

Queen's University
School of Kinesiology and Health Studies (SKHS)

HLTH 397 /BLCK 380 /3.0 - Globalization and Black Health

Fall 2022

I understand that each class is different. Sometimes we need a little help from one another to learn how to study for a test or complete an assignment. If you need help, please do not hesitate to come talk to me or the Teaching Assistants.

Instructor: Joseph Kangmennaang, PhD Office: KHS 301L Telephone: 533-6000, ext. 79037 E-mail: jk191@queensu.ca Office Hours: Wednesday 3-4pm via zoom /in-person
Class Days/Times: Tuesdays 8:30-10:00 ET Fridays 10:00-11:30 ET Physical location: Macdon 3
Teaching Assistants Mary Ajayi Email: 17moa@queensu.ca Darby Whittaker Email: darby.whittaker@queensu.ca

[Preferred Name and onQ/Class lists:](#)

If you have a preferred name that you wish to appear in onQ and on class lists, you can make this change by logging into SOLUS. Please follow these steps: Log into SOLUS; Click on 'Personal Information' tab; Click on 'Names' tab; Click on 'Add New Name' tab; Choose 'Preferred' from the 'Name Type' drop down menu; Enter in preferred name and click 'Save'.

Please allow 24-48 hours for this preferred name to be registered within the system.

[Course Description](#)

Globalization provides a key context for the study of social determinants of health (SDH): the conditions in which people live and work, and their access to opportunities for healthy lives and wellbeing. This new world order is marked by new actors, new rules of governance, new forms of communication, and the global movement of populations. This course will examine economic, social, technological, and importantly the political dimensions of globalization and how these impact the health and wellbeing of Black populations, identifying opportunities and risks.

[Learning Outcomes](#)

At the end of this course, students should be able to:

1. Develop critical thinking and reading skills related to globalization and Black health
2. Explain global inequities in Black health and their social determinants
3. Compare development, equity, and governance indicators between several high- middle- and

low-income countries and understand how these factors affect population health

4. Understand the impact on health of
 1. global trade agreements and global economic institution
 2. the “Nutritional Transition” and global proliferation of fast-food industry and factors promoting and mitigating them
 3. the relationship between economic activity and environmental threats to health

Format

The course is broken down into two major parts. In Part I we will examine the foundations of Black health, focusing on evolution of the field, concepts, theories, and ethical issues. Part II will focus on contemporary global developments and the associated health impacts on Black populations both in the Global North and South.

Delivery Format

The course will be conducted as a lecture/seminar. Students are required to complete assigned readings prior to completing other weekly activities and assignments. Most weeks will have a lecture, an active learning activity, and an assignment. To enhance students understanding of course concepts and promote engagement, some models will have case studies, discussion questions, and videos. The seminar will require considerable student initiative, independent learning, and active participation in group discussions.

Use of Class Days/Times

The first class of each week will feature a lecture delivered by the instructor or an invited guest speaker. The second class will have active learning activities that are carefully designed to complement and reinforce key concepts, theories, and debates from the lecture.

Office hours

I will be available on MS Teams every Wednesday 14:00 – 15:30PM for students who want to have conversations or ask questions about the course. Students can book office hours’ time

Textbook &/or Courseware Package

There is no recommended text for this course. Weekly reading materials will be uploaded on OnQ.

Readings

(Required and Recommended)

Course Content

Date	Topic
Week 1	<p><u>Course introduction</u></p> <p>Sept 6th/9th (Lecture): In this first week of class, we will discuss our learning goals, expectations, co-create classroom behavior rules, assignment due dates and deadlines and broadly review different definitions of globalization.</p> <p>List of readings:</p> <p>Clarke, K. M.; Thomas, D. A. <i>Globalization and Race Transformations in the Cultural Production of Blackness</i>; Duke University Press: Durham, 2012. https://doi.org/10.1515/9780822387596.</p>

