

**HEALTH, AGING AND SOCIETY 3T03:
HEALTH & INCARCERATION
Winter 2021**

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Learning content: Asynchronous learning content organized into three Modules except for scheduled [test dates](#) and assignments (Module 1: January 11-February 8; Module 2: February 9-March 31; and Module 3: April 1-April 14).

Please see [class format](#) below for more details.

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

This is an online course that is held asynchronously – meaning that other than scheduled test [dates/times and assignment due dates](#), students will self-direct their learning of the three modules at their own pace within the given time frame set aside for each module. The class is organized in this way to ensure equitable access to course materials without needing to be online at a given time or date (other than scheduled test dates and assignment due dates). The class is organized into three modules: Module 1 runs from January 11-February 8, 2021 (introduction to the course and Module 1, Parts 1-3, with a group-based written assignment during this Module); Module 2 runs from February 9-March 31, 2021 (Module 2, Parts 1-4, with an online cumulative test due during this Module, as well as posting a news story on health & incarceration during this time); and finally, Module 3 (Part 1) runs from April 1-April 14, 2021 (with a group-based assignment due during this Module). 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 Wednesday January 11, 2021, while Module 2 will be available at 9am on February 9, 2021. While April 1-April 14, 2021 is dedicated to Module 3, the materials for Module 3 will be released on March 15, 2021 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 the assigned readings and videos.

Course Evaluation – Overview

1. Group written assignment - Paper on panoptic model of surveillance- 33%, due on February 3, 2021 by 11:59PM to dropbox on Avenue to Learn
2. Post a link to a reputable news outlet covering a story on health and incarceration – 2%, due to Avenue discussion board anytime between February 22 and March 1, 2021

3. In-class test - 35%, on Wednesday March 31, 2021 (equivalent to a final exam)
4. Group paper and media presentation –30% total (paper 20%; media presentation, 10%) - due by **11:59pm on April 12, 2021** to dropbox on Avenue to Learn

Course Evaluation – Details

Group written assignment - Paper on panoptic model of surveillance - 33%, due on February 3, 2021 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 a 6 page (maximum) analytical and reflective response paper based on a question about the panoptic model of surveillance used in some correctional facilities. **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 22) 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.

Post a link to a reputable news outlet covering a story on health and incarceration – 2%, due to Avenue discussion board anytime between February 22 and March 1, 2021

Working individually or a group (**maximum of 5 students per group**), please post a link to a reputable news outlet covering a story on health and incarceration. All that is required for the post is listing everyone in the group's first and last names, as well as linking the title of the article, title of the news source, and including the link to the story. Articles should be dated within the past 5 years from 2016-2021. 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 through use of the discussion board for communication and group work.

In-class CUMULATIVE test - 35%, on Wednesday March 31, 2021

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, application/conceptual questions, and short answer question(s) that will test your knowledge of both self-directed course lecture material and assigned readings/videos, including any films and/or video clips, etc., viewed in lecture or that were assigned. This test will be written online in Avenue to Learn and will be a **timed test of 120 minutes** in length. **THIS TEST COVERS ALL LECTURE MATERIAL AND LEARNING CONTENT, ASSIGNED READINGS/VIDEOS FROM JANUARY 11-MARCH 31, 2021.**

For equity and accessibility, there are 2 test times offered on March 31. Students will only write the test at one of the times – it is up to each student to choose which time to write the test on March 31, 2021– ***you do not need to notify Dr. Clancy about what test time you are choosing – access will be granted for either test writing time:***

- 10am-10:30am on March 31, 2021: Test will be accessible from 10am-10:30am, with 120 minutes to complete the test from when you log in
- 4-4:30pm on March 31, 2021: Test will be accessible from 4-4:30pm, with 120 minutes to complete the test from when you log in

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 35%, 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 **April 7, 2021 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 31, 2021, the test will be rescheduled to launch online on Avenue to Learn the following day (April 1, 2021) with the same two access times (10am-10:30am and 4pm-4:30pm). While it is extremely unlikely that our test will not be held as scheduled online on March 31, 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 paper and media presentation – 30%, due by 11:59pm on Monday April 12, 2021 (equivalent to a final exam)

