

## HLTHAGE 4D03: HEALTH, CULTURE AND DIVERSITY Fall 2020

**Instructor:** Dr. Lydia Kapiriri  
**Email:** Kapirir@mcmaster.ca  
**Lecture:** Wednesday 2.30pm-5.20 p.m.

**Office:** KTH- 236  
**Office Hours:** By appointment

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## **Course Description**

Culture is one of the determinants of health. People's understanding and experiences of health, illness and health care are greatly influenced by their cultural beliefs; and culture informs the construction of the health and social systems that respond to people's health needs. Hence, understanding of the intersection between culture and health, and the complexities of culture is relevant to the development of any effective health program. Using the concept of culture as an integral framework for understanding people's health behaviors, this course discusses the cultural role of institutions and healers, construction of health risks and the moral dimensions of cultural beliefs and the impact these may have on influencing health behavior.

Since culture permeates several areas of our daily lives, this seminar will build on students' lived experiences and examples from the local and global community, to learn how the concepts they have learned could be applied to real-life situations.

The learning modes will predominantly comprise of brief introductory overviews, group discussions, out of class activities, international virtual experiential learning, and class presentations.

## **Course Objectives**

By the end of the course students should be able:

- To reflect on their own cultural lens, biases and foster cultural awareness
- To articulate the key notions and complexities of culture, its diversity, pluralism and how it intersects with health.
- To explain and apply the concepts, and tools that are used in examining the relationship between culture and health.
- Apply the theoretical concepts to critically analyze the approaches used in current public health programs and research.

## **Required Materials and Texts**

1. Edberg M. (2013) Essentials of Health, Culture, and Diversity. Understanding people, reducing disparities. Jones & Bartlett Learning, LLC. Burlington, MA
2. Electronic copies of all other required are available on the Mac library system

## **Class Format**

This is a seminar course and will employ a mixture of learning strategies. These will include a synchronous on line component, traditional lectures, Student led discussions as well as an asynchronous learning aspect.

## **Course Evaluation – Overview**

1. Participation in weekly discussions and group reflections: 20%
2. Group Seminar Facilitation and peer evaluations: 20%
3. International virtual exchange and introspective reflection: 25%
4. Final Essay: 35%

## **Course Evaluation – Details**

### **Participation in weekly discussions and group reflections (20 %), Due Date: Weekly**

This is a seminar course, hence your participation in class discussion is of great benefit to everyone's learning. Feedback on your participation will be ongoing and will be based on the quality of your contributions in terms of your ability to reflect, analyze and synthesize the material presented that week.

To facilitate shared learning, each week (approximately 8 weeks) after the brief seminar presentations, students will be divided into synchronous discussion groups. After the synchronous portion of the seminar (or listening to a recording) groups will engage in a discussion reflecting on all the material presented and ALL the readings for each week. Based on the discussion, each group will develop and submit 1 1/2 single spaced (or 3 double spaced) page paper summarizing your discussion.

This summary should

- 1) Identify and explain the key concepts and terminologies learned that week
- 2) Relate the key concepts to the week's readings and your own beliefs, experiences and worldview
- 3) Use evidence and the questions provided to reconstruct your learning and
- 4) Collectively reflect on and articulate what the week's discussion adds to your understanding of culture, health and diversity

This reflection should be submitted any time BEFORE the next seminar (i.e. before 2.30 pm. the following Wednesday).

**Students who are unable to participate in the synchronous group discussions should contact the instructor during the course of the same week for an alternative assignment.**

### **Group seminar presentation and peer evaluations (20%) Due Date: Various**

#### **Group Facilitation (15%)**

Students will take turns in facilitating the seminar discussions. During the first two classes, students will form groups. They will choose a week where there will lead a seminar discussion. This will involve students: providing a summary of the readings and how the readings relate to the topic we are discussing; and developing a case study (or video clip) and questions; based on the readings; which will facilitate further discussion and learning. This will form the basis for the class group discussions.

The student should plan to provide an overview of about 30 minutes. The quality of the facilitation will be evaluated in terms of

- How well the seminar content reflected the seminar objectives;
- Ability to link the ideas within the different readings
- Degree to which the questions facilitate engagement in discussions:

refer to: Rasmussen (1984) for guidance on developing good questions that promote discussion  
(<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.422.4795&rep=rep1&type=pdf>)

Seminar facilitators should post their **slides with notes** or their recording and any additional facilitation material on A2L **By the Monday before** the seminar on Wednesday.

Students will be expected to review the material before the class so that the synchronous session focuses on discussing the material and any questions that might arise.

### **Peer Evaluation (5%)**

After each seminar, seminar facilitators will be responsible for providing peer evaluations for the online group reflections from the other groups. They will develop and submit a summary of their assessment of each group's reflection. This summary is due within 2 weeks of completing the in class seminar facilitation.

