



# INDIGST 2M03: INDIGENOUS RESEARCH - METHODS AND ETHICS

FALL 2021

VIRTUAL LECTURE:  
MONDAYS 11:30 – 12:20PM , AND WEDNESDAYS, 11:30 – 1:20PM  
\*(SEE AVENUE TO LEARN FOR CLASS ZOOM LINK)

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Office hours: by appointment

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## **Course Description**

This course will provide an introduction to research methods and issues related to conducting Indigenous Studies research. Indigenous Studies research is grounded in ethically conduct of research built on reciprocal relationships It will discuss the types of questions and projects that are well-suited to Indigenous studies research and approaches to data collection. Students will learn how to prepare a research proposal that is grounded within an Indigenous Studies approach to research.

## **Course Objectives**

The goal of the course is to gain a deeper understanding of the approaches to Indigenous Studies research.

### **Learning outcomes:**

- Have a foundational understanding of Indigenous Studies approaches to research
- Gain an understanding of some of the issues/challenges related to conducting Indigenous Studies research
- Be able to prepare a research proposal
- Strengthen your skills in speaking in a group setting.

## **Required Materials and Texts**

- Scholarly journal articles will be provided for the weekly readings. Students will be able to access most of the articles through the library or google. Some articles that are not available electronically will be uploaded to the course page.

## **Class Format**

Weekly Asynchronous Video Lecture  
Weekly Live Zoom Sessions

## **Course Evaluation – Overview**



Assignment	Weight	Due Date
Critical Analysis	20%	October 1 <sup>st</sup>
Literature Review	30%	November 12 <sup>th</sup>
Methods Paper	35%	Dec 8 <sup>th</sup>
Participation	15%	Throughout

## **Course Evaluation – Details**

For this course you will choose a research topic that will serve as the basis for all your written assignments. Throughout the term you will complete elements of research planning and writing – or the stages of a research paper – but will not write the final paper. The goal of these assignments is to break apart the research process and teach you several of the skills needed to complete a successful research project.

### **1. Critical Analysis (10%), due date: October 1<sup>st</sup>**

Students will write a 3-page critical analysis of an article that is related to the research topic. Outline the author’s main argument. Explain to what degree the author makes a sound and logical argument? Then identify strengths you could incorporate into a research project – such as a particular approach and an idea they used. Weakness could include such things as something that is not covered in the research that you plan to address in your proposed research – noting why is it potentially important to address. **(double-spaced and properly formatted according to course writing conventions outlined below).**

### **2. Literature Review (30%), due date: November 12<sup>th</sup>**

The best research projects have a clear focus and direction and are well situated within the body of the work that already exists. Research statements and literature reviews therefore provide strong guideposts for your work. In this assignment, students will provide a review of the relevant literature for their topic that forms the basis of a research question and a research statement. In other words: building on the literature that exists, what do you hope to learn about your given topic? Based on your review of the literature what questions will do you want to answer?

After introducing your topic, research question, and research statement in a 1-page introduction, students will complete an in-depth literature review in the form of an annotated bibliography based on research topic of your choice – students are encouraged to talk to me about their research topics. This section will include full citations of published, academic sources. Each citation will be accompanied by a summary (brief) of the source (its main topic, arguments, and approaches) as well



as your explanation of how this source will be useful for your research (we will talk more about this in class). You will also be expected to draw out main themes and ideas between the between the sources, and in a brief conclusion you will comment on this body of literature as a whole. For instance, what does this select body of literature tell us about this topic (what's been addressed, what silences still exist?); what disagreements or debates did you notice?; which arguments and ideas were effective?

The purpose of this assignment is to hone your ability to search out effective academic sources and to develop an understanding of how they fit together and speak to each other as a larger body or work. This will give an in-depth overview of the literature related to your topic. You will include 5 academic sources and your final review should be 6-pages in long (**double-spaced and properly formatted according to course writing conventions outlined below**).

### **3. Methods Paper (35%), due date: December 8<sup>th</sup>**

Students will draw on class readings to evaluate and analyze the research methods and methodologies covered in the course so far. You will be expected to explain and synthesize these various approaches and will analyze their strengths and weaknesses for Indigenous Studies research generally, and your own research project in particular. For instance, how can qualitative and quantitative methods be used specifically for responsible and robust Indigenous studies research? What benefits and limitations do these and others such as oral histories and Indigenous methodologies offer? The second part will outline your research methods and research process (or the best way to gather the information needed for your research). You will outline any relevant methodologies for your proposed topic and provide a rationale for which one will work best for you. Be explicit here, directly linking methodologies to your research goals and questions. Questions to consider when choosing methods and methodologies include: the topic and timeframe you are exploring; potential research partners and their ages and abilities; ethical considerations; availability and accessibility of researchers; time and mobility constraints; the value of the methods/methodologies to Indigenous Studies research. This paper will be between 8 and 10-pages long. (**double-spaced and properly formatted according to course writing conventions outlined below**).

