

**HLTHAGE 3AA3:  
THE STATE CIVIL SOCIETY AND HEALTH  
Fall, 2019 (September 3rd – December 4th)**

**Instructor:** Yvonne LeBlanc

**Classes:** Tues 11:30 am – 12:30 pm,

Fri 11:30 am – 1:30 pm

**Location:** T13-12

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**Office Hours:** Friday 2-3 pm or by  
appointment

\*\*\* Send all emails to my McMaster email account: leblanyl@mcmaster.ca.

**DO NOT USE AVENUE TO LEARN E-MAIL**

**Contents**

Course Description.....	3
Course Objectives .....	3
Required Materials and Texts .....	3
Class Format.....	3
Course Evaluation – Overview .....	4
Course Evaluation – Details .....	4
CLASS PARTICIPATION (10%) .....	4
MIDTERM EXAM (25%), Oct 8 <sup>th</sup> .....	4
INDEPENDENT STUDY ASSIGNMENT (5%) Oct 25 <sup>th</sup> .....	4
FINAL EXAM (30% Scheduled by the Registrar).....	4
WRITING ASSIGNMENTS .....	4
TERM PROJECT (30%) .....	5
Weekly Course Schedule and Required Readings .....	5
Introduction to the Course .....	5
The State, Civil, Society, & Health Landscape in Canada .....	5
Select Issues, Terrains & Interest Groups .....	7
Recommended Course Readings:.....	10
Course Policies .....	11
Grades.....	11
Late Assignments .....	11
Absences, Missed Work, Illness .....	11
Email.....	12

Use of Mobile Devices .....	12
Release of Grades:.....	12
Review of Marks: .....	12
Avenue to Learn .....	13
Turnitin.com .....	13
University Policies .....	14
Academic Integrity Statement.....	14
Academic Accommodation of Students with Disabilities.....	14
Religious, Indigenous and Spiritual Observances (RISO) .....	15
Faculty of Social Sciences E-mail Communication Policy .....	16
Course Modification .....	16

## **Course Description**

This course explores the meanings, roles and interactions of the state and civil society with respect to health issues. Focusing on Canadian experiences, this course will examine our notions of “health” and “health care”, and the roles of the state, civil society, and individuals in defining these ideas. We will further examine how public policy is created, contested, and resolved (or not) in public policy discourse and emerging forms of public participation.

**Learning Outcomes-** The learning outcomes of this course are consistent with [McMaster's Undergraduate Degree Level Expectations](http://ccl.mcmaster.ca/COU/pdf/Undergraduate%20Degree%20Level%20Expectations.pdf).

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

These connect to several of the undergraduate degree level expectations: developing a depth and breadth of knowledge of the role of the state and civil society in health and healthcare in Canada; development of communication skills; and enhancement of autonomy and professional capacity skills

## **Course Objectives**

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

- Describe the state, civil society, their roles and intersections in various health contexts
- Explain how healthcare is structured in Canada
- Relate social theories and concepts to health advocacy, activism, and health policy processes.
- Demonstrate knowledge of the politics of health in various contexts
- 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. Scholarly article readings are available through the McMaster University Library System and PDF files of ‘book chapter’ readings are available on Avenue. Some additional documents are publicly available on-line; links to these readings are provided below in the ‘Course Schedule’.

## **Class Format**

The classes will involve interactive lectures, discussions, and in-class exercises /activities. 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 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. This is not a distance education course, therefore lectures will not be podcasted and regular attendance must be a central priority. 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**

1. Class Participation (10%), on going
2. Midterm Exam (25%), Oct 8<sup>th</sup>
3. Independent Assignment (5%) Oct 25<sup>th</sup>
4. Term Project (30%), Group Project, Select Dates OR Independent Paper, due Nov 19<sup>th</sup>
5. Final Exam (30%), Scheduled by the Registrar

## **Course Evaluation – Details**

### **CLASS PARTICIPATION (10%)**

Class participation is based on attendance and the level of active participation in classes throughout the term (worth 10%). This means attending all classes, engaging enthusiastically in thoughtful discussion and contributing to in-class group exercises and submission of in class written assignments. Participation grades will be assigned at the end of the term. Students who submit a self-evaluation by Nov 30<sup>th</sup> (available on Avenue to Learn) will be able to provide input into their class participation grade. Generally, there is no make-up accommodation for missed in-class participation. Any exceptional circumstances requiring accommodations will be considered on a case by case basis in coordination with a student SAS coordinator or academic advisor.

