

HLTHAGE 4F03 GLOBAL HEALTH CRISES Fall Term 2020

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Course Description

This seminar course introduces to students the conditions, experiences, and effects of global health crises. The intensification and acceleration of the global flow of capital, people, information, ideas, and pathogens since the 1980s has significantly changed the face, dynamics, and politics of global health, including the risk of global health crises and responses (not limited to public health responses) to those crises. Taking a critical approach, this course explores global health crises—exemplified by COVID-19, Ebola, Zika, H1N1, SARS, and HIV and AIDS—and their relationships with the contemporary globalization processes (e.g., economic, political, social, cultural, technological, and environmental). Situating global health crises in an increasingly globalized society, the course also addresses related issues of global capitalism, risk, “security”, time, place, space, media representation, and inequalities, as well as global governance (including international organizations and civil society). The course readings include theories, empirical studies, review articles, opinion essays, and news articles on related topics from different disciplinary, theoretical, and geographical standpoints.

Course Objectives

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

- Acquire knowledge about a situation that is being called a “global health crisis”
- Understand the dynamics and responses to global health crises at local, national, international, and global levels
- Recognize and reflect on the politics and perspectives underpinning various crisis responses
- Develop critical thinking about global health interconnectedness
- Brainstorm the possibilities for collaboration across various actors in the context of global health crises

Required Materials and Texts

- There is no text for this course. Readings for each week are provided in the schedule below, and are available through the McMaster library system and Avenue to Learn (A2L).

Weekly Class Format

This course will take place in a virtual classroom by using Zoom, along with other platforms such as Avenue to Learn (A2L) and MacVideo. Each class will consist of both asynchronous and synchronous components.

The class will start with an *asynchronous* video presentation on a seminar topic by the instructor (for Weeks 2, 3, and 12) or by a student group (for Weeks 4-11). **An URL link to the video will be posted on A2L in advance**, and students must watch it before joining the synchronous session on Thursdays. (For more information about how to use

MacVideo Player, including captions:

https://www.macvideo.ca/media/t/1_0ap1z5c3/155612891)

The *synchronous* session will start at 12 noon, Thursdays, with a brief introduction to the seminar topic by the instructor, and then students will be divided into 4-5 groups for a small-group discussion on the pre-circulated questions via Zoom Breakout Rooms. Each group is required to also post up to five key points of their small group discussion on A2L before reconvening.

After a 10-minute recess, a whole-class discussion will follow, and students will further exchange their thoughts. At the end of each class, the instructor will wrap up the synchronous session by offering conclusive remarks.

Course Evaluation – Overview

1. Attendance and participation (15%)
2. Group presentation (20%)
3. Analytical paper (20%)
4. Final paper (45%)

Course Evaluation – Details

Attendance and participation (15%)

Students' attendance and participation are crucial for this course. You are expected to complete the required readings, watch the weekly presentation video before joining the synchronous session of the class, log onto Zoom on time, and take an active part in both small-group and whole-class discussions. Each student will be responsible for taking notes and posting the key points of their small-group discussion at least once this semester – please indicate the note taker when posting it on A2L.

Group presentation (20%)

By week 2 (Sept 17), you will select and sign up for a seminar topic based on your interests to assist the instructor in forming student presentation groups. The main objective of this group presentation is to share your understanding and critiques of the readings. Each group will make a **30-minute presentation video** on a selected seminar topic, and send its URL link to the course instructor *at least 24 hours before our class on Thursdays (by 11:30am Wednesdays)*. The presentation should include (but not be limited to) the key points or a synthesis of the readings, your *comprehensive* analysis of the seminar topic based on the readings, your critique (e.g., what and why you agree/disagree; and what is missing and why it matters), and your thoughts on possible public health responses. Relevant, external materials (e.g., images, video clips, stories, and artwork) may be BRIEFLY used in the presentation.

In addition, the group should prepare **pre-circulated questions** for class discussion, and send them to the instructor at least two days before the class for feedback before

posting them on A2L along with their presentation video. It would be ideal to have at least one question for each scholarly journal article, and one or two overarching questions for the seminar topic. Good questions are open-ended, thoughtful ones that can enrich students' understanding of issues relating to the seminar topic.

Major evaluation criteria: Quality of your presentation and pre-circulated questions, including clarity, relevance, and originality of ideas; and respect for time. A group-based grade for the presentation will be given.

*For more information about how to make a group presentation video and to generate its URL link, please consult the instructions on the last page of this course outline.

