digital society and public policy

2022-2023 (Term 1, Fall 2022)

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# Course Description

This course explores and interrogates the relationship(s) between disruptive innovators and regulatory environments with an eye to improving the pace and scope of policy change. It connects public policy structures to business growth while considering the ethical and moral implications of transformative digital technologies. Each week, we will also contextualize a dominant technology company through a company case study using the methodology of the “Regulatory Hacking” framework. This inquiry course is relevant for students that may wish to pursue careers in public policy, the law, or business. For students considering a career in medicine or science, this course also considers the implications of the growth of technology in these realms. We will discuss concrete examples of new policy proposals and interventions whenever possible. Such examples will be walked into the classroom by the instructor.

# Course Objectives

By the end of the course students should be able to:

* Understand the basic functions of digital technologies from a policy perspective and their likely impacts for Canadian and global economies;
* Understand current efforts to regulate disruptive technologies across orders of government in Canada;
* Learn how to assess the regulatory environments and opportunities that a new product or company operates within;
* Produce a case study on a Canadian start- or scale-up using the “Regulatory Hacking” framework;
* Be prepared to contribute to the design of innovative policies in regards to the technological revolution;
* Have a deeper understanding of how to regulate new technologies for the social good with complex understandings of the challenges at stake in terms of ethics, democracy, and state sovereignty;
* Be better equipped to take on important roles in developing policy directions for government, industry, and society as they adapt to new regulatory frameworks and technological platforms as a technically oriented policy professional.

# Required Materials and Texts

* [Regulatory Hacking: A Playbook for Startups](https://www.penguinrandomhouse.com/books/561758/regulatory-hacking-by-evan-burfield-with-j-d-harrison/) (framework)
* [The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power](https://www.publicaffairsbooks.com/titles/shoshana-zuboff/the-age-of-surveillance-capitalism/9781610395694/) (excerpt will be posted in Avenue to Learn)
* [What Tech Calls Thinking: An Inquiry into the Intellectual Bedrock of Silicon Valley](https://us.macmillan.com/books/9780374538644)
* [The Digital Republic: On Freedom and Democracy in the 21st century](https://www.simonandschuster.com/books/The-Digital-Republic/Jamie-Susskind/9781643139012) (304 pages)

# Class Format

The delivery of this class will be in-person on campus at McMaster University. Depending on what happens with COVID, we can explore a hybrid or virtual option as-needed.

# Course Evaluation – Overview

## *Leading a Class Discussion (various deadlines) – 10%*

Students will lead off the class discussion. In pairs or groups of three, they will provide a 5-10 minute overview of a selection of the lecture’s readings and pose a few questions to the group.

Students will be evaluated based on their ability to ascertain top-level concepts and ideas featured in the readings, as well as construct thoughtful and engaging questions to pose to their peers.

\*We will assign the discussion leaders together (automatically and randomly) during the first lecture.

The purpose of this assignment is to distribute the intellectual labour of facilitating a contextual discussion based on readings together, while also creating space to practice briefly presenting complex information.

These pairings have been randomly generated in A2L and you can find them under: Communication 🡪 Groups 🡪 Leading a Class Discussion. The groups have been labelled with the date that they will be leading a class discussion.

## *Class Participation (weekly) – 20%*

There are a range of ways in which students can participate in the course. If a lecture is delivered online we will sometimes have small break out “rooms” via Zoom that I will float between; this will allow for smaller discussion. There is also a chat function during class, as well as “Discussions” in A2L.

Students must demonstrate a strong understanding of the course readings and apply them in discussion. Bringing topics from the news or other sources and connecting them to our themes, as well as drawing from past readings, will also be viewed favourably.

## *Proposal for Final Paper (September 27th at 11.59 pm ET) – 10%*

Early in the course, students will be asked to submit a 1-2 page [500-750 word] proposal for their final paper. The proposal should outline:

* Their chosen topic within the broadly defined topics in public policy and technology;
* A rationale for the selection or hypothesis regarding the subject matter;
* Proposed sources.

Students will be evaluated based on the clarity of their proposal and breadth of their sources. The purpose of this early assignment is to get you thinking about the final paper.

A Word document or PDF can be uploaded to “Avenue to Learn” by midnight of the due date.

Late assignments will be penalized at a rate of 5% per day. Extension requests made on the due date will not be advantageous.

Note: If there is a way to scaffold the assignments (case study and final paper) by focussing them on a particular issue area, that could be advantageous from a research perspective. I am happy to consult with you on this.