### **MIDTERM EXAM (25%), Oct 8<sup>th</sup>**

The in-class midterm will be based on all course material covered in lectures and weekly readings. The exam will consist of 40 multiple-choice questions.

### **INDEPENDENT STUDY ASSIGNMENT (5%) Oct 25<sup>th</sup>**

In lieu of a scheduled class on October 25<sup>th</sup>, students will be required to complete an independent study assignment (worth 5% of the class participation grade).

### **FINAL EXAM (30% Scheduled by the Registrar)**

The final exam is cumulative and will be based on the material covered in lectures and weekly readings. The exam will consist of 80 to 100 multiple-choice questions.

## **WRITING ASSIGNMENTS**

**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 the beginning of class on the date due; hardcopies or 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.

There will be a 10% penalty each day (including weekends and holidays) that assignments are late. Failure to adhere to these guidelines will be reflected in the mark for the assignment. Instructions on the assignments will be reviewed in class. No assignments (without approved accommodations) will be accepted 1 week after the due date.

### **TERM PROJECT (30%)**

Students will be required to complete either a group project or an independent paper on a health issue that relates to one of the course-based topics. Sign up for the term projects will take place in class on September 10<sup>th</sup>. More detailed instructions for the projects will be reviewed in class and posted on the Content Page of Avenue to Learn.

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

### **Complete Readings by Tuesday of Each Week**

#### **Introduction to the Course**

##### **Week 1 (Sept 3<sup>rd</sup>, Sept 6<sup>th</sup>)**

##### **Sept 3<sup>rd</sup> – Defining the state, civil society, & politics**

Required Readings:

- Course Outline

##### **Sept 6<sup>th</sup> – The State: Canadian Politics and Government: values, ideologies & institutions**

Required Readings:

- Brooks S. & Menard M. (2017). Canadian Democracy: a concise introduction (2nd ed.). Don Mills Ontario: Oxford University Press.
  - (Read Chapter 2 Political Culture pp. 30-41). Available on Avenue.

#### **The State, Civil, Society, & Health Landscape in Canada**

##### **Week 2 (Sept 10<sup>th</sup>, 13<sup>th</sup>)**

##### **The State: Canadian Politics and Government: structure of government in Canada**

Required Readings:

- Forsey Eugene A. (2016). [How Canadians Govern Themselves](https://lop.parl.ca/About/Parliament/SenatorEugeneForsey/book/assets/pdf/How_Canadians_Govern_Themselves9.pdf). 9th Edition. 1-58. Library of Parliament. Ottawa, Canada. Pp 1-51. Available at: [https://lop.parl.ca/About/Parliament/SenatorEugeneForsey/book/assets/pdf/How\\_Canadians\\_Govern\\_Themselves9.pdf](https://lop.parl.ca/About/Parliament/SenatorEugeneForsey/book/assets/pdf/How_Canadians_Govern_Themselves9.pdf)

### **Week 3 (Sept 17<sup>th</sup>, 20<sup>th</sup>)**

#### **Health and Health Care Policy in Canada**

Required Readings:

- Chappell N.L. and Penning M. (2009). Understanding Health Care and Health Policy in Canada: sociological perspectives. Don Mills Ontario: Oxford University Press.
  - (Read Chapter 5 Health-Care Policy. Pp 168-202).
- [Chowdhury, M. Z. I., & Chowdhury, M. A. \(2017\). Canadian Health Care System: Who Should Pay for All Medically Beneficial Treatments? A Burning Issue. International Journal of Health Services, 48\(2\), 289–301. doi.org/10.1177/0020731417738976](https://doi.org/10.1177/0020731417738976)

Available at:

<http://journals.sagepub.com/doi/pdf/10.1177/0020731417738976>

### **Week 4 (Sept 24<sup>th</sup>, 27<sup>th</sup>)**

#### **The State, Values, and Social Constructions of Health**

Required Readings:

- [Abelson, J., Miller, F.A. and Giacomini, M. \(2009\). What does it mean to trust a health system: A qualitative study of Canadian health care values. Health Policy, 91:63-70.](http://resolver.scholarsportal.info.libaccess.lib.mcmaster.ca/resolve/01688510/v91i0001/63_wdimttahs.xml)

Available at:

[http://resolver.scholarsportal.info.libaccess.lib.mcmaster.ca/resolve/01688510/v91i0001/63\\_wdimttahs.xml](http://resolver.scholarsportal.info.libaccess.lib.mcmaster.ca/resolve/01688510/v91i0001/63_wdimttahs.xml)

- Fafard P. (2008). [Evidence and healthy public policy: insights for health and political sciences](http://www.ncchpp.ca/docs/FafardEvidence08June.pdf). Canadian Policy Research Networks. Pp.1-33. Available at: <http://www.ncchpp.ca/docs/FafardEvidence08June.pdf>

### **Week 5 (Oct 1<sup>st</sup>, 4<sup>th</sup>)**

#### **Civil Society and Approaches to Health Advocacy and Activism**

Required Readings:

- Orsini M. (2014). In M. Smith Editor, Group Politics and Social Movements in Canada. Toronto: University of Toronto Press.
  - [Read Health Social Movements: the next wave in contentious politics? Pp.33-350].
- Brown, P., Zavestoski, S., McCormick, S., Mayer, B., Morello-Frosch, R., Gasior Altman, R. (2004). [Embodied health movements: new approaches to social movements in health](https://journalsscholarsportalinfo.libaccess.lib.mcmaster.ca/pdf/01419889/v26i0001/50_ehmnatsmih.xml). Sociology of Health and Illness, 26(1), 50-80. Available at: [https://journalsscholarsportalinfo.libaccess.lib.mcmaster.ca/pdf/01419889/v26i0001/50\\_ehmnatsmih.xml](https://journalsscholarsportalinfo.libaccess.lib.mcmaster.ca/pdf/01419889/v26i0001/50_ehmnatsmih.xml)

Notes:

Midterm Review

**Week 6 (Oct 8<sup>th</sup>, 11<sup>th</sup>)**

**Oct 8<sup>th</sup> – Midterm Test**

**Oct 11<sup>th</sup> Documentary (TBA Group), Discussion and Exercise**

No required readings

**Week 7 (Oct 14 to 19<sup>th</sup>)**

**MIDTERM RECESS - No Required Readings**

**Select Issues, Terrains & Interest Groups**

**Week 8 (Oct 22<sup>nd</sup>, 25<sup>th</sup>)**

**Oct 22<sup>nd</sup> - Embodied Social Movements**

Required Readings:

- LeBlanc Y. (2016). The Re-emergence of Other Healing Paradigms. In J Gillett, G. Andrews, & M. Savelli (Eds.), *Health and Society: Critical perspectives* (pp.198-222). Don Mills Ontario: Oxford University Press.
- Coulter I. (2012). The Future of Integrative Medicine: a commentary on complementary and alternative medicine and integrative medicine. In J. Adams, G. J. Andrews, J. Barnes, A. Broom, & P. Magin (Eds.), *Traditional Complementary and Integrative Medicine: An international reader* (pp.257-265). New York: Palgrave MacMillan.
- Goldner Melinda. (2004). Consumption as Activism: an examination of CAM as part of the consumer movement in health. In P. Tovey, G. Easthope, & J. Adams. ( Eds.), *Mainstreaming Complementary and Alternative Medicine: Studies in social context* (pp.11-24).London: Routledge. (PDF's available on Avenue)

