

**HEALTH, AGING AND SOCIETY 3T03:
HEALTH & INCARCERATION
Winter 2022**

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Learning content: *Blended* course with two hours of in-person classes/activities and online asynchronous lectures organized into three Modules (Module 1: January 10-February 3; Module 2: February 4-March 16; and Module 3: March 17-April 12, 2022. Please see [class format](#) below for more details,

including dates that are scheduled with your TA for tutorials and with me for class activities.

Office Hours: Please see [description](#) below for more details about online office hours. Dr. Clancy's office hours will be posted on Avenue to Learn closer to the course start date.

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Course Description

This course explores an often overlooked and stigmatized population, the incarcerated. Specifically, this course examines the health and well-being of incarcerated individuals of all ages, including youth in conflict with the law and older adults aging in prison. In order to explore the different facets of health and well-being among the incarcerated population, the course is divided in three parts. In the first part of the course, we will examine theoretical foundations to help us understand how correctional systems are created, managed, and organized. In this part of the course, we will also examine facts and figures about the correctional system and about those who are incarcerated; examine the health, safety, and well-being of the incarcerated, as well as correctional staff; and explore medical care, palliative and end-of-life care. In the second part of the course, we examine: experiences of the incarcerated elderly; spotlight on youth in conflict with the law; stigma and incarceration; and media portrayals of the incarcerated. In this part of the course, we include a discussion of wrongful convictions and the impacts on the health and well-being of those who are incarcerated. In the last part of the course, we will explore the health impacts of incarceration on the children and partners of the incarcerated. This is also the basis of the final group paper and assessment for the course. Attention to the impact of socio-demographic variables, such as gender, sexual identity, race, and ethnicity, on the health and well-being of the incarcerated will intersect our discussions throughout the course. This course does not examine policing or arrests as the focus of the course is on the incarcerated individual once they are processed into the correctional system.

Course Learning Objectives

- Gain a critical understanding of the theoretical foundations to understand how correctional systems are created, managed, and organized
- Development of a knowledge base on the health and well-being experiences of the incarcerated population
- Explore the differential medical care and palliative/end-of-life care offered in correctional systems
- Through completion of a group-based project, examine how incarceration impacts loved ones and why we need to learn more about these health impacts on both a policy and social level
- Improve research and writing skills through completion of an individually written course paper, as well as a group paper
- Engage with classroom colleagues through group-based activities
- Build on group collaboration skills, oral presentation skills, and time management through completion of group-based projects

Required Materials and Texts

Required Text

- Course readings and assigned videos are available freely online or through the McMaster Library Electronic Database or freely online

Recommended Text

- Haig, J., MacMillan, V., Raikes, G. (2020). *Cites & sources, An APA documentation guide*, (6th edition.). Toronto: Nelson.
 - Newer editions are also fine

Class Format

Students are reminded that you must complete MacCheck in order to obtain clearance every day that you are on campus.

Please see the course meeting schedule during each Module below

Please note: due to the uncertainty with the pandemic, we may be meeting in-person or hold the classes/tutorials listed below in the course schedule on Zoom. Please check Avenue to Learn for the most current delivery format (in-person or on Zoom) as it may change pending health regulations and University announcements

This is a **blended course** format, with lectures delivered online, asynchronously, and two hours of in-class meeting time each week (split between an in-person session with Dr. Clancy and an in-person tutorial/workshop with your TA). The class is organized into three modules: Module 1, Parts 1-3 runs from January 10-February 3, 2022 (introduction to the course and Module 1, Parts 1-3, with a group written paper and tutorial activities during this time); Module 2, Parts 1-4 runs from February 4-March 16, 2022 (with tutorial activities and a class test during this Module). The last part of the course, Module 3 (Part 1) which runs from March 17-April 12, 2022 (with group-based student media assignment presentations) is dedicated to learning more about children and partners of the incarcerated. In-person classes and tutorial activities will align with material discussed in the Modules in which they are scheduled. Please review the [course schedule](#) below for more information.

