

**SOCIAL PSYCHOLOGY 3ZZ3:
SMALL WORLDS: CHILDREN AND CHILDHOOD
Winter 2022**

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Learning content: *Blended* course with two hours of in-person classes/activities and online asynchronous lectures organized into three Modules (Module 1, Parts 1-3: January 10-February 2; Module 1, Part 4 and Module 2, Parts 1-4: February 3-March 23; and Module 3: March 24-April 12). Please see [class](#)

[format](#) below for more details, including dates that are scheduled with your TA for tutorials and with me for class activities.

Office Hours: Please see [description](#) below for more details about online office hours. Erica (course TA) and 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

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

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

This is a **blended course** format, with lectures delivered online, asynchronously, and two hours of in-class meeting time each week (split between an in-person session with Dr. Clancy and an in-person tutorial/workshop with your TA). The class is organized into three modules: Module 1, Parts 1-3 runs from January 10-February 2, 2022 (introduction to the course and Module 1, Parts 1-3, with Test 1 during this Module and some tutorial activities); Module 1, Part 4 and Module 2, Parts 1-4 runs from February 3-March 23,

2022 (with a written group assignment, some tutorial activities, and Test 2 during this Module). The last part of the course, Module 3 (Part 1) which runs from March 24-April 12, 2022 (with student presentations) is dedicated to learning more about children as agentic social actors and their engagement in advocacy and/or social justice or social movements. There is no audio lecture recording or lecture slides for Module 3. In-person classes and tutorial activities will align with material discussed in the Modules in which they are scheduled. Please review the [course schedule](#) below for more information.

Each Module (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 10, 2022, while Module 2 will be available at 9am on February 3, 2022. Each part of each Module (not including the Introduction or Module 3) will contain: (1) PowerPoint slides, along with an identical PDF document, containing lecture slides that are discussed in the lecture recording; (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 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, as well as attend the scheduled sessions with Dr. Clancy and our course TA, as noted in the schedule below. Please review the [course schedule](#) below for more information on the assigned readings.

Course Evaluation – Overview

1. Test 1 - 28%, on Wednesday February 2, 2022 (written online in Avenue to Learn; students will have the option to write the test remotely on their personal device **or** online on their personal device in our scheduled classroom at 2:30pm)
2. Learning about the experiences of childhood: A group-based analytical and application paper - 30%, on Wednesday March 2, 2022, by 11:59pm to dropbox on Avenue
3. Tutorial activities – 5%, throughout the term
4. Test 2 - 35%, on Wednesday March 23, 2022 (written online in Avenue to Learn; students will have the option to write the test remotely on their personal device **or** online on their personal device in our scheduled classroom at 2:30pm)
5. Group presentations on a news story about children as agentic social actors and their engagement in advocacy and/or social justice or social movements, 2%, scheduled for either March 30 or April 6, 2022; sign-up information will be provided in class and on Avenue to Learn once final class size and number of groups has been determined

Course Evaluation – Details

Test 1 - 28%, on Wednesday February 2, 2022

The test will be written online in Avenue to Learn; students will have the option to write the test remotely online on their personal device **or** online on their personal device in our

scheduled classroom with Erica (course TA) at 2:30pm. 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 written online in Avenue to Learn and will be a **timed test of 75 minutes** in length.

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 28%, 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 **Tuesday February 8, 2022 at 9:30am**. 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 2, the test will be rescheduled to launch online on Avenue to Learn the following day (February 3) at 2:30pm. While it is extremely unlikely that our test will not be held as scheduled online on February 2, 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 - 30%, on Wednesday March 2, 2022 (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 or Erica (course TA) early in the term to ensure they are relevant for the assignment. 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 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 assigned readings, they will count as 1 combined source, no matter how many you cite. 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.

Tutorial activities - 5%, on Throughout the term

At different points during the term, you will complete activities and exercises in tutorial that help expand your knowledge of children and childhood. These activities and exercises account for 5% of your final grade (1% per activity/exercise). Your TA will provide details in tutorial on the different activities. For all tutorial activities: as part of the continued commitment to accessible learning in the class, all students will have the option of working in the small groups in in-person tutorials or writing a one-page written statement and/or an audio-recorded summary on the weekly assigned activities. Please see refer to the [alternate form of evaluation for tutorial activities assignment policy](#) below for more details. Regardless of the participation method selected, all submissions will be marked using the same rubric.