	<p>Blain, K. N. Civil Rights International: The Fight Against Racism Has Always Been Global. <i>Foreign affairs</i> (New York, N.Y.) 2020, 99 (5), 176–.</p> <p>Lee, K. <i>Globalization and Health: an Introduction</i>; Palgrave Macmillan: Houndmills, Basingstoke, Hampshire ;, 2003. https://doi.org/10.1057/9781403943828.</p> <p>The richest man that ever lived</p>
Week 2	<p>Colonization and Black Health</p> <p>Sept 13/17th (Lecture): We will examine the legacies and current impacts of colonialism and enslavement on the health of Black populations.</p> <p>List of readings:</p> <p>Greene, J., Basílico, M. T., Kim, H., & Farmer, P. (2013). Colonial Medicine and Its Legacies. In <i>Reimagining global health</i> (pp. 33-73). University of California Press.</p> <p>Tilley, H. (2016). Medicine, empires, and ethics in colonial Africa. <i>AMA Journal of Ethics</i>, 18(7), 743-753.</p>
Week 3	<p>Post independent Africa and Health</p> <p>Sept 20th (Lecture): We will discuss the diverse health challenges that the African continent experienced during the nineteenth and twentieth centuries. We will focus on the decolonization process and the associated socio-economic changes and impacts.</p> <p>List of readings:</p> <p>Forster, T., Kentikelenis, A. E., Stubbs, T. H., & King, L. P. (2020). Globalization and health equity: The impact of structural adjustment programs on developing countries. <i>Social Science & Medicine</i>, 267, 112496.</p> <p>Friday, Sept 23rd: Group 1 and 2 seminar presentations</p> <p>Assignment</p> <p><i>Weekly reflection1</i></p>
Week 4	<p>Globalization, inequality, and the Social Determinants of Health</p> <p>Sept 27th (Lecture): The factors affecting health include a broad range of things, not JUST health CARE. And yet that's how people often think about health occurring. Health differs geographically, across the globe. So too do the factors that influence health. In this lecture, we are going to focus on how globalization impacts the different social determinants of health.</p> <p>List of readings:</p> <p>Labonté, R., Mohindra, K., & Schrecker, T. (2011). The growing impact of globalization for health and public health practice. <i>Annual review of public health</i>, 32, 263-283</p> <p>Friday, Sept 30th:</p> <p><i>Watch the Life and debt video to be followed by a class discussion</i></p> <p>Group 3 seminar presentations. Reading3:</p> <p>Assignment</p> <p><i>Weekly reflection2</i></p>
Week 5	<p>Contemporary Global markets and health</p> <p>Oct 04 (Lecture): The factors affecting health include a broad range of things, not JUST health CARE. And yet that's how people often think about health occurring. Health differs geographically, across the globe. So too do the factors that influence health. In this lecture, we are going to focus on contemporary economic globalization and its indicators as commercial determinants of health.</p> <p>List of readings:</p> <p>Labonté, R., & Schrecker, T. (2007). Globalization and social determinants of health: the role of the global marketplace (part 2 of 3). <i>Globalization and Health</i>, 3(1), 1-17.</p> <p>Benach, J., Vives, A., Amable, M., Vanroelen, C., Tarafa, G., & Muntaner, C. (2014). Precarious employment: understanding an emerging social determinant of health. <i>Annual review of public health</i>, 35, 229-253.</p>

	<p>Fisk, N. M., & Atun, R. (2008). Market failure and the poverty of new drugs in maternal health. <i>PLoS medicine</i>, 5(1), e22.</p> <p>Friday, Oct 07th:</p> <p>Quest lecture: Global land acquisition and Black health to be followed by a discussion.</p> <p>Assignment</p> <p><i>Weekly reflection3</i></p>
	<p>Fall mid-term break (11-14 October)</p>
<p>Week 6</p>	<p>Globalization of food systems and NCDs</p> <p>Oct 18 (Lecture): Food systems are being transformed at an unprecedented rate because of global economic and social change. These food systems and lifestyle changes are in turn having an impact on the health and nutritional status of people in low-to-middle income countries. In this lecture, we will examine the reasons for the rising NCDs trends and identify the global determinants that maybe responsible.</p> <p>List of readings:</p> <p>Vineis, P., Stringhini, S., & Porta, M. (2014). The environmental roots of non-communicable diseases (NCDs) and the epigenetic impacts of globalization. <i>Environmental research</i>, 133, 424-430.</p> <p>Stuckler, D., & Nestle, M. (2012). Big food, food systems, and global health. <i>PLoS medicine</i>, 9(6), e1001242.</p> <p>Friday, Oct 21st: <i>Group 5 and 6 seminar presentations</i></p> <p>Reading 5:</p> <p>Reading6:</p> <p>Assignment</p> <p><i>Weekly reflection4</i></p> <p><i>Mid term</i></p>
<p>Week 7</p>	<p>Global interconnectedness and (re)Emerging Infectious diseases</p> <p>Oct 25th (Lecture): Global interconnectedness and interdependence continue to increase with international travel and trade; economic, political, and cultural interactions; and human-to-human and animal-to-human interactions. These interactions may lead to (re)emergence of infectious diseases. In this lecture, we will define (re)emerging infectious diseases, summarize historical background, and discusses factors that contribute to their emergence using the concept of One Health. We will also look at what are called "neglected tropical diseases". These are not insignificant health issues; the key issue is: who is defining 'significant'?</p> <p>List of Readings:</p> <p>Morens, D. M., & Fauci, A. S. (2013). Emerging infectious diseases: threats to human health and global stability. <i>PLoS pathogens</i>, 9(7), e1003467.</p> <p>Mathers, C. D.; Ezzati, M.; Lopez, A. D. Measuring the Burden of Neglected Tropical Diseases: The Global Burden of Disease Framework. <i>PLoS neglected tropical diseases</i> 2007, 1 (2), e114–e114. https://doi.org/10.1371/journal.pntd.0000114.</p> <p>Friday Oct 28th: <i>Group 7 and 8 seminar presentations</i></p> <p>Assignment</p> <p><i>Weekly reflection5</i></p>
<p>Week 8</p>	<p>Governing global epidemics and pandemics</p>

