

SPECIAL TOPICS - CRITICAL PERSPECTIVES ON AGING AND WELL-BEING IN THE PRISON SYSTEM

Fall 2021

Instructor: Alicia Clifford
Email: cliffa3@mcmaster.ca
Lecture: Hybrid - Online with some Virtual. Lecture content will be asynchronous, with nested dialogues scheduled virtually throughout the semester. Please see [class format](#) below for more details.

Office Hours: Given the nature of the course, I am available for appointments via Zoom to find a suitable time that works for us both. Please see [communication](#) below for more details. I am also asking you to fill out a quick survey on [Avenue](#) at the start of term.

Contents

Course Description.....	3
Course Objectives.....	3
Learning Goals	3
Learning Objectives.....	3
Learning Outcomes	3
Required Materials and Texts	4
Class Format.....	4
Course Evaluation – Overview	4
Course Evaluation – Details	5
Introductory Post (2%), due September 12, 2021.....	5
Personal Reflections (20%), due September 17, October 8, November 5, December 13, 2021.....	5
Nested Dialogues (30%), One per month	5
Individual Response Project (20%), due October 22, 2021	6
Infographic/Poster (28%), due November 26, 2021	6
Weekly Course Schedule and Required Readings	6
Week 1 (September 7-10, 2021)	7
Week 2 (September 13-17, 2021)	7
Week 3 (September 20-24, 2021)	8
Week 4 (September 27-October 1, 2021).....	8
Week 5 (October 4-8, 2021)	8
Week 6 (October 11-15, 2021)	9

Week 7 (October 18-22, 2021)	9
Week 8 (October 25-29, 2021)	10
Week 9 (November 1-5, 2021)	10
Week 10 (November 8-12, 2021).....	11
Week 11 (November 15-19, 2021).....	11
Week 12 (November 22-26, 2021).....	12
Week 13 (November 29-December 3, 2021).....	12
Week 14 (December 6-9, 2021).....	13
Course Policies	13
Online Course Behaviour.....	13
Sharing and Posting of Course Material	13
OFFICE 365 @ McMaster	13
Communication.....	14
Submission of Assignments.....	14
Grades.....	14
Contesting Grades.....	15
Late Assignments	15
Course Modification	15
University Policies	15
Academic Integrity	15
Authenticity / Plagiarism Detection	16
Courses with an On-line Element	16
Conduct Expectations.....	16
Academic Accommodation of Students With Disabilities	17
Requests For Relief For Missed Academic Term Work.....	17
Academic Accommodation For Religious, Indigenous or Spiritual Observances (RISO)	17
Copyright And Recording.....	17
Extreme Circumstances.....	17

Course Description

This course is designed to critically examine aging and well-being in the prison system, focusing on the Canadian federal system. Using an interdisciplinary lens, we will move through four broad themes. First, we look at the physical prison environment, including structure and design, to investigate enablers or barriers for aging inmates. Then, we explore the social, emotional, and psychological environment that surrounds inmates with a particular focus on loneliness. Next, we focus on marginalized perspectives and will spend a week each on women's voices, Indigenous peoples' experiences, and the experiences of those who are wrongfully convicted. In the last part of the course, we briefly delve into post-release support, including stigma and the current landscape. Given current circumstances with COVID-19, we will also explore the implications of the pandemic to those on the inside. The range of perspectives will assist us in gaining a deeper understanding of how prison impacts the aging process and, ultimately, the well-being of the individual pushed through the prison system.

Course Objectives

Learning Goals

There are two overarching goals for this course. One is to foster students' critical thinking skills around topics related to the prison system, including aging and well-being. The other is for students to gain skills that contribute to knowledge mobilization.

Learning Objectives

- Students will be introduced to and gain an increased understanding of the impacts and effects of the prison system on the life trajectories of inmates.
- Students will understand different perspectives from various actors that intersect with the prison system to strive for a holistic understanding.
- Students will work on critical and creative thinking, writing, and communication skills through targeted assignments.
- Students will engage in activities that can mobilize knowledge.