### **Virtual exchange and Introspective Reflection (25%) Due Dates: Oct 21<sup>st</sup>; Oct 28<sup>th</sup>.**

It is difficult to learn about diversity without experiencing it by confronting individuals from other cultures. This virtual exchange will provide students with an opportunity to virtually meet students from different cultures. Two weeks before reading week, students will be introduced to the international experiential education aspect of this course. Students will be paired with students from another university and they will work together on a guided project which will enable them to reflect on the role of culture; their own culture and their cultural biases. Assessment will be based on students' actual engagement with their peers, a poster presentation and personal reflection.

### **Virtual engagement (5%)**

During the first week of October, students will be paired with students at the university of Gottingen and they will engage in a guided cultural exchange experience. Details of this aspect of the course will be provided. This exchange will form the basis of the first written assignment, discussed below.

**Cultural comparative Poster (10%) due Oct 21<sup>st</sup>; and Introspective reflection paper (10%) due Oct 28<sup>th</sup>**

Based on the virtual exchange interactions, student teams will develop a poster reflecting on their learning. While independent writing is encouraged, you may consider the following questions as a guide for your reflection:

- How do you define culture? In what ways does it influence your life?
- You will then choose a topic/ issue where culture is relevant that you want to explore in your team (this may include examples such as eating/ food; ethos with regards to being a good citizen, dress codes, music, art...)
- What are your cultural beliefs and practices in relationship to the issue you have selected?
- Use reflective model to conduct a comparative analysis of the differences and similarities between the team members (Include a reflection on how your initial cultural biases): Refer to: <https://teachingcommons.yorku.ca/wp-content/uploads/2017/11/The-pedagogical-balancing-act.pdf>
- You will both develop a poster summarizing your key learnings which each team will present in a synchronous session at the end of the 3 weeks **(10%)**.

Following the poster presentation and feedback, each student will individually reflect on their experience. Based on your participation in the international virtual experience, you will develop a 3 single spaced page personal reflection on what you learned as a result of the virtual international exchange **(10%)**.

While this is a personal reflection, you are still expected to use the literature to support some of your thoughts (e.g. literature on how we learn our cultures would be relevant). You will be expected to use 3 additional sources of literature (outside the course readings) when writing this paper.

## **Assignment 2: Research essay (35%), due December 10th**

During week 8 students will identify or be randomly allocated a health or Aging related organization or program where culture and diversity are relevant. Based on a review of the relevant literature and **ALL** the theoretical tools we have covered in class to engage in an in- depth discussion of the relevance of culture in the delivery of the program and assess the degree to which the program integrates a cultural and/or diversity perspective. This final paper should demonstrate the knowledge and skills you have gained throughout the course. The paper should be 12 -15 double spaced pages.

To facilitate this, students will have the option of conducting a literature review on their selected topic and submit during week 10. The Literature review will account for **(5%)**. **Should you opt not to submit a literature review, the 5% will be added to your final grade.**

The final essay requires you to consult **at least ten scholarly sources published between 2009- 2020** (e.g. scholarly journals, research reports and books).

Students will search and summarize the relevant literature in a four-page, double-spaced document which they will **submit online** at their earliest convenience but not any later than 1 week before the final paper is due. In addition to summarizing the main points

they will use in their final paper, you will specify which aspects of the selected topic are addressed in the different papers.

**More details of the essay will be provided.**

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

### **Week 1 (Sept. 9)**

#### **Course overview**

Readings:

#### **Text Book Chapter 1**

Notes:

### **SECTION I: INTRODUCTION: CULTURE AND THE HUMAN CONDITION**

### **Week 2 (Sept. 16)**

#### **Defining culture and Health: Concepts, rationale and complexity**

Readings:

#### **Textbook, Chapter 2**

- 1) Foronda, C. L. (2008). A concept analysis of cultural sensitivity. *Journal of Transcultural Nursing, 19*, 207-212
- 2) Gregg, J., & Saha, S. (2006). Losing culture on the way to competence: The use and misuse of culture in medical education. *Academic Medicine, 81*, 542-547.