Analytical paper (20%), due date depending on your selected seminar topic

In this paper students are expected to develop their own analysis of, as well as an argument on, an issue arising out of the readings of a particular week (from October 1 to November 19) through a *comprehensive review* of all of the required weekly readings. This paper is NOT a summary of these readings, but rather YOUR in-depth and critical understanding of the readings and of the seminar topic. For example, your analysis might be guided by such questions as: Is there an important idea, theme, or issue that resonates with you when you read these articles? What are the relationships (e.g., connections and contradictions) among different articles? What is your own argument about the issue? How have you developed that understanding? What are the implications for our responses to a future global pandemic?

Please note that the seminar topic students select for this assignment should NOT overlap with those they choose for their in-class presentations. **The paper (in electronic copy) must be submitted to A2L on the day we address those readings.** No outside research is necessary for this paper. The paper should be double-spaced, 5-6 pages (1,250-1,500 words, excluding "References"). **The last day to submit the analytical paper is November 19, 2020.**

Major evaluation criteria: Structure and coherence; relevance; quality of analysis and argument; originality of ideas; and quality of communication and presentation (e.g., grammar, clarity, and reference style).

Final paper (45%), due Dec 10, 2020

In the final paper students are expected to engage in an in-depth discussion on an issue arising out of the course (comprising the required readings and class discussions, as well as other, related, issues of both aging and social policy). You are encouraged to incorporate what you have learned in class, and this paper may expand on themes developed in the shorter analytical paper. For example, you could consider exploring a related issue in the context of the COVID-19 pandemic. I am happy to discuss your paper idea with you at any stage. Consultation to help students prepare this assignment may also be arranged in our last class on December 3.

The paper should be double-spaced, 12 pages (approximately 3,000 words, excluding “references” and “title page”), and be submitted electronically to A2L. It is due on Monday, December 10, 2020 (by midnight). No extension will be granted.

Major evaluation criteria: Structure and coherence; relevance; quality of argument and analysis; originality of ideas; and quality of communication and presentation (e.g., grammar, clarity, and reference style).

Weekly Course Schedule and Required Readings

Week 1 (Sept 10)

Introduction to the course

Readings: N/A

Notes: a) As part of your self-introduction in our first class, please prepare one image about COVID-19 that you view as interesting or intriguing; and b) Please sign up to the in-class group presentation sheet by Week 2/Sept 17.

Week 2 (Sept 17)

A preliminary understanding of “global health crisis”

Readings:

Smith, M. J., & Shelley, J. (2020, January 15). What the coronavirus emergency declaration means for Canada. *The Conversation*.

<https://theconversation.com/what-the-coronavirus-emergency-declaration-means-for-canada-130950>

McInnes, C. (2016). Crisis! What crisis?: Global health and the 2014–15 West African Ebola outbreak. *Third World Quarterly*, 37(3), 380-400.

Gostin, L. O., & Friedman, E. A. (2014). Ebola: a crisis in global health leadership. *The Lancet*, 384(9951), 1323-1325.

Kelly, A. H., Lezaun, J., Löwy, I., Matta, G. C., de Oliveira Nogueira, C., & Rabello, E. T. (2020). Uncertainty in times of medical emergency: Knowledge gaps and structural ignorance during the Brazilian Zika crisis. *Social Science & Medicine*. <https://doi.org/10.1016/j.socscimed.2020.112787>

Week 3 (Sept 24)

Contextualization: History, geopolitics, and global health governance

Readings:

Griffin, D., & Denholm, J. (2020, April 16). This isn't the first global pandemic, and it won't be the last. Here's what we've learned from 4 others throughout

history. *The Conversation*. <https://theconversation.com/this-isnt-the-first-global-pandemic-and-it-wont-be-the-last-heres-what-weve-learned-from-4-others-throughout-history-136231>

Brown, T. (2011). "Vulnerability is universal": Considering the place of "security" and "vulnerability" within contemporary global health discourse. *Social Science & Medicine*, 72(3), 319-326.

McInnes, C. (2015). WHO's next? Changing authority in global health governance after Ebola. *International Affairs*, 91(6), 1299-1316.

Williams, M. A., & Wyner, S. N. (2017). Global health governance: The major players in the field and their challenges. *American Journal of Public Health*, 107(12), 1848–1850.

Note: The first group presentation will start next Thursday.

Week 4 (Oct 1)

Our lives amid a global health crisis

Readings

Shwetz, K. (2020, March 18). Apocalyptic fiction helps us deal with the anxiety of the coronavirus pandemic. *The Conversation*.
<https://theconversation.com/apocalyptic-fiction-helps-us-deal-with-the-anxiety-of-the-coronavirus-pandemic-133682>

Jacobs, L. A. (2007). Rights and quarantine during the SARS global health crisis: Differentiated legal consciousness in Hong Kong, Shanghai, and Toronto. *Law & Society Review*, 41(3), 511-552.

