

HLTH AGE 3AA3: State, Civil Society and Health

Summer 2021

June 21st – August 6th, 2021

Instructor: Dr. Alicia Powell
Email: powellak@mcmaster.ca
Lecture: Asynchronous content delivered weekly on Avenue to Learn

Office Hours: Virtual drop-in office hours held on Zoom weekly: Wednesdays from 7:00 – 8:00 pm or by appointment.

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Course Description

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

Course Objectives

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

- Describe the state, civil society, and their roles and intersections in various health contexts
- Identify structural determinants of health
- Explain the historical evolution of healthcare in Canada
- Describe how health and healthcare are structured in Canada
- Relate social theories and concepts to health advocacy, activism, public health and health policy processes
- Connect health and healthcare to social justice issues
- Demonstrate knowledge of the politics of health in select contexts
- Advance skills in critical thinking, analysis, research, writing, critical reflection, and group discussion

Required Materials and Texts

There is no assigned textbook for this course. All weekly article readings are available publicly or through the McMaster University Library on-line catalogue. Article URLs are listed in the Weekly Reading Schedule at the end of the course outline. It is your responsibility to download and read all assigned readings.

Class Format

This is an online course will be delivered asynchronously, where students will be able to self-direct their learning and engagement in the course and course material at their own pace. Students will be responsible for ensuring that their learning of key concepts and course materials is completed prior to the scheduled evaluations. Asynchronous content will include weekly readings, recorded lecture presentations, corresponding slide decks, and critical reflection questions. This content will be delivered weekly through Avenue to Learn for students to access, download and refer to in their studies.

Recorded presentations and slide decks will help to bring together course concepts and content from weekly readings, but will not cover or review all aspects of the assigned readings. It is important that students take the time to read the required articles, and it is recommended that reading is completed prior to reviewing the corresponding recorded

presentations and slides. Following weekly readings and review of the presentation and slides, students are encouraged to review and respond to the associated reflection question(s). This process is designed to assist in critical thinking and reflection regarding the weekly Topic.

Students will also have weekly opportunities to engage with the instructor and each other synchronously through drop-in Zoom office hours as required or preferred. In these sessions, students will be encouraged to ask critical and clarifying questions about the course materials and/or assignments.

While course content and recordings are made available online through Avenue to Learn, students are reminded that it is strictly prohibited to post, distribute, transmit, or copy any lecture materials or notes in any format (electronically, audio, etc.) outside of Avenue to Learn and the SAS notetaking program. This includes but is not limited to: online note sharing sites, Facebook, YouTube, Google Docs, etc.

McMaster University is committed to an inclusive and respectful community. These principles and expectations extend to online activities including email communication, electronic chat groups, video calls and other learning platforms. It is the expectation of this course that all participants are respectful, inclusive, considerate and professional in all course related activities and communications.

Course Evaluation – Overview

Completion of all assignments and tests is required to complete and pass this course.

1. Critical Course Material Reflections – 10%, due weekly, ongoing
2. Test 1 – 25%, take home; released July 7th - 8:00 am; due July 9th - 11:59 pm
3. Independent Written Assignment – 30%, due July 28th - 11:59 pm
4. Test 2 – 35%, take home; released August 4th - 8:00 am; due August 6th - 11:59 pm

Course Evaluation – Details

Critical Course Material Reflections (10%), due weekly, ongoing

Throughout the term students will be required to respond to discussion questions and/or topics posted in the Discussions section on Avenue to Learn. Students are expected to submit critical responses and/or reflections to the posted topic. These responses are designed for students to demonstrate their engagement in and understanding of course materials and concepts, their critical thoughts, and application to current issues and events.

Responses are expected to be 1-3 short paragraphs in length, and no more than ~500 words. Each student should submit an independent response to the posted topic, to reflect their own thoughts. Plagiarism will not be tolerated. Written responses should be

written using academic language, free from spelling and grammatical errors. Citations are required using APA format, if referring to course materials, or other publications. Students are advised to compose their response in a word-processing application, prior to submitting via Avenue to Learn.

Responses are due weekly, by Sunday evening, no later than 11:59 pm. Grades will be calculated cumulatively and posted at the end of the term.

Test 1 (25%), released July 7th at 8:00 am; due July 9th at 11:59 pm

Test 1 is a take-home style test comprised of four short-answer questions and one long-answer question. Test 1 will be based on all course material covered in recorded lectures, weekly readings and other course content delivered up to and including Topic 5. Test 1 is out of 50 marks, and worth 25% of students' final grade.