Learning Outcomes

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

1. Understand the impacts and effects of prison on the life trajectories of individuals that move through that system.
2. Critically analyze prison structures to evaluate the impacts and effects on an incarcerated individual's life course and, ultimately, their ability to reintegrate into the community.
3. Respond to a contemporary issue using evidence-based arguments.
4. Develop creative, compelling, and innovative communications tools that will translate and mobilize knowledge.

Required Materials and Texts

There is no required text for this course. Instead, required readings will take the form of journal articles, book chapters, policy documents, news articles, and multimedia (podcasts, videos, etc.). Links to the weekly online readings and other media can be found on the course site in [Avenue to Learn \(Avenue\)](#).

If this is your first online course, or should you like some advice on organization, check out this resource on [getting ready to learn online](#).

Class Format

This is an online course beginning Tuesday, September 7 (Week 1). Content is predominantly delivered asynchronously, with virtual nested dialogues once a month during our regularly scheduled course dates and times. Other than scheduled dialogue dates/times and assignment due dates, all content is self-directed to account for various schedules. All lecture content, including guest presentations, will be pre-recorded and posted asynchronously on [Avenue](#) for viewing at your convenience. It is recommended to watch them during the allotted course time each week to stay on top of the content and engage in meaningful dialogue during scheduled sessions.

Lecture content will be released each week on Monday at 8 am EST. Should there be any issues, I will let you know via the Announcement feature in Avenue. Each week, you will asynchronously complete the readings, watch/listen to the lecture video, guest presenter recording, and any other media posted. Each lecture will contain the following materials: a video recording, a transcript of the recording, and the associated PowerPoint.

There will be the occasional pre-recorded guest speaker presentation. Please note that the weeks there are guest speaker presentations, there may be no corresponding lecture content. Stay tuned as more guest speaker presentations may be added. These will be confirmed by the start of the course. Any changes will be reflected in the course outline and the corresponding sections of the Avenue course shell.

One week a month, there will be no asynchronous content but rather scheduled virtual sessions; please see the [course evaluation section](#) below for exact dates/times. The virtual sessions are nested dialogues where we will come together and work through a guiding theme related to course content. It is also an opportunity for you to ask questions.

Course Evaluation – Overview

1. Introductory Post on Avenue Discussion Forum - 2%, due September 12, 2021, by 11:59 pm.
2. Personal Reflections 4 total worth 5% each – 20%, due September 17, October 8, November 5, December 13 by 11:59 pm.

3. Nested Dialogues 4 total worth 7.5% each – 30%, dialogues take place week 3 (September 20-24), week 7 (October 18-22), week 11 (November 15-19), week 14 (December 6-9, 2021), during our scheduled class time.
4. Individual Response Project – 20%, due October 22, 2021, by 11:59 pm.
5. Infographic/Poster – 28%, due November 26, 2021, by 11:59 pm.

Course Evaluation – Details

Introductory Post (2%), due September 12, 2021

Let's get to know one another!

Your introduction can take whatever form you are most comfortable with; this can be a video, image with captions, poem, audio clip, or any other format that you feel is appropriate. Please keep it short to allow time for students to view the submissions. Videos should be under three minutes, and text can be around 7-8 sentences.

Please let us know your name, program, year of study, career aspirations, one thing you would like us to know about you, and a burning question you may have about the topics we will be covering.

Please post your introduction under the Discussion Forum on [Avenue](#) titled "Student Introductions."

Personal Reflections (20%), due September 17, October 8, November 5, December 13, 2021

Students are asked to complete four reflections due on the above dates worth 5% each. Each reflection should be between 350-500 words in length. Reflections will be due in the designated Avenue Assignment folder. Please see the [Course Policies section](#) for assignment submission guidelines. I will post more detailed instructions on [Avenue](#) under the Assignments folder.