Each Module will be made available at 9am on the first day in which it begins in the content section of Avenue. For example, Module 1 will be available at 9am on Monday January 10, 2022, while Module 2 will be available at 9am on February 4, 2022. While March 17-April 13, 2022 is dedicated to Module 3, the materials for Module 3 will be released on March 7, 2022 at 9am for those who want to work on the group-based assignment earlier in the term. Each part of each Module (not including the Introduction) will contain: (1) PowerPoint slides, along with an identical PDF document, containing self-directed learning content; (2) A closed-captioned lecture audio-recording that summarizes the content under discussion in each part of each respective Module; and finally, (3) An audio transcript. In addition to the course content for each Module, students are required to read the assigned readings and/or watch the assigned videos. There are several assigned videos for the course, both in the lecture notes and as assigned videos in the reading list, to enhance your learning experience by hearing the narratives of those

directly impacted by incarceration. Lecture content, assigned readings, and any assigned videos are all testable material for any class quizzes or tests. Please review the [course schedule](#) below for more information on scheduled learning dates, as well as the assigned readings and videos.

Course Evaluation – Overview

1. Group written assignment - Paper on panoptic model of surveillance- 30%, due on January 26, 2022 by 11:59PM to dropbox on Avenue to Learn
2. Prepare a brief presentation on a news story on health and incarceration in tutorial – 2%, presented in tutorial on either February 16, 2022 or March 2, 2022
3. Tutorial activities – 4%, throughout the term
4. Cumulative class test - 32%, on Wednesday March 16, 2022 (equivalent to a final exam)
5. Group media assignment on children or partners of the incarcerated– media component and presentation & discussion of media component in class –32% total (media assignment 27%; in-class presentation and discussion, 5%) – all media components are due to the Avenue to Learn dropbox by 9am on Wednesday March 30, 2022. Sign-up information for presentation and discussion of the media component in class on either March 30 or April 6, 2022, will be provided in class and on Avenue to Learn once final class size and number of groups has been determined

Course Evaluation – Details

Group written assignment - Paper on panoptic model of surveillance - 30%, due on January 26, 2022 by 11:59PM to dropbox on Avenue to Learn

Working in a group (**minimum of 3 students per group, maximum of 5 students per group**), each group must consult 4 external resources to write an 8 page (maximum) analytical and reflective response paper based on a question about the panoptic model of surveillance used in some correctional facilities, as well as a question about alternative models to the traditional correctional system. **This group project is a mandatory part of the course.** **You must form groups by the end of the first full week of classes (i.e., by January 14) and inform Dr. Clancy of these arrangements. I reserve the right to modify, add or change groups to ensure that all students have a group to work with.** More information, including assignment guidelines, will be posted on Avenue to Learn during the first week of class.

Prepare a brief presentation on a news story on health and incarceration presented in tutorial – 2%, presented in tutorial on either February 16 or March 2, 2022

Working in a group (**maximum of 5 students per group – can be a different group than the panoptic assignment**), you will present a brief oral presentation with the class in tutorial on either February 16 or March 2, 2022 on a reputable news story covering on health and incarceration. All that is required for the presentation is to share verbally

everyone in the group's first and last names, the title of the article, title of the news source, and a very brief synopsis of the article. Articles should be dated within the past 5 years from 2017-2022. The purpose of this assignment is to expand our understanding of media coverage of stories related to health and incarceration, as well as provide an opportunity for class connectedness and group work via short, tutorial presentations. Details will be shared in tutorial by your TA.

Tutorial activities - 4%, on Throughout the term

At different points during the term, you will complete activities and exercises in tutorial that help expand your knowledge of children and childhood. These activities and exercises account for 4% of your final grade (1% per activity/exercise). Your TA will provide details in tutorial on the different activities. For all tutorial activities: as part of the continued commitment to accessible learning in the class, all students will have the option of working in the small groups in tutorials or write a one-page written statement and/or an audio-recorded summary on the weekly assigned activities. Please see refer to the [alternate form of evaluation for tutorial activities assignment policy](#) below for more details. Regardless of the participation method selected, all submissions will be marked using the same rubric.