Raffaetà, R. (2020). Another day in dystopia: Italy in the time of COVID-19. *Medical Anthropology*, 39 (5), 371-373.

Manderson, L., & Wahlberg, A. (2020). Chronic living in a communicable world. *Medical Anthropology*, 39 (5), 428-439.

Week 5 (Oct 8)

Vaccines and drugs: Pharmaceuticals and beyond

Readings:

Lexchin, J. (2020, July 12). "Vaccine nationalism" could threaten Canada's access to a COVID-19 vaccine. *Global News*.
<https://globalnews.ca/news/7142899/coronavirus-covid-19-vaccine-2/>

Fidler, D. P., & Gostin, L. O. (2011). The WHO pandemic influenza preparedness framework: A milestone in global governance for health. *Jama*, 306(2), 200-201.

Capurro, G., Greenberg, J., Dubé, E., & Driedger, S. M. (2018). Measles, moral regulation and the social construction of risk: Media narratives of “anti-vaxxers” and the 2015 Disneyland outbreak. *Canadian Journal of Sociology*, 43(1), 25-48.

Roemer-Mahler, A., & Elbe, S. (2016). The race for Ebola drugs: Pharmaceuticals, security and global health governance. *Third World Quarterly*, 37(3), 487-506.

Week 6 (Oct 15)

Mid-Term Recess

Week 7 (Oct 22)

Media coverage: Framing, risk communication, and implications

Readings:

Ribeiro, B., Hartley, S., Nerlich, B., & Jaspal, R. (2018). Media coverage of the Zika crisis in Brazil: The construction of a ‘war’ frame that masked social and gender inequalities. *Social Science & Medicine*, 200, 137-144.

Choi, M., & McKeever, B. W. (2019). News framing of avian flu: Media advocacy and response to a public health crisis. *Newspaper Research Journal*, 40(4), 451-466.

Pieri, E. (2019). Media framing and the threat of global pandemics: The Ebola crisis in UK Media and policy response. *Sociological Research Online*, 24(1), 73-92.

Week 8 (Oct 29)

Fear, rhetoric, and societal responses

Readings:

Zine, J. (2020, June 3). Unmasking the racial politics of the coronavirus pandemic. *The Conversation*. <https://theconversation.com/unmasking-the-racial-politics-of-the-coronavirus-pandemic-139011>

Ali, S.H., & Keil, R. (2006). Multiculturalism, racism and infectious disease in the global city: The experience of the 2003 SARS outbreak in Toronto. *Topia*, 16, 23-49.

Glowacki, E. M., & Taylor, M. A. (2020). Health hyperbolism: A study in health crisis rhetoric. *Qualitative Health Research*. <https://doi.org/10.1177/1049732320916466>

Wood, M. J. (2018). Propagating and debunking conspiracy theories on Twitter during the 2015–2016 Zika virus outbreak. *Cyberpsychology, Behavior, and Social Networking*, 21(8), 485-490.

Week 9 (Nov 5)

Health care: Capacities, constraints, and “heroes”

Readings:

Zhou, Y. R. (2020, March 17). The global effort to tackle the coronavirus face mask shortage. *The Conversation*. <https://theconversation.com/the-global-effort-to-tackle-the-coronavirus-face-mask-shortage-133656>

Reuters, T. (2020, May 6). Nurse portrayed as superhero in new Banksy artwork. *CBC News*. <https://www.cbc.ca/news/entertainment/banksy-art-nurse-superhero-1.5558357>

Wagner-Egger, P., Bangerter, A., Gilles, I., Green, E., Rigaud, D., Krings, F., ... & Clémence, A. (2011). Lay perceptions of collectives at the outbreak of the H1N1 epidemic: Heroes, villains and victims. *Public Understanding of Science*, 20(4), 461-476.

Wilkin, P., & Conteh, A. A. (2018). Neoliberal health reforms and the failure of healthcare in Sierra Leone: The case of the Ebola crisis. *African Studies*, 77(3), 428-450.

Week 10 (Nov 12)

Inequalities and global health crises

Readings:

Rubaii, N., & Junior, J. J. A. (2020, July 7). Brazil's Bolsonaro has COVID-19 – and so do thousands of Indigenous people who live days from the nearest hospital. *The Conversation*. <https://theconversation.com/brazils-bolsonaro-has-covid-19-and-so-do-thousands-of-indigenous-people-who-live-days-from-the-nearest-hospital-141506>

Sparke, M., & Anguelov, D. (2012). H1N1, globalization and the epidemiology of inequality. *Health & Place*, 18(4), 726-736.