## *Documentary Written Response (October 18th at 11.59 pm ET) – 10%*

Prior to the end of Reading Week, you will watch the documentary of your choosing from the following options:  [American Factory](https://en.wikipedia.org/wiki/American_Factory), [The Cleaners](https://www.imdb.com/title/tt7689936/), [Terms and Conditions May Apply](https://en.wikipedia.org/wiki/Terms_and_Conditions_May_Apply), and [After Truth](https://www.hbo.com/movies/after-truth-disinformation). You’ll draft a 500 word response to some aspect of the film that links it to a potential policy intervention.

## *Midterm Case Study (November 15th at 11.59 pm ET for slides, presentations will take place over two days) – 15%*

Working in pairs of their own choosing, students will present a midterm case study on an early-stage Canadian technology company of their choice, highlighting and assessing the regulatory context and considerations for the firm and offering a brief discussion using the “Regulatory Hacking” framework.

The presentation will be 10 minutes in length and the case study will be submitted electronically for evaluation. Students will be provided with a simple PPT template to ensure consistency across groups.

Presentations will take place during class on November 15th, with the potential for additional presentations on November 22nd. Students will ask productive questions of their peers from either a “government” or “venture funding” lens. Students will be assigned their perspective, and the questions will contribute to the participation grade.

The case study should outline:

* The chosen company: name, location, type;
* What the company does (product and business model);
* The laws, regulations, and norms that are directly related to the company’s offering;
* The company’s “Power Map” (player, relationships, interests and motivations, capabilities, constraints, and if applicable, access to data);
* An assessment/recommendation of whether and how the company is a responsible innovator:
	+ Who is this going to benefit? Whom might it harm?
	+ Whom is this selling to?
	+ Who influences the buyer?
	+ Who is currently making money from this complex industry?
	+ Other layers in a complex market?
	+ Who are the related special interests?
	+ Who are the thought leaders that influence the market’s thinking?

The format of the case study can be simple bullets organized under the headers above.

A Word document or PDF can be uploaded to Avenue to Learn by midnight of the due date.

NOTE: I will consider pairing students that have proposed similar topics for their final papers, as the case study could be useful for their research.

\*Please see me if you have any questions about any aspects of this assignment.

Students can self-sign up for these groups in A2L under: Communication 🡪 Groups 🡪 Company Case Study.

## *Final Paper (December 16th at 11.59 pm ET) – 35%*

The final paper for the course will ask students to discuss a **policy opportunity** or **priority** related to **an emergent or disruptive technology in Canada**.  A student may choose to evaluate emerging or recent legislation or a regulatory initiative from another jurisdiction and assess how it might be applied or adapted in a Canadian setting, ultimately concluding with a recommendation for strategic implementation. The position of the author can be from: business, government, or community/advocacy.

Topics may include, but are not limited to: alternate data use in policy-making decisions, artificial intelligence, algorithmic bias in datasets, improved consumer consent, consumer protection, cybersecurity, data monetization, data trusts, data portability, digital tax, disinformation, e-health, the internet of things, labour rights and organizing, micro mobility, platform regulation, open banking, self-driving cars, smart cities, surveillance, privacy, workforce displacement, etc.

The final paper should be between 8-10 pages in length [12-point Times New Roman font, 1.5 spacing] and include a range of sources to demonstrate research across mediums.

Your final research paper will be assessed based on the following criteria:

* Is the essay clearly written? Is it concise, easy to read, and free of grammatical or spelling errors?
* Does it provide both relevant and accurate information to the reader, based on the facts provided in the materials referenced?
* Does it make a strong argument for the policy opportunity or priority that it is championing or critiquing ?
* Does it consider alternative arguments and address them?

A Word document or PDF can be uploaded to Avenue to Learn by midnight of the due date.

# Late Penalties

Late submissions will be penalized at a rate of 5% per day. Extensions should be secured in advance of the deadline.

# Weekly Course Schedule and Required Readings

## Week 1 (September 6th )

### Course Overview + Legislative Landscape in Canada

* Introductions
* What is public policy?
* How will we learn about it?

