

**HLTHAGE 3AA3:
THE STATE CIVIL SOCIETY AND HEALTH
Fall 2020 (September 8th – December 9th)**

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Office Hours: Via Zoom Video-conferencing Monday 1:30 – 1:20 pm
OR by Appointment

Course Delivery: Virtual and on-line
Virtual Classes Mon 12:30 – 1:20 pm
Via Zoom Videoconferencing (see
exception week 1 in course schedule)

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

DO NOT USE AVENUE TO LEARN E-MAIL

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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 and critique the state, civil society, their roles and intersections in various health contexts
- Explain the relationship between varying levels of government and how healthcare is structured, financed and delivered 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, teamwork, research, writing, 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 the Content Page of Avenue to Learn. Some additional documents are publicly available on-line; links to these readings are provided below in the ‘Course Schedule’.

Course Format & Delivery

There are 2 components to the format and delivery of the course.

1. 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, you are expected to do most of your learning via weekly self-directed modules. The weekly course modules are designed

to begin on Monday at 8:30 am and end at 11:59 pm on Saturday. All course information including, power point slides with instructor lecture notes, instructional videos, required readings, practice exercises/problems, assignment guidelines and grading rubrics, and any other applicable course resources can be accessed through A2L. A2L is also used for tests, assignment submission, and feedback on assignments.

2. Virtual Component: Each week I, (Dr. LeBlanc), will be available through the videoconferencing platform known as Zoom. Everyone registered in the course can access the virtual classroom through a recurring link that will be provided on Avenue to Learn. Initially you will have to register for a Zoom account using your Mac ID and password. The link to do this is provided on the Content Page of Avenue. The virtual class will take place each week on Monday from 12:30 pm to 1:20 pm. These sessions will provide you with the opportunity to discuss the week's course content, raise questions and voice opinions. Please be aware that this is not a private discussion; it is open to all members of the course. Online Zoom etiquette, and ways that you will be able to participate in the Zoom sessions are detailed in the module week 1 pp lecture slides and will be reviewed during our first virtual session.

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.

There is one teaching assistant assigned to this class. He or she will be responsible for grading and providing feedback on your term paper. His or her contact information will be posted on Avenue early in the term.

Course Evaluation – Overview

1. Discussion Board Postings on Required Readings X 5 (10%)
2. Course Exercises (10%)
3. Test #1 (25%) Mon Oct 26th
4. Test #2 (25%) TBA
5. Term Paper (30%) Due Nov 23rd

Course Evaluation – Details

Course Exercises (10%)

During the term you will be expected to complete short responses to assigned weekly activities/exercises detailed in the module's weekly pp lecture slides. The exercises are

intended to reinforce your understanding of the course content and will be graded based on thoughtful completion rather than accuracy. Responses must be submitted to the 'Course Exercises' Avenue drop box no later than Saturday at 11:59 pm, the week that they are due. Further details, instructions and a grading rubric will be posted on the Content Page of Avenue.

For these exercises, no title page is required but you must place your name, student number, the name of the activity and the date at the top of the submission document. Further Instructions and a grading rubric will be posted on Avenue in the Assignment folder.

With respect to any extenuating circumstances, requiring assignment extensions, you must follow the course policy instructions regarding "Absences, Missed Work, Illnesses" outlined on page 13 of this document. Anyone experiencing ongoing IT accessibility issues should contact me (Dr LeBlanc) directly, to discuss alternative options. Students with formal accommodations regarding absences and missed work (i.e. SAS, RISO) should also communicate with me directly.

Discussion Board Postings X 5 (10%)

At the beginning of the term, each student will be randomly assigned to a discussion group. The size and number of the groups will depend on course enrollment. During the term, you are required to participate in 5 weekly discussion board postings. Two postings must be made between week's 3 and 5 and three postings between week's 7 and 13. Each posting requires a response to a question based on the week's required readings and a response to one other student's entry.

To answer the question, you are required to provide a 200-250 word written response (using proper grammar and complete sentences). Your comments should demonstrate that you have thoughtfully reflected on the required readings. Then, you are required to respond (in a short comment – one to two sentences) to one other student's entry that is different from your own. Your individual response must be posted by 11:59 pm on Wednesday and your peer response must be posted by 11:59 pm on Saturday. [For example, week 4 post your individual response by Wednesday at 11:59 pm and your peer response by Saturday at 11:59 pm. For further tips on generating optimal online discussion see the link to [Discussion Board Guidelines](#).

Grades will be calculated on a cumulative basis and your total grade /10 will be posted on Avenue at the end of the term Further details about the discussion groups and each week's topic will be posted on the Discussion Forum and a grading rubric for participation in for the discussion posts will be available on Avenue.

Test #1 (25%) Oct 26th

Test #1 will be administered on-line via the Avenue to Learn 'Quizzes' portal on October 26th. The questions will be based on material from the text, and any other posted course materials and is worth 25% of your final grade. The test will consist of questions that may encompass a combination of multiple choice & multiple selection questions, matching questions, and application/conceptual questions that will test your knowledge

of the required readings and additional course material. Further details about the test will be posted on Avenue to Learn.

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.

Test #2 (25%) Date TBA

At the end of the term, Test #2 will be administered online via the Avenue to Learn 'Quizzes' portal. The test may include a combination of multiple choice & multiple selection questions, matching questions, and application/conceptual questions that will test your knowledge of the required readings and additional course material (weeks 8 to 13 inclusive). Further details about the test will be posted on Avenue.

