

# HLTHAGE 2BB3 – PERSPECTIVES IN HEALTH, AGING AND SOCIETY

Winter 2023 - January 9<sup>th</sup> to April 12<sup>th</sup>

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**Lecture:** T13 127, Mon 3:30 pm - 4:20 pm & Tues 4:30pm - 5:20 pm  
(Thursday- 3:30- 4:20 pm – not regularly scheduled)

**Office:** KTH 231  
**Office Hours:** Tuesday 3:00 pm – 4:00 pm or by appointment

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## **Course Description**

This course introduces you 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**

**Learning Outcomes-** The learning outcomes of this course are consistent with [McMaster's Undergraduate Degree Level Expectations](#).

URL:

<http://cll.mcmaster.ca/COU/pdf/Undergraduate%20Degree%20Level%20Expectations.pdf>.

These connect to several of the undergraduate degree level expectations including developing a depth and breadth of knowledge and development of communication skills.

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, teamwork, research, writing, oral presentation, and group discussion

## **Required Materials and Texts**

There is no assigned textbook for this course. Required readings will be made available on the Content Page of Avenue.

## **Class Format**

Regularly scheduled in- person classes will only be held on Monday and Tuesday as you are required to attend weekly tutorials. Please note that you should not plan other activities during the Thursday time slot as it may be necessary to schedule additional classes during this time frame. If this is necessary you will be given advance-notice, in class, via email and through via an announcement on Avenue, regarding the scheduling

of any Thursday classes. For your individual tutorial section locations and times consult Mosaic.

The course will be delivered according to a blended learning model. With respect to this course, this means that there are 2 components to the delivery and format of the course: regularly scheduled in person classes and an on-line learning component.

### **1. In person classes**

To achieve optimal success in this course you are required to regularly attend in person classes. Lectures will reinforce course readings, and involve power-point slides, in-class discussion, media clips, and activities. Interactive lectures are intended to reinforce and augment the required reading. The power point slides are provided to facilitate note taking and will not be a replica of all that is discussed in lecture. Required reading should be completed prior to class on Monday and you should be prepared to actively participate in class.

### **2. Online Component**

This is offered through the McMaster's online learning management system, Avenue-to-Learn (A2L). A2L is web-based and can be accessed from any internet connection. During the term, course information including, weekly power point slides, videos, tutorial exercises, assignment guidelines, and grading rubrics, and any other applicable course resources can be accessed through A2L. A2L is also used for midterm tests, assignment submissions, and feedback on assignments.

To assist with notetaking, power point lecture slides will be posted on Avenue immediately prior to class. For quick reference you will also be provided with a checklist that will outline 'what you have to read' and 'what you have to do' each week.

\*\*\* Please note that accommodation for missed work requires MSAF, SAS OR RIS approval (see pp.15-16 for details on these forms of accommodation). It is not possible to grant accommodations for missed work due to individual work schedules, travel, or time management issues.

### **Course Evaluation – Overview**

1. Midterm Test (25%), February 13<sup>th</sup>
2. Tutorial Participation (10%) Tutorials Begin Week 3
3. In-class Participation (10%)
4. Theory Application Paper- Proposal – (5%) due March 11<sup>th</sup>
5. Theory Application Paper- (20%) due April 8<sup>th</sup>
6. Final Exam (30%) Scheduled by the Registrar

## **Course Evaluation – Details**

### **Midterm Test (25%)**

The midterm test will be administered on-line via the Avenue to Learn 'Quizzes' portal. The questions will be based course material covered between weeks 1-5 and is worth 25% of your final grade. The test will consist of multiple-choice questions that will test your knowledge of the required readings and additional course material. Once you log on, you will have 50 minutes to complete the midterm. Time adjustments will be made for students with formal accommodations (for example SAS or RISO).

During the on-line test, you are not allowed to collaborate with your peers nor are you able to take screen shots, post photos, post questions online, access webpages for answers, or any similar behavior/activity etc., as doing so is a form of academic dishonesty. Read the McMaster University Academic Integrity Policy in advance of the test. Strategies are in place to prevent academic dishonesty when writing the on-line test. Although you have access to your course material during the test, please remember that to be successful, you must keep up with learning course content on a regular basis and study in advance of the test.