	<p>Nov 01st (Lecture): In lecture, we will explore in detail the current global health governance structure and its challenges especially as it relates to controlling and managing epidemics and pandemics.</p> <p>List of Readings:</p> <p>McINNES, C. WHO’s Next? Changing Authority in Global Health Governance after Ebola. <i>International affairs (London)</i> 2015, 91 (6), 1299–1316. https://doi.org/10.1111/1468-2346.12454.</p> <p>Taylor, R. C. R. The Global Governance of Pandemics. <i>Sociology of health & illness</i> 2021, 43 (6), 1540–1553. https://doi.org/10.1111/1467-9566.13293.</p> <p>04th Nov: Group 9 and 10 seminar presentations</p> <p>Assignment Weekly reflection</p>
<p>Week 9</p>	<p>Global Migration and Black Health</p> <p>Nov 08th (Lecture): Global migration has grown to reach unprecedented proportions and this trend is expected to continue, driven by economic forces, social inequities, climate change, and environmental degradation. Massive human flows impact population health in countries of origin, transit, and resettlement. Newcomers often face significant barriers to health care and face poor outcomes. In this lecture, we will discuss migration as a social determinant of health and explore the experiences of Black migrants in Canada.</p> <p>List of Readings:</p> <p>Castañeda, H.; Holmes, S. M.; Madrigal, D. S.; Young, M.-E. D.; Beyeler, N.; Quesada, J. Immigration as a Social Determinant of Health. <i>Annual review of public health</i> 2015, 36 (1), 375–392. https://doi.org/10.1146/annurev-publhealth-032013-182419.</p> <p>Friday, Nov 11th</p> <p>Video: Smith, L.; Adelman, L. <i>Unnatural Causes Is Inequality Making Us Sick?</i>, Widescreen format.; California Newsreel: San Francisco, Calif, 2008. <i>Becoming American</i> (29 min.)</p> <p>Group 11 seminar presentations</p> <p>Assignment Weekly reflection7</p>
<p>Week 10</p>	<p>Global environmental change and Health</p> <p>Nov 15th (Lecture): Climate change is the greatest public health threat of the 21st century. In this lecture, we will explore how global environmental change, and more specifically climate change, impacts population health. We will review a range of health impacts of climate change, key terms in climate change and health, how impacts vary geographically and based on vulnerability, and how we can address this health threat/opportunity.</p> <p>List of Readings:</p> <p>Friday, Nov 18th:</p> <p>Video: There is something in the water. This documentary spotlights the struggle of minority communities in Nova Scotia as they fight officials over the lethal effects of industrial waste.</p> <p>Group 12 seminar presentations</p> <p>Assignment</p>