Nested Dialogues (30%), One per month

At the start of the semester, students will be randomly assigned to groups of 6-15 (depending on final course numbers). Students will be notified of their group membership by the end of the second week. Each group will meet with me for synchronous group dialogues during Week 3, 7, 11, and 14. You will choose the preferred online platform at the start of the semester. Watch the weekly Announcements for updates.

Each dialogue will revolve around a particular theme related to the course content and last approximately 40-50 minutes. The exception is the initial dialogue which will be used to come up with community guidelines. Each student is asked to come prepared with at least one question, thought, comment, or concern (though a few are strongly encouraged and recommended). These should relate to the course material, associated

theme, and preparation material (if any). Students will be graded individually based on their active participation and thoughtful inquiry. Each dialogue is worth 7.5% of your final grade.

I will post more detailed instructions, including the schedule on [Avenue](#) under the Assignments folder.

Individual Response Project (20%), due October 22, 2021

Students are asked to respond to a question and discuss whether they agree or disagree, using relevant sources to support their answer. The response project can take the form of a written submission, a podcast, or a video presentation.

If you choose the written submission:

- Maximum length of 1000-words (excluding references)
- Double spaced
- 12-point font of your choice (though I would not recommend Wing Dings)
- APA formatted citations and reference list

If you choose the podcast or video option:

- Approximately 3-5 minutes in length
- Be as creative as you like
- Submit an APA formatted reference list with your audio or video file

I will post more detailed instructions on [Avenue](#) under the Assignments folder.

Infographic/Poster (28%), due November 26, 2021

Time to get creative! Students are asked to complete a creative infographic or poster as a group that visually represents what they might want the public to know and understand about aging and the prison system. You will work in smaller groups of about 2-4 (from your nested dialogue cohort), or you have the option of working alone. If you would like to work alone, please send me an [email request](#) by October 22, 2021. The infographic/poster should be clear and easy to read. Think of this as a teaching tool for the public. You may use Microsoft PowerPoint, but you can try out other free online platforms such as Canva if you like. I will post more detailed instructions on [Avenue](#) under the Assignments folder.

Weekly Course Schedule and Required Readings

Please note that readings may shift slightly before the start of the course as guest presenters and content are finalized. Other Recommended or Suggested Material will be posted under the weekly Content tab on [Avenue](#).

Week 1 (September 7-10, 2021)

Welcome to Critical Perspectives on Aging and Well-Being in the Prison System

Readings/Assigned Videos: To be posted on Avenue

Notes: Please answer the two quick surveys on Avenue about the online platform and virtual office hours. The surveys will remain open until September 15, 2021, till 11:59 pm.

Introductory Post on Avenue Discussion Forum due September 12, 2021, by 11:59 pm.

Week 2 (September 13-17, 2021)

Getting to know the Prison Landscape and Aging in the System

Readings/Assigned Videos: To be posted on Avenue. Other Recommended or Suggested Readings/Videos will be posted under the weekly Content tab on [Avenue](#).

- Colibaba, A. (2019). *Community reintegration of aging offenders: Gaps in knowledge report*. https://cnpea.ca/images/tcas_aging_offenders_report_-_r2fa_-_digital.pdf
 - Please read Promoting wellness and independence of older persons in custody (p. 10-19).
- Correctional Service Canada. (2018). Promoting wellness and independence of older persons in CSC custody: A policy framework. <https://www.csc-scc.gc.ca/publications/005007-1601-en.shtml#3>
 - Please read 3 Defining Older Persons in Custody (OPiC)
- Correctional Investigator Canada & Canadian Human Rights Commission. (2019). Aging and dying in prison: An investigation into the experiences of older individuals in federal custody. <https://www.oci-bec.gc.ca/cnt/rpt/pdf/oth-aut/oth-aut20190228-eng.pdf>
 - Please read the Introduction, Background, and Finding 1: Some older, long-serving offenders are being warehoused behind bars (p. 3-6 & 10-26)
- Pope, H. (2019). *Nowhere to live: Housing vulnerability of criminal defendants with dementia*.
 - Please read Part 3: Ageing-In-Place (p. 90-108).
- The Agenda with Steve Paikin. (2019, March 28). *Aging and dying behind bars*. <https://www.youtube.com/watch?v=Phl1dmwpgjw>