Cumulative class test - 32%, on Wednesday March 16, 2022 (online in Avenue to Learn)

The test will be written online in Avenue to Learn; students will have the option to write the test remotely online on their personal device **or** online on their personal device in our scheduled classroom with our course TA at 9:30am. This test may consist of the following style of questions, such as but not limited to: multiple choice & multiple selection questions, true and false questions, matching questions, and application/conceptual questions that will test your knowledge of course lecture material and assigned readings/videos. This test will be a **timed test of 110 minutes** in length. **THIS TEST COVERS ALL LECTURE MATERIAL AND LEARNING CONTENT, ASSIGNED READINGS/VIDEOS FROM JANUARY 10-MARCH 16, 2022.**

This test is open-book, meaning that you can use your lecture notes and text as resources while writing the test. However, you are not allowed to collaborate with peers nor are you able to take screen shots, post photos, post questions online, access webpages for answers, or any similar behaviour/activity etc., as doing so is a form of academic dishonesty. Please see the policy [here](#) for more information. Additionally, your actions while writing the test in Avenue will be restricted as you will not be able to right-click, go back to a previous page once you have left it in the test, or access other features within Avenue. Strategies are therefore in place to prevent academic dishonesty when writing the online test. Please remember that an open book testing format does not mean you do not need to keep up with class learning content or study for the tests.

If this test is missed, only Faculty-approved absences will be offered consideration for a re-write. As the test is worth 32%, students must visit their respective Faculty office with appropriate documentation for the Faculty to review as it is not eligible for an online MSAF. If Faculty approval is obtained, the make-up date for the test is **March 28, 2022 at 10am**. No other date or time will be offered. It is your responsibility to attend scheduled test dates. In the event of any [extreme circumstances \(see policy\)](#) that prevent the test from being held online on the scheduled test date of March 16, 2022, the test will be rescheduled to launch online on Avenue to Learn the following day (March 17, 2022 at 9:30am). While it is extremely unlikely that our test will not be held as scheduled online on March 16, it is important to have a contingency plan in place so that the test can be completed as soon as possible without disruption to your student schedule and so each student can plan in advance, accordingly.

Group media assignment on children or partners of the incarcerated– media component and presentation & discussion of media component in class – 32% total (media assignment 27%; in-class presentation and discussion, 5%) – all media components are due to the Avenue to Learn dropbox by 9am on Wednesday March 30, 2022. Sign-up information for presentation and discussion of the media component in class on either March 30 or April 6, 2022, will be provided in class and on Avenue to Learn once final class size and number of groups has been determined (equivalent to a final exam)

Working in the same group as your panoptic assignment (**minimum of 3 students per group, maximum of 5 students per group**), you will look more deeply at the families of the incarcerated; specifically, this assignment allows you to examine how the incarceration of a loved one impacts family members' health and well-being. Each group will have the choice of looking **at either**: (1) children of the incarcerated; or (2) partners of the incarcerated. This project involves 2 components: a media presentation (i.e., a podcast, short video, mock T.V. etc.,) (worth 27% of the 32% grade) directed towards the general (i.e., lay) audience; and (2) the presentation of your media component in class on either March 30 or April 6, 2022 (worth 5% of the 32% grade). Dr. Clancy and classmates will ask a few questions after each presentation. All media components are due to the dropbox in Avenue by 9am on March 30, 2022. ***I recommend using MacVideo as it is free and accessible, with auto-created captioning, to all members of the McMaster community, with the option to download the audio/video file for submission to the dropbox.*** The group component allows for a hands-on learning experience and the opportunity to engage with and reflect critically and thoughtfully about the course material in a collaborative virtual environment. **This group project is a mandatory part of the course and is required to pass the course.** You must form groups by the end of the first full week of classes (i.e., by January 14) and inform Dr. Clancy of these arrangements. I reserve the right to modify, add or change groups to ensure that all students have a group to work with. More information, including assignment guidelines, will be posted on Avenue to Learn during the first week of class.