Readings:

* [Double-double tracking: How Tim Hortons knows where you sleep, work and vacation](https://financialpost.com/technology/tim-hortons-app-tracking-customers-intimate-data?_gl=1*v5a4fx*_ga*MjAxMDAyMTc1OS4xNjQ2NTA1NTU4*_ga_72QH41ZTMR*MTY1OTYyNjA5MS4xMDguMC4xNjU5NjI2MDkxLjYw)
* [The Digital Charter Implementation Act](https://www.parl.ca/DocumentViewer/en/44-1/bill/C-27/first-reading) (C27)
	+ *The Consumer Privacy Protection Act*
	+ *The Personal Information and Data Protection Tribunal Act*
	+ *The Artificial Intelligence and Data Act*
* [The role of the arts and humanities in thinking about artificial intelligence (AI)](https://www.adalovelaceinstitute.org/blog/role-arts-humanities-thinking-artificial-intelligence-ai/)
* ['Move Fast and Break Things': Law, Technology, and the Problem of Speed](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3516032)
* [This Twitter Thread](https://twitter.com/RobertGReeve/status/1397032784703655938?s=20)
* [Governing Artificial Intelligence in the Public Interest](https://fsi-live.s3.us-west-1.amazonaws.com/s3fs-public/governing-artificial-intelligence-public-interest-cpc.pdf)

We will also review my “[regs to riches](https://www.regs2riches.com/)” thesis.

## Week 2 (September 13th)

### Regulatory Hacking + Case Study Overview

Readings:

* Regulatory Hacking - Chapters: 1 and 2
* Podcast: [We need to reclaim our lives from our phones and 'reset,' says CBC Massey lecturer Ron Deibert](https://www.cbc.ca/radio/ideas/we-need-to-reclaim-our-lives-from-our-phones-and-reset-says-cbc-massey-lecturer-ron-deibert-1.5792312)
* \*Sample case study to be completed collaboratively in-class

## Week 3 (September 20th)

### The Exponential Age

Readings:

* Exponential
	+ Chapter 1 - The Harbinger
	+ Chapter 2 – The Exponential Age
	+ Chapter 8 – Exponential Citizens
	+ Conclusion – Abundance and Equity

## Week 4 (September 27th)

### Data Governance, Surveillance Capitalism, Platform Capitalism

Readings:

* Surveillance Capitalism – Chapters: 1, 2, 3
	+ (First 3 chapters have been scanned)
* Podcast: [Surveillance capitalism: Who is watching us online — and why?](https://www.cbc.ca/radio/ideas/surveillance-capitalism-who-is-watching-and-why-1.5791546)
* [How to Destroy Surveillance Capitalism](https://onezero.medium.com/how-to-destroy-surveillance-capitalism-8135e6744d59)
* [The Ghost Work Behind Artificial Intelligence](https://slate.com/technology/2021/06/ghost-work-fake-artificial-intelligence-skeleton-crew.html)
* [Time to Ban Surveillance-Based Advertising](https://www.forbrukerradet.no/wp-content/uploads/2021/06/20210622-final-report-time-to-ban-surveillance-based-advertising.pdf)
* [Workplace Surveillance](https://www.stitcher.com/show/business-scholarship-podcast)
* [Vaccination passports: Challenges for a future of air transportation](https://www.sciencedirect.com/science/article/pii/S0967070X21001992#!)
* [Ethics, Surveillance, & the Coronavirus Pandemic, with Arthur Holland Michel](https://www.carnegiecouncil.org/studio/multimedia/2020420-surveillance-coronavirus-pandemic-arthur-holland-michel)
* [Automation for the Bosses](https://reallifemag.com/automatic-for-the-bosses/)
* **Your boss is watching you while you work**

## Week 5 (October 4th )

### Deep Fakes

Readings:

* [Deepfake news: AI-enabled disinformation as a multi-level public policy challenge](https://www.tandfonline.com/doi/abs/10.1080/23738871.2020.1797135)
* [The Double Exploitation of Deepfake Porn](https://thewalrus.ca/the-double-exploitation-of-deepfake-porn/)
* [Deepfake Bot Submissions to Federal Public Comment Websites Cannot Be Distinguished from Human Submissions](https://techscience.org/a/2019121801/)
* [Making it by faking it: Toronto’s Wombo becomes viral sensation by bringing deepfake technology to the masses](https://www.theglobeandmail.com/business/article-making-it-by-faking-it-how-torontos-wombo-became-canadas-fastest/)
* Podcast - [The troubling rise of facial recognition technology](https://play.acast.com/s/nature/thetroublingriseoffacialrecognitiontechnology)
* Company Case Study: Wombo

## Week 6 (October 11th)

### Date – Reading Week

## Week 7 (October 18th)

### Voice Recognition Software and Marketing

Readings:

* Podcast - [Biometric surveillance](https://www.cbc.ca/listen/live-radio/1-55-spark/clip/15847653-512-biometric-surveillance)
* [Preparing for smart voice assistants: Cultural histories and media innovations](https://journals.sagepub.com/doi/abs/10.1177/1461444820923679)
* [Racial technological bias and the white, feminine voice of AI VAs](https://www.tandfonline.com/doi/full/10.1080/14791420.2020.1820059)
* [Personal choices and situated data: Privacy negotiations and the acceptance of household Intelligent Personal Assistants](https://journals.sagepub.com/doi/full/10.1177/2053951719891748)
* Optional: [The Smart Wife](https://mitpress.mit.edu/books/smart-wife)
* Optional: [The Voice Catchers: How Marketers Listen In to Exploit Your Emotions, Your Privacy, and Your Wallet](https://yalebooks.yale.edu/book/9780300248036/voice-catchers)
* Company Case Study: Alexa

## Week 8 (October 25th)

### Loyalty Programs

Readings:

* [Plastic surveillance: Payment cards and the history of transactional data, 1888 to present](https://journals.sagepub.com/doi/full/10.1177/2053951720907632)
* [Loblaw’s points economy for private-health data follows Big Tech’s playbook](https://www.theglobeandmail.com/business/commentary/article-loblaws-points-economy-for-private-health-data-follows-big-techs/)
* [Laying Down the Loblaw](https://www.regs2riches.com/p/-laying-down-the-loblaws-draft)
* Optional: [The Aisles Have Eyes: How Retailers Track Your Shopping, Strip Your Privacy, and Define Your Power](https://www.amazon.ca/Aisles-Have-Eyes-Retailers-Shopping/dp/0300212194)
* Consider: Canadian Tire Case Study
	+ [How Canadian Tire Is Harnessing Data From 100 Million Loyalty Transactions](https://risnews.com/how-canadian-tire-harnessing-data-100-million-loyalty-transactions)
	+ [Canadian Tire uses customer data from loyalty rewards program to boost sales](https://www.thestar.com/business/2022/05/12/canadian-tire-reports-q1-profit-and-sales-up-from-year-ago-raises-dividend.html)
* [What the data crunchers know about you](https://www.thestar.com/business/tech_news/2010/04/23/what_the_data_crunchers_know_about_you.html)
* Company Case Study: Loblaw’s PC Optimum Program, Carrot Rewards

## Week 9 (November 1st)

### Gig Work

Readings:

* [Platformic Management, Boundary Resources for Gig Work, and Worker Autonomy](https://link.springer.com/article/10.1007/s10606-019-09368-7)
* [Controlling space, controlling labour? Contested space in food delivery gig work](https://onlinelibrary.wiley.com/doi/full/10.1111/ntwe.12183)
* [Making The Gig Economy Work For Workers](https://www.wortfm.org/making-the-gig-economy-work-for-workers/)
* [Should Gig Work be Government Run?](https://www.newyorker.com/tech/annals-of-technology/should-gig-work-be-government-run)
* [An Uber Ambivalence: Employee Status, Worker Perspectives, & Regulation in the Gig Economy](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3488009)
* [The Constant Boss: Labor Under Digital Surveillance](https://datasociety.net/library/the-constant-boss/)
* [A Silicon Valley Love Triangle: Hiring Algorithms, Pseudo-Science, and the Quest for Auditability](https://arxiv.org/abs/2106.12403)
* Company Case Study: Instacart

## Week 10 (November 8th)

### Competition Policy and Big Tech

Readings:

* [The State of Competition Policy in Canada: Towards an Agenda for Reform in a Digital Era](https://www.mediatechdemocracy.com/work/the-state-of-competition-policy-in-canada)
* [Study of Competition Issues in Data-Driven Markets in Canada](https://vivicresearch.ca/work/study-of-competition-issues-in-data-driven-markets-in-canada)
* [How large companies are hampering competition in online marketplaces (and what we can do to stop them)](https://nationalpost.com/opinion/vass-bednar-how-large-companies-are-hampering-competition-in-online-marketplaces-and-what-we-can-do-to-stop-them)
* [Why is it taking the Competition Bureau so long to rule on Amazon?](https://financialpost.com/news/economy/vass-bednar-why-is-it-taking-the-competition-bureau-so-long-to-rule-on-amazon)
* [Assessing Abuse of Dominance in the Platform Economy: A Case Study of App Stores](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3629118)

