

DEATH & DYING IN LATER LIFE

Fall 2020

Instructor: Nicole Dalmer
Email: dalmern@mcmaster.ca
Lecture: Wednesday 8:30am - 11:20am
EST

Office Hours: As this is an online course, I am available for appointments via Zoom, phone, or chat. Please email me to arrange a time that works well for us both.

Contents

Course Description.....	3
Course Objectives.....	3
Required Materials and Texts	3
Communication	3
Class Format.....	4
Course Evaluation – Overview.....	4
Course Evaluation – Details.....	5
Assignment 1 (20%): Class participation (due throughout the term).....	5
Assignment 2 (15%): Media Review (due September 30, 2020)	6
Assignment 3 (25%): Annotated Bibliography (due November 4, 2020).....	7
Assignment 4 (40%): Research Paper (due December 9, 2020).....	8
Weekly Course Schedule and Required Readings	10
Week 1: September 9 – 15, 2020.....	10
Week 2: September 16 – 22, 2020.....	10
Week 3: September 23 – 29, 2020.....	10
Week 4: September 30 – October 6, 2020.....	11
Week 5: October 7 – 11; October 19 – 20, 2020.....	11
Week 6: October 12 – 18, 2020	11
Week 7: October 21 – 27, 2020	12
Week 8: October 28 – November 3, 2020.....	12
Week 9: November 4 – 10, 2020.....	12
Week 10: November 11 – 17, 2020.....	13
Week 11: November 18 – 24, 2020.....	13
Week 12: November 25 – December 1, 2020	14
Week 13: December 2 – 8, 2020.....	14

Week 14: December 9, 2020.....	14
Course Policies	14
Submission of Assignments	14
Grades.....	14
Late Assignments.....	15
Academic Integrity Statement	15
Requests For Relief For Missed Academic Term Work	15
Copyright And Recording	15
Avenue to Learn	16
Course Modification.....	16
University Policies	16
Conduct Expectations	16
Academic Accommodation of Students With Disabilities	16
Academic Accommodation For Religious, Indigenous or Spiritual Observances (RISO)	16
Faculty of Social Sciences E-mail Communication Policy.....	17
Extreme Circumstances	17

Course Description

This course is designed to explore various concepts and issues related to death and dying in later life. You will examine social, cultural, ethical, and spiritual aspects of death and dying in order to deepen your understanding and to examine your personal views and beliefs. Provision of care at the end of life in the Canadian context, decision making at the end of life, role of formal and informal caregivers and, organization of care and support for dying persons and their families will be some of the other topics that will be addressed. In addition, you will have the opportunity to explore topic(s) related to death and dying in later life that interest you. To realize these course objectives, we will be utilizing readings, videos, online class, written assignments, guest speakers, and online discussions.

Course Objectives

- To gain a deeper understanding of important theories, concepts, and current issues related to death and dying in later life from a range of different perspectives
- To increase self-awareness of personal beliefs and assumptions about death and dying
- To examine end of life care needs of dying older persons and their families
- To increase understanding regarding ethical issues and questions relating to end of life care
- To gather, review, and critically examine representations of old age and death and dying in media
- To provide opportunities for students to improve skills in critical thinking, analysis, collaborative work, research, communication, and writing.

Required Materials and Texts

There is no required text for this course. Required readings will take the form of journal articles, book chapters, news articles, and multimedia (podcasts, video, etc.). Links to these online readings and other media corresponding to weekly topics may be found on the course website on Avenue To Learn (A2L).

Communication

I can be reached at my McMaster email address (dalmern@mcmaster.ca). I will endeavor to respond within 48 hours to all relevant course email that is sent to my McMaster address in blocks of time between Monday to Friday.

For all course-related email, please include HLTH AGE 4B03: [your subject] in the email subject line. This helps flag your message in my inbox.

For general questions about the class or assignments, please feel comfortable to ask your question(s) in the A2L forum discussion thread titled "Class questions" and I'll respond to your question there .