	<i>Weekly reflection8</i>
Week 11	<p>Tue Nov 22: Lecture Inequality and Health in sub-Saharan Africa List of Readings:</p> <p>Kawachi, I & Kennedy, B (1999) Income inequality and health: pathways and mechanism. Part II. <i>Health Services Research</i>, 34 (1): 219-227</p> <p>Burns, J. K., Tomita, A., & Lund, C. (2017). Income inequality widens the existing income-related disparity in depression risk in post-apartheid South Africa: Evidence from a nationally representative panel study. <i>Health & place</i>, 45, 10-16.</p> <p>Adjaye-Gbewonyo, Kafui, et al. "Income inequality and depressive symptoms in South Africa: A longitudinal analysis of the National Income Dynamics Study." <i>Health & place</i> 42 (2016): 37-46.</p> <p>Watch In Sickness and in Wealth, part 1 of the seven-part series on unnatural causes</p> <p>Friday 25 Group debate Assignment <i>Weekly reflection journal</i></p>
Week 12	<p>Group debates and Overview of the course <i>Position papers</i></p>

[Evaluation & Grading Method](#)

Grading and Exams

Your course grade will be calculated out of 450 possible course points.

Evaluation

Evaluation is based on weekly summary of readings, seminar leadership, a mid-term, a course reflection journal, group debates and final position paper.

Class participation.....10%

You are expected to come to class prepared to actively engage in discussions about the readings and participate in poll everywhere. Students are expected to not just be passive but to actively engage with the readings and class discussions. Participation grade will be based on the contribution students make (i.e. the questions, comments, answers, and feedback given) towards the learning experience of their colleagues as well as responses to poll everywhere questions.

Weekly summaries and reflection (5@3%).....15%

As you engage with the assigned readings, you will be required to prepare weekly short reflections (350-500 words). Your reflection should focus on summarizing the key points/messages in the individual articles, key ideas and concepts, the points of convergence and/or divergence among the articles and what you found most significant or challenging in the week’s assigned readings.

Seminar presentations.....10%

Five students will present the paper for which the summary is due. Unless I hear from students on their preference of reading, I will assign the readings. Reading will be assigned at the end of the first week of classes.

Students should contact me if they wish to present a particular topic from the list. The students who are presenting should be prepared to present in a lively manner (e.g., TED talk). Approximate presentation time is from 5 to 10 minutes, and the students are responsible to conduct a short discussion thereafter (e.g., using PowerPoint or the blackboard). For instance, some questions targeted for the class should be included at the end of the presentation. I will meet briefly with each group beforehand to outline the group presentation strategy and ensure coverage of the material. A rubric will be provided by the end of the first week of classes. The students presenting will be graded 10 points by the instructor, and 10 points by the other students in the class (using an average).

Position paper.....25%

One of the objectives of this course is to mentor students to engage with debates and policy issues surrounding Globalization and Black health. Students (individually) are expected to identify an issue of interest in the current global economic system (e.g., vaccine inequality, NCDs, Land acquisition etc) and explain why you think that issue is the greatest challenge to the health of Black Canadian. The position paper should be 800-1000 words (double-spaced) plus 3 peer reviewed sources.

Midterm20%

The midterm exams will contribute 20% towards your final. This exam will consist of multiple choice, true/false, or short answers. Questions will be drawn from lectures, readings, presentations, and classroom discussion. Please be on time for exams. There will be NO makeup of the midterm exams.

Group Debates.....10%

The debates are meant to promote in-depth collaborative learning on a specific global health challenge. The topics are carefully selected to avoid duplication of class lectures. This approach is meant to broaden the frontiers of the course and introduce students to new concepts and topics. This assignment will help students achieve objectives 1, 2 and 3 of the learning outcomes. Each group will have about 5 students.

Course reflection Journal.....10%

As you engage with the assigned readings, you will be required to prepare a final short reflection (500 words), focused on summarizing relevant quotes from readings that best illustrate relevance of each week’s reading to globalization and Black health. Think about **how different authors** address these concepts as well as **how your own thinking and understanding of the course is evolving**. As we move further into the course, you should aim to discuss in your reflection journal how various terms are related to one another. For instance, explain **connections between terms** such as “global trade” and “trade liberalization” are related to “inequality” and “NCDs” in the global south. Use some of your entries to explain how you are thinking about these concepts and point out instances where you see these ideas in the examples we discuss in the class, or in the news. You will be asked to submit selections from your journal in mid-March, and I will provide feedback on your work. The final course reflection journal will be due the last day of classes.