*\*I am likely to add some material here as the competition consultation will have launched. I will post a notice on any changes in Avenue to Learn and make sure you have access to the resources.*

## Week 11 (November 15th)

### Company Case Studies

## Week 12 (November 22nd)

 Company Case Studies

## Week 13 (November 29th)

### Taxation, Streaming, and the Creator Economy

Readings:

* [Bits, Bytes and Taxes: VAT and the Digital Economy in Canada](https://www.cdhowe.org/sites/default/files/attachments/research_papers/mixed/Commentary_487.pdf)
* [Digital companies and their fair share of taxes: Myths and misconceptions](https://www.econstor.eu/handle/10419/202459)
* [Taxing Tech: The Future of Digital Taxation](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3460741)
* [Taxation of Digital Platforms](https://ideas.repec.org/p/ces/econwp/_41.html)
* [The Digital Services Tax as a Tax on Location-Specific Rent](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3488812)
* [Strategic Knowledge: Teens use “algorithmic folklore” to crack TikTok’s black box](https://points.datasociety.net/strategic-knowledge-6bbddb3f0259)
* [Creator Governance in Social Media Entertainment](https://journals.sagepub.com/doi/full/10.1177/2056305119883428)
* Company Case Study: Airbnb (?)

## Week 14 (December 6th)

### Towards Better Policy

Readings:

* [The Digital Republic: On Freedom and Democracy in the 21st Century](https://www.simonandschuster.com/books/The-Digital-Republic/Jamie-Susskind/9781643139012)
* [Restarting the Future: How to Fix the Intangible Economy](https://press.princeton.edu/books/hardcover/9780691211589/restarting-the-future)
* [What happened to the promise of the internet? It's time for a reset, says Ron Deibert](https://www.cbc.ca/radio/ideas/what-happened-to-the-promise-of-the-internet-it-s-time-for-a-reset-says-ron-deibert-1.5801268)
* [The App that Monetized Doing Nothing](https://www.theatlantic.com/technology/archive/2021/06/do-meditation-apps-work/619046/)

You have been split into groups regarding the first two books above.

Discussion re: final paper drafts. Students will trade printed copies of their paper drafts with peers to receive constructive feedback.

# Course Policies

## 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

Late assignments will be penalized at a rate of 5% per day.

## Absences, Missed Work, Illness

If you must miss class please consider an MSAF. Please work with me to secure extensions in advance.

## 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.

## Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please to go [the Office of Academic Integrity Website](http://www.mcmaster.ca/academicintegrity).

# SENATE-APPROVED ADVISORY STATEMENTS

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/app/uploads/Academic-Integrity-Policy-1-1.pdf)*,* located at [https://secretariat.mcmaster.ca/university-policies-procedures- guidelines/](https://secretariat.mcmaster.ca/university-policies-procedures-%20guidelines/).

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., online search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](https://mcmasteru365-my.sharepoint.com/personal/rbishop_mcmaster_ca/Documents/www.mcmaster.ca/academicintegrity).

COURSES WITH AN ONLINE ELEMENT
**Some courses may** use online 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 online 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*](https://secretariat.mcmaster.ca/app/uploads/Code-of-Student-Rights-and-Responsibilities.pdf) (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](https://sas.mcmaster.ca/) (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*](https://secretariat.mcmaster.ca/app/uploads/Academic-Accommodations-Policy.pdf) 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*](https://secretariat.mcmaster.ca/app/uploads/Requests-for-Relief-for-Missed-Academic-Term-Work-Policy-on.pdf).

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](https://secretariat.mcmaster.ca/app/uploads/2019/02/Academic-Accommodation-for-Religious-Indigenous-and-Spiritual-Observances-Policy-on.pdf) 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 either by 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.

## NOTES FOR ALL ARTS & SCIENCE COURSES

1. Some of the statements above refer to a “Faculty Office”; please note that the Arts & Science Program Office serves in this capacity.
2. It is the responsibility of students to check their McMaster email regularly. Announcements will be made in class, via A2L, and/or via the course email distribution list.
3. For additional information regarding requests for accommodation, relief for missed term work (e.g. MSAF), deferred examinations, etc., students should read carefully the [Requests](https://artsci.mcmaster.ca/forms-requests/) and [Resources](https://artsci.mcmaster.ca/current-students/resources/) pages on the Arts & Science Program website.