Class Format

If this is your first online course or should you like some advice about how to organize yourself, you may want to consult this resource about how to get ready to learn online: <https://contensis.uwaterloo.ca/sites/open/resources/GettingReadyToLearnOnline/table-of-contents.aspx>

This class will start on Wednesday, September 9th (Week 1). You will have from Wednesday to Tuesday to complete each week's activities. Our class activities will include lectures, videos and podcasts, guest speakers, small-group seminar discussions, and in-class, online exercises.

Recognizing that this is a unique semester for us all, this course is arranged in such a way to flexibly account for and accommodate your unique schedules and working rhythms (as much as is possible). Beginning Week 2 (September 16 to 22, 2020), each topic will span two weeks (a module). In the first week of each module (Wednesday to Tuesday), you will complete the readings, listen to the lecture and any additional videos, media or websites, and will take part in class activities and exercises. In the second week of each module, you will have two main activities to complete. First, in your seminar group of 5, you will meet with me (synchronously, via Zoom) during our Wednesday class time (Wednesday 8:30am - 11:20am EST). We will meet in 30 minute sessions so that we can discuss any questions or reflections you might have about the lecture materials, class exercises, or assignments and to explore any curiosities. I will provide a guiding question or theme for each of our Zoom meetings. Second, in your seminar group of 5, you will each take a turn leading a seminar among your small group of 5 based on the previous week's materials (readings, lecture, videos, etc.) using a dedicated A2L discussion thread. During this week (from Wednesday to Tuesday), the remaining members of the small group will engage with the seminar leader, thoughtfully answering questions and furthering the conversation.

Course Evaluation – Overview

1. Class participation - 20%
 - a. Online participation (class exercises, forum participation, etc.) – 15%
 - b. Seminar lead – 5%
2. Media review – 15%
3. Annotated bibliography – 25%
4. Term paper – 40%

Assignments will be handed in online via A2L by 11:59pm on the day it is due. Please submit each of your assignments as a Word document and include your last name in the assignment file name. Your assignments should be typed, double-spaced, and use a 12 point font of your choosing. Any citation style is acceptable, as long as it is correctly and consistently used. For assistance with citation style, please consult <https://library.mcmaster.ca/research/citing>.

Note that McMaster University Library is a fantastic source for research assistance! Students may call or e-mail to get help finding library resources. Students may also get

online research help by using the "Ask a Librarian" virtual reference service
<https://library.mcmaster.ca/justask>

Course Evaluation – Details

Assignment 1 (20%): Class participation (due throughout the term)

- a) Online participation (class exercises, forum participation, seminar participation etc.) – 15%
- b) Seminar lead – 5%

An overview on online participation: Active and thoughtful reactions to lecture materials, media, our guest lecturer, and seminars are essential to maintaining an engaged online classroom dynamic. Participation grades are based on demonstrated levels of engagement throughout the term. A participation rubric will be posted on our A2L class site. Participating and being prepared means more than simply logging on to our class site on A2L. I put a high premium on a participatory class and I expect students to engage in an active, collegial, and respectful manner. Class participation means not only offering relevant and informed opinions and insights, but also asking questions, working constructively with other students, and listening/reading. Being prepared means you have read the assigned readings, have notes/links on ideas to advance during our Zoom meetings and/or in your seminar forum, have good questions (confusions are good, too!), and much more than a summary understanding of the reading. Find a place in the texts that get your brain buzzing! Read everything twice and choose to focus on one or two places with more effort. Come prepared to contribute to our collective understanding of the topics of the week. Your personal investments and positions in relationship to this material are important. This class will never happen the same way again, and that is because you are here, with this particular group of colleagues, at this particular moment. Your participation mark also relies on your timely submission of assignments. Your timely and considered execution of course assignments will demonstrate to me that you are actively participating in the class in relation to course materials and class conversations. Disruptive or disrespectful behaviour will have a negative impact on your participation and preparation grade.