Test 2 - 35%, on Wednesday March 23, 2022 (equivalent to a final exam)

The test will be written online in Avenue to Learn; students will have the option to write the test remotely online on their personal device **or** online on their personal device in our scheduled classroom with Erica (course TA) at 2:30pm. 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.

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 **Monday April 4, 2022 at 9:30am**. No other date or time will be offered. It is your responsibility to attend scheduled test dates. In the event of any [extreme circumstances \(see policy\)](#) that prevent the test from being held online on the scheduled test date of March 23, 2022, the test will be rescheduled to launch online on Avenue to Learn the following day (March 24, 2022) at 2:30pm. While it is extremely unlikely that our test will not be held as scheduled online on March 23, 2022, it is important to have a contingency plan in place so that the test can be completed as soon as possible without disruption to your student schedule and so each student can plan in advance, accordingly.

Group presentations on a news story about children as agentic social actors and their engagement in advocacy and/or social justice or social movements, 2%, scheduled for either March 30 or April 6, 2022; sign-up information will be provided in class and on Avenue to Learn once final class size and number of groups has been determined

Working in a group (**maximum of 5 students per group – does not have to be the same group as the other group assignment**), the group will collectively select a news story article from a reputable and credible news source (for example, *The Hamilton Spectator*, *The Globe and Mail*, *the New York Times*, etc.,) that discusses a story about children and/or childhood. The news story must be published between January 2021 – March 2022 and used to prepare an in-class presentation that is a maximum of 5 minutes in length. In the presentations, groups will discuss: (1) Why and/or for what reasons you selected a particular news story and identified it as insightful, powerful, or impactful on your understanding of children and/or childhood? and, (2) What did this story teach you about children as agentic social actors and their engagement in advocacy and/or social justice or social movements? Be sure to clearly and fully explain your reasons. More information on the format and structure will be posted in Avenue during the first week of classes.

Module-based Course Schedule and Required Readings

Module 1, Parts 1-3: January 10, 2022 to February 2, 2022

Introduction to the course

Readings:

- No assigned readings

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

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

Part 1 - 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

Course and lecture content in Avenue to Learn:

- MacVideo lecture recording
- PowerPoint slides (identical PDF document)
- Audio 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

Course and lecture content in Avenue to Learn:

- MacVideo lecture recording
- PowerPoint slides (identical PDF document)
- Audio 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

Course and lecture content in Avenue to Learn:

- MacVideo lecture recording
- PowerPoint slides (identical PDF document)
- Audio transcript

Notes for Module 1:

- Must inform Dr. Clancy of your group by the end of the second week of classes (January 21, 2022) by email at clancysj@mcmaster.ca
- **TEST 1 ON WEDNESDAY FEBRUARY 2, 2022, 28% OF FINAL GRADE (TESTING LECTURE AND ASSIGNED READING/VIDEO MATERIAL FROM MODULE 1, PARTS 1, 2, 3)**
 - Online test, written online in Avenue to Learn, access open from 2:30-2:45pm with 75 minutes to complete the test from when you log in
 - Students will have the option to write the test remotely online on their personal device **or** online on their personal device in our scheduled classroom with Erica (course TA) present. If writing in-person, you **must** arrive for the 2:30pm start as we only have the classroom until 4:20pm
- Please see the course meeting schedule during Module 1 below
- **Please note:** due to the uncertainty with the pandemic, we may be meeting in-person or hold the classes/tutorials listed below on Zoom. Please check Avenue to Learn for the most current delivery format (in-person or on Zoom) as it may change pending health regulations and University announcements

Date and time	Activity	Facilitator
Monday January 10: 9:30-10:20am via Zoom	Introduction to the class with Dr. Clancy!	Dr. Clancy

Wednesday January 12: 2:30-3:20pm via Zoom	Meet your TA, Erica!	Erica
Monday January 17: 9:30-10:20am	In-class film viewing – CBC documentary on residential schools in Canada Please see Avenue to Learn for support services as the content may be triggering. The link to the video will also be provided in Avenue for offline viewing	Dr. Clancy
Wednesday January 19: 2:30-3:20pm	Tutorial activity	Erica
Monday January 24: 9:30-10:20am	Test 1 overview and Q&A	Dr. Clancy
Wednesday January 26: 2:30-3:20pm	Tutorial activity	Erica
Monday January 31	<u>No class</u> due to Test 1 on Wednesday February 2 If writing in person, must arrive for 2:30pm start as we only have the classroom until 4:20pm	<u>No class</u> – Wednesday instead for Test 1
Wednesday February 2: 2:30-4:20pm	Online test, written online in Avenue to Learn: students will have the option to write the test remotely on their personal device or online on their personal device in our scheduled classroom with Erica present at 2:30pm If writing in person, must arrive for 2:30pm start as	Erica

	we only have the classroom until 4:20pm	
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Module 1, Part 4 and Module 2, Parts 1, 2, 3, and 4: February 3, 2022 to March 23, 2022