Weekly Course Schedule and Required Readings

Module 1: January 10, 2022 to February 3, 2022

Introduction to the course

Readings:

- No assigned readings

Course and lecture content in Avenue to Learn (**will also be discussed via Zoom on January 10, 2022 in class**):

- PowerPoint slides (identical PDF document)
- Welcome to the course MacVideo recording
- Audio transcript

Part 1 - Theoretical foundations and facts and figures about the correctional system and the incarcerated

Readings/assigned videos:

- Reiter, K. (2014). Making windows in walls: Strategies for prison research. *Qualitative Inquiry, 20*(4), 417-428.
- Crewe, B. (2011). Depth, weight, tightness: Revising the pains of imprisonment. *Punishment and Society, 13*(5), 509-529.
- *The Agenda with Steve Paikin*. (2016). "Inside Canada's Corrections System." Retrieved from <https://www.youtube.com/watch?v=L8aKRcUIOyI>

Online learning lecture content:

- PowerPoint slides (identical PDF document)
- Lecture audio recording and transcript

Part 2 - Health, safety, and security of the incarcerated and correctional services staff

Readings:

- Binswanger, I.A., Redmond, A., Steiner, J.F., & Hicks, L.S. (2012). Health disparities and the criminal justice system: An agenda for further research and action. *Journal of Urban Health, 89*(1), 98-107
- Fraser, A., Gatherer, A., & Hayton, B. (2009). Mental health in prisons: Great difficulties but are there opportunities? *Public Health, 123*(6), 410-414
- Martin, J.L., Lichtenstein, B., Jenkot, R.B., & Forde, D.R. (2012). "They can take us any time they want': Correctional officers' responses to prison crowding." *The Prison Journal, (92)*1: 88-105
- Dial, K.C., Downey, R.A. & Goodlin, W.E. (2010). "The job in the joint: The impact of generation and gender on work stress." *Journal of Criminal Justice, 38*: 609-615.

Self-direct learning lecture content:

- PowerPoint slides (identical PDF document)

- Lecture audio recording and transcript

Part 3 - Medical care and palliative/end-of-life care

Readings/assigned videos:

- Whitehead, D. (2006). The health promoting prison (HPP) and its imperative for nursing. *International Journal of Nursing Studies*, 43(1), 123-131.
- Linder, J.F. & Meyers, F.J. (2009). Palliative and end-of-life care in correctional settings. *Journal of Social Work in End-of-Life & Palliative Care*, 5(1-2), 7-33.
- CBS 4 News Rio Grande Valley. (2015). "Inmates upset over medical care." Retrieved from <https://www.youtube.com/watch?v=INoRS7RglBk>
- Ontario HIV Treatment Network (OHTN). (2015). "St Lawrence Valley: A Hybrid Mental Health & Correctional Centre." Retrieved from https://www.youtube.com/watch?v=7KSjbBkQY_o&list=PLWjczZRwH3_MYCJkER_euu98KEmYW06Lj
- Ontario HIV Treatment Network (OHTN). (2015). "Providing care to Indigenous prisoners in a good way." Retrieved from https://www.youtube.com/watch?v=HCvt9klhVHg&list=PLWjczZRwH3_MYCJkER_euu98KEmYW06Lj&index=3

Online learning lecture content:

- PowerPoint slides (identical PDF document)
- Lecture audio recording and transcript

Notes for Module 1:

- Must inform Dr. Clancy of your group by the end of the second week of classes (January 14, 2022) by email at clancysj@mcmaster.ca
- **GROUP WRITTEN ASSIGNMENT - PAPER ON PANOPTIC MODEL OF SURVEILLANCE- 30%, DUE ON JANUARY 26, 2022 by 11:59PM TO DROPBOX ON AVENUE TO LEARN**
- Please see the course meeting schedule during Module 1 below
- **Please note:** due to the uncertainty with the pandemic, we may be meeting in-person or hold the classes/tutorials listed below on Zoom. Please check Avenue to Learn for the most current delivery format (in-person or on Zoom) as it may change pending health regulations and University announcements

Date and time	Activity	Facilitator
Monday January 10: 10:30-11:20am via Zoom	Introduction to the class with Dr. Clancy!	Dr. Clancy
Wednesday January 12: 9:30-10:20am via Zoom	Meet your TA!	Course TA

Monday January 17: 10:30-11:20am	Panoptic assignment overview and Q&A with Dr. Clancy	Dr. Clancy
Wednesday January 19: 9:30-10:20am	Tutorial activity	Course TA
Monday January 24: 10:30-11:20am	Dedicated time to work on panoptic assignment and ask questions with Dr. Clancy	Dr. Clancy
Wednesday January 26: 9:30-10:20am	Tutorial activity	Course TA
Monday January 31: 10:30-11:20am	In-class film viewing	Dr. Clancy
Wednesday February 2: 9:30-10:20am	Tutorial activity	Course TA

Module 2: February 4, 2022 to March 16, 2022

Part 1 - Health and well-being of the incarcerated elderly

Readings:

- Stal, M. (2013). Treatment of older and elderly inmates within prisons. *Journal of Correctional Health Care*, 19(1), 69-73.
- Handtke, V., Bretschneider, W., Elger, B., & Wangmo, T. (2015). Easily forgotten: Elderly female prisoners. *Journal of Aging Studies*, 32(Complete), 1-11.

Online learning lecture content:

- PowerPoint slides (identical PDF document)
- Lecture audio recording and transcript

Part 2 - Health and well-being of youth in conflict with the law

Readings/assigned videos:

- Lambie, I., & Randell, I. (2013). The impact of incarceration on juvenile offenders. *Clinical Psychology Review*, 33(3), 448-459
- Perry, R.C.W., & Morris, R.E. (2014). Health care for youth involved with the correctional system. *Primary Care: Clinics in Office Practice*, 41(3), 691-705.

- *PBS FRONTLINE: Official.* (2014). "When a 16-Year-Old Is Locked Up in a Supermax Prison | Stickup Kid | FRONTLINE." Retrieved from <https://www.youtube.com/watch?v=z0xmAA6IPhU>

Online learning lecture content:

- PowerPoint slides (identical PDF document)
- Lecture audio recording and transcript

Part 3 - Stigma and incarceration

Readings/assigned videos:

- LeBel, T.P. (2012). Invisible stripes? Formerly incarcerated persons' perceptions of stigma. *Deviant Behaviour*, 33(2), 89-107
- Rowe, A. (2011). Narratives of self and identity in women's prisons: Stigma and the struggle for self-definition in penal regimes. *Punishment & Society*, 13(5), 571-591.
- Lazzarini, Z., Galletly, C.L., Mykhalovskiy, E., Harsono, D., O'Keefe, E., Singer, M., & Levine, R.J. (2013). Criminalization of HIV transmission and exposure: Research and policy agenda. *American Journal of Public Health*, 103(8), 1350-1353
- *The Agenda with Steve Paikin.* (2017). "Criminalizing HIV." Retrieved from <https://www.youtube.com/watch?v=HxfRWqPMwdI>

Online learning lecture content:

- PowerPoint slides (identical PDF document)
- Lecture audio recording and transcript

Part 4 - Media portrayals of the incarcerated and the impacts on real prisoners' health, well-being, and quality of life

Readings (required):

- Sacco, V.F. (1995). Media constructions of crime. *Annals of the American Academy of Political and Social Sciences*, 539, 141-154
- Collins, R. E. (2013). The construction of race and crime in Canadian print media: A 30-year analysis. *Criminology and Criminal Justice*, 14(1), 77-99
- Cheliotis, L.K. (2010). "The ambivalent consequences of visibility: Crime and prisons in the mass media." *Crime, Media, Culture: An International Journal*, 6(2): 169-184.

