

HLTH AGE 3G03: COMMUNITY-BASED RESEARCH Winter 2021

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Course Dates: January 11 to April 14,
2021
Lecture: Mondays (11:30 AM to 1:20
PM)
Location: Zoom

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Course Description

Community-based research projects are equitable partnerships undertaken by academics, community members, community organizations and policy makers. Members meaningfully contribute their expertise and collaboratively make decisions about the conduct of research to address a locally identified health challenge. Highlighting various stages in a community-based research project, this course introduces core principles, concepts, and issues/challenges. Community-based research methods, lessons, and examples will be presented to assist students to evaluate appropriate methods and their application for research practice settings.

Course Objectives

This introductory-level course is designed to provide knowledge about conducting a community-based research project.

- Define and discuss community-based research
- Highlight the stages of a community-based research project
- Explore appropriate research methods for carrying out community-based research
- Foster critical thinking about the benefits and challenges of doing community-based research

Materials and Texts

Required Textbook

- Assigned readings are noted below in the weekly course schedule.

Suggested Textbooks

- Caine, V. & Mill, J. (2016). *Essentials of Community Based Research*. Walnut Creek, California: Left Coast Press.
- Etmanski, C., Dawson, T., Hall, B. (2014). *Learning and Teaching Community-Based Research: Linking Pedagogy to Practice*. Toronto, Ontario: University of Toronto Press.
- Halseth, G., Markey, S. & Ryser, L. (2016). *Doing Community-Based Research: Perspectives from the Field*. Montreal, Quebec: McGill-Queen's University Press.
- Johnson, L.R. (2017). *Community-Based Qualitative Research: Approaches for Education and the Social Sciences*. Thousand Oaks, California: SAGE Publications, Inc.

Supplementary Resources

(Note: Credible web resources that can be used in assignments)

- Community-Based Research Canada (<http://communityresearchcanada.ca/>)
- Community-Campus Partnerships for Health (<https://ccph.memberclicks.net/>)
- Centre for Community-Based Research (<http://www.communitybasedresearch.ca/>)
- Centre for Community Organizations (<https://coco-net.org/>)

- Aboriginal HIV and AIDS Community-Based Research Collaborative Centre (<https://www.ahacentre.ca/>)

Class Format

This course will be delivered remotely. All course materials will be delivered via the following platforms: Avenue to Learn and Zoom. Zoom links will be emailed/available on Avenue to Learn. We will meet synchronously on Mondays (11:30 PM to 1:20 PM) with Thursdays lectures (12:30 PM to 1:30 PM) reserved for individual work and office hours. Synchronous lectures will be recorded, and following the lecture, closed captions will be added and made available on Avenue to Learn. For privacy purposes, class/group discussions that follow each synchronous lecture will not be recorded.

Course Evaluation – Overview

1. Participation Reflection—15%, due April 2, 2021.
2. Outline of Final Term Paper—20%, due February 12, 2021.
3. Critical Reflection—20%; due March 19, 2021.
4. Final Term Paper—45%, due April 14, 2021.

Course Evaluation – Details

Attendance, Reading, and Participation (15%), due April 2, 2021.

In assigning yourself a grade for the instructor to consider, provide no more than a **one-page** or less (not including title page and references) written reflection that answers the following questions:

- When you did attend lecture, how do you feel about your level of engagement ('I do not feel confident' to 'I feeling very confident') and why? (4%)
- What three salient take-away messages did you receive from attending the course? (7%)
- What questions remain unanswered and how might you address these moving forward? (4%).

Note: Assignment can be single-spaced if needed.

Outline for the Final Term Paper (20%), due February 12, 2021

Towards beginning to think early about the final term paper, students will hand in a draft bullet-point outline of emerging ideas for the final term paper. This your opportunity to begin to demonstrate what you have **learned so far** about community-based research, how other researchers take up and embed participatory research principles in their approach to health research, discuss any challenges and successes, and the importance of social location. Your paper should integrate the theoretical concepts of community-based research and will draw on course readings as well as other resources, including scholarly research in the library, credible websites, films, guest

speakers, etc. Your outline of the final term paper should: makes use of appropriate headings and subheadings; is in bullet-point form only; bullet points are properly referenced; and is **three pages** or less (not including title page and references). In all outlines of the final term papers, strive to respond to each of the following questions:

- (a) Introduces the paper by presenting relevant background linked to a thesis statement (1.9%)
- (b) From the course offerings (lectures, readings, films, etc.), define community-based research and discuss its theoretical origins/historical development (4%);
- (c) Briefly describe your own research interest, describe your social location in relation to your interest, and describe why this area of research is important more broadly (2.8%)
- (d) Identify at least two other articles where researchers share your interest and describe how others designed their community-based research; discuss the CBR principles being used; identify any gaps in applying CBR principles (4%)
- (e) In the future if you were to conduct research in your area of interests, what lessons would you draw from your review of these two other studies towards improving your own community-based research design? (2.8%)
- (f) Provides a conclusion that summaries the main arguments of the paper (1.7%).
- (g) In addition, students should be aware that the organization of ideas, spelling, and grammar matters (2.8%).

