

HLTHAGE 4D03: HEALTH, CULTURE AND DIVERSITY

Fall 2023

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Lecture: Tuesdays 11.20- 2.20 p.m.

Location: See Mosaic or A2L
Office Hours: Tues @ 3.00- 4.00 pm

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Course Description

Culture is one of the determinants of health. People's understanding and experiences of health, illness and health care are greatly influenced by their cultural beliefs; and culture informs the construction of the health and social systems that respond to people's health needs. Hence, understanding of the intersection between culture and health, and the complexities of culture is relevant to the development of any effective health program. Using the concept of culture as an integral framework for understanding people's health behaviors, this course discusses the cultural role of institutions and healers, construction of health risks and the moral dimensions of cultural beliefs and the impact these may have on influencing health behavior.

Since culture permeates several areas of our daily lives, this seminar will build on students' lived experiences and examples from the local and global community, to learn how the concepts they have learned could be applied to real-life situations.

The learning modes will predominantly comprise of brief introductory overviews, group discussions, out of class activities and class presentations.

Course Objectives

By the end of the course students should be able:

- To reflect on their own cultural lens, biases and foster cultural awareness
- To articulate the key notions and complexities of culture, its diversity, pluralism and how it intersects with health.
- To explain and apply the concepts, and tools that are used in examining the relationship between culture and health.
- Apply the theoretical concepts to critically analyze the approaches used in current public health programs and research.

Required Materials and Texts

1. Electronic copies of all required readings are available on the Mac library system

Class Format

This is a seminar course and will employ a mixture of learning formats. These will be discussed in class.

Course Evaluation – Overview

1. Seminar Participation: 20%
2. Introspective reflection: 20%
3. Group Seminar Facilitation: 20%
4. Final Essay: 40%

Course Evaluation – Details

Seminar Participation (20%)

Since this is a seminar course, in-person participation is important to student learning. Your participation can include – but is not limited to – being present in class, asking questions, contributing meaningfully (10%) and posting questions or responses on the class discussion (10%) To get a full mark, you should have at least 6 posts- including the mandatory ones.

Introspective Reflection Paper (20 %) – Due: October 24th @ 11.59 pm.

One of the antecedents of cross-cultural competence is being aware of one's own culture. This paper will help you reflect on your individual health cultures (based on Wieg's the framework) and your understanding of the different health privileges you embody and how this might impact how you perceive "other" health cultures.

This will be a short paper (3 single spaced or six double-spaced). In addition to the course references, you will provide 5 additional references.

Group Seminar Facilitation (20%) – Due Date: Various

Students will take turns in facilitating the seminar discussions. During the first two classes, students will form groups. They will choose a week when they will lead a seminar discussion.

The facilitators for each week will:

- 1) Find one media article/ post discussing their topic
- 2) Read and summarize all the readings and the media post, and present an overview and a critical reflection on the material
- 3) Develop and post discussion questions and presentation material on Monday before the seminar
- 4) Lead the class in discussing the seminar material and how the media represents the topic.

The student should plan to provide an overview of about 25 – 30 minutes prior to the discussion. The quality of the facilitation will be evaluated in terms of

- Clarity and interest of the presentation
- Ability to link the ideas within the different readings
- Degree to which the questions facilitate engagement in discussions

Refer to: [Rasmussen \(1984\)](#) for guidance on developing good questions that promote discussion: Reference: Copy and paste in your browser.

(<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.422.4795&rep=rep1&type=pdf>)

Seminar facilitators should post their material and any additional facilitation material on A2L **by the Monday before** the seminar on Tuesday.

Research Essay (40%) – Due: Dec. 5th @ 11.59 pm.

This final paper should demonstrate the knowledge and skills you have gained throughout the course. Students can develop the final paper on any topic covered during the course of the semester other than the one they presented on. The main focus of the paper is to critically analyze the degree to which public health interventions relevant to their chosen topic integrate cultural consideration.

To facilitate this, students will develop a 500 word summary/ outline of the public health intervention relevant to their topic and the relevant cultural considerations (**5%**); prior to developing their final paper. The summary will form a basis for the final paper.

Details of the essay will be provided and discussed in class. The paper should be 10 -12 double spaced pages (5-6ss pages).

The final essay requires you to consult **at least ten scholarly sources published between 2011- 2023** (e.g. scholarly journals, research reports and books).