Readings (for your general interest but not required):

- Cecil, D. K. (2006). Violence, privilege, and power: Images of female delinquents in film. *Women & Criminal Justice*, 17(4), 63-83
- Parrott, S. & Titcomb Parrott, C. (2015). "U.S. Television's 'Mean World' for white women: The portrayal of gender and race on fictional crime dramas." *Sex Roles*, 71(1-2): 70-82.

- Jarvis, B. (2007). Monsters Inc.: Serial killers and consumer culture. *Crime Media Culture. An international journal*, 3(3), 326-344
- Franiuk, R. et al., (2013). 'The lion fell in love with the lamb': Gender, violence, and vampires. *Feminist Media Studies*. 13(1), 14-28.
- Simkin, S. (2013). "Actually evil. Not high school evil: Amanda Knox, sex, and celebrity crime." *Celebrity Studies*, 4(1): 33-45.

Online learning lecture content:

- PowerPoint slides (identical PDF document)
- Lecture audio recording and transcript

Notes for Module 2:

- **PREPARE A BRIEF PRESENTATION ON A NEWS STORY ON HEALTH AND INCARCERATION FOR TUTORIAL – 2%, PRESENTED IN TUTORIAL ON EITHER FEBRUARY 16 OR MARCH 2, 2022**
- **CUMULATIVE CLASS TEST ON WEDNESDAY MARCH 16, 2022, 32% OF FINAL GRADE (TESTING LECTURE AND ASSIGNED READING/VIDEO MATERIAL FROM MODULE 1, PARTS 1, 2, 3 AND MODULE 2, PARTS, 1, 2, 3 AND 4)**
 - Online test, written online in Avenue to Learn, access open from 9:30am with 110 minutes to complete the test from when you log in
 - Students will have the option to write the test remotely on their personal device **or** online on their personal device in our scheduled classroom with the course TA present. If writing in-person, you must arrive for the 9:30am start as we only have the classroom until 11:20am
- Please see the course meeting schedule during Module 2 below
- **Please note:** due to the uncertainty with the pandemic, we may be meeting in-person or hold the classes/tutorials listed below on Zoom. Please check Avenue to Learn for the most current delivery format (in-person or on Zoom) as it may change pending health regulations and University announcements

Date and time	Activity	Facilitator
Monday February 7: 10:30-11:20am	Final group assignment (paper and media presentation) overview with Dr. Clancy	Dr. Clancy
Wednesday February 9: 9:30-10:20am	Tutorial mini-presentation overview and Q&A with course TA	Course TA

Monday February 14:	No class on Monday due to full class on Wednesday February 16	No class – Wednesday instead for student presentations
Wednesday February 16: 9:30-11:20am	Group-based presentations (9:30-11:20am) with course TA	Course TA
Monday February 21	NO CLASS – READING WEEK	NO CLASS – READING WEEK
Wednesday February 23	NO CLASS – READING WEEK	NO CLASS – READING WEEK
Monday February 28	No class on Monday due to full class on Wednesday March 2	No class – Wednesday instead for student presentations
Wednesday March 2: 9:30-11:20am	Group-based presentations (9:30-11:20am) with course TA	Course TA
Monday March 7: 10:30-11:20am	Class test overview and Q&A with Dr. Clancy	Dr. Clancy
Wednesday March 9: 9:30-11:20am	Tutorial activity	Course TA
Monday March 14: 10:30-11:20am	No class due to class test on Wednesday March 16	No class due to class test on Wednesday March 16
Wednesday March 16: 9:30-11:20am	Class test, written online in Avenue to Learn: students will have the option to write the test remotely on their personal device or online on their personal device in our scheduled classroom with our course TA present at 9:30am If writing in person, must arrive for 9:30am start	Course TA Class test