Note: Assignment can be single-spaced if needed.

Critical Reflection (20%), due March 19, 2021.

Critical reflection is an important concept in community-based research. Scholarly reflection provides researchers with an opportunity to explore their own social positioning in the research process. In other words, critical reflection is about considering our own thoughts, feelings, and experiences and determining how they fit in with the ideas, concepts, and theories that have been presented by others. In this course students will be expected to have critically assessed any learning based on course readings, lectures, films and/or guest speakers. This method is used to encourage and challenge students to critically think about the constructions of key CBR theoretical concepts and the implication these may have on the research process. In **two-pages** or less (not including title page and references) respond to the following:

- (a) Briefly define community-based research, briefly describe its history and principles, and describe the promises made (5%)
- (b) Will examine how one's power, privilege, and social/cultural identity can impact the practice of community-based research (5%)

- (c) Discuss any strategies (i.e., solutions?) or whether it is possible to flatten the research/community power tension that is produced in the community-based research process (5%)
- (d) Organization of ideas, grammar/spelling, and provides an introduction (i.e., thesis statement) and conclusion (i.e., a short summary) (5%).

Note: The critical reflection, with feedback included, can be used in the final term paper. Assignment can be single-spaced if needed.

Final Term Paper (45%), due April 14, 2021

The final assignment allows you draw on feedback from other assignments and to demonstrate what you have learned about community-based research. Your final term paper should integrate any feedback provided on your outline for this final term paper, can include the critical reflection, and any additional research you have done. Strive to write full paper that is no more than **eight to ten** pages (not including title page and references). In all final term papers, as in your outline, strive to explore in detail each of the following questions:

- (a) Introduces the paper by presenting relevant background linked to a thesis statement (4.3%)
- (b) From the course offerings (lectures, readings, films, etc.), define community-based research and discuss its theoretical origins/historical development (9%)
- (c) Briefly describe your own research interest, describe your social location in relation to your interest, and describe why this area of research is important more broadly (6.3%)
- (d) Identify at least two other articles where researchers share your interest and describe how others designed their community-based research; discuss the CBR principles being used; identify any gaps in applying CBR principles (9%)
- (e) In the future if you were to conduct research in your area of interests, what lessons would you draw from your review of these two other studies towards improving your own community-based research design? (6.3%)
- (f) Provides a conclusion that summaries the main arguments of the paper (3.8%).
- (g) In addition, students should be aware that the organization of ideas, spelling, and grammar matters (6.3%).

Note: It is possible to include additional research (i.e., additions to the reference list) you have done since receiving feedback on your outline of the final term paper. Similarly, it is possible to use, including feedback provided, your critical reflection in your final term paper. Assignment should be double-spaced.

Weekly Course Schedule and Required Readings

Week 1 (January 11 & 14, 2021)

Introduction to Community-Based Research/Course

Required Reading:

- Flicker, S., Savan, B., Kolenda, B. & Mildenberger, M. (2008). A snapshot of community-based research in Canada: Who? What? Why? *Health Education Research*. Vol. 23 (No. 1): 106-114. Doi: [10.1093/her/cym007](https://doi.org/10.1093/her/cym007).

Supplementary Reading:

- Wallerstein, N. & Duran, B. (2006). Using community-based participatory research to address health disparities. *Health Promotion Practice*. Vol. 7 (No. 3): 312-323. Doi: [10.1177/1524839906289376](https://doi.org/10.1177/1524839906289376).

Week 2 (January 18 & 21, 2021)

Theoretical, Historical, and Practice Roots of Community-Based Research

Required Reading (Choose **one of two** articles from this week's reading list):

- Stoecker, R. (2003). Community-based research: From practice to theory and back again. *Michigan Journal of Community Service Learning*. Vol. 9: 35-46. Available from <http://hdl.handle.net/2027/spo.3239521.0009.204>.
- Ferreira, M. & Gendron, F. (2011). Community-based participatory research with traditional and Indigenous communities of the Americas: Historical context and future directions. *International Journal of Critical Pedagogy*. Vol. 3 (No. 3): 153-168. Available from <http://libjournal.uncg.edu/ojs/index.php/ijcp/article/view/254>.