Beginning Week 2 (September 16 to 22, 2020), each topic (e.g. “Historical, cultural, and theoretical perspectives on death and dying”) will span two weeks (a module). In the first week of each module (beginning Wednesday morning and ending Tuesday evening), you will have access to and are required to complete the readings, listen to the lecture and any additional videos or media, and will take part in class activities and exercises. For our guest lecture with Dr. Outi Hakola, you will have the option to attend the live lecture and ask Dr. Hakola questions.

In the second week of each module, on Wednesday morning your seminar group will meet with me for a 30 minute synchronous session (on Zoom). This is an opportunity to meet together and explore any questions or ideas you might have about the previous week’s lecture or class exercises. As part of this second week, you will be highly active on your dedicated seminar group’s A2L discussion thread. Each seminar group member will take a turn leading and facilitating your group’s seminar and will be responsible for

guiding the discussion for that week (this is worth 5%). The seminar facilitator will start off by creating a substantive posting to your group's discussion thread that critically discusses or untangles a major issue or concept stemming from that module's lecture or readings. You are welcome to bring in your own reading or another media piece for your other seminar members to process. Seminar facilitators are also responsible for checking back in throughout the week to guide and further the conversations. That said, the responsibility does not rest solely on the facilitator to keep the conversation going! This is a group effort (and this includes me). Students who are not facilitating that week are expected to actively engage with the issues raised by their colleague and are expected to be "present" online at least 2 or 3 times throughout the week, not just in the hour or two before the end of that week.

We will respond to one another throughout the week drawing not only on assigned readings and lecture materials but also on our experiences as individuals learning, questioning, and navigating issues and questions about death and dying. In other words, there is more than one way to engage with the course materials, but evidence of your engagement is critical.

Assignment 2 (15%): Media Review (due September 30, 2020)

The purpose of the assignment is to get you thinking critically about death and dying in later life and how it is understood and represented/presented in media. For this assignment, you will choose to either review a book or provide a critical analysis of a film of your choice. Maximum: 750 words (excluding references). If you are interested in instead producing a creative output for this assignment (e.g. podcast or short video), please let me know.

Examples of possible books and films will be provided on A2L.

Option 1: Critical Film Review

Briefly introduce the film and outline the plot, identify main characters, and identify key themes related to aging, death, and dying in these films. In writing this section, you will want to keep in mind that throughout your analysis/critique, you will be focusing on death and dying and age-related issues, so focus on these themes in this section. Include a critical review of the film by discussing how death and dying are portrayed in the film and based on the knowledge gained in class and through the readings, whether this portrayal is an accurate reflection of the lives/issues faced by older adults and their families. Some elements to consider: examine how aging and death and dying topics or experiences have been portrayed from different dimensions – cultural, social, physical, and/or spiritual. Conclude with your personal reflections/opinions of the film.

Option 2: Critical Book Review

A book review does not only tell you what a book is about, but also whether it achieves what it is trying to do. Therefore, a book review is more than a summary of the content; it is a critical analysis of the book and your reactions to it.

While you are reading the book, take notes about the following issues:

- What is the author's main goal in writing this book?

- What are the author's main points?
- What kind of evidence does the author provide to make his or her points? How convincing is this evidence?

A book review usually has the following components

1. Brief introduction
 - Bibliographic information (author, title, date of publication, publisher, number of pages, type of book)
 - Brief overview of the theme, purpose, and your evaluation
2. Summary of the content
 - Brief summary of the key points of each chapter or group of chapters
 - Paraphrase the information, but use a short quote when appropriate
3. Evaluation and conclusion
 - Give your opinion about the book. Is the book easy to read or confusing? Is the book interesting, entertaining, instructive? Does the author support his arguments well? What are the book's greatest strengths and weaknesses? Who would you recommend the book to?
 - Use references to specific portions of the book to illustrate your evaluation.

You will want to make references to specific portions of the book to illustrate your evaluation. The challenge will be to do as much of this as possible and yet not let it interfere with the restricted length of the piece.