Weekly Course Schedule and Required Readings

SECTION I: INTRODUCTION: CULTURE, ME AND THE OTHERS (Week 1 - 5)

Week 1 (Sept. 5): Course Overview and Introduction: Defining Culture and Health: Concepts, Rationale and Complexity

Readings:

1. Napier AD, Ancarno C, Butler B, Calabrese J, Chater A, Chatterjee H, Guesnet F, Horne R, Jacyna S, Jadhav S, Macdonald A, Neuendorf U, Parkhurst A, Reynolds R, Scambler G, Shamdasani S, Smith SZ, Stougaard-Nielsen J, Thomson L, Tyler N, Volkmann AM, Walker T, Watson J, Williams AC, Willott C, Wilson J, Woolf K. (2014) Culture and health. *Lancet.*;384(9954):1607-39. doi: 10.1016/S0140-6736(14)61603-2. Epub 2014. (Pgs 1-8; 21-29)
2. Foronda, C. L. (2008). A concept analysis of cultural sensitivity. *Journal of Transcultural Nursing, 19, 207-212*
3. Gregg, J., & Saha, S. (2006). Losing (1)culture on the way to competence: The use and misuse of culture in medical education. *Academic Medicine, 81, 542-547.*

Week 2 (Sept. 12): Representation of Culture and Health in the media

Readings: None

1. Perspectives from any popular News media
2. Perspectives from social media
3. Review:
https://www.state.gov/courses/answeringdifficultquestions/html/app.htm?p=module2_p2.htm

Individual Mandatory post: Summarize your findings from your media search. Specify your sources.

Week 3 (Sept. 19): Understanding Your Own Culture (I)

Readings:

- 1) Weigl RC. (2009) Intercultural competence through cultural self-study: A strategy for adult learners. *International Journal of Intercultural Relations* 33: 346–360
- 2) Review:
https://www.state.gov/courses/answeringdifficultquestions/html/app.htm?p=module2_p2.htm

Individual post: Complete you as a culturally diverse entity exercise what aspects of the American culture” do you identify with?.

Week 4 (Sept. 26th): Understanding Your Own Culture (II)

Readings:

- 1) McIntosh, P. (1990). White Privilege: Unpacking the Invisible Knapsack. Available from: <https://uucsj.org/wp-content/uploads/2014/01/White-Privilege- Unpacking-the-Invisible-Knapsack.pdf>
- 2) <https://www.unitedwaydm.org/hubfs/Cultural-competence-self%20assessment-checklist-1.pdf>

Reflection exercise: *Your Invisible knapsacks and cultural competence self-study*

Week 5 (Oct. 3rd): Understanding the “Others” and Intercultural Communication

Readings:

- 1) The danger of a single story – TED talk by Chimamanda Ngozi Adichie
https://www.youtube.com/watch?v=D9lhs241zeg&ab_channel=TED
- 2) How miscommunication happens,
<https://www.youtube.com/watch?v=gCfzeONu3Mo&t>
- 3) Barna, L. (1994). Six Stumbling Blocks in Intercultural Communication. Available from: [http://pharmacy304.pbworks.com/f/Barna,+L.M.+\(1994\).pdf](http://pharmacy304.pbworks.com/f/Barna,+L.M.+(1994).pdf)

Individual task: *What are some of the blocks you have experienced in your communicating with people from other cultures?*

Week 6 (Oct. 9th -15th): Reading Week

Week 7 (Oct 17): Culture and Cultural Sensitivity/Humility

Readings:

- 1) Jennifer Abe J. (2019), Beyond Cultural Competence, Toward Social Transformation: Liberation Psychologies and the Practice of Cultural Humility, *Journal of Social Work Education*, 10.1080/10437797.2019.1661911, (Pgs: 1-12).
- 2) Jowsey T. (2019) Three zones of cultural competency: surface competency, bias twilight, and the confronting midnight zone, *BMC Medical Education*, 19:306
<https://doi.org/10.1186/s12909-019-1746-0>
- 3) View: Cultural Humility: <https://www.youtube.com/watch?v=SaSHLbS1V4w>

Individual post: *What does cultural humility mean to you?*

SECTION II: TOOLS AND PERSPECTIVES FOR UNDERSTANDING THE RELATIONSHIP BETWEEN CULTURE AND HEALTH

Week 8 (Oct. 24): Cultural Health Systems and systems of healing

Readings:

- 1) Ibeneme S, Eni G, Ezuma A, Fortwengel G. Roads to Health in Developing Countries: Understanding the Intersection of Culture and Healing. *Curr Ther Res Clin Exp*. 2017;86:13-18. Published 2017 Mar 4.
doi:10.1016/j.curtheres.2017.03.001
- 2) Kahissay, M., Fenta, T. & Boon, H. Beliefs and perception of ill-health causation: a socio-cultural qualitative study in rural North-Eastern Ethiopia. *BMC Public Health* 17, 124 (2017). <https://doi.org/10.1186/s12889-017-4052-y>
- 3) Bilby KM. & Handler JS. (2004) "Obeah: Healing and protection in West African slave life." *The journal of Caribbean History* 38(2):153-183
- 4) Robbins, Julian A., & Dewar, Jonathan. (2011). Traditional Indigenous Approaches to Healing and the Modern Welfare of Traditional Knowledge, Spirituality and Lands: A Critical Reflection on Practices and Policies taken from the Canadian Indigenous example. *The International Indigenous Policy Journal*. 2(4). Article 2.

Individual task: *Individuals develop and post a 150-word summary of their learning*

Week 9 (Oct. 31): Cultural Systems of Psychology and Mental/Emotional Health

Readings:

- 1) Beneduce, R. "Madness and Despair are a Force": Global Mental Health, and How People and Cultures Challenge the Hegemony of Western Psychiatry. *Cult Med Psychiatry* 43, 710–723 (2019). <https://doi.org/10.1007/s11013-019-09658-1>
- 2) Sotero, M. 2006. "A Conceptual Model of Historical Trauma: Implications for Public Health Practice and Research." *Journal of Health Disparities and Research Practice* 1(1): 93-108.

Individual task: *Individuals develop and post a 150-word summary of their learning*

Week 10 (Nov. 7): The Moral Dimension: The Relationship of Etiology to Morality in Cultural Beliefs and Practices Related to Health

Readings:

- 1) Kleinman, Arthur and Rachel Hall-Clifford. Stigma: A social, cultural, and moral process. *Journal of Epidemiology and Community Health* 63(6).
<http://jech.bmj.com/>

- 2) Sigurosson G. ethics and ego: East-West perceptions of morality. Icelandic E-journal of Nordic and Mediterranean studies. Conference proceedings
<https://nome.unak.is/wordpress/09-2/c64-conference-paper/ethics-and-ego-east-west-perceptions-of-morality/>

Individual task: *Individuals develop and post a 150-word summary of their learning.*

Week 11 (Nov. 14th): Culture, Subculture, and Constructions of Health Risk Readings:

- 1) Sylvester Senyo Ofori-Parku (2020). Fifty years after surgeon general's report: cultural cognition, biased assimilation, and cigarette smoking risk perceptions among college students, *Health, Risk & Society*, 22:2, 156-176, DOI: 10.1080/13698575.2020.1769566
- 2) Saucier G. (2018). Culture, morality and individual differences: comparability and incomparability across species. *Phil. Trans. R. Soc. B* 373: 20170170.
<http://dx.doi.org/10.1098/rstb.2017.0170>

Individual task: *Individuals develop and post a 150-word summary of their learning.*

SECTION III: INTEGRATING CULTURAL CONSIDERATIONS IN PUBLIC HEALTH INTERVENTIONS/ PROGRAMS

Week 12 (Nov. 21st): Strategies to integrate culture in public health interventions Readings:

- 1) Campbell MK. & Quintiliani LM.(2006) Tailored Interventions in Public Health: Where Does Tailoring Fit in Interventions to Reduce Health Disparities? *American Behavioral Scientist*, 49: 775-793
- 2) Jennifer Abe, Beyond Cultural Competence, Toward Social Transformation: Liberation Psychologies and the Practice of Cultural Humility, *Journal of Social Work Education*, 10.1080/10437797.2019.1661911, (1-12), (2019).
- 3) Marsiglia FF, Booth JM. Cultural Adaptation of Interventions in Real Practice Settings. *Res Soc Work Pract.* 2015 Jul 1;25(4):423-432. doi: 10.1177/1049731514535989. PMID: 26213454; PMCID: PMC4512185.
- 4) Kreuter MW, McClure SM.(2004) The role of culture in health communication. *Annu Rev Public Health.* 25:439-55. doi: 10.1146/annurev.publhealth.25.101802.123000. PMID: 15015929.

Individual Task: *Identify and Reflect on the critical aspects of the discussed strategies that are relevant to your health issue.*

Week 13 (Nov. 28th): Analysis of how various Public health interventions integrate cultural considerations

Readings: None

Individual Tasks

- 1) Identify 2 public health interventions/ programs relevant to your topic
- 2) Identify the potential audiences'/ target populations and their cultures.
- 3) How do the interventions integrate the relevant cultural aspects of the target populations?