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. Further details about the test will be posted on Avenue.

Term Paper (30%) Due Nov 23rd

Students will be required to complete either a group report or an individual critical analysis paper on a health issue that relates to one of the course-based topics. Those of you who choose the group report option will have the opportunity to self-enroll in groups on Avenue to Learn during the first 2 weeks of the course. Choose your option carefully- if you choose the group option, in fairness to other group members, you must remain committed to completing it and switching between options will not be possible. Only students planning on participating in a group project will be required to complete the sign-up process. I will assume that all students who do not sign up for the group option will be working independently on their own individual paper. Detailed instructions and grading rubrics for the projects will be posted on the Avenue to Learn.

Weekly Course Schedule and Required Readings

Week 1 (Begins Tuesday Sept 8th)

Required Readings:

Course Outline

[Discussion Board Guidelines.](#)

Notes:

**** As the term does not begin until Tuesday Sept 8th, this week the 'virtual class session' will take place on Thursday Sept 10th from 1:30 – 2:20 pm.

Week 2 (Begins Monday Sept 14th)

Topic: 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).

Week 3 (Begins Monday Sept 21st)

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

Required Readings:

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

Week 4 (Begins Monday Sept 28th)

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

Week 5 (Beginning Mon Oct 5th)

Topic: 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.

URL: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. Canadian Policy Research Networks. Pp.1-33. Available publicly at: <http://www.ncchpp.ca/docs/FafardEvidence08June.pdf>

Week 6 (Begins Monday Oct 12th)
MIDTERM RECESS - No Required Readings

Week 7 (Begins Monday Oct 19th)

Topic: 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.330-350].

Brown, P., Zavestoski, S., McCormick, S., Mayer, B., Morello-Frosch, R., & Gasior A.R. (2004). Embodied health movements: new approaches to social movements in health. *Sociology of Health and Illness*, 26 (1), 50-80. DOI <https://doi-org.libaccess.lib.mcmaster.ca/10.1111/j.1467-9566.2004.00378.x>

Week 8 (Begins Mon Oct 26th)

Topic: 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.

Notes:

***Test #1 Monday Oct 26th (Based on Course Material Weeks 1-7)

Week 9 (Begins Mon Nov 2nd)

Topic: Medicalization

Required Readings:

Brown, P. (1995). Naming and Framing: The Social Construction of Diagnosis and Illness. *Journal of Health and Social Behavior*, 34-52. Stable URL:<http://www.jstor.org/stable/2626956>

Moloney M. E. (2017). Sometimes, it's easier to write the prescription': physician and patient accounts of the reluctant medicalisation of sleeplessness. *Sociology of Health & Illness*, 39(3), 333-348. <https://doi-org.libaccess.lib.mcmaster.ca/10.1111/1467-9566.12485>

Week 10 (Beginning Mon Nov 9th)

Topic: 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.

Lexchin, J. (2017). [The pharmaceutical industry and the Canadian government: Folie à deux](#). *Healthcare Policy*, 13(1), 10–16. Public Access. 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 (Begins Mon Nov 16th)

Topic: Health Care Reform: the public private divide

Required Readings:

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. <https://doi.org/10.1016/j.socscimed.2010.12.024>.

Reading on COVID -19 & Long Term Care TBA

Week 12 (Begins Mon Nov 23rd)

Topic: 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. Winnipeg: Truth and Reconciliation Commission of Canada. [Read Introduction – pp 1-21](#). Publicly available at: http://www.trc.ca/assets/pdf/Honouring_the_Truth_Reconciling_for_the_Future_July_23_2015.pdf

National Collaborating Centre for Aboriginal Health. (2011). Setting the Context: An Overview of Aboriginal Health in Canada. Publicly available at: <https://www.ccnsc-nccah.ca/docs/context/FS-OverviewAboriginalHealth-EN.pdf>

Notes:

***Term Paper Due Mon Nov 23rd

Week 13 (Begins Mon Nov 30th)

Topic: The Role of the Media in Shaping Public Health Policy

Required Readings:

Lee, J. (2014). *An Epidemic of Rumors: How Stories Shape Our Perception of Disease*. Boulder, Colorado: University Press of Colorado. Retrieved June 12, 2020, from www.jstor.org/stable/j.ctt5vkjvd

Irwin, R. E. (2020). Misinformation and de-contextualization: international media reporting on Sweden and COVID-19. *Globalization and Health*, 16. <https://doi.org/10.1186/s12992-020-00588-x>

Week 14 (Begins Mon Dec 7th)

Course Wrap Up

No Required Readings

Notes:

Test #2 Date TBA

Recommended Course Readings:

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

Course Policies

Assignments

Detailed instructions and grading rubrics for assignments will be posted on Avenue to Learn. Unless otherwise specified, all writing assignments for the course should have a title page, all pages should be numbered and have 1-inch margins on all four sides. All text should be double-spaced, using 12-point Times New Roman Font. Assignments

must be properly formatted using either the APA 6th or 7th edition Style Guide. Carefully follow the manuscript formatting with respect to in-text citation references, reference page formatting, and manuscript writing style. URL : <https://libguides.mcmaster.ca/APA>. 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:

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 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. Without formal accommodations, no assignments will be accepted 1 week 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

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

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.

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

Conduct Expectations

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

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

Academic Accommodation of Students With Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

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

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

Faculty of Social Sciences E-mail Communication Policy

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

Extreme Circumstances

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