This test is to be completed independently, at your own pace. Due to the take-home format, the test is open-book. Students may refer to lecture notes and course materials as resources while writing the test. However, students are not allowed to collaborate with peers or classmates, nor are students permitted to share their answers with classmates, take screen shots or post photos of their work, post questions online, access webpages for answers, or any similar behaviour or activity. Partaking in any form of this activity is a form of academic dishonesty. Please remember that a take-home test does not mean students do not need to engage with course materials or study for the test.

While students will have nearly three full days to complete the test independently and at their leisure, the test should not take more than two hours to complete. Test responses will be submitted via Avenue to Learn no later than 11:59 pm on July 9th.

Independent Written Assignment (30%), due July 28th at 11:59 pm

Students will be required to write a 7 - 8-page, double-spaced, paper on a current health- or health policy-related issue of their choosing. The paper should be written in Arial or Times New Roman font, in 11- or 12-point font size. Papers should be cited in full using APA referencing style and must include a complete APA References list. Further, all papers should include an APA title page and APA formatting throughout. Font size and margin size must not be manipulated; concision and clarity of thought in written communication is essential to strong, academic writing.

Topics must be approved via email in advance by the instructor, no later than July 14th. When obtaining approval for their paper topic, students should provide a short outline of their selected topic, including news articles on the subject, and several of academic sources to support their work. The paper will critically explore how the health-related issue is affected (or constructed) by or through politics and state decisions, what solutions exist to address the issue, and should demonstrate the social response to the issue. A minimum of 7 scholarly sources will be required, along with at least 2 news

articles describing the health-related issue. More detailed instructions and a grading rubric for the assignment will be provided and posted on Avenue to Learn.

The Assignment must be submitted via Avenue to Learn no later than 11:59 pm on July 28th.

Test 2 (35%), released August 4th - 8:00 am; due August 6th - 11:59 pm

Similar to Test 1, Test 2 is a take-home style test to be completed independently. Test 2 is comprised of 10 short-answer questions and two essay-style questions. Test 2 will be cumulative, based on all course material covered in recorded lectures, weekly readings and other course content delivered up to and including Topic 12. Test 2 is out of 100 marks, and worth 35% of students' final grade.

This test is to be completed independently, at your own pace. Due to the take-home format, the test is open-book. Students may refer to lecture notes and course materials as resources while writing the test. However, students are not allowed to collaborate with peers or classmates, nor are students permitted to share their answers with classmates, take screen shots or post photos of their work, post questions online, access webpages for answers, or any similar behaviour or activity. Partaking in any form of this activity is a form of academic dishonesty. Please remember that a take-home test does not mean students do not need to engage with course materials or study for the test.

While students will have nearly three full days to complete the test independently and at their leisure, the test should not take more than three hours to complete. Test responses will be submitted via Avenue to Learn no later than 11:59 pm on August 6th.

Weekly Course Schedule and Required Readings

Week 1 (June 21, 23)

June 21 – Topic 1: Introduction

Readings: None assigned.

June 23 – Topic 2: The State

Readings:

- Forsey Eugene A. 2016. How Canadians Govern Themselves. 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

Week 2 (June 28, 30)

June 28 – Topic 3: Health and Healthcare in Canada

Readings:

- 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 Available at: <https://journals-sagepub-com.libaccess.lib.mcmaster.ca/doi/pdf/10.1177/0020731417738976>
- Hutchison, B., Levesque, J.-F., Strumpf, E., & Coyle, N. (2011). Primary Health Care in Canada: Systems in Motion. *The Milbank Quarterly*, 89(2), 256–288. Available at: <http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1111/j.1468-0009.2011.00628.x>
- Navarro, V., & Shi, L. (2001). The political context of social inequalities and health. *Social science & medicine*, 52(3), 481-491. Available at: [http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1016/S0277-9536\(00\)00197-0](http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1016/S0277-9536(00)00197-0)

June 30 – Topic 4: Structural Determinants of Health

Readings:

- Bryant, T., Raphael, D., Schrecker, T. & Labonte, R. (2011). Canada: A land of missed opportunity for addressing the social determinants of health. *Health Policy*, 101, 44–58. doi:10.1016/j.healthpol.2010.08.022 Available at: <http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1016/j.healthpol.2010.08.022>
- Glouberman, S., & Millar, J. (2003). Evolution of the determinants of health, health policy, and health information systems in Canada. *American Journal of Public Health*, 93(3), 388-392. Available at: <https://ajph.aphapublications.org/doi/pdfplus/10.2105/AJPH.93.3.388>
- Raphael, D., Curry-Stevens, A., & Bryant, T. (2008). Barriers to addressing the social determinants of health: Insights from the Canadian experience. *Health Policy*, 88(2), 222-235. Available at: <http://libaccess.mcmaster.ca/login?url=https://dx-doi-org.libaccess.lib.mcmaster.ca/10.1016/j.healthpol.2008.03.015>
- Reading, C. (2015). Structural Determinants of Aboriginal Peoples' Health. In Greenwood, M., de Leeuw, S., & Lindsay, N.M. (Eds). *Determinants of Indigenous Peoples' Health: Beyond the Social*. (2018). (Pp. 3-17). Canadian Scholars Press: Toronto.

- Reading, C. L., & Wien, F. (2013). Health Inequalities and the Social Determinants of Aboriginal Peoples' Health. National Collaborating Centre for Aboriginal Health. Available at: <https://www.ccnsa-nccah.ca/docs/determinants/RPT-HealthInequalities-Reading-Wien-EN.pdf>

Notes: Critical Course Material Reflection due on Avenue to learn by 11:59 pm on July 3rd.

Week 3 (July 5, 7)

July 5 – Topic 5: Social Constructions of Health: State and Society; Test 1 Review

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. Available at: <http://libaccess.mcmaster.ca/login?url=https://dx-doi-org.libaccess.lib.mcmaster.ca/10.1016/j.healthpol.2008.11.006>
- Fafard Patrick. 2008. Evidence and Healthy Public Policy: insights for health and political sciences. Canadian Policy Research Networks. Pp.1-33. Available at: <http://www.ncchpp.ca/docs/FafardEvidence08June.pdf>
- Giacomini, M., Hurley, J., Gold, I., Smith, P., Abelson, J. 2004. The policy analysis of 'values talk': lessons from Canadian health reform. *Health Policy*, 67(1):15-24. Available at: [http://libaccess.mcmaster.ca/login?url=https://dx-doi-org.libaccess.lib.mcmaster.ca/10.1016/S0168-8510\(03\)00100-3](http://libaccess.mcmaster.ca/login?url=https://dx-doi-org.libaccess.lib.mcmaster.ca/10.1016/S0168-8510(03)00100-3)
- Sharf, B. F., & Vanderford, M. L. (2003). Illness narratives and the social construction of health. In Thompson, Dorsey, Parrott & Miller (Eds.), *Handbook of Health Communication*, (pp. 9-34). Routledge. (Available through McMaster Library online).

Notes: Test 1 Review materials will be posted in Avenue to Learn. The final date to submit questions about Test 1 is July 5th at 7:00 pm.

July 7 – Topic 6: State Impacts on Aging in Canada

Readings:

- Canadian Institute for Health Information (2011). *Health Care in Canada, 2011: A Focus on Seniors and Aging*. Available at: https://secure.cihi.ca/free_products/HCIC_2011_seniors_report_en.pdf

- Chappell, N. L., & Hollander, M. J. (2011). An evidence-based policy prescription for an aging population. *Healthcare Papers*, 11(1), 8-18. Available at: <http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.12927/hcpap.2011.22246>
- Hollander, M. J., Chappell, N. L., Prince, M. J., & Shapiro, E. (2007). Providing care and support for an aging population: Briefing notes on key policy issues. *Healthcare Quarterly*, 10(3). Available at: <http://healthcarequarterly.com/content/18923>

Notes: Test 1 will be released on Avenue to Learn at 8:00 am. Test 1 is due on Avenue to Learn no later than 11:59 pm on July 9th.