Working in a group (**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 written paper (5-6 pages maximum) directed towards a scholarly/policymaking audience (worth 20% of the 30% grade), as well as a media presentation (i.e., a podcast, short video, mock T.V. news story, newspaper like article, etc.,) (worth 10% of the 30% grade) directed towards the general (i.e., lay) audience. The papers and the audio-visual presentations will be submitted to the dropbox on April 12, 2021 by 11:59pm EST. ***If creating an audio or video recording, 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 22) 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 11, 2021 to February 8, 2021

Introduction to the course

Readings/assigned videos:

- No assigned readings

Self-direct learning lecture content:

- PowerPoint slides (identical PDF document)
- Audio recording and 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>

Self-direct learning lecture content:

- PowerPoint slides (identical PDF document)
- 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)
- 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=INoRS7RqIBk>
- *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

Self-direct learning lecture content:

- PowerPoint slides (identical PDF document)
- 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 22, 2021) by email at clancysj@mcmaster.ca
- **GROUP WRITTEN ASSIGNMENT - PAPER ON PANOPTIC MODEL OF SURVEILLANCE- 30%, DUE ON FEBRUARY 3, 2021 by 11:59PM TO DROPBOX ON AVENUE TO LEARN**

Module 2: February 9, 2021 to March 31, 2021

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.

Self-direct learning lecture content:

- PowerPoint slides (identical PDF document)
- 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=z0xmAA6lPhU>

Self-direct learning lecture content:

- PowerPoint slides (identical PDF document)
- 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>

Self-direct learning lecture content:

- PowerPoint slides (identical PDF document)
- 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.

Self-direct learning lecture content:

- PowerPoint slides (identical PDF document)
- Audio recording and transcript

Notes for Module 2:

- **POST A LINK TO A REPUTABLE NEWS OUTLET COVERING A STORY ON HEALTH AND INCARCERATION – 2%, DUE TO AVENUE DISCUSSION BOARD ANYTIME BETWEEN FEBRUARY 22 AND MARCH 1, 2021**
- **CUMULATIVE TEST 2 ON WEDNESDAY MARCH 31, 2021, 35% 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)**
 - For equity and accessibility, there are 2 test times offered on March 31 up to each student to choose which time to write the test on March 31, 2021- ***you do not need to notify Dr. Clancy about what test time you are choosing – access will be granted for either test writing time:***

- 10am-10:30am on March 31, 2021: Test will be accessible from 10am-10:30am, with 120 minutes to complete the test from when you log in
- 4-4:30pm on March 31, 2021: Test will be accessible from 4-4:30pm with 120 minutes to complete the test from when you log in

Module 3: April 1, 2021-April 14, 2021

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.

Self-direct learning lecture content:

- PowerPoint slides (identical PDF document)
- Audio recording and transcript

Notes:

- **YOU ARE GIVEN EXTRA TIME DURING MODULE 3 AS DEDICATED TIME TO ALLOW FOR THE VIRTUAL COMPLETION OF THE GROUP PAPER AND MEDIA ASSIGNMENT**

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 specified dropbox on Avenue to Learn on the date that they are due. Faxed or 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 his/her mark, the following procedure will be followed:

1. The student must write a detailed one-page note (hard copy only; emails will not be accepted) outlining the reason for the review of the mark. This note must be attached to the original assignment and handed in to Dr. Clancy
2. Dr. Clancy will review the request and review the original assignment and provide the student with written feedback
3. Students must not submit a request for review any earlier than 2 days after the paper are returned and no later than 1 week after

4. 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 February 3, 2021 by 11:59pm, students can have until February 6, 2021 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 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.

Course Modification

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

Office Hours and Email Communication

I will be holding 1 hour of **by appointment only Zoom** office hours during the week. You must contact me the evening prior to the by appointment Zoom office hour (by 4:30pm) to make an appointment with your me so I 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.**

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.**

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.

Courses with an On-line Element

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

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Conduct Expectations

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

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

Academic Accommodation of Students With Disabilities

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

Requests For Relief For Missed Academic Term Work

[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 his or her discretion.