Themes: Demographics of Canada's Federal Prison System, Total Institutions, Theories Related to Aging,

Notes: Don't forget to answer the two quick surveys on [Avenue](#) about the online platform and virtual office hours. The surveys will remain open until September 15, 2021, till 11:59 pm.

Reflection #1 due September 17, 2021, by 11:59 pm.

Week 3 (September 20-24, 2021)

Nested Dialogues

Theme: Creation of Community Guidelines

Readings: No readings

Notes: Group 1 - Monday 9:30 am; Group 2 - Tuesday at 10:30 am; Group 3 - Thursday 9:30 am

Week 4 (September 27-October 1, 2021)

Physical Environment on the Inside

Readings/Assigned Videos: To be posted on Avenue

- Correctional Service Canada. (2018). Promoting wellness and independence of older persons in CSC custody: A policy framework. <https://www.csc-scc.gc.ca/publications/005007-1601-en.shtml#4.5>
 - Please read 4.5 Physical Environmental Scan
- Correctional Investigator Canada & Canadian Human Rights Commission. (2019). Aging and dying in prison: An investigation into the experiences of older individuals in federal custody. <https://www.oci-bec.gc.ca/cnt/rpt/pdf/oth-aut/oth-aut20190228-eng.pdf>
 - Please read Finding 2: Prisons were never intended as facilities for older persons (p. 35-44)
- Gagnon, M. (2020, November 10). *Debunking the Myth | Penitentiaries: Suitable places for older inmates?*. CREGÉS – CAU en gérontologie sociale. <https://www.youtube.com/watch?v=6Pud7Umm664>
- The Agenda with Steve Paikin. (2020, April 6). *COVID-19 and the corrections system*. <https://www.youtube.com/watch?v=Cza9DzhsKaM>

Themes: History of the Physical Structure, What It Is Like on The Inside, Barriers Older Inmates Face, Physical Environment and COVID-19

Week 5 (October 4-8, 2021)

Social, Emotional, and Psychological Environment on the Inside

Readings/Assigned Videos: To be posted on Avenue

- Correctional Service Canada. (2018). Promoting wellness and independence of older persons in CSC custody: A policy framework. <https://www.csc-scc.gc.ca/publications/005007-1601-en.shtml#4.3>
 - Please read 4.3 Functional, Cognitive and Social Care Needs Assessment & 5.2 Dementia
- Colibaba, A. (2019). *Community reintegration of aging offenders: Gaps in knowledge report*. [https://cnpea.ca/images/tcas_aging_offenders_report_r2fa - digital.pdf](https://cnpea.ca/images/tcas_aging_offenders_report_r2fa_-_digital.pdf)
 - Please read p. 20-24.
- Elmer, E. & Pope, H.C. (2020). The welfare of aging offenders: Why should we care?. *SFU GRC News, Spring 2020*. http://www.vancouverseiorsadvisory.ca/wp-content/uploads/Aging_Offenders_SFU_GRC_News_Spring2020.pdf
- Iftene, A. (2016). Unlocking the doors to Canadian older inmate mental health data: Rates and potential legal responses. *International Journal of Law and Psychiatry*, 47, 36-44. <https://doi.org/10.1016/j.ijlp.2016.02.032>
- Khazan, O. (2017, April 6) How loneliness begets loneliness. *The Atlantic*. <https://www.theatlantic.com/health/archive/2017/04/how-loneliness-begets-loneliness/521841/>
- Ricciardelli, R., & Bucerius, S. (2020). Canadian prisons in the time of Covid-19: Recommendations for the pandemic and beyond. Royal Society of Canada COVID-19 Series Publication #26 2. <https://www.ualberta.ca/folio/2020/06/commentary--canadian-prisons-in-the-time-of-covid-19-recommendations-for-the-pandemic-and-beyond.html>

