

**SOCIAL PSYCHOLOGY 3ZZ3:
SMALL WORLDS: CHILDREN AND CHILDHOOD
Winter 2021**

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Learning content: Asynchronous learning content organized into three Modules except for scheduled [test dates](#) and assignments (Module 1, Parts 1-3: January 11-February 3; Module 1, Part 4 and Module 2, Parts 1-4: February 4-April

5; and Module 3: April 6-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

In this course, we will explore children and childhood from a social psychological perspective, including consideration of childhood as a social construction, socialization, and experiences of childhood from a global perspective. The first part of the course will examine global historical conceptions of childhood from the 16th century to contemporary times. This part of the course will also examine theoretical approaches to studying children and childhood, including the "new sociology of childhood," a sociological psychological approach to understanding and studying children and childhood (Albanese, 2009; Christensen and Prout, 2002; Christensen, 2004; Corsaro, 1997; James, Jenks and Prout, 1998; Leonard, 2007; Mandell, 1984; 1988). This part of the course will also look at the unique methodological issues and challenges that are present in research endeavors in the social psychological study of children and childhood, including the "new sociology of childhood," which argues that researchers need to study children from their perspectives and experiences (Albanese, 2009; Christensen and Prout, 2002; Christensen, 2004; Corsaro, 1997; James, Jenks and Prout, 1998; Leonard, 2007; Mandell, 1984; 1988). The second part of the course will discuss the different lived experiences of children and childhood in a global context. Topics under discussion will include socialization and self-identity development, including race, gender, disability, and ethnicity; the peer group; popular culture, commodification and consumerism; violence, crime and abuse; as well as health, well-being and illness by focusing on the lived experiences of children and childhood in a global context. The last part of the course will examine children as agentic social actors and their engagement in advocacy and/or social justice or social movements through the completion of a group mini assignment.

Program and Course Learning Objectives

- The Honours Social Psychology Program has 6 program learning objectives. This course meets the following 4 objectives in the following ways at the introductory level:
 - Appreciate the interdisciplinary nature of Social Psychology and evaluate the contributions that different disciplines contribute to the field. Students will:
 - Gain a critical understanding of social psychology as a field of study, with specific attention to the research on children and childhood
 - Understand the dominant perspectives and theories within social psychology regarding children and childhood
 - Understand critically the major theoretical perspectives and debates in the field and be able to articulate a position. Students will:
 - Gain a critical understanding of children and childhood in a global context from a social psychological perspective
 - Critically reflect on the social psychological theoretical approaches to studying children and childhood
 - Develop critical thinking skills to assess the different lived experiences of children and childhood in a global context

- Recognize the unique methodological issues associated with research on and with children and childhood
- Demonstrate effective oral and written communication skills through participation in discussions, debates, activities, presentations, course papers and assignments. Students will:
 - Improve critical reflection skills, as well as research and writing skills through completion of assignments
 - Work on group collaboration skills through participation in group-based course evaluation components
- Value the importance of professional conduct to promote inclusivity, respectful debate & collaboration and ethical behaviour. Students will:
 - Collaborate with classmates in class as well as on the group assignment
 - Respect academic integrity policies and the student code of conduct

Materials and Texts

Required Text

- All course readings are available through McMaster Library Electronic Database or freely online

Recommended Text

- Haig, J., MacMillan, V., Raikes, G. (2021). *Cites & sources, An APA documentation guide*, (6th edition.). Toronto: Nelson.

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, Parts 1-3 runs from January 11-February 3, 2021 (introduction to the course and Module 1, Parts 1-3, with Test 1 due during this Module); Module 1, Part 3 and Module 1, Part 4 and Module 2, Parts 1-4 runs from February 4-April 5, 2021 (with a written group assignment and Test 2 due during this Module). The last part of the course, Module 3 (Part 1) which runs from April 6-April 14, 2021, is dedicated to learning more about children as agentic social actors and their engagement in advocacy and/or social justice or social movements through the posting of reputable news stories to share with the class to expand our learning and knowledge in the topic area. There is no audio recording or lecture slides for Module 3. Please review the [course schedule](#) below for more information.