For further information on how to compose a book review, please consult the following library information guides:

- <https://advice.writing.utoronto.ca/types-of-writing/book-review/>
- https://cdn.dal.ca/content/dam/dalhousie/pdf/library/CoreSkills/Book_Reviews.pdf

Assignment 3 (25%): Annotated Bibliography (due November 4, 2020)

As a building block towards the development of your research paper (Assignment 4), you will select a topic of interest that you would like to explore in further depth and begin to discover pertinent literature on that topic. As your term paper will be eight to ten pages (2000 - 2500 words), it is important that you choose a topic that is specific and relevant to your area of interest and curiosity as it relates to death and dying in later life.

In this assignment, you will identify the topic you intend to write your term paper about. Begin with a few sentences outlining what your topic of interest is, and describe your approach to the topic.

Your annotated bibliography should include three to five sources (*outside* of the course reading list). If you have chosen and read through five or more sources and do not have time to annotate all of them, you may include the citations for these sources at the end

of the annotations as “Additional Sources” if you think you may use them in your research paper. Note: At least *three* of the sources must be annotated.

The annotations should be roughly two short paragraphs each. In addition to the citation, please include the following:

- A summary of the main theme and argument(s) of the source and note the resulting conclusion(s);
- A contextual description of the source (author, discipline, audience, tone, style, methodology or approach, etc.);
- An evaluation of the source and how you imagine the source is, or will be useful to your research paper/topic.

For further information on how to compose an annotated bibliography, please consult the following library information guides:

<https://advice.writing.utoronto.ca/types-of-writing/annotated-bibliography/>

<https://guides.lib.uoguelph.ca/AnnotatedBibliography>

<https://www.lib.uwo.ca/tutorials/annotatedbibliographies/index.html>

Assignment 4 (40%): Research Paper (due December 9, 2020)

Choose a topic or theme that is specific and relevant to your area of interest within death and dying (in later life). You will have previously explored this topic/theme for the Annotated Bibliography assignment.

This eight to ten page, double-spaced research paper, excluding references, will require that you demonstrate a comprehensive understanding of and facility with the theoretical perspectives, concepts, major arguments and/or evidence presented in the course that relate to your topic of interest.

As an example, you may wish to consider composing your paper in sections. Note that there is no need to formally structure your paper with the following sections, as summarized below, but the outline is there to guide you. If you have any doubts or questions, please contact me or post your question to the “Class questions” discussion thread.

Begin with an introduction and establish context:

- First section: Introduce the topic in context. Begin with the general or overall contextual topic or theme. What is it about the death and dying landscape that you are seeking to more deeply understand?
- Second section: Introduce your specific topic and your interest — through what lens or theory you are examining this topic?

Continue with sections that comprise the body of your work, that outline the analysis and discovery of your topic.

- Third section: Here you will provide the details and the facts about your topic of interest. Relevant details might include a history of your topic, a comparison, recent developments, policy information, jurisdiction considerations, etc.
- Fourth section: Tie this description into the context you began with. Why is this something worth knowing about, researching, and exploring? What remains unknown? Make relevant and specific connections.

Conclude with synthesizing and presenting your thinking or findings.

- Fifth section: Synthesize and present your findings. Draw relevant conclusions from what you have discovered through your research — this might include a set of conclusions that you've been able to draw or perhaps a statement about a particular practice. Present your findings from the perspective or lens you have chosen.

You should cite 10-15 (or more) different sources. Please include a minimum of 10 scholarly sources from peer reviewed articles and book chapters to inform the topic and qualify your findings and your analysis. Additional sources can include recent newspaper articles, credible websites, literary sources, etc. Please be sure to follow the formatting and referencing instructions as outlined above for this course.

Weekly Course Schedule and Required Readings

Week 1: September 9 – 15, 2020

Introduction to the course

Introductory lecture posted September 9, 2020

Video:

- Saul, P. (2011). Let's talk about dying [Video file]. Retrieved from https://www.ted.com/talks/peter_saul_let_s_talk_about_dying

Class activities:

- Sign up for seminar groups
- Class introductions
- Self-reflection: What is "death"?

