E., Wilson, C., Jackson, R., ... & Mitchell, C. (2015). ‘Women are supposed to be the leaders’: intersections of gender, race and colonisation in HIV prevention with Indigenous young people. *Culture, Health & Sexuality*, 17(7), 906-919.
- Scheim, A. I., Jackson, R., James, L., Dopler, T. S., Pyne, J., & Bauer, G. R. (2013). Barriers to well-being for Aboriginal gender-diverse people: results from the Trans PULSE Project in Ontario, Canada. *Ethnicity and Inequalities in Health and Social Care*.

Week 11 (March 23)

Accessing Healthcare as Queer and/or Trans

Readings:

- Mollon, L. (2012). The Forgotten Minorities: Health Disparities of the Lesbian, Gay, Bisexual, and Transgendered Communities, *Journal of Health Care for the Poor and Underserved* 23(1): 1-6.
- Simeonov, D., Steele, L. S., Anderson, S., & Ross, L. E. (2015). Perceived satisfaction with mental health services in the lesbian, gay, bisexual, transgender, and transsexual communities in Ontario, Canada: An Internet-based survey. *Canadian Journal of Community Mental Health*, 34(1), 31-44.
- Poteat, T., German, D., & Kerrigan, D. (2013). Managing uncertainty: a grounded theory of stigma in transgender health care encounters. *Social science & medicine*, 84, 22-29.
- Steele, L. S., Daley, A., Curling, D., Gibson, M. F., Green, D. C., Williams, C. C., & Ross, L. E. (2017). LGBT identity, untreated depression, and unmet need for mental health services by sexual minority women and trans-identified people. *Journal of Women's Health*, 26(2), 116-127.

Week 12 (March 30)

Social Media and Health of Sexual Minority Communities

Readings:

- Manduley, A. E., Mertens, A., Plante, I., & Sultana, A. (2018). The role of social media in sex education: Dispatches from queer, trans, and racialized communities. *Feminism & Psychology*, 28(1), 152-170.
- Escobar-Viera, C. G., Whitfield, D. L., Wessel, C. B., Shensa, A., Sidani, J. E., Brown, A. L., ... & Primack, B. A. (2018). For better or for worse? A systematic review of the evidence on social media use and depression among lesbian, gay, and bisexual minorities. *JMIR mental health*, 5(3), e10496.

Notes:

- Final Research Paper due in class and on Avenue to Learn.
- Students are encouraged to make recommendations for Week 13 readings based on interesting articles that they utilized in their final paper.

Week 13 (April 6)

Final Class and Wrap-up Discussion and Reflections

Readings:

- TBD in class on March 30.

Notes: Final Course Reflection due in class.

Course Policies

Communication

Communication with the course instructor will be conducted exclusively via email using McMaster email accounts. Please send all emails to powellak@mcmaster.ca. Please include the course code 'HLTH AGE 4T03' in the Subject line, and include your name and student ID in your email. Students are reminded not to use their personal Gmail, Outlook or other email accounts to communicate. Do not utilize Avenue to Learn to email the instructor.

Please consider email communications as equivalent to any other form of formal, professional written communication. Students who write to their instructors are expected to follow rules of etiquette, spelling, grammar and punctuation. Inappropriate and unprofessional salutations, language, and conduct is not permitted. Email communications failing to meet professional standards may remain unanswered. Emails that require a short reply will be answered within 3 business days. Emailed questions requiring a more detailed response will only be answered during office hours or by appointment. Students seeking detailed responses or support are encouraged to book a virtual office hour appointment.

Avenue to Learn

Course material will be posted on Avenue to Learn. Please check the site often to keep informed of important course information or announcements.

Sharing of Course Materials

Students who are enrolled in HLTH AGE 4T03 Winter 2022 will have access to digital course materials provided through Avenue to Learn. Those who have access to authorized recorded lectures in a course may use these recordings only for personal or group study and shall not reproduce, share or upload the recording to any publicly accessible web environment. Similarly, notes, slides, evaluations and tests are for personal use and should not be shared with others outside of the course.

Office Hours

Virtual hours and/or in-person office hours will be held by appointment. A link to the virtual office hours via Zoom will be posted on Avenue to Learn. Students may request virtual office hours by appointment and a time and date that is mutually convenient to the instructor and student will be booked.

Submission of Assignments

Assignments will be due in hard copy format in the designated class. A digital copy is also required. Digital assignments must be submitted online to the Avenue to Learn dropbox. This copy is officially due by 11:59 pm on the due date posted. Failing to submit a copy by this point will result in a late penalty.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A

MARK	GRADE
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

Without approved justification, students must make arrangements directly with the instructor to submit the assignment on an alternative date. Assignments will be marked down 5% if turned in late, past the date and time they are due. Assignments will lose an additional 5 percentage points for each day they are late after the first; this includes weekend days and holidays.

Absences, Missed Work, Illness

Students using MSAFs will have to complete all assignments or tests at a later date. The grade for missed assignments or tests will not be applied to any other assignment or test. MSAFs must be filed on the day that the assignment is due, triggering an automatic 3-day extension. Without exceptional permission granted officially by your faculty, extensions beyond 72 hours will not be given.

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](#), 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.