

**HLTHAGE 3AA3:
THE STATE CIVIL SOCIETY AND HEALTH
Winter, 2023 January 9th to April 12th**

Instructor: Yvonne LeBlanc

Classes: Tues 10:30 am – 12:20 pm,
Thurs 10:30 am –11:20 pm

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Office Hours: Tues 1:00 -2:00 pm or by
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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 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 ‘Weekly Course Schedule’.

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)

- Stroschein, 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: Historical, cultural and epidemiological perspectives. Toronto: University of Toronto Press. (Read Chapter 1: An overview of the Aboriginal peoples of Canada)

Class Format

The classes will involve interactive lectures, discussions, and in-class exercises /activities and occasional guest presentations. 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. 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 (20%), on going
2. Midterm Exam (25%), February 16th
3. Term Project (30%), Group Creative Project, Select Dates OR Group Paper- Due March 18th
4. Take Home Assignment (25%) Released March 28th & Due April 4th

Course Evaluation – Details

Class Participation (20%)

Class participation is based on attendance and the level of active participation in the course throughout the term. This means attending all classes, engaging enthusiastically in thoughtful discussion, and contributing to in-class group activities and weekly exercises on course material. Participation grades will be assigned at the end of the term. Students who submit a self-evaluation by April 12th (available on Avenue to Learn) will be able to provide input into their class participation grade. Sign up for enrolment in groups will take place during week 1. Anyone who does not self-enroll in class participation groups on Avenue will be automatically enrolled in Week 2. Further instructions on enrolling in groups and additional details regarding course participation will be reviewed during the first week of classes and posted on the Content Page of Avenue.

*****There is no make-up accommodation for missed in-class participation due to issues involving competing assignment deadlines, travel, or individual work schedules. Absences due to illness or family emergencies require formal accommodations.** (See policies p.15).

Midterm Exam (25%), DUE February 16th

The midterm exam will be administered on-line via the Avenue to Learn 'Quizzes' portal on February 16th. 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.

Term Project (30%)

You will be required to complete either, Option 1 a group 'creative project' OR Option 2 a group 'critical analysis' term paper. Both will be based on a health issue that relates to one of the course-based themes and will involve group oral presentations. It is necessary to have the projects approved by the instructor well in advance of the due dates. (For quick reference see the Weekly Course Schedule 'Notes' pp 7-11). You will have the opportunity to self-enroll in groups on Avenue to Learn during weeks 1 & 2. Anyone who does not self-enroll in groups on Avenue will be automatically enrolled. Detailed instructions and grading rubrics for the projects will be posted on the Avenue to Learn.

Writing Assignments

Unless otherwise specified, 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 7th Edition Style Guide. Carefully follow the manuscript formatting with respect to in-text citation references, reference page formatting, and manuscript writing style. Each writing assignment must be submitted electronically in a WORD document to the appropriate Avenue to Learn drop box no later than the date that it is due; hardcopies or emailed copies will not be accepted.

There will be a 5% 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.

Take Home Assignment: Released March 28th & Due April 4th (25%)

You will be given a set of questions for this take-home assignment on March 28th. You will prepare your responses based on course material covered after the midterm recess. You will have one week to complete the assignment. In this assignment, you will need to use proper referencing for all sources used. Further instructions for the assignment will be reviewed in class and posted on Avenue.

Weekly Course Schedule and Required Readings

Complete Readings prior to class on Tuesday

Week 1 (Tuesday January 10th, Thursday January 12th)

Required Readings:

- Course Outline

Notes:

- Attend classes Tuesday 10:30 am -12:20 pm & Thursday from 10:30 am - 11:20 am
- Sign up for 'Course Participation' group work on Avenue
- Sign up for Term Group Projects on Avenue: Choose Option 1: Group 'Creative Project' OR Option 2 a Group 'Critical Analysis Paper'

Week 2 (Tuesday January 17th, Thursday January 19th)

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).