Week 2: September 16 – 22, 2020

Topic: Historical, cultural, and theoretical perspectives on death and dying

Lecture posted September 16, 2020

Readings:

- Copp, G. (1998). A review of current theories of death and dying. *Journal of Advanced Nursing*, 28(2), 382-390.
- DeSpelder, L. A., & Strickland, A. L. (2015). *The last dance: Encountering death and dying* (10th Ed.). New York: McGraw-Hill Education.
Chapter 1: Attitudes Toward Death: A Climate of Change
- Gawande, A. (2014). *Being Mortal*. London: Profile Books Ltd.
Chapter 1: The Independent Self
- Giacomini, M. (1997). A change of heart and a change of mind? Technology and the redefinition of death in 1968. *Social Science & Medicine*, 44(10), 1465-1482.

Class activities:

- Names for death
- Self-inventories

Week 3: September 23 – 29, 2020

Topic: Historical, cultural, and theoretical perspectives on death and dying

Class activities:

- Online check-in with seminar groups (Wednesday, September 23)
 - Bring any questions about the Media Review Assignment
 - Discussion of reactions to self-inventory exercise
- Seminar groups begin

Week 4: September 30 – October 6, 2020

Topic: Contemporary practices and attitudes towards death and dying

Lecture posted September 30, 2020

Readings:

- Hurd Clarke, L., Korotchenko, A., & Bundon, A. (2012). 'The calendar is just about up': Older adults with multiple chronic conditions reflect on death and dying. *Ageing and Society*, 32(8), 1399-1417.
- Krupar, S. R. (2018). Green death: Sustainability and the administration of the dead. *Cultural Geographies*, 25(2), 267-284.
- Miles, L., & Corr, C. A. (2017). Death cafe: What is it and what we can learn from it. *OMEGA-Journal of Death and Dying*, 75(2), 151-165.
- Ko, E., Kwak, J., & Nelson-Becker, H. (2015). What constitutes a good and bad death? Perspectives of homeless older adults. *Death Studies*, 39(7), 422-432.

Video:

- Lee, J. R. (2011). My mushroom burial suit [Video file]. Retrieved from https://www.ted.com/talks/jae_rhim_lee_my_mushroom_burial_suit

Further (optional) reading:

- Leland, J. (2018, June 22). The positive death movement comes to life. *The New York Times*. Retrieved from <https://www.nytimes.com/2018/06/22/nyregion/the-positive-death-movement-comes-to-life.html>

Note: Media Review Assignment due September 30, 2020 (11:59pm EST)

Week 5: October 7 – 11; October 19 – 20, 2020

Topic: Contemporary practices and attitudes towards death and dying

Class activities:

- Online check-in with seminar groups (Wednesday, October 7)
- Seminar groups
- Informal midterm evaluation

*Note that Week 5 is interrupted by the fall Reading Week

Week 6: October 12 – 18, 2020

Reading Week

*Note that Week 5 falls on either side of our Reading Week

Week 7: October 21 – 27, 2020

Topic: End of life care

Guest lecture: Dr. Outi Hakola
Research Fellow
University of Helsinki/Academy of Finland
Wednesday, October 21 (via Zoom)

Reading in preparation for the guest lecture:

- Hakola, O. J. (2019). Advertising hospice care services. *Death Studies*. <https://doi.org/10.1080/07481187.2019.1686089>

Readings:

- Clemmer, S. J., Ward-Griffin, C., & Forbes, D. (2008). Family members providing home-based palliative care to older adults: The enactment of multiple roles. *Canadian Journal on Aging/La Revue Canadienne Du Vieillessement*, 27(3), 267-283.
- Hampton, M., Baydala, A., Bourassa, C., McKay-McNabb, K., Placsko, C., Goodwill, K., ... & Boekelder, R. (2010). Completing the circle: Elders speak about end-of-life care with Aboriginal families in Canada. *Journal of Palliative Care*, 26(1), 6-14.
- Swartz, C., Bunting, M., Fruhauf, C. A., Orel, N. A. (2015). The meaning of spirituality in end-of-life decisions among LGBT older adults. *The lives of LGBTQ older adults: Understanding challenges and resilience*, (pp.91-109). Washington, DC, US: American Psychological Association.