### **Final Exam- scheduled by the registrar (30%)**

The final exam will be based on the material covered in lectures and weekly readings and it will consist of 80 multiple choice questions. Further details about the exam will be reviewed in tutorial and posted on Avenue.

### **Theory Application Assignment (25%)**

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 the scheduled due date and time; hardcopies or emailed copies will not be accepted. 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: <https://libguides.mcmaster.ca/APA>

### **Theory Application Paper- Proposal (5%)**

You will be required to write a theory application paper that demonstrates your ability to apply social theory and/or theoretical concept(s) to a focused topic related to an aging, health, or aging & health issue. You will choose one critical theoretical framework studied in class and use a theory, concept or combination of concepts within the theoretical perspective/ paradigm to analyze your focused topic of interest. The **proposal** will be approx. 4-5 pages long, not including the title and reference pages, and will clearly identify your specific topic of interest, the theory or concept(s) that you will be using, the literature (published 2013 or later) that you will be consulting, and some of the major arguments that you will be developing in your paper. Sources must be obtained from academic peer-reviewed social science journals and located through the McMaster library system. Include the article DOI and McMaster

URL in the reference page. 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, unpublished conference papers or review articles.

### **Theory Application Paper (20%)**

Your final **paper** should be approximately 8-10 pages long, not including the title and reference pages. A minimum of 9 academic sources is required- 6 of these sources must be from social science journal articles published 2013 or later. Sources must be obtained from academic peer-reviewed social science journals and located through the McMaster library system. Include the article DOI and McMaster URL in the reference page.

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, unpublished conference papers or review articles. Further guidelines will be posted on Avenue to Learn and discussed in tutorial.

### **Tutorial Participation (10%) Tutorials begin week 3**

- In this course there are 2 Teaching Assistants who will be available to support your academic needs 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 tests. Your assignments will be graded by your TA, and he/she will provide feedback to you on your progress in the course.
- You 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 (i.e. travel, work schedules, time management issues).
- Full attendance and full participation will be required to obtain your 10%. At each tutorial your TA will take attendance. You 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 iPod 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.

- TA contact information will be posted on the Content Page of Avenue. **DO NOT USE AVENUE TO LEARN E-MAIL** to contact TA's; use the McMaster email.

### **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 you complete the required readings prior to class, attend all classes, be attentive, and participate enthusiastically in discussion.
- More specifically, each week you will be expected to reflect on and engage in discussion about the course readings and to submit written group 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.
- Unless you have a formally approved request (for example SAS, RISO or MSAF) 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**

#### **Week 1 (January 9<sup>th</sup>, 10<sup>th</sup>)**

##### **Topic- Introduction to the Course**

Readings:

- Course Outline

Notes:

- No Tutorials

#### **Week 2 (January 16<sup>th</sup>, 17<sup>th</sup>)**

##### **Topic: Theorizing in the Study of Aging and Health & Active Learning**

Required Readings:

- 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 3 (January 23<sup>rd</sup>, 24<sup>th</sup>)**

#### **Topic: Introduction to Classical Theoretical Perspectives in Social Gerontology & Health**

Required Readings:

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

On-line Article:

- [Boudiny K. \(2013\).](https://doi.org/10.1017/S0144686X1200030X) 'Active ageing': From empty rhetoric to effective policy tool. *Ageing and Society*, 33(6), 1077-1098.  
doi: <https://doi.org/10.1017/S0144686X1200030X>  
URL:  
[https://resolver.scholarsportal.info/libaccess.lib.mcmaster.ca/resolve/01688510/v13i0003/270\\_tpeotperotoc.xml](https://resolver.scholarsportal.info/libaccess.lib.mcmaster.ca/resolve/01688510/v13i0003/270_tpeotperotoc.xml)

Notes:

- Tutorials Begin- Active Aging\

### **Week 4 (January 30<sup>th</sup>, January 31<sup>st</sup>)**

#### **Topic: Symbolic Interactionism / Symbols Meaning and the Social Self**

Required Readings:

- Allan K (2006) pp 5-25
- On-line Article:
- [Panicker, A., Basu, K., & Chung, C.-F. \(2020\).](https://doi.org/10.1145/3392848) Changing Roles and Contexts: Symbolic Interactionism in the Sharing of Food and Eating Practices between Remote, Intergenerational Family Members. *Proceedings of the ACM on Human-Computer Interaction*, 4(CSCW1), 1–19. <https://doi.org/10.1145/3392848>  
URL:  
[https://resolver.scholarsportal.info/resolve/25730142/v4icscw1/1\\_cracsipbrifm.xml](https://resolver.scholarsportal.info/resolve/25730142/v4icscw1/1_cracsipbrifm.xml)  
|

Notes:

- Tutorials: Review of Proposal Instructions



## **Week 5 (February 6<sup>th</sup>, 7<sup>th</sup>)**

### **Topic: Second Generation Social Gerontology Theories/The Life Course Perspective**

Required Readings:

Chappell et al. (2008) pp 73-77

On-line Articles:

- [Hutchison Elizabeth D. \(2011\) pp 1-19](#)
- [LeFebvre, L. E., & Rasner, R. D. \(2017\)](#). Adaptations to Traditional Familial Roles: Examining the Challenges of Grandmothers' Counterlife Transitions. *Journal of Intergenerational Relationships*, 15(2), 104–124. <https://doi.org/10.1080/15350770.2017.1294010>  
URL:[https://resolver.scholarsportal.info/resolve/15350770/v15i0002/104\\_attfretco\\_gct.xml](https://resolver.scholarsportal.info/resolve/15350770/v15i0002/104_attfretco_gct.xml)

Notes:

- Tutorials: Midterm Review

## **Week 6 (February 13<sup>th</sup>, 14<sup>th</sup>)**

### **February 13<sup>th</sup> Midterm Test**

### **February 16<sup>th</sup>: Topic: Second Generation Social Gerontology Theories/Life Course Perspective**

Required Readings:

On-line Articles

- [Hutchison Elizabeth D. \(2011\) pp 20-37](#)
- [Lev, S., Harel, D., Goldblatt, H., & Band-Winterstein, T. \(2022\)](#). The Interplay Between Poly-Victimization and Sexual Assault in Late Life in the Context of Life Course Perspective. *Violence Against Women.*, 28(5), 1282–1301. <https://doi.org/10.1177/10778012211012092>  
URL:  
<https://journals.sagepub.com/doi/10.1177/10778012211012092>

Notes:

- No Scheduled Tutorials

## **Week 7 Midterm Recess February 20<sup>th</sup> to February 26<sup>th</sup>**

No Required Readings:

## **Week 8 (February 27<sup>th</sup>, February 28<sup>th</sup>)**

### **Topic: Critical Theory: Second Generation Social Gerontology Theories/ Political Economy Perspective**

Required Readings:

- Estes C.L. (2001) pp 1-22
- Chappell et al. (2008) pp 71-73

- Lupton (2012) pp 5-8

On-Line Article:

- [Mou, H. \(2013\)](https://doi.org/10.1016/j.healthpol.2013.07.004). The political economy of the public–private mix in health expenditure: An empirical review of thirteen OECD countries. *Health Policy*, 113(3), 270–283. <https://doi.org/10.1016/j.healthpol.2013.07.004>  
URL: [https://resolver-scholarsportal-info.libaccess.lib.mcmaster.ca/resolve/01688510/v113i0003/270\\_tpeotperotoc.xml](https://resolver-scholarsportal-info.libaccess.lib.mcmaster.ca/resolve/01688510/v113i0003/270_tpeotperotoc.xml)

Notes:

- Tutorials: Theory Application Proposal Workshop

## Week 9 (March 6<sup>th</sup>, 7<sup>th</sup>)

### Topic: Critical Theory: Third Generation Social Gerontology Perspectives/ Feminism and Political Economy

Readings:

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

On-Line Article:

- [Smith, J., Davies, S. E., Feng, H., Gan, C. C. R., Grépin, K. A., Harman, S., Herten-Crabb, A., Morgan, R., Vandan, N., & Wenham, C. \(2021\)](https://doi.org/10.1080/17441692.2021.1896765). More than a public health crisis: A feminist political economic analysis of COVID-19. *Global Public Health*, 16(8–9), 1364–1380. <https://doi.org/10.1080/17441692.2021.1896765>  
URL: [https://resolver-scholarsportal-info.libaccess.lib.mcmaster.ca/resolve/17441692/v16i8-9/1364\\_mtaphcfpeaoc.xml](https://resolver-scholarsportal-info.libaccess.lib.mcmaster.ca/resolve/17441692/v16i8-9/1364_mtaphcfpeaoc.xml)

Notes:

- Theory Application Proposal DUE March 11<sup>th</sup> at 11:59 pm
- Tutorials

## Week 10 (March 13<sup>th</sup>, 14<sup>th</sup>)

### Topic: Critical Theory: Third Generation Social Gerontology Perspectives/Feminism and Intersectionality

Required Readings:

On-Line Articles:

- [Whitesel, J. \(2017\)](https://doi.org/10.2307/26625966). Intersections of Multiple Oppressions: Racism, Sizeism, Ableism, and the “Illimitable Etceteras” in Encounters With Law Enforcement. *Sociological Forum*, 32(2), 426–433. <https://doi.org/10.2307/26625966>  
URL: [https://resolverscholarsportalinfo.libaccess.lib.mcmaster.ca/resolve/08848971/v32i0002/426\\_iomorseiewle.xml](https://resolverscholarsportalinfo.libaccess.lib.mcmaster.ca/resolve/08848971/v32i0002/426_iomorseiewle.xml)

- [Wyatt, T. R., Johnson, M., & Zaidi, Z. \(2022\).](https://doi.org/10.1007/s10459-022-10110-0) Intersectionality: a means for centering power and oppression in research. *Advances in Health Sciences Education, 27*(3), 863–875. <https://doi.org/10.1007/s10459-022-10110-0>  
URL: [https://resolver-scholarsportal-info.libaccess.lib.mcmaster.ca/resolve/13824996/v27i0003/863\\_iamfcpaoir.xml](https://resolver-scholarsportal-info.libaccess.lib.mcmaster.ca/resolve/13824996/v27i0003/863_iamfcpaoir.xml)

Notes:

- Tutorials: Review of Theoretical Application Paper Instructions

### **Week 11 (March 20<sup>th</sup>, 21<sup>st</sup>)**

#### **Topic: Critical Theory: Third Generation Social Gerontology Perspectives/Critical Gerontology**

Required Readings:

- Chappell et al (2008) pp 79-81

On-line Article:

- [Katz, S., & Calasanti, T. \(2015\).](https://doi.org/10.1093/geront/gnu027) Critical Perspectives on Successful Aging: Does It “Appeal More Than It Illuminates”? *The Gerontologist, 55*(1), 26–33. <https://doi.org/10.1093/geront/gnu027>  
URL: [https://resolver-scholarsportal-info.libaccess.lib.mcmaster.ca/resolve/00169013/v55i0001/26\\_cposadimtii.xml](https://resolver-scholarsportal-info.libaccess.lib.mcmaster.ca/resolve/00169013/v55i0001/26_cposadimtii.xml)

Notes:

- Tutorials

### **Week 12 (March 27<sup>th</sup>, 28<sup>th</sup>)**

#### **Topic: Critical Theory: Social Constructionism**

Required Readings:

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

On-line Article:

- [Eisikovits, Z., Koren, C., & Band-Winterstein, T. \(2013\).](https://doi.org/10.1017/S1041610213000495) The social construction of social problems: the case of elder abuse and neglect. *International Psychogeriatrics, 25*(8), 1291–1298. <https://doi.org/10.1017/S1041610213000495>  
URL: [https://resolver.scholarsportal.info/resolve/10416102/v25i0008/1291\\_tscospcoean.xml](https://resolver.scholarsportal.info/resolve/10416102/v25i0008/1291_tscospcoean.xml)

Notes:

- Tutorials

### **Week 13 (April 3<sup>rd</sup>, 4<sup>th</sup>)**

#### **Topics: Critical Theory: continued...**

Required Readings:

On-line Articles

- [Watson, T. M., Kolla, G., van der Meulen, E., & Dodd, Z. \(2020\).](#) Critical studies of harm reduction: Overdose response in uncertain political times. *International Journal of Drug Policy*, 76(Complete).  
<https://doi.org/10.1016/j.drugpo.2019.102615>  
URL:  
[https://resolver.scholarsportalinfo.libaccess.lib.mcmaster.ca/resolve/09553959/v76icomplete/nfp\\_csohrriupt.xml](https://resolver.scholarsportalinfo.libaccess.lib.mcmaster.ca/resolve/09553959/v76icomplete/nfp_csohrriupt.xml)
- [Silvius, R. \(2020\).](#) Work, Social Reproduction, the Transnational Household, and Refugee Resettlement: A Canadian Case Study. *Critical Sociology*, 46(2), 291–306. <https://doi.org/10.1177/0896920518820936>  
URL:  
[https://resolver.scholarsportalinfo.libaccess.lib.mcmaster.ca/resolve/08969205/v46i0002/291\\_wsrthrraccs.xml](https://resolver.scholarsportalinfo.libaccess.lib.mcmaster.ca/resolve/08969205/v46i0002/291_wsrthrraccs.xml)

Notes:

- Tutorials: Review for final exam
- Theory Application Paper due April 8<sup>th</sup> at 11:59 pm

**Week 14 (April 10<sup>th</sup>, April 11<sup>th</sup>)**

**April 10<sup>th</sup>, Topic: Course Wrap Up**

**April 11<sup>th</sup>, No Classes: Independent Study**

No Required Readings:

Notes:

- NO Tutorials

## **Course Policies**

### **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. Carefully follow the manuscript formatting with respect to in-text citation references, reference page formatting, and manuscript writing style.

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". You will also find a direct a link to each specific assignment drop box in the weekly module that the assignment is due.

## 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

## Missed Work/Late Assignments

Assignments will be marked down 5% if turned in late on the day it is due, and an additional 5 percentage points for each day it is late after that; this includes weekend days and holidays. Without formal accommodations, late penalties will apply, and no assignments will be accepted 1 week after the due date. This means that accommodation for missed work requires MSAF, SAS OR RIS approval (see pp. 15-16 for details on these forms of accommodation). It is not possible to grant accommodations for missed work due to time management issues involving competing assignment deadlines, travel, or individual work schedules.

## Review of Marks

We will be diligent in marking all assignments fairly and accurately. However, occasionally students disagree with the marks they receive. If this occurs, I (Dr. LeBlanc) will be happy to review the mark of any assignment, 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 via email to me. 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.

## 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.

## **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.

## **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 2 business days (I will generally not respond to emails over the weekend). Emails requiring a more detailed response will be answered during virtual office hours or by phone.

## **University Policies**

### **Academic Integrity**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

### **Authenticity / Plagiarism Detection**

**Some courses may** use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

### **Courses with an On-line Element**

**Some courses may** use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

### **Online Proctoring**

**Some courses may** use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

### **Conduct Expectations**

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

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

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

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](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.

### **Requests For Relief For Missed Academic Term Work**

In the event of an absence for medical or other reasons, students should review and follow the [Policy on Requests for Relief for Missed Academic Term Work](#).

### **Academic Accommodation For Religious, Indigenous or Spiritual Observances (RISO)**

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

### **Copyright and Recording**

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

### **Extreme Circumstances**

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

### **Faculty of Social Sciences E-mail Communication Policy**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion