

# LEISURE & RECREATION IN LATER LIFE

## Fall 2020

**Instructor:** Nicole Dalmer  
**Email:** dalmern@mcmaster.ca  
**Lecture:** Tuesday 8:30am - 11:20am  
EST

**Office Hours:** As this is an online course, I am available for appointments via Zoom, phone, or chat. Please email me to arrange a time that works well for us both.

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## **Course Description**

This seminar course focuses upon characteristics of the aging population and the theoretical aspects of aging, particularly as they relate to recreation, leisure, and lifestyle. With a focus on student involvement in the learning process, this course will critically explore the meaning of the concepts aging and old age and the role of recreation and leisure in the lives of older adults. Course content includes: an examination of the implications for leisure of population aging both globally and in Canada; leisure and stereotypes of aging; leisure and relationships in later life; leisure and diversity in later life; leisure and aging well; the role of leisure in creating age friendly communities; and the opportunities for meaningful leisure for older adults living in community and long-term care settings. In addition, you will have the opportunity to explore topic(s) related to leisure and recreation in later life that interest you. To realize these course objectives, we will be utilizing readings, videos, online class, written assignments, guest speakers, and online discussions.

## **Course Objectives**

- To gain a deeper understanding of important theories, concepts, and current issues related to leisure and recreation in later life from a range of different perspectives
- To increase self-awareness of personal beliefs and assumptions related to aging and older adults and their leisure and recreation practices
- To gather, review, and critically examine representations of leisure and recreation in later life in media
- To provide opportunities for students to improve skills in critical thinking, analysis, collaborative work, research, communication, and writing.

## **Required Materials and Texts**

There is no required text for this course. Required readings will take the form of journal articles, book chapters, news articles, and multimedia (podcasts, video, etc.). Links to these online readings and other media corresponding to weekly topics may be found on the course website on Avenue To Learn (A2L).

## **Communication**

I can be reached at my McMaster email address (dalmern@mcmaster.ca). I will endeavor to respond within 48 hours to all relevant course email that is sent to my McMaster address in blocks of time between Monday to Friday.

For all course-related email, please include HLTH AGE 4P03: [your subject] in the email subject line. This helps flag your message in my inbox.

For general questions about the class or assignments, please feel comfortable to ask your question(s) in the A2L forum discussion thread titled "Class questions" and I'll respond to your question there.

## **Class Format**

If this is your first online course or should you like some advice about how to organize yourself, you may want to consult this resource about how to get ready to learn online: <https://contensis.uwaterloo.ca/sites/open/resources/GettingReadyToLearnOnline/table-of-contents.aspx>

This class will start on Tuesday, September 8<sup>th</sup> (Week 1). You will have from Tuesday to Monday to complete each week's activities. Our class activities will include lectures, videos and podcasts, guest speakers, small-group seminar discussions, and in-class, online exercises.

Recognizing that this is a unique semester for us all, this course is arranged in such a way to flexibly account for and accommodate your unique schedules and working rhythms (as much as is possible). Beginning Week 2 (September 15 to 21, 2020), each topic will span two weeks (a module). In the first week of each module (Tuesday to Monday), you will complete the readings, listen to the lecture and any additional videos, media or websites, and will take part in class activities and exercises. In the second week of each module, you will have two main activities to complete. First, in your seminar group of 5, you will meet with me (synchronously, via Zoom) during our Tuesday class time (Tuesday 8:30am - 11:20am EST). We will meet in 30 minute sessions so that we can discuss any questions or reflections you might have about the lecture materials, class exercises, or assignments and to explore any curiosities. I will provide a guiding question or theme for each of our Zoom meetings. Second, in your seminar group of 5, you will each take a turn leading a seminar among your small group of 5 based on the previous week's materials (readings, lecture, videos, etc.) using a dedicated A2L discussion thread. During this week (from Tuesday to Monday), the remaining members of the small group will engage with the seminar leader, thoughtfully answering questions and furthering the conversation.

## **Course Evaluation – Overview**

1. Class participation - 20%
  - a. Online participation (class exercises, forum participation, etc.) – 15%
  - b. Seminar lead – 5%
2. News scan – 15%
3. Annotated bibliography – 25%
4. Term paper – 40%

Assignments will be handed in online via A2L by 11:59pm on the day it is due. Please submit each of your assignments as a Word document and include your last name in the assignment file name. Your assignments should be typed, double-spaced, and use a 12 point font of your choosing. Any citation style is acceptable, as long as it is correctly and consistently used. For assistance with citation style, please consult <https://library.mcmaster.ca/research/citing>.

Note that McMaster University Library is a fantastic source for research assistance! Students may call or e-mail to get help finding library resources. Students may also get

online research help by using the "Ask a Librarian" virtual reference service  
<https://library.mcmaster.ca/justask>

## **Course Evaluation – Details**

### **Assignment 1 (20%): Class participation (due throughout the term)**

- a) Online participation (class exercises, forum participation, seminar participation etc.) – 15%
- b) Seminar lead – 5%

An overview on online participation: Active and thoughtful reactions to lecture materials, media, our guest lecturer, and seminars are essential to maintaining an engaged online classroom dynamic. Participation grades are based on demonstrated levels of engagement throughout the term. A participation rubric will be posted on our A2L class site. Participating and being prepared means more than simply logging on to our class site on A2L. I put a high premium on a participatory class and I expect students to engage in an active, collegial, and respectful manner. Class participation means not only offering relevant and informed opinions and insights, but also asking questions, working constructively with other students, and listening/reading. Being prepared means you have read the assigned readings, have notes/links on ideas to advance during our Zoom meetings and/or in your seminar forum, have good questions (confusions are good, too!), and much more than a summary understanding of the reading. Find a place in the texts that get your brain buzzing! Read everything twice and choose to focus on one or two places with more effort. Come prepared to contribute to our collective understanding of the topics of the week. Your personal investments and positions in relationship to this material are important. This class will never happen the same way again, and that is because you are here, with this particular group of colleagues, at this particular moment. Your participation mark also relies on your timely submission of assignments. Your timely and considered execution of course assignments will demonstrate to me that you are actively participating in the class in relation to course materials and class conversations. Disruptive or disrespectful behaviour will have a negative impact on your participation and preparation grade.

Beginning Week 2 (September 15 to 21, 2020), each topic (e.g. "Theoretical and Critical Perspectives on Leisure and Aging") will span two weeks (a module). In the first week of each module (beginning Tuesday morning and ending Monday evening), you will have access to and are required to complete the readings, listen to the lecture and any additional videos or media, and will take part in class activities and exercises. For our guest lectures with Dr. May Chazan and with Kelsey Harvey, you will have the option to attend their live lecture and ask these guest speakers questions.

In the second week of each module, on Tuesday morning your seminar group will meet with me for a 30 minute synchronous session (on Zoom). This is an opportunity to meet together and explore any questions or ideas you might have about the previous week's lecture or class exercises. As part of this second week, you will be highly active on your dedicated seminar group's A2L discussion thread. Each seminar group member will take a turn leading and facilitating your group's seminar and will be responsible for

guiding the discussion for that week (this is worth 5%). The seminar facilitator will start off by creating a substantive posting to your group's discussion thread that critically discusses or untangles a major issue or concept stemming from that module's lecture or readings. You are welcome to bring in your own reading or another media piece for your other seminar members to process. Seminar facilitators are also responsible for checking back in throughout the week to guide and further the conversations. That said, the responsibility does not rest solely on the facilitator to keep the conversation going! This is a group effort (and this includes me). Students who are not facilitating that week are expected to actively engage with the issues raised by their colleague and are expected to be "present" online at least 2 or 3 times throughout the week, not just in the hour or two before the end of that week.

We will respond to one another throughout the week drawing not only on assigned readings and lecture materials but also on our experiences as individuals learning, questioning, and navigating issues and questions about leisure and recreation in later life. In other words, there is more than one way to engage with the course materials, but evidence of your engagement is critical.

### **Assignment 2 (15%): News scan (due October 6, 2020)**

The purpose of the assignment is to get you thinking critically about leisure and recreation in later life and how it is understood and (re)presented in different news sources. For this assignment, you will scan different news sources (in print or online) over the past year for three different articles that each report on older adults' leisure and recreation in some form. You will cite the three different articles and give a *brief* summary of each article. Based on the knowledge gained thus far in our class and through the readings, spend the bulk of the assignment critically evaluating how leisure/recreation and aging/older adults are portrayed and understood in the article. What assumptions are made? What is omitted? Maximum: 850 words (excluding references).