Module 3: March 17, 2022-April 12, 2022

Part 1 - Health and well-being of children and partners of the incarcerated

Readings:

- Nesmith, A., & Ruhland, E. (2008). Children of incarcerated parents: Challenges and resiliency in their own words. *Child and Youth Services Review, 30*(10), 1119-1130
- Einat, T., Harel-Aviram, I., & Rabinovitz, S. (2015). Barred from each other: Why normative husbands remain married to incarcerated wives - An exploratory study. *International Journal of Offender Therapy and Comparative Criminology, 59*(6), 654-679.

Online learning lecture content:

- PowerPoint slides (identical PDF document)
- Lecture audio recording and transcript

Notes:

- **GROUP MEDIA ASSIGNMENT AND PRESENTATIONS: GROUP MEDIA ASSIGNMENT ON CHILDREN OR PARTNERS OF THE INCARCERATED- MEDIA COMPONENT AND PRESENTATION & DISCUSSION OF MEDIA COMPONENT IN CLASS –32% TOTAL (MEDIA ASSIGNMENT 27%; IN-CLASS PRESENTATION AND DISCUSSION, 5%) – ALL MEDIA COMPONENTS ARE DUE TO THE AVENUE TO LEARN DROPBOX BY 9AM ON WEDNESDAY MARCH 30, 2022. SIGN-UP INFORMATION FOR PRESENTATION AND DISCUSSION OF THE MEDIA COMPONENT IN CLASS ON EITHER MARCH 30 OR APRIL 6, 2022, WILL BE PROVIDED IN CLASS AND ON AVENUE TO LEARN ONCE FINAL CLASS SIZE AND NUMBER OF GROUPS HAS BEEN DETERMINED (EQUIVALENT TO A FINAL EXAM)**
- Complete course evaluations
- Please see the course meeting schedule during Module 3 below
- **Please note:** due to the uncertainty with the pandemic, we may be meeting in-person or hold the classes/tutorials listed below on Zoom. Please check Avenue to Learn for the most current delivery format (in-person or on Zoom) as it may change pending health regulations and University announcements

Date and time	Activity	Facilitator
Monday March 21: 10:30-11:20am	Dedicated time to work with your group on the assignment and ask questions (with Dr. Clancy)	Dr. Clancy
Wednesday March 23: 9:30-11:20am	Dedicated time to work with your group on the	Course TA

	assignment and ask questions (with your TA)	
Monday March 28	<u>No class</u> due to full class on Wednesday March 30	<u>No class</u> – Wednesday instead for student group-media presentations with Dr. Clancy
Wednesday March 30: 9:30-11:30am	In-class group media presentations with Dr. Clancy	Dr. Clancy
Monday April 4	<u>No class</u> due to full class on Wednesday March 30	<u>No class</u> – Wednesday instead for student group-media presentations with Dr. Clancy
Wednesday April 6: 9:30-11:30am	In-class group media presentations with Dr. Clancy	Dr. Clancy
Monday April 11	<u>No class</u> - Course evaluations	<u>No class</u> - Course evaluations

Course Policies

Submission of Written Assignments

Your assignments should be typed and double-spaced in either 10- or 12-point Times New Roman or Arial font. Please submit your assignments to the drop-box on Avenue to Learn on the day that they are due. Emailed assignments will NOT be accepted. Please refer to assignment handouts for information on how, when, and where to submit your assignments.