Themes: Isolation and Loneliness for the Older Inmate, Social Contact on the Inside, Social Environments during COVID-19

Pre-recorded Guest Presenter, Eddy Elmer, PhD Candidate AND Vice-Chair of the Correctional Service of Canada Citizen Advisory Committee for Metro Vancouver West Community Corrections. Eddy will be presenting about loneliness among aging offenders including the causes, impacts, and responses.

Notes: Reflection #2 due October 8, 2021, by 11:59 pm.

Week 6 (October 11-15, 2021)

Reading Week – Enjoy your Break!

Week 7 (October 18-22, 2021)

Nested Dialogues

Theme: Interconnections between Environments

Readings: No readings though this may change as the course evolves.

Notes: Group 2 - Monday 9:30 am; Group 3 - Tuesday at 10:30 am; Group 1
Thursday 9:30 am

Individual Response Project due October 22, 2021, by 11:59 pm

Week 8 (October 25-29, 2021)

Women's Experiences with Aging and Well-being while Incarcerated

Readings/Assigned Videos: To be posted on Avenue

- Correctional Service Canada. (2018). Promoting wellness and independence of older persons in CSC custody: A policy framework. <https://www.csc-scc.gc.ca/publications/005007-1601-en.shtml#5.3>
 - Please read 5.3 OPiC: Women
- Shantz, L.R. & Frigon, S. (2009). Aging, women and health: From the pains of imprisonment to the pains of reintegration. *International Journal of Prisoner Health*, 5(1), 3-15. <https://doi-org.libaccess.lib.mcmaster.ca/10.1080/17449200802692045>
- Grut, J. (2021, February 10). Women's prisons: The truth behind Canada's utopia. *Artefact*. <https://www.artefactmagazine.com/2021/02/10/womens-prisons-the-truth-behind-canadas-utopia/>

Themes: Women's Experiences inside the Institution, Frontline Support experiences supporting women on the inside, what it is like to age within the Institution

Pre-recorded Guest Presenter, Patti Tait, Cultural Advisor and Support Worker with the Elizabeth Fry Society of Saskatchewan will talk about women's experiences with aging while in prison. She will also discuss the impacts on workers that support women as they age. She has been doing this work for over thirty years and brings a wealth of knowledge to the conversation.

Week 9 (November 1-5, 2021)

Indigenous Peoples Experiences while Incarcerated

Readings/Assigned Videos: To be posted on Avenue

- Correctional Service Canada. (2018). Promoting wellness and independence of older persons in CSC custody: A policy framework. <https://www.csc-scc.gc.ca/publications/005007-1601-en.shtml#5.7>
 - Please read 5.7 Understanding and responding to the needs of Indigenous OPiC
- Ali, A., Pringle, M., Ryan, C., & Sabourin, H. (2020). Minimizing COVID-19-related risk among incarcerated Indigenous females through transparency and accountability. <https://www.nwac.ca/resource/final->

[report-minimizing-covid-19-related-risk-among-incarcerated-indigenous-females-through-transparency-and-accountability/](#)

- Singh, D., Prowse, S., & Anderson, M. (2019). Overincarceration of Indigenous people: a health crisis. *CMAJ*, 191(18), E487-E488. <https://www.cmaj.ca/content/cmaj/191/18/E487.full.pdf>

Themes: Demographic breakdown inside Canada's federal system, Social Determinants of Health, Specific impacts of aging for Indigenous Peoples, Cultural Considerations

Notes: Reflection #3 due November 5, 2021, by 11:59 pm.