Module 1, 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

Course and lecture content in Avenue to Learn:

- MacVideo lecture recording
- PowerPoint slides (identical PDF document)
- Audio transcript

Module 2, 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

Course and lecture content in Avenue to Learn:

- MacVideo lecture recording
- PowerPoint slides (identical PDF document)
- Audio transcript

Module 2, 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

Course and lecture content in Avenue to Learn:

- MacVideo lecture recording
- PowerPoint slides (identical PDF document)
- Audio transcript

Module 2, 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>

Course and lecture content in Avenue to Learn:

- MacVideo lecture recording
- PowerPoint slides (identical PDF document)
- Audio transcript

Module 2, 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
- Elkassem, 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

Course and lecture content in Avenue to Learn:

- MacVideo lecture recording
- PowerPoint slides (identical PDF document)
- Audio transcript

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

- **GROUP PAPER DUE ON WEDNESDAY MARCH 2, 2022 BY 11:59PM TO DROPBOX ON AVENUE TO LEARN, 30%**
- **TEST 2 ON WEDNESDAY MARCH 23, 2022, 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)**
 - Online test, written online in Avenue to Learn, access open from 2:30-2:45pm with 90 minutes to complete the test from when you log in
 - Students will have the option to write the test remotely on their personal device **or** online on their personal device in our scheduled classroom with Erica present. If writing in-person, you must arrive for the 2:30pm start as we only have the classroom until 4:20pm
- Please see the course meeting schedule during Module 1, Part 4 and Module 2 (Parts 1-4) below
- ***Please note:*** due to the uncertainty with the pandemic, we may be meeting in-person or hold the classes/tutorials listed below on Zoom. Please check Avenue to Learn for the most current delivery format (in-person or on Zoom) as it may change pending health regulations and University announcements

Date and time	Activity	Facilitator
Monday February 7: 9:30-10:20am	Written group assignment overview with Dr. Clancy	Dr. Clancy
Wednesday February 9: 2:30-3:20pm	Tutorial activity	Erica
Monday February 14	No class on Monday due to full class on Wednesday February 16	No class – Wednesday instead for APA and assignment workshop with Erica
Wednesday February 16: 2:30-4:20pm	Finding strong resources and APA workshop with TA (2:30-4:20pm)	Erica
Monday February 21	NO CLASS – READING WEEK	NO CLASS – READING WEEK
Wednesday February 23	NO CLASS – READING WEEK	NO CLASS – READING WEEK
Monday February 28	No class due to full class on Wednesday March 2	No class – Wednesday instead for assignment Q&A
Wednesday March 2: 2:30-4:20pm	Assignment drop-in for last minute questions, dedicated time with work with your group and ask questions with your TA, Erica (2:30-4:20pm)	Erica
Monday March 7: 9:30-10:20am	Mini-assignment presentation discussion with Dr. Clancy	Dr. Clancy
Wednesday March 9: 2:30-3:20pm	Tutorial activity	Erica
Monday March 14: 9:30-10:20am	Test 2 overview and Q&A with Dr. Clancy	Dr. Clancy

Wednesday March 16: 2:30-3:20pm	Tutorial activity	Erica
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Module 3: March 24, 2021-April 12, 2022

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

Readings:

Course and lecture content in Avenue to Learn:

- N/A

Notes:

- **GROUP PRESENTATIONS ON A NEWS STORY ABOUT CHILDREN AS AGENTIC SOCIAL ACTORS AND THEIR ENGAGEMENT IN ADVOCACY AND/OR SOCIAL JUSTICE OR SOCIAL MOVEMENTS, 2%, ON SCHEDULED FOR EITHER MARCH 30 OR APRIL 6, 2022; SIGN-UP INFORMATION WILL BE PROVIDED IN CLASS AND ON AVENUE TO LEARN ONCE FINAL CLASS SIZE AND NUMBER OF GROUPS HAS BEEN DETERMINED**
- Course evaluations – April 12, 2022
- Please see the course meeting schedule during Module 3 below
- ***Please note:*** due to the uncertainty with the pandemic, we may be meeting in-person or hold the classes/tutorials listed below on Zoom. Please check Avenue to Learn for the most current delivery format (in-person or on Zoom) as it may change pending health regulations and University announcements