Each Module (with the exception of Module 3) will be made available at 9am on the first day in which it begins in the content section of Avenue. For example, Module 1 will be available at 9am on Monday January 11, 2021, while Module 2 will be available at 9am on February 4, 2021. Each part of each Module (not including the Introduction or Module 3) 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 or watch the assigned videos. Please review the [course schedule](#) below for more information on the assigned readings.

Course Evaluation – Overview

1. Test 1 - 30%, on Wednesday February 3, 2021
2. Learning about the experiences of childhood: A group-based analytical and application paper - 33%, on Wednesday March 17, 2021, by 11:59pm to dropbox on Avenue
3. Test 2 - 35%, on Monday April 5, 2021
4. Post a link to a news story about children and childhood, 2%, on Monday April 12, 2021 by 11:59pm to dropbox on Avenue

Course Evaluation – Details

Test 1 - 30%, on Wednesday February 3, 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, and application/conceptual questions that will test your knowledge of both self-directed course lecture material and assigned readings/videos. This test will be written online in Avenue to Learn and will be a **timed test of 75 minutes** in length.

For equity and accessibility, there are 2 test times offered on February 3. 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 February 3, 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 February 3, 2021: Test will be accessible from 10am-10:30am, with 75 minutes to complete the test from when you log in
- 4-4:30pm on February 3, 2021: Test will be accessible from 4-4:30pm with 75 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 30%, 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 February 8, 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 February 3, the test will be rescheduled to launch online on Avenue to Learn the following day (February 4) 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 February 3, 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.

Learning about the experiences of childhood: A group-based analytical and application paper - 33%, on Wednesday March 17, 2021 (DUE BY 11:59PM TO DROPBOX ON AVENUE TO LEARN)

Working in groups of 2 to 4 students, groups will write an analytical paper using the new sociology of childhood to analyze a recent book or film about childhood. The purpose of this assignment is to assess your understanding and theoretical application of course material by analyzing narratives of children, childhood and what it means to be a child, etc.,. **Groups must select 1 book and/or major motion picture/film that provides a narrative account of children and childhood. The book or movie must have a 2019 or later publication/release date.**

Groups are encouraged to run book and movie selections by me early in the term to ensure they are relevant for the assignment. These do not need to be first-person narratives. This paper requires you to use the "new sociology of childhood" theoretical framework to analyze the construction and presentation of children and childhood. This paper allows you to learn in a collaborative environment and also prepares you for group work that is required at the 4th year capstone course level in social psychology, as well as other fourth year seminar courses in the Faculty of Social Sciences. Please note that this assignment is a theoretically analytical and critically reflective paper - it is not a synopsis or book summary. The paper should be no longer than 8 pages in length, not including title page and the reference page. **Groups must consult 5 different sources and include them as references in the paper. If you choose to cite lectures and your text book, lectures and chapters from your text (no matter how many you cite) will only count as 1 combined source. The book and/or film does not count towards**

the required number of references. More information, including assignment guidelines, will be posted on Avenue during the first week of classes.

Test 2 - 35%, on Monday April 5, 2021 (equivalent to a final exam)

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 both self-directed course lecture material and assigned readings/videos. This test will be written online in Avenue to Learn and will be a **timed test of 90 minutes** in length.

For equity and accessibility, there are 2 test times offered on April 5. 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 April 5, 2021: Test will be accessible from 10am-10:30am, with 90 minutes to complete the test from when you log in
- 4-4:30pm on April 5, 2021: Test will be accessible from 4-4:30pm, with 90 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 15, 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 April 5, 2021, the test will be rescheduled to launch online on Avenue to Learn the following day (April 6, 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 April 5, 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.

Post a link to a news story about children and childhood - 2%, on Monday April 12, 2021 by 11:59pm to discussion board on Avenue to Learn

Working individually or a group (**maximum of 5 students per group – does not have to be the same group as the other group assignment**), please post a link to a reputable news outlet discusses a story about children and/or childhood, focused on agentic actor(s) involved in advocacy and/or social justice or social movements. All that is required for the post is listing everyone in the group's first and last names, as well as including 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 children as agentic actor(s) involved in advocacy and/or social justice or social movements, as well as provide an opportunity for class connectedness through use of the discussion board for communication and group work.