Week 10 (November 8-12, 2021)

The Wrongfully Convicted

Readings/Assigned Videos: To be posted on Avenue

- Jayanthan, P. & Hennessy, B. (2021). The harmful repercussions of wrongful convictions. *Voices of Forensic Science*, 1(1), 253-264. <https://jps.library.utoronto.ca/index.php/forensic/article/view/36304/27607>
- Djuric, M. (2021, May 18). 2 Sask. Sisters accused of killing Kamsack farmer say they were wrongfully convicted. CBC News: Saskatchewan. <https://www.cbc.ca/news/canada/saskatchewan/advocates-call-for-review-two-sask-sisters-1994-murder-conviction-1.6031402>
- Congress of Aboriginal Peoples. (2021, May 18). Press statement: CAP calls for immediate release of Indigenous women wrongfully imprisoned for 28 years. <http://www.abo-peoples.org/wp-content/uploads/2021/05/CAP-Calls-for-Immediate-Release-of-Indigenous-Women-Wrongfully-Imprisoned-FINAL-v2.pdf>
- Joy, L. (2021, June 30). Meeting David Milgaard. *SaskToday*. <https://www.sasktoday.ca/north/local-news/meeting-david-milgaard-4172964>
- Innocence Canada. (2021). *David Milgaard*. <https://www.innocencecanada.com/exonerations/david-milgaard/>
- Meister, L. (2020, October 21). David Milgaard struggles daily after spending two decades behind bars while innocent. *Cochrane Now*. <https://cochranenow.com/articles/david-milgaard-struggles-daily-after-spending-two-decades-behind-bars-while-innocent>

Themes: Repercussions for the wrongfully convicted, implications on aging and life course

Week 11 (November 15-19, 2021)

Nested Dialogues

Theme: Accountability and Responsibility

Preparation Tasks: Listen to The Tragically Hip's "Wheat Kings" (inspired by David Milgaard) and read through the lyrics for the song. Come with at least one thought or comment about the song and what we have learned to date in the course.

Song (Lyrics are in the description): <https://youtu.be/aCsbnWKc38>

Notes: Group 3 - Monday 9:30 am; Group 1 - Tuesday at 10:30 am; Group 2 - Thursday 9:30 am

Week 12 (November 22-26, 2021)

Working Week

Readings: No Readings

Notes: Infographic/Poster due November 26, 2021, by 11:59 pm.

Week 13 (November 29-December 3, 2021)

What Happens on the Outside? Post-release Support and Associated Stigmas for the Older Inmate

Readings/Assigned Videos: To be posted on Avenue

- Colibaba, A. (2019). *Community reintegration of aging offenders: Gaps in knowledge report*. https://cnpea.ca/images/tcas_aging_offenders_report_r2fa_-_digital.pdf
 - Please read p. 11-14, 25-28, & 34-35.
- Correctional Investigator Canada & Canadian Human Rights Commission. (2019). *Aging and dying in prison: An investigation into the experiences of older individuals in federal custody*. <https://www.oci-bec.gc.ca/cnt/rpt/pdf/oth-aut/oth-aut20190228-eng.pdf>
 - Please read Finding 7: Community alternatives are lacking and are not well resourced (p. 65-68)
- John Howard Society Pacific. (2021). *Supporting aging individuals reintegrate to community from corrections*. <https://jhspacific.ca/blog/social-justice/supporting-aging-populations/>
- Pacheco, D. (2018). *'There isn't anywhere to go': Ontario halfway house for aging inmates addressing gap in prison system*. CBC Out in the Open. <https://www.cbc.ca/radio/outintheopen/there-isn-t-anywhere-to-go-ontario-halfway-house-for-aging-inmates-addressing-gap-in-prison-system-1.4838918>
- The Agenda with Steve Paikin. (2019, May 31). *Inside a unique Ontario halfway house*. <https://www.youtube.com/watch?v=JoREnkaHQaA>

Themes: Post-release supports available for older inmates, Stigma, Enablers and Barriers to successful reintegration, Realities once you get out

Week 14 (December 6-9, 2021)

Nested Dialogues

Theme: Career Considerations, Concluding Thoughts, and Final Wrap Up

Readings:

- Loeb.S. (2013). Shifting institution: Preparing for transfers from prisons to long-term care facilities. *Journal of Gerontological Nursing*, 39(6), 2-3. <https://doi.org/10.3928/00989134-20130318-01>

Notes: Group 1 - Monday 9:30 am; Group 2 - Tuesday at 10:30 am; Group 3 - Thursday 9:30 am

Reflection #4 due December 13, 2021, by 11:59 pm.