Date and time	Activity	Facilitator
Monday March 28	No class due to full class on Wednesday March 30	No class – Wednesday instead for student presentations with Dr. Clancy
Wednesday March 30: 2:30-4:30pm	In-class presentations with Dr. Clancy	Dr. Clancy
Monday April 4	No class due to full class on Wednesday March 30	No class – Wednesday instead for student presentations with Dr. Clancy
Wednesday April 6: 2:30-4:30pm	In-class presentations with Dr. Clancy	Dr. Clancy

Monday April 11	<u>No class</u> - Course evaluations	<u>No class</u> - Course evaluations
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Course Policies

Submission of Written Assignments

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

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

1. The student must write a detailed one-page note emailed to the TA outlining the reason for the review of the mark. This note must be attached to the original assignment and emailed to the teaching assistant
2. The teaching assistant will review the request and review the original assignment and provide the student with written feedback via email
3. Students must not submit a request for review any earlier than 2 days after the papers are returned and no later than 1 week after
4. If the student is still unsatisfied with the review given by the teaching assistant, the student may go through step 1 again and submit to Dr. Clancy. Dr. Clancy will review the request and review the original assignment and provide the student with written feedback via email
5. Please note that upon re-review, there is a chance that the new grade may be lower than the original grade received

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+

MARK	GRADE
53-56	D
50-52	D-
0-49	F

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

Assignments are due on the date stated in the course outline and assignment handouts. However, there is a flexible 3-day past the due date penalty-free extension in place to help reduce stress and provide greater flexibility to students. For example, if a paper is due on March 2, 2022 by 11:59pm, students can have until March 5, 2022 at 11:59pm to submit the assignment without penalty. However, any papers/assignments submitted after the due date will receive a grade only, no comments. **Students do not need to contact Dr. Clancy or their TA if they choose to submit within the 3-day penalty-free window.** Any paper received outside of the 3-day penalty-free extension will receive a late penalty of 15%, with no paper accepted 10 days after the original due date.

Alternate form of evaluation for tutorial activities policy

As part of the continued commitment to accessible learning in the class, all students will have the option of working in the small groups in tutorial or selecting an alternate form of evaluation: writing a one-page written statement and/or an audio-recorded summary on the weekly assigned activities. Regardless of the participation method selected, all submissions will be marked using the same rubric. If students opt for alternate form of evaluation in the form of the written statement and/or audio-recorded summary, the statement/summary will be due by 11:59pm on the day of your assigned tutorial to your specific TAs dropbox on Avenue to Learn. **You will need to contact TA in advance to select this method.** However, assignments that are late, are submitted to the wrong dropbox or do not follow any other of the outlined policies will not be accepted or graded - a mark of 0 will be assigned. You do not need to use an MSAF in order to complete the alternate form of evaluation for tutorial activities, as long as the assignment is handed in by 11:59pm on the day in which your scheduled tutorial is held.

Office Hours and Email Communication

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

Alternatively, I am also available by email (clancysj@mcmaster.ca). Please use proper email etiquette when sending an email: include the course name in your subject line;

provide a salutation (Dear Dr. Clancy); and include your name and student number. **Emails will be answered Monday-Friday between 8:30am and 4:30pm. You can expect a response to your email within 48 hours, excluding weekends, Reading Week break, and holidays. Contact information for Erica (course TA) will be provided at the start of the term in January.**

Course Modification

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

University Policies

Academic Integrity

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

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

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

Authenticity / Plagiarism Detection

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

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be

assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity. **We are not using web-based authenticity/plagiarism detection software in this course.**

Courses with an On-line Element

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

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins. **We are not using online proctoring in this course.**

Conduct Expectations

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

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

Academic Accommodation of Students With Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make

arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

Requests For Relief For Missed Academic Term Work

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

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

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

Copyright And Recording

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

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

Extreme Circumstances

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

Faculty of Social Sciences E-mail Communication Policy

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