You may wish to consult the following article as you're completing this assignment:

- Rozanova, J. (2010). Discourse of successful aging in *The Globe & Mail*: Insights from critical gerontology. *Journal of Aging Studies*, 24(4), 213-222.

For assistance locating and accessing news sources, please consult the following McMaster Library Research Guide: <https://libguides.mcmaster.ca/news/collections>

### **Assignment 3 (25%): Annotated Bibliography (due November 3, 2020)**

As a building block towards the development of your research paper (Assignment 4), you will select a topic of interest that you would like to explore in further depth and begin to discover pertinent literature on that topic. As your term paper will be eight to ten pages (2000 - 2500 words), it is important that you choose a topic that is specific and relevant to your area of interest and curiosity as it relates to leisure and recreation in later life.

In this assignment, you will identify the topic you intend to write your term paper about. Begin with a few sentences outlining what your topic of interest is, and describe your approach to the topic.

Your annotated bibliography should include three to five sources (*outside* of the course reading list). If you have chosen and read through five or more sources and do not have time to annotate all of them, you may include the citations for these sources at the end of the annotations as “Additional Sources” if you think you may use them in your research paper. Note: At least *three* of the sources must be annotated.

The annotations should be roughly two short paragraphs each. In addition to the citation, please include the following:

- A summary of the main theme and argument(s) of the source and note the resulting conclusion(s);
- A contextual description of the source (author, discipline, audience, tone, style, methodology or approach, etc.);
- An evaluation of the source and how you imagine the source is, or will be useful to your research paper/topic.

For further information on how to compose an annotated bibliography, please consult the following library information guides:

<https://advice.writing.utoronto.ca/types-of-writing/annotated-bibliography/>

<https://guides.lib.uoguelph.ca/AnnotatedBibliography>

<https://www.lib.uwo.ca/tutorials/annotatedbibliographies/index.html>

#### **Assignment 4 (40%): Research Paper (due December 8, 2020)**

Choose a topic or theme that is specific and relevant to your area of interest within leisure and recreation (in later life). You will have previously explored this topic/theme for the Annotated Bibliography assignment.

This eight to ten page, double-spaced research paper, excluding references, will require that you demonstrate a comprehensive understanding of and facility with the theoretical perspectives, concepts, major arguments and/or evidence presented in the course that relate to your topic of interest.

As an example, you may wish to consider composing your paper in sections. Note that there is no need to formally structure your paper with the following sections, as summarized below, but the outline is there to guide you. If you have any doubts or questions, please contact me or post your question to the “Class questions” discussion thread.

Begin with an introduction and establish context:

- First section: Introduce the topic in context. Begin with the general or overall contextual topic or theme. What is it about the leisure and recreation landscape that you are seeking to more deeply understand?

- Second section: Introduce your specific topic and your interest — through what lens or theory you are examining this topic?

Continue with sections that comprise the body of your work, that outline the analysis and discovery of your topic.

- Third section: Here you will provide the details and the facts about your topic of interest. Relevant details might include a history of your topic, a comparison, recent developments, a type of leisure program, policy information, jurisdiction considerations, etc.
- Fourth section: Tie this description into the context you began with. Why is this something worth knowing about, researching, and exploring? What remains unknown? Make relevant and specific connections.

Conclude with synthesizing and presenting your thinking or findings.

- Fifth section: Synthesize and present your findings. Draw relevant conclusions from what you have discovered through your research — this might include a set of conclusions that you've been able to draw or perhaps a statement about a particular practice. Present your findings from the perspective or lens you have chosen.

You should cite 10-15 (or more) different sources. Please include a minimum of 10 scholarly sources from peer reviewed articles and book chapters to inform the topic and qualify your findings and your analysis. Additional sources can include recent newspaper articles, credible websites, literary sources, etc. Please be sure to follow the formatting and referencing instructions as outlined above for this course.



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

### **Week 1: September 8 – 14, 2020**

#### **Introduction to the course**

Introductory lecture posted September 8, 2020

Video:

- Bregel, J. (2013). Hy Snell, 94 [Video file]. Retrieved from <https://vimeo.com/69394786>

Class activities:

- Sign up for seminar groups
- Class introductions
- Self-reflection exercise

### **Week 2: September 15 – 21, 2020**

#### **Topic: Theoretical and critical perspectives on leisure and aging**

Lecture posted September 15, 2020

Readings:

- Genoe, M. R. (2010). Leisure as resistance within the context of dementia. *Leisure Studies*, 29(3), 303-320.
- Mansvelt, J. (1997). Working at leisure: Critical geographies of ageing. *Area*, 29(4), 289-298.
- Pike, E. C. (2013). The role of fiction in (mis)representing later life leisure activities. *Leisure Studies*, 32(1), 69-87.
- Toepoel, V. (2013). Ageing, leisure, and social connectedness: How could leisure help reduce social isolation of older people? *Social Indicators Research*, 113(1), 355-372.