### **SECTION II: TOOLS AND PERSPECTIVES FOR UNDERSTANDING THE RELATIONSHIP BETWEEN CULTURE AND HEALTH**

### **Week 3 (Sept. 23)**

#### **Ethnomedicine I: Cultural Health systems**

Readings:

#### **Textbook, Chapter 3**

- 1) Ibeneme S, Eni G, Ezuma A, Fortwengel G. Roads to Health in Developing Countries: Understanding the Intersection of Culture and Healing. *Curr Ther Res Clin Exp.* 2017;86:13-18. Published 2017 Mar 4. doi:10.1016/j.curtheres.2017.03.001
- 2) Vaughn LM, Jacquez F. & Raymond C. Cultural Health Attributions, Beliefs, and Practices: Effects on Healthcare and Medical Education *The Open Medical Education Journal*, 2009, 2, 64-74

### **Week 4 (Sept. 30)**

#### **Ethnomedicine II: Cultural systems of psychology and mental/ emotional health**

Readings:

#### **Textbook, Chapter 4**



- 1) Beneduce, R. "Madness and Despair are a Force": Global Mental Health, and How People and Cultures Challenge the Hegemony of Western Psychiatry. *Cult Med Psychiatry* **43**, 710–723 (2019). <https://doi.org/10.1007/s11013-019-09658-1>
- 2) Sotero, M. 2006. "A Conceptual Model of Historical Trauma: Implications for Public Health Practice and Research." *Journal of Health Disparities and Research Practice* 1(1): 93-108.
- 3) <https://nobaproject.com/modules/culture-and-emotion>  
(Intro to virtual exchange: *Post self- introduction*)

### **Week 5 (Oct. 7)**

#### **A Critical Reflection: Exploring Self and Culture (Synchronous VE)-**

Readings:

- 1) <http://www.dimensionsofculture.com/2010/10/eight-dimensions-of-american-culture/> <http://eycb.coe.int/edupack/pdf/08.pdf>
- 2) Weigl RC. Intercultural competence through cultural self-study: A strategy for adult learners *International Journal of Intercultural Relations* 33 (2009) 346–360  
( *VE comparison of personal cultures- Culture and You*)

### **Week 6 (Oct. 14)**

**Intro to partners: virtual exchange**

**Reading Week: Introduce final Virtual Exchange task**

### **Week 7 (Oct. 21)**

**Virtual exchange(synchronous)**

Poster presentation and wrap up of the International virtual exchange

### **Week 8 (Oct. 28)**

**The relationship of etiology to morality in Cultural beliefs and practices related to health**

Readings:

#### **Textbook, Chapter 5**

- 1) van Oudenhoven, J.P., de Raad, B., Timmerman, M.E. *et al.* Are virtues national, supranational, or universal?. *SpringerPlus* **3**, 223 (2014).  
<https://doi.org/10.1186/2193-1801-3-223>
- 2) Kleinman, Arthur and Rachel Hall-Clifford. Stigma: A social, cultural, and moral process. *Journal of Epidemiology and Community Health* 63(6).  
<http://jech.bmj.com/>  
*Optional*
- 3) Kane, J.C., Elafros, M.A., Murray, S.M. *et al.* A scoping review of health-related stigma outcomes for high-burden diseases in low- and middle-income countries. *BMC Med* **17**, 17 (2019). <https://doi.org/10.1186/s12916-019-1250-8>

**(Submission of Reflection assignment)**

**Week 9 (Nov 4<sup>th</sup>)**

**Culture, healers and the institutions of health**

Readings:

**Textbook, Chapter 6**

- 1) Ibeneme S, Eni G, Ezuma A, et al. (2017) Roads to health in developing countries: understanding the intersection of culture and healing. *Curr Ther Res - Clin Exp* [Internet]. 86:13–18.
- 2) <https://www.theglobeandmail.com/life/health-and-fitness/health/why-traditional-healing-has-a-place-in-modern-health-care/article24126195/>

**Week 10 (Nov. 11<sup>th</sup>)**

**Socio-cultural Ecologies of disease and Illness**

Readings:

**Text book Chapter 7**

- 1) Harris, M. L., & Carter, E. D. (2019). Muddying the waters: A political ecology of mosquito-borne disease in coastal Ecuador. *Health & Place*, 57, 330-338.
- 2) Singer M. & Clair (2003). Syndemics and public health. Re-conceptualizing disease in bio- social context. *Medical Anthropology Quarterly* 17 (4):423-441

**Week 11 (Nov. 18<sup>th</sup> )**

**Cultural Constructions of Health Risk**

Readings:

**Text Book, Chapter 8**

- 1) Sylvester Senyo Ofori-Parku (2020) Fifty years after surgeon general's report: cultural cognition, biased assimilation, and cigarette smoking risk perceptions among college students, *Health, Risk & Society*, 22:2, 156-176, DOI: 10.1080/13698575.2020.1769566
- 2) Medina-Perucha L, Family H, Scott J, Chapman S, Dack C. Factors Associated with Sexual Risks and Risk of STIs, HIV and Other Blood-Borne Viruses Among Women Using Heroin and Other Drugs: A Systematic Literature Review. *AIDS Behav.* 2019;23(1):222-251.  
*Optional*
- 3) Tansey J and O'Riordan T. 1999. "Cultural Theory and Risk: A Review." *Health, Risk & Society* 1(1): 71-90.