Weekly Course Schedule and Required Readings

Module 1, Parts 1-3: January 11, 2021 to February 3, 2021

Introduction to the course

Readings:

- No assigned readings

Self-direct learning lecture content:

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

Part 1 - Understanding children and childhood: A historical and contemporary review

Readings:

- Elwell, F.W. (2013). Neil Postman on the Disappearance of Childhood. <http://www.faculty.rsu.edu/~felwell/Theorists/Essays/Postman1.htm>
- Valentine, G. (1996). Angels and Devils: Moral Landscapes of Childhood. *Environment and Planning D: Society and Space*, 24(5): 581-599

Self-direct learning lecture content:

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

Part 2 - Theoretical approaches to studying children and childhood

Readings:

- Corsaro, W.A. (1996). Interpretive Reproduction in Children's Peer Cultures. *Social Psychology Quarterly*, 55(2): 160-177
- Hammersley, M. (2017). Childhood Studies: A sustainable paradigm? *Childhood*, 24(1): 113-127

- James, A., and James, A.,. (2001). Childhood: Toward a Theory of Continuity and Change. *The Annals of the Academic of American Political and Social Sciences*. 575 (1): 25-37
- Matthews, S. (2007). A Window on the 'New' Sociology of Childhood. *Sociology Compass*, (1)1: 322-334

Self-direct learning lecture content:

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

Part 3 - Methodological approaches to studying children and childhood

Readings:

- Barker, J. and Weller, S. (2003). Is it fun? Developing children centered research methods. *International Journal of Sociology and Social Policy*, 23(1/2), 33-58
- Goodman, A., Snyder, M., Wilson, K., and Whitford, J. (2019). Healthy spaces: Exploring urban Indigenous youth perspective of social support and health using photovoice. *Health & Place*, 56: 34-42
- Mandell, N. (1988). The Least Adult Role in Studying Children. *Journal of Contemporary Ethnography*, 16(4): 433-467

Self-direct learning lecture content:

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

Part 4 - Self, identity, and socialization: Race, ethnicity, gender, and disability

Readings:

- Baker, J., Price, J., and Walsh, K. (2016). Unwelcoming communities: Youth observations of racism in St. John's, Newfoundland and Labrador, Canada. *Journal of Youth Studies*, 19(1): 103-116
- Messer, M. (2000). Barbie Girls Versus Sea Monsters: Children Contracting Gender. *Gender & Society*, 14(6): 765-784
- Musto, M. (2019). Brilliant or Bad: The Gendered Social Construction of Exceptionalism in Early Adolescence. *American Sociological Review*, 84(3): 369-393
- Sall, D. (2019). Convergent identifications, divergent meanings: The racial and ethnic identities of second-generation West African youth. *African and Black Diaspora: An International Journal*, 12(2):137-155

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
- **TEST 1 ON WEDNESDAY FEBRUARY 3, 2021, 30% OF FINAL GRADE (TESTING LECTURE AND ASSIGNED READING/VIDEO MATERIAL FROM MODULE 1, PARTS 1, 2, 3)**
 - For equity and accessibility, there are 2 test times offered on February 3 up to each student to choose which time to write the test on February 3, 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 February 3, 2021: Test will be accessible from 10am-10:30am, with 75 minutes to complete the test from when you log in
 - 4-4:30pm on February 3, 2021: Test will be accessible from 4-4:30pm with 75 minutes to complete the test from when you log in

Module 1, Part 4 and Module 2, Parts 1, 2, 3, and 4: February 4, 2021 to April 5, 2021

Part 1 - Popular culture, commodification, and consumerism: Media portrayals of children and childhood in literature, television, film, and in magazines

Readings:

- Graber, Diana, (27 April 2020). "The Kids Are Online: Are They Alright?" *Psychology Today*, available : <https://www.psychologytoday.com/us/blog/raising-humans-in-digital-world/202004/the-kids-are-online-are-they-alright>
- Kelley, P., Buckingham, D., and Davies, H. (1999). Talking Dirty: Children, Sexual Knowledge and Television. *Childhood*, 6(2): 221-242
- Spangler, T. (15 September 2020). Cuties Backlash Led Netflix U.S. Cancellations to Spike Nearly Eightfold, Analytics Firm Says. *Variety*, Available here: <https://www.yahoo.com/entertainment/cuties-backlash-led-netflix-u-125111780.html>
- Zelizer, V. (2002). Kids and Commerce. *Childhood*, 9(4): 375-396

Self-direct learning lecture content:

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

Part 2 - The peer group

Readings:

- Bryon, P., and Hunt, J. (2017). 'That happened to me too': Young people's informal knowledge of diverse genders and sexualities. *Sex Education*, 17(3): 319-332
- Holmberg, A., and Alvinus, A. (2020). Children's protest in relation to the climate emergency: A qualitative study on a new form of resistance promoting political and social change
- Iqbal, H., Neal, S., and Vincent, C. (2017). Children's friendships in super-diverse localities: Encounters with social and ethnic difference. *Childhood*, 24(1): 128-142
- Moore, V.A. (2002). The Collaborative Emergence of Race in Children's Play: A Case Study of Two Summer Camps. *Social Problems*, 49(1): 58-78

Self-direct learning lecture content:

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

Part 3- Violence, crime, and abuse

Readings:

- Best, J., and Horiuchi, G.T. (1985). The Razor Blade in the Apple: The Social Construction of Urban Legends. *Social Problems*, 32(5): 4884-499
- Hemenway, J. (15 September 2020). Young Activists Stand Up for Justice at Black Lives Matter Protests. *Forbes*. Available here: <https://www.forbes.com/sites/unicefusa/2020/09/15/young-activists-stand-up-for-justice-at-black-lives-matter-protests/#2acd88286a13>
- Malik, Nasir Aatina. (2020). Mapping children's play and violence in Kashmir. *Childhood*, 27(3): 354-368
- Memmott, M. (2011). "Stolen as a Baby in 1987, woman reunited with family." Retrieved from <http://www.npr.org/sections/thetwo-way/2011/01/20/133074338/stolen-as-baby-in-1987-woman-reunited-with-family>
- Worthen, M. (2017). "True crime revisited: The Menendez Brothers Case." Retrieved from <https://www.biography.com/news/menendez-brothers-murder-case-facts>

Self-direct learning lecture content:

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

Part 4- Health, well-being, and illness

Readings:

- Brady, G., Lowe, P., and Lauritzen, S.O. (2015). Connecting a Sociology of Childhood Perspectives with the Study of Child Health, Illness and Wellbeing: Introduction. *Sociology of Health & Illness*, 37(2): 173-183
- Dell Clark, C. (2012). Asthma Episodes: Stigma, Children and Hollywood Films. *Medical Anthropology Quarterly*, 26(1): 95-115
- Elkasseem, Siham et al., (2018). Growing up Muslim: The Impact of Islamophobia on Children in a Canadian Community. *Journal of Muslim Mental Health*, 12(1): 3-18
- 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

Self-direct learning lecture content:

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

Notes for Module 1, Part 4 and Module 2, Parts 1-4:

- **YOU ARE GIVEN EXTRA TIME DURING MODULE 2 TO ALLOW FOR TIME TO WORK WITH YOUR GROUP VIRTUALLY ON THE UPCOMING PAPER DUE ON MARCH 17, 2021 TO THE DROPBOX ON AVENUE TO LEARN**
- **GROUP PAPER DUE ON WEDNESDAY MARCH 17, 2021 BY 11:59PM TO DROPBOX ON AVENUE TO LEARN, 33%**
- **TEST 2 ON MONDAY APRIL 5, 2021, 35% OF FINAL GRADE (TESTING LECTURE AND ASSIGNED READING/VIDEO MATERIAL FROM MODULE 1, PART 4 AND MODULE 2, PARTS 1, 2, 3 AND 4)**
 - For equity and accessibility, there are 2 test times offered on April 5 up to each student to choose which time to write the test on April 5, 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 April 5, 2021: Test will be accessible from 10am-10:30am, with 90 minutes to complete the test from when you log in
 - 4-4:30pm on April 5, 2021: Test will be accessible from 4-4:30pm with 90 minutes to complete the test from when you log in

Module 3: April 6, 2021-April 14, 2021

Part 1 - Children as agentic social actors: Engagement in advocacy and/or social justice or social movements

Readings:

Self-direct learning lecture content:

- N/A

Notes:

- **POST A LINK TO A NEWS STORY ABOUT CHILDREN AND CHILDHOOD - 2%, ON MONDAY APRIL 12, 2021 BY 11:59PM TO DISCUSSION BOARD ON AVENUE TO LEARN**

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 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

MARK	GRADE
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 March 17, 2021 by 11:59pm, students can have until March 20, 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.