

HLTHAGE 2BB3–PERSPECTIVES IN HEALTH, AGING AND SOCIETY

Winter 2019

January 7th to April 9th, 2019

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Lecture: LRW 1055 Mon, Wed, Thurs
5:30- 6:20pm (Beginning Week 3- Mon,
Wed 5:30- 6:20 pm)

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Office Hours: Tuesday 3-4 pm or By
Appointment

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Classroom Location & Scheduled Time

LRW 1055 Monday, Wednesday, and Thursday 5:30 pm to 6:20 pm. **Beginning week 3, regularly scheduled classes will only be held on Monday and Wednesday** as students are required to attend weekly tutorials. Please note that students should not plan other activities during the Thursday time slot as it may be necessary to schedule some additional classes during this time frame. Students will be given advance-notice, in class and via an announcement on Avenue, regarding the scheduling of any additional Thursday classes. For your individual tutorial section locations and times consult Mosaic.

Course Description

This course introduces students to a number of theoretical perspectives used by scholars to examine social aspects of health and aging. We will first examine what are known as classical theoretical approaches; conflict theory, structural functionalism, symbolic interactionism, and life course theory. During the remainder of the course we will explore a selection of critical approaches that include political economy, feminism, critical gerontology, and social constructionism. Through these various lenses we will examine how the processes of aging and health are experienced and shaped by individuals and impacted by society. Through reflection, discussion, and writing you will have the opportunity to consider the importance of theoretical approaches in shaping our knowledge, experiences, and interpretations of health and aging in society.

Course Objectives

By the end of the course students should be able to:

- Describe and explain key classical and critical theoretical approaches used in the study of social aspects of health and aging
- Identify the strengths and weaknesses of key classical and critical theoretical approaches used in the study of social aspects of health and aging
- Make connections between theory, social structures, knowledge, experiences, and perceptions regarding the social aspects of health and aging.
- Discuss how theories can be used to explore aspects of social inequality, identity, and intersectionality in the context of aging and health.
- Advance skills in critical thinking, analysis, team work, research, writing, oral presentation, and group discussion

Required Materials and Texts

There is no assigned textbook for this course. A custom courseware pack is available for purchase at the University Bookstore, which includes copies of all assigned book chapters. Article readings are available publicly or through the McMaster University Library on-line catalogue. Article URLs are detailed in the courseware pack and in the

reading schedule this course outline. It is your responsibility to download *all* assigned readings.

Class Format

The classes will involve interactive lectures, discussions, in-class exercises, and assigned group tutorials. Lectures will be designed to reinforce and augment course readings but will not fully cover all content presented in the required readings. Power-point slides, outlining the lecture for the week will be posted on Avenue to Learn immediately prior to the Monday scheduled lecture. The power-point slides are intended to facilitate note taking during class and do not provide a complete summary of the material covered in lecture. Required reading should be completed prior to class and students should be prepared to be actively engaged in class. To achieve maximum success in this course attend lectures, complete all required reading, and actively participate in individual and group learning opportunities.

Course Evaluation – Overview

COMPLETION OF ALL ASSIGNMENTS AND EXAMS ARE MANDATORY TO PASS THE COURSE

1. Midterm Exam - 25%, February 11th
2. Integrative Proposal – 5%, due March 6th
3. Integrative Paper- 20% due April 3rd
4. Tutorial Participation- 10%, on-going
5. In-class Group Participation- 10%
6. Final Exam - 30% Scheduled by the Registrar

Course Evaluation – Details

MIDTERM EXAM (25%)

The in-class midterm will be based on all course material covered in lectures and weekly readings prior to the midterm recess. The exam will consist of 40 multiple-choice questions and is scheduled to take place on February 11th. You will have 50 minutes to write the exam. Further details about the exam will be reviewed in class and posted on Avenue.

FINAL EXAM (30% Scheduled by the Registrar)

The final exam will be based on the material covered in lectures and weekly readings and It will consist of 80 multiple choice questions. You will have 2 hours to complete the exam. Further details about the exam will be reviewed in class and posted on Avenue.