**Oct 25<sup>th</sup> - NO CLASS - Independent Study Assignment (worth 5% of class participation grade)**

Instructions will be reviewed in class and posted on Avenue

**Week 9 (Oct 29<sup>th</sup>, Nov 1<sup>st</sup>)**

**Medicalization**

Required Readings:

- Brown P. (1997). [Naming and Framing: The Social Construction of Diagnosis and Illness](https://searchproquestcom.libaccess.lib.mcmaster.ca/docview/201661089/fulltext/B04D5941ACE94428PQ/1?accountid=12347). *Journal of Health and Social Behavior Extra Issue: Forty Years of Medical Sociology*, 34-52. Available at: <https://searchproquestcom.libaccess.lib.mcmaster.ca/docview/201661089/fulltext/B04D5941ACE94428PQ/1?accountid=12347>
- Moloney M. E. (2017). [Sometimes, it's easier to write the prescription': physician and patient accounts of the reluctant medicalisation of sleeplessness](https://doi.org/10.1177/0196264517711111). *Sociology of Health & Illness*, 39(3), 333-348. Available at: <https://doi.org/10.1177/0196264517711111>

[https://journalsscholarsportalinfo.libaccess.lib.mcmaster.ca/pdf/01419889/v39i0003/333\\_ietwtpotrmos.xml](https://journalsscholarsportalinfo.libaccess.lib.mcmaster.ca/pdf/01419889/v39i0003/333_ietwtpotrmos.xml)

- Moloney M. E., Konrad T.R., & Zimmer, C.R.(2011). [The Medicalization of Sleeplessness: a public health concern](#). American Journal of Public Health,101 (8),1429-1433. Available at: <https://searchproquestcom.libaccess.lib.mcmaster.ca/docview/878542197/fulltextPDF/25EADBE6657B43C1PQ/1?accountid=12347>

### **Week 10 (Nov 5<sup>th</sup>, 8<sup>th</sup>)**

#### **The Corporatization of Health and Health Care: Medical Industrial Complex**

##### Required Readings:

- Batt S. (2010). Who Pays the Piper? Industry Funding of Patient Groups. In A.R Ford & D. Sailbil (Eds.), The Push to Prescribe: women and Canadian drug policy (pp.67-89).Toronto: Canadian Scholars Women's Press. (PDF available on Avenue to Learn)
- Chappell, N., Cassels, A., Outcalt, L., & Dujela, C. (2016). [Conflict of interest in pharmaceutical policy research: An example from Canada](#). International Journal of Health Governance, 21(2), 66-75. Available at: <http://libaccess.mcmaster.ca/login?url=https://search.proquest.com/docview/1886318943?accountid=12347>
- Lexchin, J. (2017). [The pharmaceutical industry and the Canadian government: Folie à deux](#). Healthcare Policy, 13(1), 10–16. Available at: <http://doi.org/10.12927/hcpol.2017.25195> or <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5595210/pdf/policy-13-010.pdf>

### **Week 11 (Nov 12<sup>th</sup>, 15<sup>th</sup>)**

#### **Health Care Reform: the public private divide**

##### Required Readings:

- Kenny, N. and Chafe, R. (2007). [Pushing Right against the Evidence: Turbulent Times for Canadian Health Care, Hastings Center Report 37](#), (5), 24- 26. Available at: <http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1353/hcr.2007.0073>
- Zuberi, D. M., & Ptashnick, M.B.(2011). [The deleterious consequences of privatization and outsourcing for hospital support work: The experiences of contracted-out hospital cleaners and dietary aids in Vancouver, Canada](#). Social Science & Medicine,72, 907-911. Available at: [https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/02779536/v72i0006/907\\_tdcopaadaivc.xml](https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/02779536/v72i0006/907_tdcopaadaivc.xml)