## SECTION III: APPLYING THE CONCEPTS OF CULTURAL DIVERSITY TO HEALTH PROMOTION

### Week 12 (Nov. 25<sup>th</sup>)

#### Culture dimensions in a sample of current public health challenges and Integrating cultural dimensions in Public health and Health promotion interventions

#### Readings

#### Text Book, Chapter 9 & 11

- 1) Airhihenbuwa CO, Ford CL, Iwelunmor JI. Why culture matters in health interventions: lessons from HIV/AIDS stigma and NCDs. *Health Educ Behav.* 2014;41(1):78-84. doi:10.1177/1090198113487199
- 2) Bond, C., Brough, M., Spurling, G., & Hayman, N. (2012). "It had to be my choice" Indigenous smoking cessation and negotiations of risk, resistance and resilience. *Health, Risk, & Society*, 14(6), 565–581. [[Taylor & Francis Online](#)], [[Web of Science](#)®],
- 3) Jennifer Abe, Beyond Cultural Competence, Toward Social Transformation: Liberation Psychologies and the Practice of Cultural Humility, *Journal of Social Work Education*, 10.1080/10437797.2019.1661911, (1-12), (2019).
- 4) Health Research & Educational Trust. (2013, June). *Becoming a culturally competent health care organization*. Chicago, IL: Illinois. Health Research & Educational Trust Accessed at [www.hpoe.org](http://www.hpoe.org).
- 5) Jowsey T. Three zones of cultural competency: surface competency, bias twilight, and the confronting midnight zone *BMC Medical Education* (2019) 19:306 <https://doi.org/10.1186/s12909-019-1746-0>
- 6) Handtke O, Schilgen B, Mo'sko M (2019) Culturally competent healthcare – A scoping review of strategies implemented in healthcare organizations and a model of culturally competent healthcare provision. *PLoS ONE* 14(7): e0219971. <https://doi.org/10.1371/journal.pone.0219971>
- 7) Castillo RJ. & Guo KL. A Framework for Cultural Competence in Health Care Organizations *The Health Care Manager* Volume 30, Number 3, pp. 205–214
- 8) The Lewin Group, Inc. (2001). **Health Resources and Services Administration Study on Measuring Cultural Competence in Health Care Delivery Settings: A Review of the Literature**. Prepared under contract with the Health Resources and Services Administration, DHHS.

### Week 13 ( Dec. 2<sup>nd</sup> )

#### Discussion of the final paper and Wrap up

### Week 14 (Dec. 9<sup>th</sup> )

#### Final Paper due

## **Course Policies**

### **Submission of Assignments**

All written assignments should be typed: 1.5 spacing, Font size: 12pt, have a title page with the topic that is discussed in the paper, student's name and number, and course number. Where references are used, you are required to use the citation and referencing guidelines from the American Psychological Association. These guidelines are contained in the publication, Publication Manual of the American Psychological Association (the references in the course guide roughly follow APA format).

### **Citations**

I expect you to cite and properly reference any and all material taken from a secondary source. You must acknowledge every idea, fact, or analysis taken from another source and not just direct quotes. This includes ALL material that you use in your papers other than that based on your own ideas and analyses. This includes required course readings and paraphrases taken from a source. It is perfectly respectable to take an idea from another source and then develop that idea in your own way, or to use someone's method or structure and apply it to a new case so long as you indicate clearly what was derived from the original source and what is your own. Papers with poor referencing and acknowledgement or original sources will be marked down severely. Not acknowledging sources that you have used or acknowledging them only part of the time borders on plagiarism and may be treated as such. If in doubt, acknowledge the source.

### **Retention of work**

I require that students keep ALL of their rough work for their essays and be able to produce this material on 24 hours' notice. In some cases, I will ask for this material to be submitted with your assignments. This includes rough notes, early drafts, etc. This is partly a protection for you. If there is any doubt over the grade assigned on a project, or if you decide to appeal a grade or if you happen to be charged with plagiarism, this work can provide a basis for settling the issue. Without it, you may not be given the benefit of the doubt. With it, the issue is easily resolved. You should keep this material until you have been notified of your grade for the course and decided that you are not going to appeal any grades. If you are using a word-processor, keep both your rough notes and early drafts.

## 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

Assignments are to be submitted on A2L on, or before, the due date indicated. All assignments must be completed in order to pass the course. All papers submitted after the due date will be assessed at a 5% per day penalty.

Weekends will be treated as one day late. Please note that extensions will be permitted only if discussed with the instructor BEFORE the due date. If you are unable to hand-in a paper because of illness, please consult with the Dean's Office.

## 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.

### **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”.

### **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.

### **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**

### **Conduct Expectations**

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

### **Academic Accommodation of Students With Disabilities**

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

### **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.

### **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.