

LEISURE & RECREATION IN LATER LIFE Fall 2022

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Lecture: Thursday 8:30am -11:20am
EST

Office Hours: Every Thursday at
11:30am in KTH 206 or by appointment.

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Course Description

This seminar course focuses on 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; intergenerational relations; 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, discussions, written assignments, guest speakers, and online discussions.

Course Objectives

The central objective of the course is to provide an opportunity for students to think critically about aging, leisure, and recreation in society and to demonstrate this knowledge both descriptively and analytically through tests and assignments.

- Identify and explain challenges facing older people
- Advance writing, critical thinking, and research skills
- 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

Send all emails to my McMaster email account: hatzifis@mcmaster.ca. Please consider email equivalent to any other form of written communication. Students who write to their instructors are expected to follow rules of spelling, grammar and punctuation. In addition,

please include a proper greeting, such as “Dear Stephanie or Dr. Hatzifalalithis,” and not “Hey Fam”. Add a closing that includes your full name, such as “Sincerely, Jane Smith.” Email failing to meet these standards may be returned unanswered. Emails that require a short reply will be answered within 3 working days (I will generally not respond to emails over the weekend). Email questions requiring a more detailed response will only be answered during office hours/by appointment.

Class Format

This class will be in person. In class lectures will reinforce course readings, and involve power-point slides, in-class activities, media clips, and occasional guest speakers. Power-point presentations, intended to facilitate note taking, will be posted on Avenue to Learn immediately prior to the scheduled lecture. It is important to keep up with the assigned readings and to attend lectures to succeed in this course; regular attendance must be a central priority. Required reading should be completed prior to class on Thursday you should be prepared to actively participate in class and during group discussions. In addition: during the term, all course information including, announcements, power point slides, assignment guidelines and grading rubrics, and course resources as well as assignment submission folders can be accessed through Avenue to Learn (A2L) (<https://avenue.mcmaster.ca/>).

This class will start on Thursday, September 8th (Week 1). Recognizing that this is a unique time for us all, this course is arranged in such a way to flexibly account for and accommodate disruptions to schedules and working rhythms (as much as is possible). Beginning Week 2 (September 15th, 2022), each topic will span two weeks (a module). In the first week of each module, you will complete the readings, attend 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 4, we will meet with me during our class time (Thursday 8:30am - 11:20am EST) 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 meeting. Second, in your seminar group of 4, you will each take a turn leading a seminar among your small group of 4 based on the previous week’s materials (readings, lecture, videos, etc.). During this week, 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. Class participation (class exercises, participation, etc.) – 15%
 - b. Seminar lead – 5%
2. News scan – 20% - Due October 7th, 2022
3. Annotated bibliography – 25% Due November 4th, 2022
4. Term paper – 35% - Due December 9th, 2022

Course Evaluation – Details

Submission of Assignments, detailed instructions, and grading rubrics for assignments will be posted on Avenue to Learn. Unless otherwise specified, each writing assignment must be submitted electronically in a WORD document to the appropriate Avenue to Learn drop box no later than 11:59 pm on the date due; emailed copies will not be accepted. All assignments should have a title page, all pages should be numbered and have 2.54 cm (1 inch) margins on all four sides. All text should be double-spaced, using 12-point Times New Roman Font. Assignments must be properly using the APA Style Guide. Writing assignments will be submitted into the Avenue Assignment drop box. You can access all assignment submission folders by clicking on 'Assessments' on either the Course Announcement or Content Page of Avenue. Under 'Assessments' click on "Assignments".

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>

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

- a) In class participation (class exercises, class discussion participation, seminar participation etc.) – 15%
- b) Seminar lead – 5%
- c) Reflection – not weighted

Active and thoughtful reactions to lecture materials, media, our guest lecturer, and seminars are essential to maintaining an engaged classroom dynamic. Participation grades are based on demonstrated levels of engagement throughout the term. Participating and being prepared means more than simply coming to class. 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 lectures and/or in our group discussions, have good questions (confusions are good, too!), and much more than a summary understanding of the reading. Come prepared to contribute to our collective understanding of the topics of the week. 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 15th, 2022), 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 Thursday morning and ending Wednesday 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, you will have the option to attend their live lecture and ask these guest speakers questions.

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 summary document 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 participate.

To conclude the course, you will submit a self-assessment of your participation and experience throughout the semester. While this exercise is not weighted, it is part of your overall participation grade. This process aims to encourage self-reflection and responsibility for your learning and participation. You might, for example, list elements that demonstrated the ways in which you participated in this community (learned, completed exercises, wrestled with ideas) as well as some hurdles you may have faced during class discussions. but it will be 'required' to chat and discuss monthly with your students around some of the ideas and suggestions you posed (and future ones we come up with). This can be an online zoom session or email.