INTEGRATIVE PAPER (20%) & PROPOSAL (5%)

You will be required to write an integrative paper that demonstrates your ability use theory to explore a social issue on a topic related to aging, health, or aging/health. You will choose one or two theoretical frameworks studied in class and use theory to analyze a topic of interest. The **proposal** will be 2 pages long and will clearly identify your topic of interest, the theory or theories that you will be using, the literature that you will be consulting, and some of the major arguments that you will be developing in your paper.

Your final **integrative paper** should be 6-8 pages long not including the title page. Your paper should reference course material (minimum of two assigned readings) and at least four articles published in academic peer-reviewed journals that you find through independent research. The quality of your references will be considered in the marking of your assignment. You will be penalized for using inappropriate references such as websites, papers posted on-line that are written by undergraduate or graduate students, or unpublished conference papers. Further guidelines will be posted on Avenue to Learn and discussed in tutorial.

Unless otherwise indicated, all writing assignments must be submitted electronically in a WORD document to the appropriate Avenue to Learn drop box no later than 5:30 pm on the scheduled due date; hardcopies or emailed copies will not be accepted. All assignments should have a title page, all pages should be numbered and have 1-inch margins on all four sides. All text should be double-spaced, using 12-point Times New Roman Font. Assignments must be properly formatted using the [APA Style Guide](#). Carefully follow the manuscript formatting with respect to in-text citation references, reference page formatting, and manuscript writing style. See: <http://library.mcmaster.ca/guides/apa-style-guide>

Tutorial Participation & Attendance (10%)

- In this course there are 2 Teaching Assistants who will be available to support the academic needs of students in a variety of ways. The TA's will hold office hours, lead tutorial sessions, and provide instructions and guidance regarding assignments, course material, and preparing for exams. Your assignments will be graded by your TA and he/she will provide feedback to you on your progress in the course.
- Each student must regularly attend a weekly tutorial session. If you are unable to attend the tutorial section in which you are registered, you can request to be moved to another tutorial session. However, it may not be possible to grant all of these requests due to tutorial enrolment, room size, and fire code regulations. Please note that it is mandatory to attend all scheduled tutorial sessions; make-up assignments will not be prepared for conflicting schedules or other forms of competing obligations. For each tutorial you miss, you will lose 1%. Teaching

Assistants are not responsible for informing individual students about material that was discussed during missed tutorial sessions.

- Full attendance and full participation will be required to obtain your 10%. At each tutorial your TA will take attendance. Students will earn 5% for attendance and 5% for full participation. There are a variety of ways to earn participation grades, including bringing insights and questions for discussion based on your assignments, sharing of media clips that illustrate theories/concepts, and taking part in tutorial exercises. Ways to earn participation marks will be reviewed by your TA during the first tutorial.
- Teaching Assistants reserve the right to downgrade your tutorial participation mark (a maximum of 5 points) for negative class tutorial participation - an attitude that is disrespectful towards the course, Professor, or Teaching Assistant. Activities considered negative class participation include: irregular class attendance, talking to classmates about material that is not related to the course, inappropriate use of computers or electronic devices (e.g., face-booking, twittering, texting, surfing the internet, playing games), sleeping, listening to ipods or mp3 players, coming to class late or leaving early, etcetera. Laptops should only be used to take notes; evidence of inappropriate computer usage or other behavior may result in a Teaching Assistant asking you to leave tutorial.
- Please direct your course inquiries to the appropriate TA. TA contact information will be posted on Avenue.

IN-CLASS GROUP PARTICIPATION (10%)

Participation grades will be based on contribution to in-class discussions and activities, in class attentiveness, and thoughtful completion and sharing of in-class assignments

- Class discussion based on weekly readings will be a routine component of the course. Full attendance (attending the entire class) and active participation is required. It is therefore important that all students, complete scheduled readings prior to class, attend all classes, be attentive, and participate enthusiastically in discussion.
- Each week you will be provided with the opportunity to reflect individually on course material through short written responses and to participate in collaborative learning with your peers. Students will be expected to reflect and engage in discussion about the course readings and provide individual written responses to questions posed by the instructor. The purpose of peer group work is to provide you with an opportunity to increase your understanding of theoretical concepts and arguments, enhance your ability to apply theory to social issues and problems, and share your insights with the class.