Week 3 (January 25 & 28, 2021)

Principles of Community-Based Research: Are They Enough?

Required Reading:

- Israel, B., Schulz, A., Parker, A. & Becker, A. (1998). Review of community-based research: Assessing partner approaches to improve public health. Vol. 19: 173-202. Doi: [10.1146/annurev.publhealth.19.1.173](https://doi.org/10.1146/annurev.publhealth.19.1.173).

Supplementary Reading:

- Strand, K., Marullo, S., Cutforth, N., Stoecker, R. & Donohue, P. (2003). Principles of best practice for community-based research. *Michigan Journal of Community Service Learning*. Vol. 9 (No. 3): 5-15. Available from https://digitalcommons.du.edu/cgi/viewcontent.cgi?article=1013&context=rms_faculty.

Note: Marni Amirault (AHA Centre) will provide a guest lecture.

Week 4 (February 1 & 4, 2021)

Power and Privilege in Community-Based Research

Required Reading (Choose **one of three** articles from this week's reading list):

- Muchammad, M., Wallerstein, N., Sussman, A., Avila, M., Belone, L., & Duran, B. (2015). Reflections on researcher identity and power: The impact of positionality on community-based participatory research processes and outcomes. *Critical Sociology*. Vol. 41 (No. 7-8):1045-1063. Doi: [10.1177/0896920513516025](https://doi.org/10.1177/0896920513516025).
- Kerstetter, K. (2012). Insider, outsider, or somewhere between: The impact of researchers' identities on the community-based research process. *Journal of Rural Social Sciences*. Vol. 27 (No. 2): 99-117. Available at: <https://egrove.olemiss.edu/jrss/vol27/iss2/7>.
- Gagnon, V., Gorman, H. & Norman, E. (2017). Power and politics in research design and practice: Opening up space for social equity in interdisciplinary, multi-jurisdictional and community-based research. *Gateways: International Journal of Community Research and Engagement*. Vol. 10: 164-184. Doi: [10.5130/ijcre.v10i1.5307](https://doi.org/10.5130/ijcre.v10i1.5307).

Note: William Good (Feast Centre for Indigenous STBBI Research; PhD Candidate) will provide a guest lecture.

Week 5 (February 8 & 11, 2021)

Designing CBR Research: Towards Equitable Engagement

Required Reading:

- Jacklin, K. & Kinoshameg, P. (2008). Developing a participatory Aboriginal health research project: "Only if it's going to mean something." *Journal of Empirical Research on Human Research Ethics*. Vol. 3 (No. 2): 53-67. Doi: [10.1525/jer.2008.3.2.53](https://doi.org/10.1525/jer.2008.3.2.53).

Supplementary Reading:

- Harrington, C., Erete, S. & Piper, A. (2019). Deconstructing community-based collaborative design: Towards more equitable participatory design engagements. In *Proceedings of Computer Supported Collaborative Work, 3. CSCW*, Article 216: 1-25. Doi: [10.1145/3359318](https://doi.org/10.1145/3359318).

Note: Outline of Final Paper Due on February 12, 2021.

Week 6 (February 15 & 18, 2021)

Reading Week, Consultation Available by Appointment

Week 7 (February 22 & 25, 2021)

Successes and Challenges in Community/Campus Partnerships

Required Reading:

- Brush, B., Mentz, G. & Jensen, M. (2019). Success in long-standing community-based participatory (CBPR) partnerships: A scoping literature review. *Health Education and Behavior*. Vol. 47 (No. 4): 556-568. Doi: [10.1177/1090198119882989](https://doi.org/10.1177/1090198119882989).

Supplementary Reading:

- Le Dantec, C. & Fox, S. (2015). Strangers at the gate: Gaining access, building rapport, and co-constructing community-based research. CSCW'15: Proceedings of the 18th ACM Conference on Computer Supported Cooperative Work and Social Computing. Doi: [10.1145/2675133.2675147](https://doi.org/10.1145/2675133.2675147).

Week 8 (March 1 & March 4, 2021)

Community-Based Research as an Artful Practice (Part I)

Required Reading (choose **one of two** articles from this week's readings):

- Fraser, KD. & al Sayah, F. (2011). Arts-based methods in health research: A systematic review of the literature. *Arts & Health*. 3 (2): 110-145. Doi: [10.1080/17533015.2011.561357](https://doi.org/10.1080/17533015.2011.561357).
- Gergen, M. & Gergen, K. (2011). Performative Social Science and Psychology. *Forum: Qualitative Social Research*. 12 (1): 1-9. Doi: [istor.org/stable/23032295](https://doi.org/10.1080/14485849.2011.561357).