Assignment 2 (20%): News scan (due October 7th, 2022)

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: 1000 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 4th, 2022)

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 (2,000-3,000 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. More information to be provided in due time on Avenue to Learn.

Assignment 4 (35%): Research Paper (due December 9th, 2022)

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. More information to be provided in due time on Avenue to Learn.

Weekly Course Schedule and Required Readings

Week 1: September 8th, 2022

Introduction to the course

Read the course syllabus ☺

Introductory lecture on zoom - September 8th, 2022 (link to be posted on A2L)

Video:

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

Week 2: September 15th, 2022

Topic: Critical perspectives on leisure, aging, and ageism

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:

- Sign up groups
- Hamilton Seniors Isolation Impact Plan: <https://socialisolation.ca>

Week 3: September 22, 2022

Topic: Critical perspectives on leisure, aging, and ageism

Class activities:

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

Week 4: September 29th, 2022

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

Readings:

- 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)
- 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.

Recommended

- Katz, S. (2000). Busy bodies: Activity, aging, and the management of everyday life. *Journal of Aging Studies*, 14(2), 135-152.
- Oswald, A. G., & Giunta, N. (2021). Conceptualizing family and leisure in LGBTQ ageing. In *Families, Sport, Leisure and Social Justice* (pp. 151-163). Routledge.

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 6th 2022

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

Class activities:

- Check-in with seminar groups (Tuesday, October 6)
- Discuss reactions to and lingering questions from last week's lecture
- Seminar groups

Note: News Scan Assignment due October 7th, 2022 (11:59pm EST)

Week 6: October 13th, 2022

Reading Week – No lecture

Week 7: October 20th, 2022

Topic: Leisure and aging: Community and creativity

Guest lecture: Dr. Meridith Griffin (more information on A2L in due time)

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., ... & Lvasseur, 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 27th, 2022

Topic: Leisure and aging: Community and creativity

Guest Lecture, Jen Tindall 'Art your Service' 9:00am over zoom

Readings for guest lecture:

- Price, K. A., & Tinker, A. M. (2014). Creativity in later life. *Maturitas*, 78(4), 281-286.
- Chazan, M., Baldwin, M., & Evans, P. (Eds.). (2018). *Unsettling activism: Critical interventions on aging, gender, and social change*. Canadian Scholars' Press.
- Aging Activisms. (2019). Storying activism [Video file]. Retrieved from: <https://vimeo.com/322808054>

Class activities:

- Check-in with seminar groups (Thursday, October 27)
- Bring any questions regarding the Annotated Bibliography assignment
- Discuss reactions to and lingering questions from guest lecturer
- Seminar groups

Week 9: November 3rd 2022

Topic: Place, Space, and Decolonializing Leisure

Readings:

- 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>
- Grimwood, B. S. (2021). On not knowing: COVID-19 and decolonizing leisure research. *Leisure Sciences*, 43(1-2), 17-23. Doi: 10.1080/01490400.2020.1773977
- 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.

Recommended

- 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 4th, 2022 (11:59pm EST)

Week 10: November 10th, 2022

Topic: Place, Space, and Decolonializing Leisure

Class activities:

- Check-in with seminar groups (Thursday, November 10th)
- Seminar groups

Week 11: November 17th, 2022

Topic: Fitness, Animals, and Technologies

Readings:

- Harvey, K., & Griffin, M. (2021). (In/Ex) clusive fitness cultures: an institutional ethnography of group exercise for older adults. *Ageing & Society*, 1-25. <https://doi.org/10.1017/S0144686X21000507>
- Harmon, J. (2019). Tuesdays with Worry: appreciating nature with a dog at the end of life. *Leisure Studies*, 38(3), 317-328. DOI: 10.1080/02614367.2018.1534135
- Berdychevsky, L., & Nimrod, G. (2017). Sex as leisure in later life: An ethnographic 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.

Recommended:

- 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/>
- Katz, S., & Marshall, B. L. (2018). Tracked and fit: FitBits, brain games, and the quantified aging body. *Journal of Aging Studies*, 45, 63-68.

Video:

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

Week 12: November 24th, 2022

Topic: Fitness, Animals, and Technologies

Class activities:

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

Week 13: December 1st, 2022

Paper Consultations

Class activities:

- Self-reflection wrap up

Week 14: December 8th, 2022

Course Wrap Up and Reflection

Note: Research Paper Assignment due December 9th, 2022 (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:

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

Late Assignments

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.

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 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.