- **Submit written responses to the appropriate Avenue drop box during class time on the scheduled due date.** Submissions will not be assessed for accuracy but for completeness. Completed assignments will result in the accumulation of participation credits. Teaching assistants will grade the responses and provide general feedback in tutorial.
- Procedures for peer evaluation of the group work will be discussed in class and details posted on Avenue. **Barring exceptional circumstances (decided on a case by case basis) there is no accommodation for missed in-class participation.** Detailed instructions and a grading rubric for the in-class assignments will be reviewed in class and posted on Avenue.

Weekly Course Schedule and Required Readings

*** Complete Weekly Readings by Monday of Each Week

Week 1 January 7th, 9th, 10th

January 7th Introduction to the Course

Readings:

- No required readings

January 9th, 10th Theorizing in the Study of Aging and Health

Readings; Courseware Pack

- Chappell et al. (2008) pp 55-63
- Mills C.W. (2005/1959) pp 2-7
- Lemert C. (2004) pp 1-20

Notes:

- No Tutorials

Week 2 January 14th, 16th, 17th

Introduction to Classical Theoretical Perspectives in Social Gerontology & Health

Readings:

- Functionalist Paradigm/ Courseware Pack:
 - Lupton (2012) pp 3-5
- First and Second Generation Social Gerontology Theories: Disengagement, Activity, Continuity Theories/ Courseware Pack:
 - Chappell et al. (2008) pp 63-66
- Age Stratification Theory/ Courseware Pack
 - Chappell et al. (2008) pp 68-70

Readings: Active Aging/ On-line Article

- [Boudiny K. \(2013\)](#)

Notes:

- No Tutorials

Week 3 January 21st, 23rd

Symbolic Interactionism / Symbols Meaning and the Social Self

Readings: Courseware Pack

- Allan K (2006) pp 5-25

Readings: On-line Article

- [Rozario, Philip A. and Daniel Derienzis. \(2009\)](#)

Notes:

- Tutorials begin

Week 4 January 28st, 30th

Second Generation Social Gerontology Theories/The Life Course Perspective

Readings: Course Ware Pack

- Chappell et al. (2008) pp 73-77

Readings: On-line Articles

- [Hutchison Elizabeth D. \(2011\) pp 1-19](#)
- [Cloutier-Fisher et al. \(2011\)](#)

Notes:

- Tutorials: Review of Proposal Instructions

Week 5 February 4th, 6th

Second Generation Social Gerontology Theories/Life Course Perspective

Readings: On-line Articles

- [Hutchison Elizabeth D. \(2011\) pp 20-37](#)
- [Montes de Oco et al. \(2006\)](#)

Notes:

- Tutorials: Midterm Review

Week 6 February 11th, 13th

February 11th- Midterm Exam

Readings:

- No Readings

February 13th Second Generation Social Gerontology Theories/Critical Perspectives in Aging and Health: Political Economy Perspective

Readings: Courseware Pack

- Estes C.L. (2001) pp 1-22

Notes:

- No Tutorials

Week 7 Feb 18th, 20th Midterm Recess

No Readings

Week 8 Feb 25th, 27th

Second Generation Social Gerontology Theories/ Political Economy Perspective

Readings: Courseware Pack

- Chappell et al. (2008) pp 71-73
- Lupton (2012) pp 5-8

Readings: Online Article

- [Hooker Claire and S. Harris Ali. \(2009\)](#)

Notes:

- Tutorials: Integrative Proposal Assignment Workshop

Week 9 March 4th, 6th

Third Generation Social Gerontology Perspectives/ Feminism and Political Economy

Readings: Course Ware Pack

- Chappell et al (2008) pp 77-79
- Grant Karen R. (2012) pp 265-283

Readings: On-Line Articles

- [Grigorovich, Alisa \(2013\)](#)

Notes:

- Integrative Proposal DUE March 6th

Week 10 March 11th, 13th

Third Generation Social Gerontology Perspectives/Feminism and Intersectionality

Readings: On-Line Articles:

- [Krekula, C. \(2007\)](#)
- [Calasanti, T. \(2004\)](#)

Notes:

- Tutorials: Review of Integrative Paper Instructions

Week 11 March 18th, 20th

Third Generation Social Gerontology Perspectives/Critical Gerontology

Readings: Courseware Pack

- Chappell et al (2008) pp 79-81

Readings: On-line Articles

- [Katz, S., & Calasanti, T. \(2015\)](#)
- [Oldman, C. \(2003\)](#)

Week 12 March 25th, 27th

Social Constructionism

Readings: Courseware Pack

- Lupton (2012) pp 8-11 and pp 14-16

Readings: On-line Articles

- [Paulson, S. \(2005\)](#)
- [Marshall, B. L. \(2011\)](#)

Week 13 April 1st, April 3rd

Social Constructionism

Readings: Online Article

- [Chapman S.A. 2005](#)

Notes:

- Tutorial: Review for Final Exam
- Integrative Assignment Due April 3rd

Week 14 April 8th

Course Wrap Up

Course Policies

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

Without approved excuses, you must make arrangements directly with me to hand in the assignment. Assignments will be marked down 10% if turned in late on the day it is due, and an additional 10 percentage points for each day it is late after that; this includes weekend days and holidays. If an assignment is due at the start of a class, it will be considered one day late any time after the end of class that day.

Absences, Missed Work, Illness

All reasons for illness, injury and family emergency must be addressed through the office of the Associate Dean of Social Sciences who will notify the Professor of your absence. The policy contains the following requirements:

1. If you are seeking relief for missed academic work because of an absence lasting up to 3 days in duration, you must use the McMaster Student Absence Form. The course work you have missed must be worth 24% or less of your grade.
2. You may submit a maximum of 1 Academic Work Missed request per term. It is YOUR responsibility to follow up with your Instructor immediately (NORMALLY WITHIN TWO WORKING DAYS) regarding the nature of the accommodation.
3. If you are absent for reasons other than medical reasons, for more than 3 days, or exceed 1 request per term you MUST visit your Associate Dean's Office (Faculty Office). You may be required to provide supporting documentation. This form should be filled out immediately when you are about to return to class after your absence. Additional requests for relief of academic missed work must be

reported to your Faculty's Associate Dean's Office (Be prepared to submit appropriate documentation. Relief for missed academic work is not guaranteed).

4. MSAF is now available in MOSAIC Student Center (in the drop down menu under Academics)
5. You should expect to have academic commitments Monday through Saturday but not on Sunday or statutory holidays. If you require an accommodation to meet a religious obligation or to celebrate an important religious holiday, you may use the McMaster Student Absence Form or contact your Faculty's Associate Dean's Office.
6. In deciding whether or not to grant relief for missed work, factors such as the following may be taken into account: the timing in relation to the due date of the missed work and the degree of the student's incapacitation.
7. You are responsible to contact your Professor(s) promptly to discuss the appropriate relief.
8. It is the prerogative of the Professor of the course to determine the appropriate relief for missed term work in his/her course.

See the Faculty of Social Sciences web page on [Student Absence Information](https://socialsciences.mcmaster.ca/current-students/absence-form)
<https://socialsciences.mcmaster.ca/current-students/absence-form>

Email

Send all emails to my McMaster email account: leblanyl@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 Dr. LeBlanc," and a closing that includes your full name, such as "Sincerely, John Smith." Email failing to meet these standards may be returned unanswered. Emails that require a very short reply will be answered within 4 working days (I will generally not respond to emails over the weekend). Email questions requiring a more detailed response will only be answered - in person - during office hours or by appointment.