Sangaramoorthy, T. (2018). Chronicity, crisis, and the “end of AIDS”. *Global Public Health*, 13(8), 982-996.

Okoi, O., & Bwawa, T. (2020). How health inequality affects responses to the COVID-19 pandemic in Sub-Saharan Africa. *World Development*, 135. <https://doi.org/10.1016/j.worlddev.2020.105067>

Week 11 (Nov 19)

Toward a changing society/ world: What can we learn/ do?

Readings:

Thorpe, J. (2020, July 1). How to build a better Canada after COVID-19: The power of everyday actions can bring about change. *The Conversation*. <https://theconversation.com/how-to-build-a-better-canada-after-covid-19-the-power-of-everyday-actions-can-bring-about-change-140687>

Liu, X., & Bennett, M. M. (2020). Viral borders: COVID-19's effects on securitization, surveillance, and identity in Mainland China and Hong Kong. *Dialogues in Human Geography*, 10(2) 158–163.

Parker, R. (2011). Grassroots activism, civil society mobilization, and the politics of the global HIV/AIDS epidemic. *The Brown Journal of World Affairs*, 17(2), 21-37.

Shaw, R., Kim, Y. K., & Hua, J. (2020). Governance, technology and citizen behavior in pandemic: Lessons from COVID-19 in East Asia. *Progress in Disaster Science*. <https://doi.org/10.1016/j.pdisas.2020.100090>

Colli, F. (2020). "The end of 'business as usual'?: COVID-19 and the European Green Deal." *European Policy Brief*, 60, 1-5. <http://www.egmontinstitute.be/content/uploads/2020/05/EPB60.pdf?type=pdf>

Note: This is **the last day** when you can write on and submit the analytical paper.

Week 12 (Nov 26)

Conclusion and reflection: Thinking beyond “the box”

Readings:

Zhou, Y. R. (2020, February 2). Wuhan, the coronavirus and the world: Thinking beyond isolation. *The Conversation*. <https://theconversation.com/wuhan-the-coronavirus-and-the-world-thinking-beyond-isolation-130861>

Shamasunder, S., Holmes, S. M., Goronga, T., Carrasco, H., Katz, E., Frankfurter, R., & Keshavjee, S. (2020). COVID-19 reveals weak health systems by design: Why we must re-make global health in this historic moment. *Global Public Health*, 15(7), 1083-1089.

Adams, V., Behague, D., Caduff, C., Löwy, I., & Ortega, F. (2019). Re-imagining global health through social medicine. *Global Public Health*, 14(10), 1383-1400.

Zhou, Y. R., & Coleman, W. D. (2016). Accelerated contagion and response: Understanding the relationships among globalization, time, and disease. *Globalizations*, 13(3), 285-299.

Week 13 (Dec 3)

Final paper consultation

Readings: N/A

Course Policies

Submission of Assignments

All assignments must include a title page with all relevant course information, adhere to the page limits specified, be formatted with 12 pt. font and standard margins. The citations and references in all assignments should use APA style

(<https://apastyle.apa.org/style-grammar-guidelines/references/examples>).

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

Assignments must be submitted on the due date unless accommodations are required. A 2% reduction will be applied each day (i.e., Monday - Sunday) after the due date.

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 (A2L)

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, 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 this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

Authenticity / Plagiarism Detection

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their

work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity.

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

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.

How to Make and Post a Group Presentation Video

Step 1 - Zoom

Sign in at <https://mcmaster.zoom.us/> with your MacID@mcmaster.ca and your MacID password to activate your zoom license account. For more information, watch "McMaster Zoom Portal Orientation" (https://www.macvideo.ca/playlist/dedicated/168494501/1_d2wmlxij/1_b9ofn39y)

You can record a group presentation with Zoom (<https://iu.pressbooks.pub/semesterchecklist/chapter/recording-an-individual-or-group-presentation-with-zoom/>). Please ensure to click "Optimize the recording for 3rd party video editor" in your Zoom setting, so the saved video is formatted in a more optimized way for video standards.

Step 2 - MacVideo

1. Login to <https://macvideo.ca> using your MacID.

2. Go to the menu option “+ Add New” and select “Media Upload”.



3. Once your video has been successfully uploaded to macvideo.ca, click on “Unlisted”.

Publishing Status:

- Private - Media page will be visible to the content owner only.
- Unlisted - Media page will be visible to anyone with a link to the page.
- Published - Media page will be visible to individuals according to entitlements on published destinations

4. Go to “My Media”. Click on “Share” under your video, select and copy the **URL** and send it to the course instructor, who will post it, along with the pre-circulated questions for discussion, on A2L.

