

# HEALTH, AGING AND SOCIETY: HLTH AGE 3T03 – HEALTH AND INCARCERATION

## Winter 2023

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**Lecture:** Mondays 8:30-9:20am - online independent video viewing;  
Wednesdays 8:30-10:30am - non-mandatory in-person class. Please see [weekly course schedule](#) below for more information.

**Office:** KTH 207  
**Office Hours:** By appointment Zoom office hours will be posted in Avenue to Learn at the start of the term

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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; 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. The basis of the final group assignment, Module 3, Part 1 (independent learning of this module for completion of the assignment) explores the health impacts of incarceration on the children and partners of the incarcerated. Attention to the impact of socio-demographic variables 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.

**As the COVID-19 pandemic is a fluid and evolving situation, there may be a need to adjust some features of the course over the duration of the term. Please see the extreme circumstances policy below for more details.**

***Please note:* Please check Avenue to Learn for the most current delivery format (in-person or on Zoom) as it may change pending health regulations, University announcements, or change temporarily due to illness of the instructor. Please check the Back to Mac Website, Avenue to Learn, and your email regularly, as well as prior to attending class for updates or any changes.**

## **Course Objectives**

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

- 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 course papers
- 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*, (6<sup>th</sup> edition.). Toronto: Nelson.
  - Newer editions are also fine

## **Class Format**

This is an in-person lecture course with online learning components (online independent course-related content video viewing) and no mandatory attendance as pre-recorded lectures will be provided for those who cannot attend classes. If required due to temporary illness of the instructor, or changing public health guidelines, etc., there may be a temporary switch to online classes with either a Zoom class or the viewing of a pre-recorded lecture, depending on the circumstances of the temporary move to an online/virtual class.

**In-person/day of day class lectures will not be recorded to protect the privacy of any stories or experiences shared in class. As a result, I HIGHLY recommend students reach out to a classmate for any notes, further examples or explanations shared in the in-person class that are not contained in the pre-recorded lectures. Importantly, testable material comes from the lecture material not from any examples or discussions in class. However, this extra material helps further understand the material discussed in class. It is not the responsibility of the instructor provide information on what is discussed in any in-person class.**

The class is organized into three modules: Module 1 runs from January 9-February 1, 2023 (introduction to the course and Module 1, Parts 1-3, with a group written reflection paper assignment during this period). Module 2 runs from February 2, 2023-April 12, 2023 (Module 2, Parts 1-4, as well as the independent learning Module 3, Part 1 which is the basis of the last group assignment, along with a mini-quiz, mini-presentation, and Test 2

due during this Module time frame). Please review the [course schedule](#) below for more information.

Pre-recorded lectures will be available by 8am on the day of any scheduled class, along with lectures slides that can be used to follow along (and make additional notes) for both in-person lecture attendance and/or viewing of the online lecture content. Each part of each Module (not including the Introduction) will contain: (1) PowerPoint slides, along with an identical PDF document, containing lecture slides that are discussed in the lecture recording; and (2) A closed-captioned lecture recording that discusses the lecture slide content for each part of each respective Module. MacVideo lecture files are closed-captioned, and a transcript is provided for those who cannot access the file. In addition to the course content for each Module, students are required to read the assigned textbook readings. **Please note:** Module 3, Part 1 will be released at the start of the term to facilitate working on the final group assignment throughout the term. Please review the [course schedule](#) below for more information on the assigned readings.

**It is strictly prohibited to post, distribute, transmit, copy, etc., lecture material/notes/recordings in any shape or form (electronically, audio, etc.,) outside of Avenue to Learn and the SAS notetaking program.** This includes but is not limited to: online note sharing sites, Facebook, YouTube, Google documents, etc...

McMaster University is committed to an inclusive and respectful community. These principles and expectations extend to online activities including email communication, electronic chat groups, video calls and other learning platforms. It is the expectation of this course that all members of the HLTH AGE 3T03 community (students, faculty, and staff) are respectful, inclusive, considerate, and professional in all courses related activities and communication with one another.

### **Course Evaluation – Overview**

1. Group written assignment - Reflection paper on the 2021/2022 Report of the Correctional Investigator of Canada - 30%, due on January 25, 2023 by 11:59PM to dropbox on Avenue to Learn
2. 8-question mini-quiz – 8%, on Wednesday February 15, 2023, held online in Avenue to Learn, open access from 12am to 11:59pm, with open-ended time to complete the 8-question open-book mini-quiz
3. Group media assignment on children or partners of the incarcerated – 28%, due on Monday March 6, 2023 by 11:59pm to dropbox on Avenue to Learn
4. Prepare a brief presentation on a news story on health and incarceration – 2%, due on March 29, 2023
5. Cumulative class test - 32%, on Wednesday April 5, 2023 (equivalent to a final exam)

## **Course Evaluation – Details**

### **Group written assignment - Reflection paper on the 2021/2022 Report of the Correctional Investigator of Canada - 30%, due on Wednesday January 25, 2023 by 11:59PM to dropbox on Avenue to Learn**

Working in a group (**minimum of 2 students per group, maximum of 4 students per group**), each group must consult 4 external resources (other than the report itself) to write an 8 to 10 page (maximum) reflective response paper based on the 2020/2021 Annual Report of the Correctional Investigator of Canada. Groups will select, discuss, and reflect on three of the seven issues of national significance or concern outlined in the report, as well as reflect on the experiences and outcomes of Black and Indigenous persons in federal custody. **You must form groups by the end of the first full week of classes (i.e., by January 13) 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.** This assignment requires you to reflect critically on the issues and experiences identified in the report and understand the issues in the broader context of health and well-being of incarcerated individuals. The paper is to be no more than 10 pages in length, not including title page and references.

### **8-question mini-quiz – 8%, on Wednesday February 15, 2023, held online in Avenue to Learn, open access from 12am to 11:59pm, with open-ended time to complete the 8-question open-book mini-quiz**

The mini-quiz will be written online in Avenue to Learn. 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 content in Module 1, Parts 1, 2, and 3. This test will be an **open-ended time to complete the 8-question mini-quiz, anytime from 12am to 11:59pm on Wednesday February 15, 2023.**

### **Group media assignment on children or partners of the incarcerated – 28%, due on Monday March 6, 2023 by 11:59pm to dropbox on Avenue to Learn**

Working in the same group as your reflection assignment (**minimum of 2 students per group, maximum of 4 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 a media presentation (i.e., a podcast, short video, mock T.V. etc.,) directed towards the general (i.e., lay) audience. ***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 on the self-directed learning of Module 3, Part 1. **You must form groups by the end of the first full week of classes (i.e., by January**

**13) 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 group presentation on a news story on health and incarceration – 2%, due on Wednesday March 29, 2023**

Working in a group (maximum of 5 students per group – can be a different group than the other two group assignments), you will present a brief oral presentation on a reputable news story 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 4 years from 2019-2023. **Students have the option of either presenting in-person in class on March 29, 2023, at an allotted time between 8:30-10:30am OR the groups can choose to submit an audio and/or video presentation file to the private dropbox on Avenue to Learn. Recorded presentations are due no later 9am on March 29, 2023.** 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 a short presentation.

**Cumulative online class test (equivalent to a final exam) - 32%, on Wednesday April 5, 2023 (online in Avenue to Learn), access open from 8:30AM-10AM EST WITH 120 MINUTES TO WRITE THE TEST FROM WHEN YOU LOG IN)**

The test will be written online in Avenue to Learn. 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 120 minutes in length. **THIS TEST COVERS ALL LECTURE MATERIAL AND LEARNING CONTENT, ASSIGNED READINGS/VIDEOS FROM JANUARY 9-APRIL 4, 2023.** Online test, written online in Avenue to Learn, access open from 8:30AM-10AM EST WITH 120 MINUTES TO WRITE 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 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 **Monday April 24, 2023 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 Wednesday April 5, 2023, the test will be rescheduled to launch online on Avenue to Learn on Friday April 14, 2023 at 8:30am (after the test and exam ban has concluded). While it is extremely unlikely that our test will not be held as scheduled online on April 5, 2023, 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.

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

### **Module 1, Parts 1-3: January 9, 2023 to February 1, 2023**

#### **Week 1 (January 9 and 11, 2023)**

**January 9 – No scheduled class – Please familiarize yourself with the course outline and Avenue to Learn and prepare for our first class on January 11, 2023**

Readings:

- No assigned readings

Online learning lecture content:

- N/A

**January 11 – Introduction to the class AND Theoretical foundations and facts and figures about the correctional system and the incarcerated (Module 1, Part 1) – Part 1 (will continue discussion into class on January 18)**

Readings:

- 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.

Online learning lecture content (lecture slides also useful for in-person class attendance):

- *Introduction to the class*
  - PowerPoint slides (identical PDF document)
- *January 11 and 18th, 2023 lecture, Module 1, Part 1*
  - PowerPoint slides (identical PDF document)
  - Audio recording and transcript



**Notes:**

- Please remember to download lecture slides prior to attending class and/or view any online content & connect with a classmate for examples shared in class/discussions in class if not attending in-person

**Week 2 (January 16 and 18, 2023)**

**January 16 – Online independent video viewing**

Readings:

- Same as Week 1

Online learning lecture content:

- Please watch the following video:
  - *APTN News*. (2018). " Lawyer discusses why Indigenous youth are overrepresented in the correctional system | APTN News." Retrieved from <https://www.youtube.com/watch?v=nJcyQdcGheM>
  - Government of Canada. (2021). "Transforming the Criminal Justice System: Indigenous Over-representation – Jorgina." Retrieved here: <https://www.justice.gc.ca/eng/news-nouv/photo/video7.html>
  - *The Agenda with Steve Paikin*. (2016). "Inside Canada's Corrections System." Retrieved from <https://www.youtube.com/watch?v=L8aKRcUIOyI>

**January 18 - Theoretical foundations and facts and figures about the correctional system and the incarcerated (Module 1, Part 1) – Part 2 (continued from January 11 class)**

Readings:

Online learning lecture content (lecture slides also useful for in-person class attendance):

- *January 11 and 18th, 2023 lecture, Module 1, Part 1*
  - PowerPoint slides (identical PDF document)
  - Audio recording and transcript

**Notes:**

- Please remember to download lecture slides prior to attending class and/or view any online content & connect with a classmate for examples shared in class/discussions in class if not attending in-person
- We will discuss the upcoming written assignment at the end of the in-person lecture on January 18th

**Week 3 (January 23 and 25, 2023)**

**January 23 - Dedicated time to work on upcoming group assignment**

Readings:

- No assigned readings

Online learning lecture content (lecture slides also useful for in-person class attendance):

- N/A

**January 25 - Health, safety, and security of the incarcerated and correctional services staff (Module 1, Part 2)**

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.

Online learning lecture content (lecture slides also useful for in-person class attendance):

- *Module 1, Part 2*
  - PowerPoint slides (identical PDF document)
  - Audio recording and transcript

Notes:

- **GROUP WRITTEN ASSIGNMENT – REFLECTION PAPER ON THE 2021/2022 REPORT OF THE CORRECTIONAL INVESTIGATOR OF CANADA - 30%, DUE ON JANUARY 25, 2023 by 11:59PM TO DROPBOX ON AVENUE TO LEARN**
- Please remember to download lecture slides prior to attending class and/or view any online content & connect with a classmate for examples shared in class/discussions in class if not attending in-person

**Week 4 (January 30 and February 1, 2023)**

**January 30 – Online independent video viewing**

Readings:

- No assigned readings

Online learning lecture content:

- Please watch the following videos:
  - *CBS 4 News Rio Grande Valley*. (2015). "Inmates upset over medical care." Retrieved from <https://www.youtube.com/watch?v=INoRS7RgIBk>
  - *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](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](https://www.youtube.com/watch?v=HCvt9klhVHg&list=PLWjczZRwH3_MYCJkER_euu98KEmYW06Lj&index=3)

**February 1 – Medical care and palliative/end-of-life care (Module 1, Part 3)**

Readings:

- 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.

Online learning lecture content (lecture slides also useful for in-person class attendance):

- *Module 1, Part 3*
  - PowerPoint slides (identical PDF document)
  - Audio recording and transcript

**Notes:**

- Please remember to download lecture slides prior to attending class and/or view any online content & connect with a classmate for examples shared in class/discussions in class if not attending in-person
- **8-QUESTION MINI-QUIZ ON FEBRUARY 15 WILL TEST THE MATERIAL UP TO THIS POINT – MODULE 1, PARTS 1, 2, AND 3**

**Module 2, Parts 1-4: February 2, 2023 to April 12, 2023**

**Week 5 (February 6 and 8, 2023)**

**February 6 – Online independent learning – John Howard Society Programming and Resources**

Readings:

- No assigned readings

Online learning lecture content:

- Please view the following pages from the John Howard Society to learn more about different programming and services – this may be helpful for your upcoming assignment, as well as general expansion of course-related content (information on the website is not testable)
  - John Howard Society Ontario: <https://johnhoward.on.ca/find-services/programs-services-lookup/#>

### **February 8 –Health and well-being of the incarcerated elderly (Module 2, Part 1)**

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 (lecture slides also useful for in-person class attendance):

- *Module 2, Part 1*
  - PowerPoint slides (identical PDF document)
  - Audio recording and transcript

**Notes:**

- Please remember to download lecture slides prior to attending class and/or view any online content & connect with a classmate for examples shared in class/discussions in class if not attending in-person

### **Week 6 (February 13 and 15, 2023)**

**February 13 – Dedicated time to study for mini-quiz (held on Wednesday February 15, online in Avenue to Learn)**

Readings:

- No assigned readings

Online learning lecture content (lecture slides also useful for in-person class attendance):

- N/A

**February 15 – ONLINE MINI-QUIZ TODAY, 8%, HELD ONLINE IN AVENUE TO LEARN, OPEN ACCESS FROM 12AM TO 11:59PM, WITH OPEN-ENDED TIME TO COMPLETE THE 8-QUESTION OPEN-BOOK MINI-QUIZ**

Readings:

- No assigned readings

Online learning lecture content (lecture slides also useful for in-person class attendance):

- N/A

Notes:

- **NO LECTURE: ONLINE MINI-QUIZ, 8%, HELD ONLINE ON WEDNESDAY FEBRUARY 15 IN AVENUE TO LEARN, OPEN ACCESS FROM 12AM TO 11:59PM, WITH OPEN-ENDED TIME TO COMPLETE THE 8-QUESTION OPEN-BOOK MINI-QUIZ**

### **Week 7 (February 21, 2023)**

**February 21 – READING WEEK – NO CLASSES OR OFFICE HOURS**

Readings:

- No assigned readings

Online learning lecture content (lecture slides also useful for in-person class attendance):

- N/A

Notes:

- **NO CLASSES & NO OFFICE HOURS OVER READING WEEK BREAK (FEBRUARY 20-24, 2023 INCLUSIVE)**

### **Week 8 (February 27 and March 1, 2023)**

**February 27 – Dedicated time to review Module 3, Part 1 (basis of the group assignment or children or partners of the incarcerated) and/or if already reviewed, then dedicated time to work on the assignment**

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.

- Please see the following link for information on research conducted by Dr. Berardi and PhD student Alysha McDonald, among other scholars:  
<https://sociology.mcmaster.ca/news/more-of-the-same-only-worse-covid-19-and-the-administrative-burdens-facing-loved-ones-of-incarcerated-men>

Online learning lecture content (lecture slides also useful for in-person class attendance):

- N/A

**March 1 – Dedicated time to work on the upcoming group-based written assignment on children or partners of the incarcerated at the location of group members' choosing**

Readings:

- No assigned readings

Online learning lecture content (lecture slides also useful for in-person class attendance):

- N/A

**Notes:**

- **NO LECTURE/CLASS ON FEBRUARY 27 OR MARCH 1. STUDENTS HAVE DEDICATED CLASS TIME TO WORK IN THE LOCATION OF THEIR CHOOSING TO COMPLETE THE UPCOMING GROUP-BASED ASSIGNMENT, DUE ON FRIDAY MARCH 6, 2023**
- **DR. CLANCY IS ALSO AVAILABLE BY ZOOM APPOINTMENT AND EMAIL FOR ANY QUESTIONS DURING CLASS TIME ON MARCH 1**

**Week 9 (March 6 and 8, 2023)**

**March 6 – Online independent video viewing**

Readings:

- No assigned readings

Online learning lecture content:

- Please watch the following videos:
  - *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>

**March 8 – Health and well-being of youth in conflict with the law (Module 2, Part 2)**

Readings:

- 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.

Online learning lecture content (lecture slides also useful for in-person class attendance):

- *Module 2, Part 2*
  - PowerPoint slides (identical PDF document)
  - Audio recording and transcript

Notes:

- **GROUP ASSIGNMENT DUE ON FRIDAY MARCH 6, 2023 BY 11:59PM TO DROPBOX ON AVENUE TO LEARN, 28%**
- Please remember to download lecture slides prior to attending class and/or view any online content & connect with a classmate for examples shared in class/discussions in class if not attending in-person

**Week 10 (March 13 and 15, 2023)**

**March 13 – Online independent video viewing**

Readings:

- No assigned readings

Online learning lecture content:

- Please watch the following videos:
  - *The Agenda with Steve Paikin*. (2017). "Criminalizing HIV."  
Retrieved from <https://www.youtube.com/watch?v=HxfRWqPMwdI>

**March 15 – Stigma and incarceration (Module 2, Part 3)**

Readings:

- 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

Online learning lecture content (lecture slides also useful for in-person class attendance):

- *Module 2, Part 3*
  - PowerPoint slides (identical PDF document)
  - Audio recording and transcript

**Notes:**

- Please remember to download lecture slides prior to attending class and/or view any online content & connect with a classmate for examples shared in class/discussions in class if not attending in-person

**Week 11 (March 20 and 22, 2023)**

**March 20 – Online independent video viewing**

Readings:

- No assigned readings

Online learning lecture content:

- Please locate a video or clip (factual or crime fiction) to discuss and/or inform our lecture on March 22

**March 22 – Media portrayals of the incarcerated and the impacts on real prisoners' health, well-being, and quality of life (Module 2, Part 4)**

Readings:

- 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 (lecture slides also useful for in-person class attendance):

- *Module 2, Part 4*
  - PowerPoint slides (identical PDF document)
  - Audio recording and transcript

**Notes:**

- Please remember to download lecture slides prior to attending class and/or view any online content & connect with a classmate for examples shared in class/discussions in class if not attending in-person

**Week 12 (March 27 and 29, 2023)**

**March 27 – Dedicated time to prepare for mini-presentations on Wednesday**

**March 29**

Readings:

- No assigned readings

Online learning lecture content (lecture slides also useful for in-person class attendance):

- N/A

**March 29 – BRIEF PRESENTATIONS ON A NEWS STORY ON HEALTH AND INCARCERATION**

Readings:

- No assigned readings

Online learning lecture content (lecture slides also useful for in-person class attendance):

- N/A

**Notes:**

- **BRIEF PRESENTATION ON A NEWS STORY ON HEALTH AND INCARCERATION – 2% - DUE BY 9AM IF USING THE DROPBOX OPTION AND/OR SCHEDULED AT ALLOTTED TIME FOR PRESENTATION IN CLASS SOMETIME BETWEEN 8:30-10:30AM. PLEASE SEE ABOVE OR ASSIGNMENT HANDOUT FOR MORE DETAILS ON PRESENTATION OPTIONS**

## Week 13 (April 3 and 5, 2023)

### April 3 – Dedicated time to study for upcoming class test

#### Readings:

- No assigned readings

Online learning lecture content (lecture slides also useful for in-person class attendance):

- N/A

**April 5 – CUMULATIVE CLASS TEST ON WEDNESDAY APRIL 5, 2023, 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). AVAILABLE IN AVENUE TO LEARN FROM 8:30AM-10AM EST WITH 120 MINUTES TO WRITE THE TEST FROM WHEN YOU LOG IN)**

#### Readings:

- No assigned readings

Online learning lecture content (lecture slides also useful for in-person class attendance):

- N/A

#### Notes:

- No lecture this week: Test 2 online in Avenue
- **TEST 2 ON WEDNESDAY APRIL 5, 2023 (available in Avenue to Learn from 8:30am-10am EST with 120 minutes to write the test from when you log in), 32% OF FINAL GRADE (TESTING LECTURE AND ASSIGNED READING MATERIAL FROM MODULE 1, PARTS 1, 2, 3 AND MODULE 2, PARTS, 1, 2, 3 AND 4)**
  - For equity and accessibility, the test is open from 8:30-10am, with 120 minutes to write the test from when you log in. Dr. Clancy will be available via email (clancysj@mcmaster.ca) for any questions or technical issues while writing the test from 8:30-12pm. Questions will be answered in the order they are received. If many emails are received at the same time, it may take some time before you receive a response but rest assured, I will reply to your email. For example, if you enter the test at 10am, you will have until 12pm to submit the test.

#### Notes:

- No lecture this week due to Test 2

## **Week 14 (April 10 and 12, 2023)**

### **April 10 (Easter Monday) and April 12 – Course evaluations – No scheduled classes**

#### Readings:

- No assigned readings

Online learning lecture content (lecture slides also useful for in-person class attendance):

- N/A

#### Notes:

- **No scheduled class on April 10 (Easter Monday) or April 12, 2023**
- **Thanks for a great term! Good luck on your exams and term papers. Have a great summer break!**
- **Course evaluations can also be completed during this time. Please check your email from information from the University about accessing course evaluations**

## **Course Policies**

### **Submission of 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 Dr. Clancy outlining the reason for the review of the mark. This note must be attached to the original assignment and emailed to Dr. Clancy
2. Dr. Clancy 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. 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:

<b>MARK</b>	<b>GRADE</b>
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

### **Late Assignments**

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 March 6, 2023 by 11:59pm, students can have until March 9, 2023 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.

### **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 us 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 as they are occurring online.**

### **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.

## **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**

**All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.).

### **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](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

## Requests For Relief For Missed Academic Term Work

In the event of an absence for medical or other reasons, students should review and follow the [Policy on Requests for Relief for Missed Academic Term Work](#).

## 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.