- Bhatia, V. and Orsini, M. (2016). [Narrating sustainability in Canadian health care reform discourse](https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/01445596/v50i0003/297_nsichcrd.xml). *Social Policy and Administration*, 50(3), 297-315. Available at: [https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/01445596/v50i0003/297\\_nsichcrd.xml](https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/01445596/v50i0003/297_nsichcrd.xml)

## **Week 12 (Nov 19<sup>th</sup>, Nov 22<sup>nd</sup>)**

### **Indigenous Health in Colonial/Post-Colonial Perspective**

#### Required Readings:

- Truth and Reconciliation Canada. (2015). [Honouring the truth, reconciling for the future: Summary of the final report of the Truth and Reconciliation Commission of Canada](http://www.trc.ca/websites/trcinstitution/File/2015/Honouring%20the%20Truth%20Reconciling%20for%20the%20Future%20July%2023%202015.pdf). Winnipeg: Truth and Reconciliation Commission of Canada. Available at: [http://www.trc.ca/websites/trcinstitution/File/2015/Honouring the Truth Reconciling for the Future July 23 2015.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Honouring%20the%20Truth%20Reconciling%20for%20the%20Future%20July%2023%202015.pdf)
- National Collaborating Centre for Aboriginal Health. (2011). [Setting the Context: An Overview of Aboriginal Health in Canada](https://www.ccnsanccah.ca/docs/context/FS-OverviewAboriginalHealth-EN.pdf). Available at: <https://www.ccnsanccah.ca/docs/context/FS-OverviewAboriginalHealth-EN.pdf>
- National Collaborating Centre for Aboriginal Health. (2011). [Setting the Context: The Aboriginal Health Legislation and Policy Framework in Canada](https://www.ccnsanccah.ca/docs/context/FS-HealthLegislationPolicy-Lavoie-Gervais-Toner-BergeronThomas-EN.pdf). Available at <https://www.ccnsanccah.ca/docs/context/FS-HealthLegislationPolicy-Lavoie-Gervais-Toner-BergeronThomas-EN.pdf>
- Blackstock, C. (2012). [Jordan's Principle: Canada's broken promise to First Nations children?](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3448536/pdf/pch17368.pdf) *Paediatrics & Child Health*, 17(7), 368–370. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3448536/pdf/pch17368.pdf>

#### Notes:

\*\*\* Independent Term Papers Due Nov 19<sup>th</sup>

## **Week 13 (Nov 26<sup>th</sup>, Nov 29<sup>th</sup>)**

### **The Role of the Media in Shaping Public Health Policy**

#### Required Readings:

- Marshall, B. L. (2008). [Older men and sexual health: Post-Viagra views of changes in function](https://searchproquestcom.libaccess.lib.mcmaster.ca/docview/212211285/fulltextPDF/9FCA7F1CBA6A4334PQ/1?accountid=12347). *Generations*, 32(1), 21-27. Available at: <https://searchproquestcom.libaccess.lib.mcmaster.ca/docview/212211285/fulltextPDF/9FCA7F1CBA6A4334PQ/1?accountid=12347>
- Radley, A., & Bell S.E., (2007). [Artworks, collective experience and claims for social justice: the case of women living with breast cancer](https://journalsscholarsportalinfo.libaccess.lib.mcmaster.ca/pdf/01419889/v29i0003/366_aceacfowlwbc.xml). *Sociology of Health & Illness*, 29(3), 366-390. Available at: [https://journalsscholarsportalinfo.libaccess.lib.mcmaster.ca/pdf/01419889/v29i0003/366\\_aceacfowlwbc.xml](https://journalsscholarsportalinfo.libaccess.lib.mcmaster.ca/pdf/01419889/v29i0003/366_aceacfowlwbc.xml)