Class activities:

- Take a look at the Hamilton Seniors Isolation Impact Plan: <https://socialisolation.ca>

### **Week 3: September 22 – 28, 2020**

#### **Topic: Theoretical and critical perspectives on leisure and aging**

Class activities:

- Online check-in with seminar groups (Tuesday, September 22)
  - Bring any questions about the News Scan Assignment
- Seminar groups begin

### **Week 4: September 29 – October 5, 2020**

#### **Topic: Leisure, recreation, and the imperative to age successfully**

**Guest lecture:** Kelsey Harvey, PhD Candidate

Social Gerontology | Department of Health, Aging and Society  
McMaster University  
September 29, 2020 @ 9:30am (via Zoom)

Readings in preparation for the guest lecture:

- Massie, A. S., & Meisner, B. A. (2019). Perceptions of aging and experiences of ageism as constraining factors of moderate to vigorous leisure-time physical activity in later life. *Loisir et Société/Society and Leisure*, 42(1), 24-42.
- Read the *Canadian Physical Activity Guidelines* (uploaded on A2L)

Readings:

- Brown, C. A., McGuire, F. A., & Voelkl, J. (2008). The link between successful aging and serious leisure. *The International Journal of Aging and Human Development*, 66(1), 73-95.
  - Curious what the 'shag dance' looks like?  
<https://www.youtube.com/watch?v=i2MMLaSOXzE>
- Dupuis, S. L., & Alzheimer, M. (2008). Leisure and ageing well. *World Leisure Journal*, 50(2), 91-107.
- Katz, S. (2000). Busy bodies: Activity, aging, and the management of everyday life. *Journal of Aging Studies*, 14(2), 135-152.

Podcast:

- Allain, K., Dotto, S., & McKechnie, C. (2020). Episode 1: Fire on the ice: It used to be called an old man's game [Podcast]. Retrieved from: <http://kristi-allain.com/the-curling-project-1>

Video (expands on podcast):

- Allain, K. (2018). Curling and the potential to promote interdependent aging [Video file]. Retrieved from <https://www.youtube.com/watch?v=fhkxrsNgeAE>

## **Week 5: October 6 – 11; October 19, 2020**

**Topic: Leisure, recreation, and the imperative to age successfully**

Class activities:

- Online check-in with seminar groups (Tuesday, October 6)
  - Discuss reactions to and lingering questions for last week's guest lecturer
- Seminar groups

Note: News Scan Assignment due October 6, 2020 (11:59pm EST)

\*Note that Week 5 is interrupted by the fall Reading Week

## **Week 6: October 12 – 18, 2020**

### **Reading Week**

\*Note that Week 5 falls on either side of our Reading Week

## **Week 7: October 20 – 26, 2020**

### **Topic: Leisure and aging: Community and creativity**

#### **Guest lecture:**

Dr. May Chazan

Assistant Professor and Canada Research Chair in Gender and Feminist Studies  
Gender and Women's Studies | Trent University

October 20, 2020 (via Zoom)

Reading and video in preparation for the guest lecture:

- Chazan, M., Baldwin, M., & Evans, P. (Eds.). (2018). *Unsettling activism: Critical interventions on aging, gender, and social change*. Canadian Scholars' Press.
  - Introduction: Amplifying Activisms
- Aging Activisms. (2019). Storying activism [Video file]. Retrieved from: <https://vimeo.com/322808054>