Individual task: *Individually develop and post of a 500 word summary based on 1-3*

Week 14 (Dec. 5th): Final paper submission, due by 11:59pm

Additional resources

Culture Dimensions in a Sample of Current Public Health Challenges and Integrating Cultural Dimensions in Public Health and Health Promotion Interventions

Readings:

- 1) Textbook, Chapter 9 & 11
- 2) Airhihenbuwa CO, Ford CL, Iwelunmor JI. Why culture matters in health interventions: lessons from HIV/AIDS stigma and NCDs. *Health Educ Behav.* 2014;41(1):78-84. doi:10.1177/1090198113487199
- 3) Bond, C., Brough, M., Spurling, G., & Hayman, N. (2012). "It had to be my choice" Indigenous smoking cessation and negotiations of risk, resistance and resilience. *Health, Risk, & Society*, 14(6), 565–581. [[Taylor & Francis Online](#)], [[Web of Science](#)®],
- 4) Jennifer Abe, Beyond Cultural Competence, Toward Social Transformation: Liberation Psychologies and the Practice of Cultural Humility, *Journal of Social Work Education*, 10.1080/10437797.2019.1661911, (1-12), (2019).
- 5) Health Research & Educational Trust. (2013, June). *Becoming a culturally competent health care organization*. Chicago, IL: Illinois. Health Research & Educational Trust Accessed at www.hpoe.org.
- 6) The Lewin Group, Inc. (2001). Health Resources and Services Administration Study on Measuring Cultural Competence in Health Care Delivery Settings: A Review of the Literature. Prepared under contract with the Health Resources and Services Administration, DHHS.

Course Policies

Submission of Assignments

All written assignments should be typed: 1.5 spacing, Font size: 12pt, have a title page with the topic that is discussed in the paper, student's name and number, and course number. Where references are used, you are required to use the citation and referencing guidelines from the American Psychological Association. These guidelines are contained in the publication, Publication Manual of the American Psychological Association (the references in the course guide roughly follow APA format).

Citations

I expect you to cite and properly reference any and all material taken from a secondary source. You must acknowledge every idea, fact, or analysis taken from another source and not just direct quotes. This includes ALL material that you use in your papers other than that based on your own ideas and analyses. This includes required course readings and paraphrases taken from a source. It is perfectly respectable to take an idea from another source and then develop that idea in your own way, or to use someone's method or structure and apply it to a new case so long as you indicate clearly what was derived from the original source and what is your own. Papers with poor referencing and acknowledgement of original sources will be marked down severely. Not acknowledging sources that you have used or acknowledging them only part of the time borders on plagiarism and may be treated as such. If in doubt, acknowledge the source.

Retention of work

I require that students keep ALL of their rough work for their essays and be able to produce this material on 24 hours' notice. In some cases, I will ask for this material to be submitted with your assignments. This includes rough notes, early drafts, etc. This is partly a protection for you. If there is any doubt over the grade assigned on a project, or if you decide to appeal a grade or if you happen to be charged with plagiarism, this work can provide a basis for settling the issue. Without it, you may not be given the benefit of the doubt. With it, the issue is easily resolved. You should keep this material until you have been notified of your grade for the course and decided that you are not going to appeal any grades. If you are using a word-processor, keep both your rough notes and early drafts.

AI (Artificial Intelligence) Policy

Students are not permitted to use generative AI in this course. In alignment with McMaster academic integrity policy, it "shall be an offence knowingly to ... submit academic work for assessment that was purchased or acquired from another source". This includes work created by generative AI tools. Also stated in the policy is the following, "Contract Cheating is the act of "outsourcing of student work to third parties"

(Lancaster & Clarke, 2016, p. 639) with or without payment.” Using Generative AI tools is a form of contract cheating. Charges of academic dishonesty will be brought forward to the Office of Academic Integrity.

Grades

Grades will be based on the McMaster University grading scale:

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

Late Assignments

Assignments are to be submitted on A2L on, or before, the due date indicated. All assignments must be completed in order to pass the course. All papers submitted after the due date will be assessed at a 5% per day penalty.

Weekends will be treated as one day late. Please note that extensions will be permitted only if discussed with the instructor BEFORE the due date. If you are unable to hand-in a paper because of illness, please consult with the Dean’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.

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.