- Gillett, J. (2003). [Media activism and Internet use by people with HIV/AIDS](https://journalsscholarsportalinfo.libaccess.lib.mcmaster.ca/pdf/01419889/v25i0006/608_maaiubpwh.xml). *Sociology of Health & Illness*, 25(6), 608- 624. Available at: [https://journalsscholarsportalinfo.libaccess.lib.mcmaster.ca/pdf/01419889/v25i0006/608\\_maaiubpwh.xml](https://journalsscholarsportalinfo.libaccess.lib.mcmaster.ca/pdf/01419889/v25i0006/608_maaiubpwh.xml)

### **Week 14 (Dec 3<sup>rd</sup>)**

#### **Course Wrap Up**

No Required Readings

Notes:

Review for Final Exam

### **Recommended Course Readings:**

- Clarke, J. N. (2012). *Health, illness, and medicine in Canada*. 6th edition. Don Mills Ontario: Oxford University Press.
  - (Read Chapter 14: The Pharmaceutical Industry and Medical Industrial Complex)
- Smith, M. (2005). *Understanding Group Politics and Social Movements in Canada*. Peterborough: Broadview Press
  - (Read Chapter 2: A Civil Society? Collective Actors in Canadian Political Life)
- Strohschein, L. & Witz R. (2014). *The Sociology of health Illness and health care in Canada: a critical approach*. Toronto: Nelson Education Limited.
  - (Read Chapter 10: A history of Health Care in Canada)
- Waldram, B., Waldram, D. Herring, A., & Young, T.K. (2006). *Aboriginal health in Canada: His-torical, cultural and epidemiological perspectives*. Toronto: University of Toronto Press.
  - (Read Chapter 1: An overview of the Aboriginal peoples of Canada)

## **Course Policies**

### **Grades**

Grades will be based on the McMaster University grading scale:

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

### **Late Assignments**

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.
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).

MSAF is now available in MOSAIC Student Center (in the drop down menu under Academics)

4. 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.
5. 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.
6. You are responsible to contact your Professor(s) promptly to discuss the appropriate relief.
7. It is the prerogative of the Professor of the course to determine the appropriate relief for missed term work.

### **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:**

We 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.*

If you would like additional feed-back or clarification about your assignment grades I strongly encourage you to meet with me. If you remain unsatisfied with your mark and wish to have your grade reviewed by the instructor, you must 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 2 weeks after the assignments/exams are handed back to the class.

### **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/>

### **Turnitin.com**

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com so that it

can be checked for academic dishonesty. Assignments for this course should be uploaded in the appropriate digital drop-box on Avenue to Learn prior to the assignment deadline. When you upload your assignment to the digital drop-box on Avenue to Learn your assignment will be automatically forwarded to Turnitin.com to be checked for academic dishonesty. To see the Turnitin.com Policy, please go to the [Office of Academic Integrity](#).

Students who do not wish to submit their work to Turnitin.com must still submit a hard copy of the assignment to the instructor. No penalty will be assigned to a student who does not submit their work to Turnitin.com.

## **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](http://www.mcmaster.ca/academicintegrity).

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which credit has been obtained.
2. Improper collaboration in group work.
3. 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](mailto:sas@mcmaster.ca). For further information, consult McMaster University’s Policy for [Academic Accommodation of Students with Disabilities](#).

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](mailto: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](mailto: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](mailto:wellness@mcmaster.ca)

##### **Website**

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

##### **Location**

MUSC B101, 107, and 106

### **Religious, Indigenous and Spiritual Observances (RISO)**

The University recognizes that, on occasion, the timing of a student's religious, Indigenous, or spiritual observances and that of their academic obligations may conflict. In such cases, the University will provide reasonable academic accommodation for students that is consistent with the Ontario Human Rights Code.

Please review the [RISO information for students in the Faculty of Social Sciences](#) about how to request accommodation.

### **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.

### **Course Modification**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of 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.