### **4. Participation (15%) Throughout:**

This course includes a seminar/discussion component. Students are expected to come to class fully prepared by having read the assigned readings and contribute to meaningful discussions. Students who do not participate in class discussions will not receive a passing grade for participation. Absences will be deemed as non-participation. Students should prepare several talking points that will facilitate



discussion on the themes of the readings, arguments, analysis, and other thoughts.

Students will be assessed on their ability to effectively communicate their critical understanding of the readings in a professional and academic manner. There are no make-up assignments for missing a class. Improvement in the quantity and quality of student participation over the duration of the term will count towards participation grade.

## **Weekly Course Schedule and Required Readings**

### **Week 1**

**Wednesday September 8<sup>th</sup>, 2021 – *Introduction to the Course:***

Readings:

- Review syllabus

### **Week 2**

**Monday September 13<sup>th</sup>, 2021 – *What is Indigenous Studies?***

**Wednesday September 15<sup>th</sup>, 2021**

Readings

- Andersen, Chris and Jean M. O'Brien. "Indigenous Studies: An Appeal for Methodological Promiscuity." In *Sources and Methods in Indigenous Studies*. Edited by Jean O'Brien and Chris Anderson. Pp. 1-11. New York: Routledge, 2017. **Available online through the library.**

### **Week 3**

**Monday September 20<sup>th</sup> – *Starting and Doing the Research***

**Wednesday September 22<sup>nd</sup>**

Readings:



- Booth, Wayne C., et al. "From Topics to Questions." In *The Craft of Research*. Pp. 34-46 only. Chicago: University of Chicago Press, 2016. **Available online through the library.**
- Taylor, Dena. "The Literature Review: A Few Tips on Conducting it," <https://advice.writing.utoronto.ca/wp-content/uploads/sites/2/literature-review.pdf>

## Week 4

**Monday September 27<sup>th</sup>, 2021 – Gender and Research**

**Wednesday September 29<sup>th</sup>**

Readings:

- Goeman, Mishauna. "Indigenous Interventions and Feminist Methods. In *Sources and Methods in Indigenous Studies*. Edited by Jean O'Brien and Chris Anderson. Pp. 185-194. New York: Routledge, 2017. **Available online through the library.**
- Rifkin, Mark. "Indigenous is to Queer As..." "Queer Questions for Indigenous Studies." In *Sources and Methods in Indigenous Studies*. Edited by Jean O'Brien and Chris Anderson. Pp. 205-212. New York: Routledge, 2017. **Available online through the library.**

## Week 5

**Monday October 4<sup>th</sup>, 2021 - Challenges in Conducting Indigenous Studies Research**

**Wednesday October 6<sup>th</sup>, 2021**

Readings:

- Innes, Robert Alexander, "Wait a Second. Who Are You Anyways?: The Insider/Outsider Debate and American Indian Studies." *American Indian Quarterly* 33, no. 4 (2009): 440-461 **Available online through the library.**



**\*Week five notes:**

**Week 6 – READING BREAK NO CLASS**

Monday October 11<sup>th</sup>, 2021

Wednesday October 13<sup>th</sup>, 2021

**Week 7**

**Monday October 18<sup>th</sup>, 2021 – *Historical Research***

**Wednesday October 20<sup>th</sup>, 2021**

Readings:

- O'Brien, Jean M. "Historical Sources and Methods in Indigenous Studies: Touching on the Past, Looking to the Future." In *Sources and Methods in Indigenous Studies*. Edited by Jean O'Brien and Chris Anderson. Pp. 15-22. New York: Routledge, 2017. **Available online through the library.**
- Lomawaima, K. Tsianina, "Mind, Heart, Hands: Thinking, Feeling, and Doing in Indigenous History Methodology." In *Sources and Methods in Indigenous Studies*. Edited by Jean O'Brien and Chris Anderson. Pp. 60-68. New York: Routledge, 2017. **Available online through the library.**

**Week 8**

**Monday October 25<sup>th</sup>, 2021 – Oral History Research:**

**Guest Speaker Dr. Winona Wheeler, Department of Indigenous Studies, University of Saskatchewan**

**Wednesday October 27<sup>th</sup>, 2021**

Readings:

- Leddy, Lianne, C. "Are you only interviewing women for this? Indigenous Feminism and Oral History." In *Beyond Women's Words: Feminism and the Practices of Oral History in the Twentieth-First Century*. Edited by Katrina Srigley, Stacey Zembrycki, and Franca Iacovetta. 95-108. London: Routledge, 2018. **Available online through the library**





- “Wheeler, Winona, “Narrative Wisps of the Ochekwi Sipi Past, A Journey in Recovering Collective Memories.” *Oral History Forum*, 19-20 (1999-2000): 113-125. **Available in the Avenue to Learn course page**

## Week 9

**Monday November 1<sup>st</sup>, 2021 – Interviewing**

**Wednesday November 3<sup>rd</sup>, 2021**

Readings:

- Leddy, Lianne C, “Interviewing Nookomis and Other Reflections of an Indigenous Historian” *Oral History Forum d’histoire orale*, 30 (Special Issue 2010): 1-18 **Available in the Avenue to Learn course page**
- Anna Corrigan Flaminio, Janice Cindy Gaudet, and Leah Marie Dorion “Métis Women Gathering: Visiting Together and Voicing Wellness for Ourselves” *AlterNative: An International Journal of Indigenous Peoples* 16, no.1 (2020): 55–63 **Available online** <https://journals.sagepub.com/doi/full/10.1177/1177180120903499>

## Week 10

**Monday November 8<sup>th</sup>, 2021 – Photovoice: Guest Speaker Dr. Chelsea Gabel, Indigenous Studies Program, McMaster University**

**Wednesday November 10<sup>th</sup>, 2021**

Readings:

- Henry, Robert and Chelsea Gabel “It’s Not Just a Picture When Lives are at Stake: Ethical Considerations and Photovoice Methods with Indigenous Peoples Engaged in Street Lifestyles” *Journal of Educational Thought* 53, no. 3 (2019): 229-260, <https://journalhosting.ucalgary.ca/index.php/jet/article/view/69723>

**\*Week ten notes:**



## Week 11

**Monday November 15<sup>th</sup>, 2021 – Film/Literary Research: Guest Speaker Dr. Renae Watchman, Indigenous Studies Program, McMaster University**

**Wednesday November 17<sup>th</sup>, 2021**

Readings:

- Raheja, Michelle. “Twenty-Seven: Future Tense: Indigenous Film, Pedagogy, Promise.” In *Sources and Methods in Indigenous Studies*. Edited by Jean O'Brien and Chris Anderson. Pp. 239-246. New York: Routledge, 2017. **Available online through the library.**

## Week 12

**Monday November 22<sup>nd</sup>, 2021 – Health Research**

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**Wednesday November 25<sup>th</sup>, 2021**

Readings:

- McCallum, Mary Jane Logan, “Laws, Codes, and Informal Practices: Building Ethical Procedures for Historical Research with Indigenous Medical Records.” In *Sources and Methods in Indigenous Studies*. Edited by Jean O'Brien and Chris Anderson. Pp. 274-285. New York: Routledge, 2017. **Available online through the library.**
- Powell, Alicia and Chelsea Gabel, “Addressing Inequities: Understanding Indigenous Health Policy in Urban Ontario,” In *Decolonizing Indigenous Health: Reconciling the Past, Engaging the Present, Animating the Future*. Edited by Robert Henry, Amada Lavalley, Nancy Van Styvandale, and Robert Alexander Innes. Pp. 237-256. Tucson: University of Arizona Press, 2018. **Available in the Avenue to Learn course page**

## Week 13

**Monday November 22<sup>nd</sup>, 2021 – Quantitative Research: Guest Speaker, Dr. Chris Andersen, Faculty of Native Studies, University of Alberta**



**Wednesday November 25<sup>th</sup>, 2021**

Readings:

- Andersen, Chris and Tahu Kukutai. "Reclaiming the Statistical "Native": Quantitative Historical Research Beyond the Pale." In *Sources and Methods in Indigenous Studies*. Edited by Jean O'Brien and Chris Anderson. Pp. 41-48. New York: Routledge, 2017. **Available online through the library.**

**Week 14**

**Monday December 6<sup>th</sup>, 2021 – Writing Day**

**Wednesday December 8<sup>th</sup> 2021 – Last Assignment Due**

**Course Policies**

**Submission of Assignments:**

Students will submit their written work through Avenue to Learn at any time during the week it is due up until 11:59 on the Friday of that week.

**Grades**

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
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+



<b>MARK</b>	<b>GRADE</b>
53-56	D
50-52	D-
0-49	F

### **Late Assignments**

Students will submit their written work through Avenue to Learn at any time during the week it is due up until 11:59 on the Friday of that week. If you think you will have trouble meeting a deadline, please come and speak with me as penalties may apply (except in the case of documented illness or emergency). Late assignment will be deducted 10%. Assignments will be accepted for up to 2 weeks. Assignments not submitted will receive a 0.

### **Writing Conventions**

Students must use Chicago's *Manual of Style*, which is the standard in the discipline of Indigenous Studies. The *Chicago Manual of Style* is available online through the library website:

<http://www.chicagomanualofstyle.org.cyber.usask.ca/16/contents.html>

All work must be typed, double-spaced, and use either Times New Roman or Cambria 12-point font with standard margins. Ensure that your written work includes your full name, student number, and date. You can include a title page and title for major assignments. Please keep a digital copy of all your work in case I ask for a second copy.

### **Absences, Missed Work, Illness**

Medical documentation will be needed for all extensions on major assignments. Example, annotated bibliography, final paper, or final exam

### **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.

## **University Policies, 2020 - 2021**

### **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. Avenue to Learn, 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](http://www.mcmaster.ca/academicintegrity)

### **Course with an Online Element**

**Some courses may** use on-line elements (e.g. e-mail, Avenue to Learn, 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](mailto: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, Avenue to Learn 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.

### **Course Modification**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of 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.