Week 9 (March 8 & 11, 2021)

Community-Based Research as an Artful Practice (Part II)

Required Reading (Choose **one of three** articles for this week's readings):

- Gubrium, A. (2009). Digital storytelling: An emergent method for health promotion research and practice. *Health Promotion Practice*. Vol. 10 (No. 2): 186-191. DOI: [10.1177/1524839909332600](https://doi.org/10.1177/1524839909332600).
- Evans-Agnew, R. & Rosemberg, M-A. (2016). Questioning Photovoice Research: Whose Voice? *Qualitative Health Research*. Vol. 26 (No. 8): 1019-1030. Doi: [10.1177/1049732315624223](https://doi.org/10.1177/1049732315624223).
- Skop, M. (2016). The art of body mapping: A methodological guide for social work researchers. *Aotearoa New Zealand Social Work*. Vol. 28 (No. 4): 29-43. Available at <https://anzswjournal.nz/anzsw/article/viewFile/295/356>.

Note: Guest Lecture (TBA).

Week 10 (March 15 & 18, 2021)

Analysis of Data in Community-Based Qualitative Research

Required Reading (Choose **one of three** articles from this week's reading list):

- Flicker, S., & Nixon, S. (2014). The DEPICT model for participatory qualitative health promotion research analysis piloted in Canada, Zambia and South Africa. *Health Promotion International*. Vol. 29 (No.1): e1-e9. DOI: [10.1093/heapro/dat093](https://doi.org/10.1093/heapro/dat093).
- Jackson, S. (2008). A participatory group process to analyze qualitative data. *Education & Action*. Vol. 2 (No. 2): 161-170. DOI: [10.1353/cpr.0.0010](https://doi.org/10.1353/cpr.0.0010).

- Nind, M. Participatory data analysis: A step too far? *Qualitative Research*. Vol. 11 (No. 4): 349-363. Doi: [10.1177/1468794111404310](https://doi.org/10.1177/1468794111404310).

Note: Critical Reflection is due on March 19, 2021.

Week 11 (March 22 & 25, 2021)

Reflection, Catch Up Week, Consultation Available by Appointment

Week 12 (March 29 & April 1, 2021)

Writing Up, Dissemination, and Transformation

Required Reading:

- CIHR. (2014). *Guide to Knowledge Translation Planning at CIHR: Integrated and End-of-Grant Approaches*. Ottawa, Ontario: Canadian Institutes of Health Research. Available from <http://www.cihr-irsc.gc.ca/e/45321.html>.
- Jackson, R. & Masching, R. (2016). Knowledge translation in Indigenous communities: A review of the literature. *The Canadian Journal of Aboriginal Community-based HIV/AIDS Research*. Vol. 8 (Winter): 80-104. Available from <http://caan.ca/wp-content/uploads/2017/11/Indigenous-Knowledge-Translation.pdf>.

Note: Renee Masching (AHA Centre and the Canadian Aboriginal AIDS Network) will provide a guest lecture.

Week 13 (April 5 & April 8)

The Future of CBR in Canada

Required Reading:

- Taylor, M. & Ochocka, J. (2017). Advancing community-based research in Canada. *International Journal of Knowledge-Based Development*. Vol. 8. No. 2: 183-200. DOI: [10.1504/IJKBD.2017.085151](https://doi.org/10.1504/IJKBD.2017.085151).

Note: The Final Term Paper is due on April 14, 2021.

Week 14 (April 12, 2021)

Reflection, Catch Up Week, Consultation Available by Appointment

Course Policies

Submission of Assignments

Form and Style

The following instructions will help you prepare to hand in assignments:

- All assignments must be typed and double-spaced (unless indicated) and submitted with a front page containing the title, student's first and last name, student number, and the date. Number all pages (except title page).

- Only assignments submitted in Microsoft Word (or RTF Format) will be accepted. Please do not submit assignments in PDF format as feedback will not be provided.
- Paper format must be in accordance with the current edition of American Psychological Association (APA) publication manual with attention paid to font size (Times-Roman 12), spacing (double-spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page) as papers not meeting these requirements will not be accepted for grading.

Submission Dates & Grading

In submitting assignments for grading, the following are expected:

- Please hand in papers via Dropbox on Avenue to Learn on or before the due date listed in the course syllabus (i.e., before midnight). **Do not submit assignment in PDF format!**
- All work is due on the date stated in the course syllabus (before midnight) unless other arrangements have been made **in advance** with the instructor (e.g., medical, accommodation or other reason with appropriate documentation, **no exceptions**). A late penalty of 2 percentage points per day will apply after the due date (weekends included).

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

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.