#### Readings:

- Agate, J. R., Agate, S. T., Liechty, T., & Cochran, L. J. (2018). 'Roots and wings': An exploration of intergenerational play. *Journal of Intergenerational Relationships*, 16(4), 395-421.
- Griffin, M., Harvey, K., Gillett, J., & Andrews, G. (2019). Writing as/about leisure: Connecting with oneself and others through creative practice. *Leisure Sciences*, 1-19. <https://doi.org/10.1080/01490400.2019.1694609>
- Viscogliosi, C., Asselin, H., Basile, S., Borwick, K., Couturier, Y., Drolet, M. J., ... & Levasseur, M. (2020). Importance of Indigenous elders' contributions to individual and community wellness: Results from a scoping review on social participation and intergenerational solidarity. *Canadian Journal of Public Health*, 1-15. <https://doi.org/10.17269/s41997-019-00292-3>
- Wright, S. D., & Wadsworth, A. M. (2014). Gray and green revisited: A multidisciplinary perspective of gardens, gardening, and the aging process. *Journal of Aging Research*. <https://doi.org/10.1155/2014/283682>

## **Week 8: October 27 – November 2, 2020**

### **Topic: Leisure and aging: Community and creativity**

#### **Class activities:**

- Online check-in with seminar groups (Tuesday, October 27)
  - Bring any questions regarding the Annotated Bibliography assignment
  - Discuss reactions to and lingering questions for last week's guest lecturer

- Seminar groups

### **Week 9: November 3 – 9, 2020**

#### **Topic: Leisure, aging, and place**

Lecture posted November 3, 2020

Readings:

- Miller, E. (2016). Beyond bingo: A phenomenographic exploration of leisure in aged care. *Journal of Leisure Research*, 48(1), 35-49.
- Misgav, C. (2016). Gay-riatics: Spatial politics and activism of gay seniors in Tel-Aviv's gay community centre. *Gender, Place & Culture*, 23(11), 1519-1534.
- Riley, M. (2012). 'Moving on'? Exploring the geographies of retirement adjustment amongst farming couples. *Social & Cultural Geography*, 13(7), 759-781.
- Wood, L., & Kulczycki, C. (2018). A different leisure life: Leisure experiences of snowbirds. *Leisure/Loisir*, 42(4), 481-504.

Note: Annotated Bibliography Assignment due November 3, 2020 (11:59pm EST)

### **Week 10: November 10 – 16, 2020**

#### **Topic: Leisure, aging, and place**

Class activities:

- Online check-in with seminar groups (Tuesday, November 10)
- Seminar groups

### **Week 11: November 17 – 23, 2020**

#### **Topic: Leisure, aging, and technologies**

Lecture posted November 17, 2020

Readings:

- Berdychevsky, L., & Nimrod, G. (2017). Sex as leisure in later life: A netnographic approach. *Leisure Sciences*, 39(3), 224-243.
- Hebblethwaite, S. (2016). The (in)visibility of older adults in digital leisure cultures. In S. Carnicelli, D. McGillivray, & G. McPherson (Eds.), *Digital leisure cultures: Critical perspectives* (pp. 106-118). New York: Routledge.
- Katz, S., & Marshall, B. L. (2018). Tracked and fit: FitBits, brain games, and the quantified aging body. *Journal of Aging Studies*, 45, 63-68.
- Marston, H. R., Musselwhite, C., & Hadley, R. (2020, March 18). COVID-19 vs social isolation: The impact technology can have on communities, social connections and citizens. *Ageing Issues, The British Society of Gerontology*. <https://ageingissues.wordpress.com/2020/03/18/covid-19-vs-social-isolation-the-impact-technology-can-have-on-communities-social-connections-and-citizens/>

Video:

- Superflux Lab. (2015). Uninvited guests [Video file]. Retrieved from <https://vimeo.com/128873380>

### **Week 12: November 24 – November 30, 2020**

**Topic: Leisure, aging, and technologies**

Class activities:

- Online check-in with seminar groups (Tuesday, November 24)
- Seminar groups
- Sign up for paper consultation

### **Week 13: December 1 – 7, 2020**

**Paper Consultations**

Class activities:

- Self-reflection wrap up

### **Week 14: December 8, 2020**

**Course Wrap Up and Reflection**

Note: Research Paper Assignment due December 8, 2020 (11:59pm EST)

## **Course Policies**

### **Submission of Assignments**

All assignments will be turned in via Avenue To Learn.

### **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

Extensions for course assignments will only be granted under conditions of medical, family, or other extraordinary circumstances. All other late assignments will be penalized at a rate of 3% per day, including weekend days and holidays. Assignments more than one week overdue will not be accepted. Essays submitted on time will receive a letter grade and written comments; late assignments will receive minimal feedback.

## 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.

### **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.