Notes:

- Attend classes Tuesday & Thursday
- Self-enrollment in groups for course participation ends on Thursday at 11:59 pm.
- Self-enrollment in groups for Term Projects ends on Thursday at 11:59 pm.

Week 3 (Tuesday January 24th, Thursday January 26th)

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. 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

Notes:

- Attend Classes Tuesday & Thursday
- *Re Group 'Creative projects'- groups presenting week 6 arrange to meet with instructor*

Week 4 (Tuesday January 31st, Thursday Feb 2nd)

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. (2018). 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>

Notes:

- Attend classes Tuesday & Thursday
- *Re Group 'Creative projects'- groups presenting week 8 arrange to meet with instructor*

Week 5 (Tuesday Feb 7th, Thursday Feb 9th)

Topic: Social Constructions of Trust & Public Health Policy

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 (Concepts of Trust and Mistrust)

- 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>

Notes:

- Attend classes Tuesday & Thursday
- *Re Group 'Creative projects'- groups presenting week 9 arrange to meet with instructor*

Week 6 (Tuesday Feb 14th & Thurs Feb 16th)

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 medicalization of sleeplessness. *Sociology of Health & Illness*, 39(3), 333-348. <https://doi-org.libaccess.lib.mcmaster.ca/10.1111/1467-9566.12485>

Notes:

- Attend classes Tuesday and Thursday
- *Tuesday: Tentative- Group 'Creative Project' presentation (s) on a focused topic related to medicalization*
- **On-line Midterm Exam Thursday Feb 16th (Based on Course Material Weeks 1-5)**
- *Re Group 'Creative projects'- groups presenting week 10 arrange to meet with instructor*
- *Re Group 'Critical analysis' Term paper: groups must confirm paper topics no later than 4 pm. Friday Feb 17th*

Week 7 Midterm Recess February 20th – February 26th-

No Required Readings

Week 8 (February 28th, March 2nd)

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].

- Ruff, K. (2017). How Canada's asbestos industry was defeated in Quebec. *New Solutions: A Journal of Environmental and Occupational Health Policy.*, 26(4), 543–556. <https://doi.org/10.1177/1048291116679951>

Recommended:

- 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:

- Attend Class Tuesday & Thursday *Tentative Guest Presentation (Advocacy)*
- *Group Project presentations) on focused topics related to Health Advocacy/Activism*
- *Re Group 'Creative projects'- groups presenting week 11 arrange to meet with instructor*

Week 9 (Tuesday March 7th, Thursday March 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](https://doi.org/10.12927/hcpol.2017.25195). *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>

Notes:

- Attend Classes Tuesday & Thursday
- *Group Creative Project(s) on a focused topic related to the Corporatization of Health and Health Care*
- *Re Group 'Creative projects'- groups presenting week 12 arrange to meet with instructor*

Week 10 (Tuesday March 14th, Thursday March 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>.
- Daniel Bland & Patrik Marier (2020) COVID-19 and Long-Term Care. Policy for Older People in Canada, *Journal of Aging & Social Policy*, 32:4-5, 358-364, DOI: 10.1080/08959420.2020.1764319. The link to this article:
<https://doi.org/10.1080/08959420.2020.1764>

Notes:

- Attend Classes Tuesday & Thursday
- *Group 'Creative Project' presentation(s) on focused topics related to Health Care Privatization*
- *** Group Term Paper Due Saturday March 18th at 11:59 pm

Week 11 (March 21st, March 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.ccsa-nccah.ca/docs/context/FS-OverviewAboriginalHealth-EN.pdf>
- Article Reading TBA

Notes:

- Attend Classes Tuesday & Thursday
- In class 'Documentary'
- *Group 'Creative Project' presentation(s) on focused topics related to Indigenous Health*

Week 12 (Tuesday March 28th, Thursday March 30th)

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

Required Readings:

- Rao, H. R., Vemprala, N., Akello, P., & Valecha, R. (2020). Retweets of officials' alarming vs reassuring messages during the COVID-19 pandemic: Implications for crisis management. *International Journal of Information Management*, 55, 102187. <https://doi.org/https://doi.org/10.1016/j.ijinfomgt.2020.102187>
- 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>

Recommended Reading:

- Lee, J. (2014). *An Epidemic of Rumors: How Stories Shape Our Perception of Disease*. Boulder, Colorado: University Press of Colorado. Chapter 1. Retrieved June 12, 2020, from www.jstor.org/stable/j.ctt5vkjvd

Notes:

- Attend Classes Tuesday & Thursday
- *Group 'Creative Project' presentation(s) on focused topics related to the role of media in shaping public health policy*
- **Take Home Assignment Released Tuesday March 28th at 10:30 am**

Week 13 (Tuesday April 4th, Thursday April 6th)

Topic: Knowledge Transfer

No Required Readings

- Attend Classes Tuesday & Thursday
- **Take Home Assignment Due Tuesday April 4th at 10:30 am**
- *Knowledge Transfer: oral presentations on group 'critical analysis' term paper*

Week 14 (Tuesday April 11th)

Topic: Course Wrap Up

No Required Readings

Notes:

- *Knowledge Transfer: oral presentations on group 'critical analysis' term paper*

Course Policies

Assignments

Detailed instructions and grading rubrics for assignments will be posted on Avenue to Learn. Unless otherwise specified, each writing assignment must be submitted

electronically in a WORD document to the appropriate Avenue to Learn drop box no later than 11:59 pm on the date due; emailed copies will not be accepted. All assignments should have a title page, all pages should be numbered and have 2.54 cm (1 inch) margins on all four sides. All text should be double-spaced, using 12-point Times New Roman Font. Assignments must be properly using the APA Style Guide. Carefully follow the manuscript formatting with respect to in-text citation references, reference page formatting, and manuscript writing style.

Writing assignments will be submitted into the Avenue Assignment drop box. You can access all assignment submission folders by clicking on 'Assessments' on either the Course Announcement or Content Page of Avenue. Under 'Assessments' click on "Assignments". You will also find a direct a link to each specific assignment drop box in the weekly module that the assignment is due.

Grades

Grades will be based on the McMaster University grading scale:

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

Missed Work/Late Assignments

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

Review of Marks

We will be diligent in marking all assignments fairly and accurately. However, occasionally students disagree with the marks they receive. If this occurs, I (Dr.

LeBlanc) will be happy to review the mark of any assignment, if the procedure outlined below is followed. Please note that when a mark is reviewed, the new mark may be lower than the original.

To request a review of a mark, write a 1-page typed memo describing in detail the nature of the perceived marking error. Submit this memo via email to me. You may submit requests for review no sooner than 48 hours, and no later than 1 week after the assignment feedback is distributed via the Avenue drop box.

Release of Grades

Assignment grades will NOT be given out over the phone or by email. Final exam grades will not be released by the instructor. Final course grades will be released through the Registrar's Office.

Course Modification

The instructor reserves the right to modify elements of the course during the term. If any modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Email

Send all emails to my McMaster email account: leblanyl@mcmaster.ca. Please consider email equivalent to any other form of written communication. Students who write to their instructors are expected to follow rules of spelling, grammar and punctuation. In addition, please include a proper greeting, such as "Dear Dr. LeBlanc," and a closing that includes your full name, such as "Sincerely, John Smith." Email failing to meet these standards may be returned unanswered. Emails that require a very short reply will be answered within 2 business days (I will generally not respond to emails over the weekend). Emails requiring a more detailed response will be answered during virtual office hours or by phone.

University Policies

Academic Integrity

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

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or

suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#), 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

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

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

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

Copyright and Recording

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

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized

distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Extreme Circumstances

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

Faculty of Social Sciences E-mail Communication Policy

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