Grading will be determined as follows:

Class participation	10%
Weekly reflections	15%
Seminar presentation	10%
Position paper	25%
Group Debates	10%
Course reflection journal	10%
Mid-term	20%

****All components will be graded using letter grades except the Tests and Exam.***

Curving and Extra Credit: As a rule, grades will NOT be curved in this class and there are NO individual opportunities for extra credit. You receive the grade that you earn.

Returned Work: Uncollected assignments will be kept for one semester only.

Extra time: Students requiring extra time for assignments due to medical/other conditions are responsible for seeing the instructor during the beginning of the semester.

Grading Method

In this course, some components will be graded using numerical percentage marks and other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (see below). Your course average will then be converted to a final letter grade according to Queen's Official Grade Conversion Scale (see below).

Arts & Science Letter Grade Input Scheme

Assignment mark	Numerical value for calculation of final mark
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
FO (O)	0

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)	Descriptor
A+	90-100	Truly Exceptional
A	85-89	Outstanding
A-	80-84	Excellent
B+	77-79	Very Good
B	73-76	Good
B-	70-72	Reasonably Good
C+	67-69	Acceptable
C	63-66	Minimally Acceptable (Hons.)
C-	60-62	Minimally Acceptable (Gen.)
D+	57-59	Unsatisfactory Pass
D	53-56	Unsatisfactory Pass
D-	50-52	Unsatisfactory Pass
F	49 and below	Failure. No course credit

Late Policy

****All deadlines indicated on the course syllabus and on onQ are based on Eastern Time Zone****

There may be times when you are unable to complete an assignment for personal reasons. To build in some flexibility, and in accordance with Universal Design, all students will have the ability to submit their assignments up to a WEEK after the original deadline WITHOUT PENALTY. For example, if an assignment is due on Fridays at 7pm ET, all students will have until 7pm the following Week Friday 7pm ET to submit without penalty. Assignments submitted after the one-WEEK grace period will receive a 10% deduction for each day, for a maximum of 5 days. No assignments will be accepted after 5 days.

The universal design features preclude your need to use the Faculty Request for Academic Consideration "Without Documentation" Portal. Should you have a documented request for more than 72 hours, please use the academic considerations portal.

Students are responsible for keeping back-up copies of all written work and assignments. Invalid or corrupt files submitted electronically will be subject to the course late penalty.
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Citation style

Please use APA (American Psychological Association 6th Edition) for all assignments

Regulations and Policies

Academic Integrity

Queen's students, faculty, administrators, and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing, and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Please visit these helpful websites to help you make sure that you are able to write things in your own words:

- <https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating>
- <https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>
- http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Groupwork-What level of collaboration is acceptable?

- *You are permitted to work with a partner or in groups of 3 to encourage collaboration, cooperation, and collective learning on group assignments. However, you must write an independent reflection report on your own using your own words.*

Turnitin

All courses offered by SKHS that include written assignments greater than 500 words must use *Turnitin* to check for originality.

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service ([https://help.turnitin.com/Privacy and Security/Privacy and Security.htm](https://help.turnitin.com/Privacy_and_Security/Privacy_and_Security.htm)) privacy statement which governs users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see Turnitin's Privacy Policy.

Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

[Privacy Statement](#)

This course makes use of Turnitin to help maintain standards of excellence in academic integrity. Be aware that by logging into the site, you will be leaving onQ, and accessing Turnitin website and Turnitin. Your independent use of that site, *beyond what is required for the course (for example, purchasing the company's products)*, is subject to Turnitin terms of use and privacy policy. You are encouraged to review these documents, using the link below, before using the site.

[https://help.turnitin.com/Privacy and Security/Privacy and Security.htm](https://help.turnitin.com/Privacy_and_Security/Privacy_and_Security.htm)

[Copyright of Course Materials](#)

"This material is copyrighted and is for the sole use of students registered in HLTH 397. This material shall not be distributed or disseminated to anyone other than students registered in HLTH 397. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement."

[Technology](#)

Web Browsers

onQ performs best when using the most recent version of the web browsers, Chrome or Firefox. Safari and Edge are strongly discouraged as these web browsers are known to cause issues with onQ.