Class activities:

- Advance directives

Week 8: October 28 – November 3, 2020

Topic: End of life care

Class activities:

- Online check-in with seminar groups (Wednesday, October 28)
 - Bring any questions regarding the Annotated Bibliography assignment
- Seminar groups

Week 9: November 4 – 10, 2020

Topic: Ethical quandaries in death and dying in later life

Lecture posted November 4, 2020

Readings:

- Health Canada. (2019). *First annual report on Medical Assistance in Dying in Canada*. Retrieved from <https://www.canada.ca/en/health-canada/services/medical-assistance-dying-annual-report-2019.html>
- Royal Society of Canada Expert Panel. (2011). *End of life decision making report*. Retrieved from https://rsc-src.ca/sites/default/files/RSCEndofLifeReport2011_EN_Formatted_FINAL.pdf
 - Chapter 2 (The Legal Landscape) and Chapter 3 (The Ethics of End of Life)
- Van Wijngaarden, E., Leget, C., & Goossensen, A. (2015). Ready to give up on life: The lived experience of elderly people who feel life is completed and no longer worth living. *Social Science & Medicine*, 138, 257-264.

Video:

- Pequenez, N. (2016). Road to mercy [Video file]. Retrieved from <https://gem.cbc.ca/media/firsthand/season-2/episode-1/38e815a-00ace7c7a34>

Note: Annotated Bibliography Assignment due November 4, 2020 (11:59pm EST)

Week 10: November 11 – 17, 2020

Topic: Ethical quandaries in death and dying in later life

Class activities:

- Online check-in with seminar groups (Wednesday, November 11)
 - Discuss reactions to video
- Seminar groups

Week 11: November 18 – 24, 2020

Topic: Grief, bereavement, and the funeral process

Lecture posted November 18, 2020

Readings:

- Damianakis, T. and Marziali, E. (2012). Older adults' response to the loss of a spouse: The function of spirituality in understanding the grieving process. *Aging and Mental Health*, 16(1), 57-66.
- Hovland, C. (2018). Welcoming death: Exploring pre-death grief experiences of caregivers of older adults with dementia. *Journal of Social Work in End-Of-Life & Palliative Care*, 14(4), 274-290.
- Moore, J., Magee, S., Gamreklidze, E., & Kowalewski, J. (2019). Social media mourning: Using grounded theory to explore how people grieve on social networking sites. *OMEGA-Journal of Death and Dying*, 79(3), 231-259.

- Valentine, C., & Woodthorpe, K. (2014). From the cradle to the grave: Funeral welfare from an international perspective. *Social Policy & Administration*, 48(5), 515-536.

Video:

- Frontline. (2007). The Undertaking [Video file]. Retrieved from <https://www.pbs.org/video/frontline-the-undertaking/>

Class activities:

- Obituary exercise

Week 12: November 25 – December 1, 2020

Topic: Caregiving, grief, and bereavement

Class activities:

- Online check-in with seminar groups (Wednesday, November 25)
 - Discuss reactions to video and obituary exercise
- Seminar groups
- Sign up for paper consultation

Week 13: December 2 – 8, 2020

Paper Consultations

Class activities:

- Self-reflection wrap up: What is/what counts as “death”?

Week 14: December 9, 2020

Course Wrap Up and Reflection

Note: Research Paper Assignment due December 9, 2020 (11:59pm EST)

Course Policies

Submission of Assignments

All assignments will be turned in via Avenue To Learn.

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+

MARK	GRADE
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Extensions for course assignments will only be granted under conditions of medical, family, or other extraordinary circumstances. All other late assignments will be penalized at a rate of 3% per day, including weekend days and holidays. Assignments more than one week overdue will not be accepted. Essays submitted on time will receive a letter grade and written comments; late assignments will receive minimal feedback.

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](http://www.mcmaster.ca/academicintegrity), 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.

Course Modification

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

University Policies

Conduct Expectations

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

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

Academic Accommodation of Students With Disabilities

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

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

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should

submit their request to their Faculty Office ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Faculty of Social Sciences E-mail Communication Policy

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.