Week 4 (July 12, 14)

July 12 – Topic 7: Health Activism: Social Interests, Movements and Justice Readings:

- Brown, Phil, Stephen Zavestoski, Sabrina McCormick, Brian Mayer, Rachel Morello-Frosch, Rebecca Gasior Altman. (2004). Embodied health movements: new approaches to social movements in health. *Sociology of Health and Illness*. 26(1): 50-80. Available at: https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/01419889/v26i0001/50_ehmnatsmih.xml
- Orsini, M. & Smith, M. (2010). Social movements, knowledge and public policy: the case of autism activism in Canada and the US, *Critical Policy Studies*, 4:1, 38-57, DOI: 10.1080/19460171003714989. Available at: <http://libaccess.mcmaster.ca/login?url=https://doi.org/10.1080/19460171003714989>
- Rush, K. L., Chiasson, M., Butterfield, M., Straka, S., & Buckley, B. J. (2019). Recognition: key to the entrepreneurial strategies of rural coalitions in advancing access to health care. *International journal for equity in health*, 18(1), 119. Available at: https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/14759276/v18inone/nfp_rkttesiaathc.xml

July 14 – Topic 8: Public Health in Canada and the Canadian Context Readings:

- Colgrove, J. (2006). The Ethics and Politics of Compulsory HPV Vaccination. *New England Journal of Medicine*, 355(23): 2389-2391.

Available at:

<http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1056/NEJMp068248>

- MacNeil, J. and B. Pauly (2010). Impact: a case study examining the closure of a large urban fixed site needle exchange in Canada. *Harm Reduction Journal* 7(1): 11. Available at: <https://doi.org/10.1186/1477-7517-7-11>.
- Raphael, D., & Bryant, T. (2006). The state's role in promoting population health: Public health concerns in Canada, USA, UK, and Sweden. *Health Policy*, 78(1), 39-55. Available at: http://resolver.scholarsportal.info.libaccess.lib.mcmaster.ca/resolve/01688510/v78i0001/39_tsrippicuuas.xml
- Richardson, L., & Crawford, A. (2020). COVID-19 and the decolonization of Indigenous public health. *CMAJ*, 192(38), E1098-E1100. Available at: <https://www.cmaj.ca/content/192/38/E1098.short>

Notes: Submission of Independent Written Assignment topic is due via email to the instructor (powellak@mcmaster.ca) for approval by July 14.

Week 5 (July 19, 21)

July 19 – Topic 9: Healthcare Reform: Public vs. Private Care

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 M.D. and 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
- Vandna, B. and Orsini, M. (2016). Narrating Sustainability in Canadian Health Care Reform Discourse. *Social Policy and Administration*. 50(3):297-315. Available at: https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/01445596/v50i0003/297_nsichcrd.xml

July 21 – Topic 10: Colonization and Indigenous Health in Canada

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. 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. Available at:
<https://www.ccsa-nccah.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.ccsa-nccah.ca/docs/context/FS-HealthLegislationPolicy-Lavoie-Gervais-Toner-Bergeron-Thomas-EN.pdf>
- Blackstock, C. (2012). Jordan's Principle: Canada's broken promise to First Nations children? *Paediatrics & Child Health*, 17(7), 368–370. Available at:
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3448536/pdf/pch17368.pdf>
- Gabel, C. A., DeMaio, P., & Powell, A. (2017). Towards healthier Indigenous health policies? Navigating the labyrinth for answers. *Journal of Indigenous Wellbeing*, 2(1), 47-59. Available at:
<http://manage.journalindigenuswellbeing.com/index.php/joiw/article/view/66/55>

Week 6 (July 26, 28)

July 26 – Topic 11: Medicalization and Pharmacare

Readings:

- Boothe, K. (2013). Ideas and the limit on program expansion: the failure of nation-wide pharmacare in Canada, 1944-2002. *Canadian Journal of Political Science*, 46(2). Available at:
<http://libaccess.mcmaster.ca/login?url=https://dx-doi-org.libaccess.lib.mcmaster.ca/10.1017/S000842391300022X>
- Brown, P. (1997). Naming and Framing: The Social Construction of Diagnosis and Illness. *Journal of Health and Social Behavior*. 34-52. Available at: <https://search-proquest-com.libaccess.lib.mcmaster.ca/docview/201661089/fulltext/B04D5941ACE94428PQ/1?accountid=12347>

- Jackson, A. (2018, April 23). The winding road to a national pharmacare program. *The Globe and Mail*. Available at: <https://www.theglobeandmail.com/business/commentary/article-the-winding-road-to-a-national-pharmacare-program/>
- Morgan, S. G., Law, M., Daw, J. R., Abraham, L., & Martin, D. (2015). Estimated cost of universal public coverage of prescription drugs in Canada. *CMAJ : Canadian Medical Association Journal*, 187(7), 491–497. Available at: <http://libaccess.mcmaster.ca/login?url=http://doi.org/10.1503/cmaj.141564>