Assignments and exams are marked fairly and carefully. However, in the event that a student disagrees with their mark, the following procedure will be followed:

1. The student must write a detailed one-page note emailed to the TA outlining the reason for the review of the mark. This note must be attached to the original assignment and emailed to the teaching assistant
2. The teaching assistant will review the request and review the original assignment and provide the student with written feedback via email
3. Students must not submit a request for review any earlier than 2 days after the papers are returned and no later than 1 week after

4. If the student is still unsatisfied with the review given by the teaching assistant, the student may go through step 1 again and submit to Dr. Clancy. Dr. Clancy will review the request and review the original assignment and provide the student with written feedback via email
5. Please note that upon re-review, there is a chance that the new grade may be lower than the original grade received

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 Penalties, and Flexible 3-day Past Due Date Penalty-Free Extension Paper Submission Policy (please read carefully)

Assignments are due on the date stated in the course outline and assignment handouts. However, there is a flexible 3-day past the due date penalty-free extension in place to help reduce stress and provide greater flexibility to students. For example, if a paper is due on January 26, 2022 by 11:59pm, students can have until January 29, 2022 at 11:59pm to submit the assignment without penalty. However, any papers/assignments submitted after the due date will receive a grade only, no comments. **Students do not need to contact Dr. Clancy or their TA if they choose to submit within the 3-day penalty-free window.** Any paper received outside of the 3-day penalty-free extension will receive a late penalty of 15%, with no paper accepted 10 days after the original due date.

Alternate form of evaluation for tutorial activities policy

As part of the continued commitment to accessible learning in the class, all students will have the option of working in the small groups in tutorial or selecting an alternate form of evaluation: writing a one-page written statement and/or an audio-recorded summary on the weekly assigned activities. Regardless of the participation method selected, all submissions will be marked using the same rubric. If students opt for alternate form of evaluation in the form of the written statement and/or audio-recorded summary, the

statement/summary will be due by 11:59pm on the day of your assigned tutorial to your specific TAs dropbox on Avenue to Learn. **You will need to contact TA in advance to select this method.** However, assignments that are late, are submitted to the wrong dropbox or do not follow any other of the outlined policies will not be accepted or graded - a mark of 0 will be assigned. You do not need to use an MSAF in order to complete the alternate form of evaluation for tutorial activities, as long as the assignment is handed in by 11:59pm on the day in which your scheduled tutorial is held.

Office Hours and Email Communication

Your TA and I will be holding 1 hour of **by appointment only Zoom** office hours during the week. You must contact us the evening prior to the by appointment Zoom office hour (by 4:30pm) to make an appointment with us so we can send you a Zoom link for the virtual office hour meeting. Requests received after 4:30pm will be moved to the following week of office hours; additionally, if all time slots fill up in one week, you may be asked to join the office hours in the following week. Appointments are taken on a first come, first-served basis. **Please note: office hours will be posted on Avenue to Learn in January. Please be aware: these are not private discussions as they are occurring online.** You will also have the opportunity to chat with your TA and me during scheduled class/tutorial time.

Alternatively, I am also available by email (clancysj@mcmaster.ca). Please use proper email etiquette when sending an email: include the course name in your subject line; provide a salutation (Dear Dr. Clancy); and include your name and student number. **Emails will be answered Monday-Friday between 8:30am and 4:30pm. You can expect a response to your email within 48 hours, excluding weekends, Reading Week break, and holidays. Contact information for your course TA will be provided at the start of the term in January.**

Course Modification

The instructor reserves the right to modify elements of the course during the term. If any modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

University Policies

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on

the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g., the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g., A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to www.mcmaster.ca/academicintegrity. **We are not using web-based authenticity/plagiarism detection software in this course.**

Courses with an On-line Element

Some courses may use on-line elements (e.g., e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other

applications/software during tests or exams. This software may be required to be installed before the test/exam begins. **We are not using online proctoring in this course.**

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g., use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

Academic Accommodation of Students With Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

Requests For Relief For Missed Academic Term Work

[McMaster Student Absence Form \(MSAF\)](#): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

Academic Accommodation For Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar’s Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Copyright And Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at their discretion.