Internet Speed

While wired internet connection is encouraged, we recognize that students may be relying on a wireless connection. A minimum download speed of 10 Mbps and up to 20 Mbps for multimedia is recommended. To test your internet speed, <https://www.speedtest.net/>

For technology support ranging from setting up your device, issues with onQ to installing software, contact ITS Support Centre <https://www.queensu.ca/its/itsc>

[Notice of Recording](#)

Synchronous (live) classes will be delivered in this course through a video conferencing platform supported by the University [MS Teams, Zoom]. Steps have been taken by the University to configure these platforms in a secure manner. Classes will be recorded with video and audio (and in some cases transcription) and will be made available to students in the course for the duration of the term. The recordings may capture your name, image or voice through the video and audio recordings. By attending these live classes, you are consenting to the collection of this information for the purposes of administering the class and associated coursework. If you are concerned about the collection of your name and other personal information in the class, please contact the course instructor to identify possible alternatives.

To learn more about how your personal information is collected, used and disclosed by Queen's University, please see the general [Notice of Collection, Use and Disclosure of Personal Information](#).

[Discussion Guidelines](#)

University is a place to share, question and challenge ideas. Each student brings a different lived experience from which to draw upon. To help one another learn the most we can from this experience please consider the following guidelines.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's ok to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and to challenging others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

[Accommodations for Disabilities](#)

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see

<https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the **Queen's Student Accessibility Services (QSAS)** and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <https://www.queensu.ca/studentwellness/accessibility-services>

[Academic Considerations for Students in Extenuating Circumstances](#)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at

<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at:

<http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:

Instructor/Coordinator Name:

Instructor/Coordinator email address:

Excused absences for significant events (i.e., a varsity athletic team participating in a provincial/national/international championship) is included in the Academic Consideration policy. Students must submit a [Request for Excused Absence for a Significant Event form](#) to the [Faculty Office](#) a minimum of two weeks before the sanctioned event, or as soon as the event is scheduled. Instructors in SKHS will also consider appeals for excused absences related to varsity travel for regular season games, which falls outside of the Academic Consideration policy and protocol. Students are advised to send written confirmation from the Athlete Services Coordinator in Athletics to their SKHS instructor(s) about the event and to confirm that their participation is required. Please note that appeals for excused absences for varsity practices will be automatically denied.

[Midterms and Course Assignments](#)

Requests for accommodation for midterms and course assignments must be received by the instructor in a timely manner and should be accompanied by a letter of accommodation from Student Wellness Services. Requests for computer assisted midterm exams must be arranged through the Student Wellness Centre at least 10 working days in advance of the exam. Request for academic consideration due to extenuating circumstances should follow the protocol outlined above and detailed on the Faculty of Arts and Science website:

<http://www.queensu.ca/artsci/accommodations>. Requests for an alternative midterm exam time or an extension for course assignments for the purposes of accommodating travel arrangements for personal reasons will be automatically denied. Students who are unable to write a midterm exam on the published date for approved reasons will not be permitted to write in advance of the class.

[Timing of Final Examinations](#)

Requests for accommodation for final exams must be arranged through the Student Wellness Centre in advance of the published deadlines on the [Office of the University Registrar's](#) webpage each term.

The exam dates for each Term are listed on the Faculty of Arts and Science webpage under [Important Dates](#). Student exam schedules for the Fall Term are posted via SOLUS immediately prior to the Thanksgiving holiday; they are posted on the Friday before Reading Week for the Winter Term and for the summer term, they are individually noted on the Arts and Science Online syllabi. **Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations.**

Deferred Exams

The Faculty of Arts and Science has designated specific periods for deferred exams. The decision to defer an exam for a student is at the discretion of the course Instructor based on a documented academic consideration. An academic consideration can be requested by students experiencing extenuating circumstances using the Faculty of Arts and Science request portal. Students can only write an exam early with approval from the Associate Dean (Academic) and support from the instructor. Approval for early exams is only granted in exceptional circumstances.

The deferred exam period is held during the start of the subsequent academic term. In 2021-2022:

Winter term deferred exam period: May 12th – 15th, 2022

Note that you are expected to be available to write a deferred exam at any time during the deferred exam period.

SKHS Communications

The SKHS Undergraduate Office sends out a bi-weekly communication called the *UG NEWS*. It is important that you read this communication since it is one of the keyways that we distribute program information, key deadlines, news and opportunities to students. Back issues of the *UG NEWS* are also posted on the SKHS web site at <https://skhs.queensu.ca/news-events/undergraduate-news/>.

Acknowledgement of Territory

Queen's University is situated on the territory of the Haudenosaunee and Anishinabek, we are grateful to be able to live, learn and play on these lands"