July 28 – Topic 12: The Media and Public Health Policy

Readings:

- MacDonald, N. E. (2021). COVID-19, public health and constructive journalism in Canada. *Canadian Journal of Public Health*, 112(2), 179-182. Available at: <https://link.springer.com/content/pdf/10.17269/s41997-021-00494-8.pdf>
- Ogbogu, U., & Hardcastle, L. (2021). Media representations of COVID-19 public health policies: assessing the portrayal of essential health services in Canadian print media. *BMC public health*, 21(1), 1-6. Available at: <https://bmcpublichealth.biomedcentral.com/track/pdf/10.1186/s12889-021-10300-2.pdf>

Notes: Independent Written Assignment is due via Avenue to Learn no later than 11:59 pm on July 28th.

Week 7 (August 2, 4)

August 2 – Test 2 Review

Readings: Students must ensure all course readings are complete.

Notes: Test 2 Review materials will be posted in Avenue to Learn. The final date to submit questions about Test 2 is August 2 at 7:00 pm.

August 4 – Test 2 released

Notes: Test 2 will be released on Avenue to Learn at 8:00 am. Test 2 is due on Avenue to Learn no later than 11:59 pm on August 6th.

Course Policies

Communication

Communication with the course instructor will be conducted exclusively via email using McMaster email accounts. Please send all emails to powellak@mcmaster.ca. Please

include the course code 'HLTH AGE 3AA3' in the Subject line, and include your name and student ID in your email. Students are reminded not to use their personal Gmail, Outlook or other email accounts to communicate. Do not utilize Avenue to Learn to email the instructor.

Please consider email communications as equivalent to any other form of formal, professional written communication. Students who write to their instructors are expected to follow rules of etiquette, spelling, grammar and punctuation. Inappropriate and unprofessional salutations, language, and conduct is not permitted. Email communications failing to meet professional standards may remain unanswered. Emails that require a short reply will be answered within 3 business days. Emailed questions requiring a more detailed response will only be answered during office hours or by appointment. Students seeking detailed responses or support are encouraged to book a virtual office hour appointment.

Avenue to Learn

Course material will be posted on Avenue to Learn. Please check the site often to keep informed of important course information or announcements.

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 email accounts, and program affiliation may become apparent to 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.

Sharing of Course Materials

Students who are enrolled in HLTH AGE 3AA3 Summer 2021 will have access to digital course materials provided through Avenue to Learn. Those who have access to authorized recorded lectures in a course may use these recordings only for personal or group study and shall not reproduce, share or upload the recording to any publicly accessible web environment. Similarly, notes, slides, evaluations and tests are for personal use and should not be shared with others outside of the course.

Virtual Office Hours

Virtual, drop-in office hours will be held on each Wednesday of the term, from 7:00 pm – 8:00 pm, unless otherwise posted. During these sessions students may ask questions about the course content, tests or assignments. Please be advised: this is not a private discussion; office hours are open to those who want to ask questions or need queries answered, and there may be multiple students present during the Zoom session.

A link to the virtual office hours via Zoom will be posted on Avenue to Learn.

Students who cannot attend the weekly drop-in sessions may request virtual office hours by appointment and a time and date that is mutually convenient to the instructor and student will be booked.

Tests and Submission of Assignments

Assignments must be submitted online to the Avenue to Learn dropbox. This copy is officially due by 11:59 pm on the due date posted. Failing to submit a copy by this point will result in a late penalty.

Grades

Grades will be based on the McMaster University grading scale:

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

Late Assignments

Without approved justification, students must make arrangements directly with the instructor to submit the assignment on an alternative date. Assignments will be marked down 10% if turned in late, past the date and time they are due. Assignments and tests will lose an additional 10 percentage points for each day they are late after the first; this includes weekend days and holidays.

Absences, Missed Work, Illness

Students using MSAFs will have to complete all assignments or tests at a later date. The grade for missed assignments or tests will not be applied to any other assignment or test. MSAFs must be filed on the day that the assignment is due, triggering an automatic 3-day extension. Without exceptional permission granted officially by your faculty, extensions beyond 72 hours will not be given.

Course Modification

The instructor reserves the right to modify elements of the course during the term. If any modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is

the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

University Policies

Academic Integrity

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.

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, 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 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 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

[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”.

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.