Use of Mobile Devices

Mobile devices, specifically laptops and tablets, may be used in this course for educational purposes only (i.e., learning directed related to the course). At times I may direct you to use your mobile device to complete an activity or task, other times I may ask you to close your laptop or turn off your tablet to focus your attention on other course related tasks. Off-task use (e.g., Facebook, texting, other) will result in your device being confiscated for the class and/or being asked to leave the classroom for all or part of the class.

Release of Grades

Assignment grades will NOT be given out over the phone or by email. Final exam grades will not be released by the instructor. Final course grades will be released through the Registrar's Office.

Review of Marks

I will be diligent in marking all assignments fairly and accurately. However, occasionally students disagree with the marks they receive. If this occurs, the instructor will be happy to review the mark of any assignment or exam, if the procedure outlined below is followed. Please note that when a mark is reviewed, the new mark may be lower than the original.

To request a review of a mark, write a 1-page typed memo describing in detail the nature of the perceived marking error. Submit this memo (in person, not e-mail), with the original marked assignment, to the instructor. You may submit requests for review no sooner than 48 hours, and no later than 1 week after the assignment feedback is distributed via the Avenue drop box.

Avenue to Learn

In this course we will be using Avenue to Learn. Course information will be posted here throughout the term. Please check this site often to keep informed of assignment instructions, links to course resources, important announcements, and interim grades. It is the responsibility of all students to be aware of all information posted on 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.

Step 1: Make sure you are in the Avenue to Learn system.

If you officially registered for the course, you were automatically enrolled in the Avenue To Learn system. Go directly to step 2. Students who registered late for this course need to be added to the Avenue to Learn database before they can perform the next step. The best way to do this is to make sure that you are officially registered for this course.

Step 2: Logon to Avenue to learn. Go to <http://Avenue.mcmaster.ca/>

All the information you need for logging on to the site, for configuring your web browser, and for adding this course to your account are available here.

Step 3: Support

If you are interested in viewing the support for Avenue to Learn, including quick help guides and other resources please visit <http://avenue.mcmaster.ca/help/>

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](https://www.mcmaster.ca/academicintegrity/turnitin/students/), please go to URL: <https://www.mcmaster.ca/academicintegrity/turnitin/students/>

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 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.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. [Student Accessibility Services](#) can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

URL:<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

If you require this course outline in an alternate/accessible format, please contact the Department of Health, Aging & Society (ext. 27227 | e-mail: hasdept@mcmaster.ca).

Accommodations

I am committed to making appropriate accommodations for students' observance of religious holidays. Please contact me as early in the term as possible to make individual arrangements.

I am also committed to working with students with disabilities to make individualized accommodations according to your specific needs. All such arrangements must be made through Student Accessibility Services (SAS). Please drop by my office at the beginning of the term to review individual arrangements. All such arrangements will remain confidential.

Student Accessibility Services: For information about academic support services, contact SAS at MUSC B107 (ext. 28652) or <http://sas.mcmaster.ca>.

Support Services and Accommodations

The Student Accessibility Services (SAS) office (*formerly, the Centre for Student Development) offers group and individual consultation about effective learning strategies, essay writing, and study habits; accommodations, assistive technology,

advocacy and support for students with disabilities. Personal/group counseling is offered at the Student Wellness Centre (SWC). If you believe these services may be helpful to you, contact:

***Student Accessibility Services (SAS)**

Phone

(905) 525 9140 x 28652

Teletypewriter (TTY)

(905) 528-4307

Email

sas@mcmaster.ca

Website

<http://sas.mcmaster.ca/>

Location

MUSC B107

Student Wellness Centre (SWC)

Medical and Counseling Services

(905)-525-9140 x 27700

Wellness Education

(905) 525-9140 x 23312

Email

wellness@mcmaster.ca

Website

<http://swc.mcmaster.ca/>

Location

MUSC B101, 107, and 106

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 requiring a RISO accommodation 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.