Course Policies

Online Course Behaviour

McMaster is committed to an inclusive and respectful community. These principles and expectations extend to online activities including electronic chat groups, video calls and other learning platforms. If you are concerned about your virtual classroom experiences, the Equity and Inclusion Office (EIO) is available to advise and assist students who may be experiencing any equity, accessibility, inclusion, harassment, discrimination or sexual violence concerns. You can reach the EIO at equity@mcmaster.ca. Thank you for joining us in ensuring that our McMaster online communities are spaces where no one feels excluded and everyone can enjoy learning together.

Sharing and Posting of Course Material

Those who have access to authorized recorded lectures in a course may use these recordings only for personal or group study and should not reproduce, share, or upload the recording to any publicly accessible web environment. Similarly, notes, slides, or any other material are for personal use and should not be shared with others outside of a course.

OFFICE 365 @ McMaster

McMaster University offers Microsoft Office 365 at no charge to students, staff, and faculty, and includes access to leading productivity and collaboration tools for everyone in the community. Office 365 also includes access to download the Office 365 ProPlus applications which can be installed on up to 5 devices, Windows or Mac, as well as unlimited mobile devices for iOS, Android, & Windows Phone. Microsoft Teams is a great way to freely and accessibly video chat and connect for groups projects.

Communication

Given the nature of the course, I am available for appointments via Zoom. Please [email](#) me to arrange a time that works for both of us. I will also be activating the Calendly feature in Avenue, so feel free to give that a try as well.

In your correspondence, please use appropriate email etiquette and respectful language. In the email, please include the course name and number in the subject line (HLTHAGE 2J03), include a greeting, and closing with your full name. I try to respond to emails within two business days between the hours of 8 am to 6 pm Monday through Friday. This does not mean that you will not hear from me outside of these hours but due to other commitments I may not be available to respond.

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.

Submission of Assignments

Assignments should be handed in online using the appropriate Assignment folders on Avenue by 11:59 pm on the date it is due. Please submit the assignment in .doc/.docx format and include your last name in the title of the file name. Each assignment should be typed, double-spaced, and use a 12-point font of your choice. Please use APA formatting for all citations and reference lists. For assistance with APA citations, please check out the Resources Folder under Content on Avenue or the [McMaster Library Website](#). Please do not submit assignments by email; they will not be accepted in this form.

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

MARK	GRADE
50-52	D-
0-49	F

Contesting Grades

Each assignment will be carefully and thoughtfully graded. However, if you wish to contest the grade assigned, you will need to indicate why in writing. Please write a detailed one-page note outlining the reason for the review of the mark. Include the justification along with the original assignment in an email. Please try to follow the 48-hour rule. This means that students should wait 48 hours after reading through the comments before drafting a request. There will also be a one week maximum in which contestations will be accepted. Please note that upon review, there is a chance that the grade may be lower than the original grade received.

Late Assignments

Assignments are due on the date mapped out in the course outline and all assignment handouts. However, there is a flexible 2-day past the due date penalty-free to help reduce stress and provide greater flexibility to students. For example, if a paper is due on September 17, 2021, by 11:59pm, students can have until September 19, 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 the instructor if they choose to submit within the 2-day penalty-free window. Any paper received outside of the 2-day penalty-free extension will lose 5 percentage points each day it is late, including weekend days and holidays.

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](#), 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.

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.