

ARCHAEOLOGY AND THE BIBLE

Fall 2022

Instructor: Kyle Schofield
Email: schofiek@mcmaster.ca
Lecture: Mon. and Wed. 2:30-3:20

Office: University Hall B130
Office Hours: Mon. and Wed. 3:30–
4:30 PM

Contents

Course Description.....	3
Course Objectives.....	3
Required Materials and Texts	3
Class Format.....	4
Course Evaluation – Overview	4
Course Evaluation – Details	5
Attendance at lectures and tutorials (15% of final evaluation)	5
Weekly quizzes (45%)	5
Short writing (essay) assignments (40%)	5
Weekly Course Schedule and Required Readings	6
Week 1	6
Week 2 (Sept. 12–16).....	7
Week 3 (Sept. 19–23).....	7
Week 4 (Sept. 26–29).....	8
Week 5 (Oct. 3–7).....	9
Week 6 (Oct. 10–14).....	10
Week 7 (Oct. 17–21).....	10
Week 8 (Oct. 24–28).....	10
Week 9 (Oct. 31–Nov. 4)	11
Week 10 (Nov. 7–11).....	12
Week 11 (Nov. 14–18).....	13
Week 12 (Nov. 21–25).....	13
Week 13 (Nov. 28–Dec. 2)	14
Week 14 (Dec. 5–9).....	15
Course Policies	16
Submission of Assignments.....	16

Grades..... 16

Late Assignments 16

Avenue to Learn 17

University Policies 17

 Academic Integrity Statement..... 17

 Authenticity / Plagiarism Detection 17

 Courses with an On-line Element 18

 Online Proctoring..... 18

 Conduct Expectations..... 18

 Academic Accommodation of Students with Disabilities..... 18

 Requests for Relief for Missed Academic Term Work 19

 Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)
 19

 Copyright and Recording 19

 Extreme Circumstances..... 19

Course Description

What is archaeology? What is the Bible? How have these two things been used to illuminate one another in the past, and in what ways do they continue to do so today? These questions provide the driving focus of this course. Part of our task will be to delve into the world of “biblical archaeology,” a fascinating, controversial area combining archaeological and biblical study. As a result, we will explore and seek to understand together how the discipline of biblical archaeology developed, and continues to influence study of the Bible. After getting our bearing with basic concepts, the course will be structured around some of the real or purported “big discoveries” in biblical archaeology over the past century. These have often caused firestorms of controversy in the media, within religious communities, and for the personalities associated with the discoveries. It is hoped that we will all emerge from this course with not only a robust knowledge of these interesting topics, but also a keen critical awareness of how to judge related claims from the media, academics, and others.

Course Objectives

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

- Outline archaeological principles and method
- Recount prominent examples where archaeology intersects with the Bible
- Discuss ways that archaeological discovery has impacted biblical understanding
- Compare and contrast the impact of competing contemporary interests on archaeology related to the Bible

Required Materials and Texts

- A serviceable, up-to-date Bible (including the New Testament, and preferably Apocryphal/ Deuterocanonical books). One of the following versions is suggested if you don't already have one available:
The Harper Collins Study Bible. Fully Revised and Updated (NRSV trans.; Atlanta: Society of Biblical Literature, 2006.)
The Oxford Study Bible (NRSV trans.; Oxford: Oxford University Press, 1992 or newer)
The New Interpreter's Study Bible (NRSV trans.; Nashville: Abingdon, 2003)
The Catholic Study Bible (NAB trans.; Oxford: Oxford University Press, 1990 or newer)
- We will also use a number of resources through the library website and e-reserves. These are listed in the course schedule and will be described further as the course progresses

Class Format

In-person on campus

Course Evaluation – Overview

1. Attendance at lectures and tutorials (15% of final evaluation)
2. Weekly quizzes (45%)
3. Short writing (essay) assignments (40%)

Course Evaluation – Details

Attendance at lectures and tutorials (15% of final evaluation)

Your presence during both lectures and tutorials forms a fundamental part of the learning process in this course, and consequently a significant portion of your grade will be based on your regular attendance. I encourage you to look at this as an easy way to boost your overall evaluation, rather than a burden. As will be explained further in class, we will devise a way that is relatively nonintrusive for taking attendance during lectures and tutorials.

Weekly quizzes (45%)

In conjunction with every week's readings, lectures, and tutorials, you must also complete a relatively short weekly quiz. The format of these will either be short-answer (up to a few sentences), multiple choice, or a combination of the two. The quizzes will be conducted through Avenue at the end of each week. Quizzes will open every Wednesday night, and must be completed by the following Friday night at 11:00 PM. Between these times, you may take the quiz at your convenience. The rubric for grading your short-answers is as follows. You must fulfill all of these criteria in order to receive full credit:

1. The content must be correct, evaluated according to our readings, the lectures, and tutorial discussions.
2. Answers must be on topic and cover fully the scope of the quiz question.
3. Answers must be written clearly, so that the meaning is not ambiguous to the reader.
4. Answers must be grammatically correct.

The first quiz will take place on the second week of class, between Wednesday, September 14, and Friday, September 16.

Short writing (essay) assignments (40%)

Over the course of the term, you will also need to complete three somewhat longer writing assignments, focused on the topics provided below. These assignments are meant to foster deeper thinking about, and interaction with, topics related to the course, and to give you a chance to write in a more extended way. They will also require a measure of independent research of the topics on your part. Each essay will be evaluated according to its own rubric, to be posted on Avenue in advance of the assignment being due. Below is a basic description of each topic, which will be explained more fully on Avenue in due course.

1. The ethics of biblical archaeology (Up to 1,000 words; due Saturday, October 1 at 9:00 pm; 12%)

While special interests impact all study of the past, biblical archaeology is especially shaped by contemporary interests, whether religious, ideological, or political. In this essay, you will discuss one ethical issue related to biblical archaeology including how it has impacted biblical archaeology and outline what you see as a responsible ethical stance.

2. Forgeries in biblical archaeology (Up to 1,000 words; due Tuesday, November, 1 at 9:00 pm; 12%)

A major issue in the archaeological world – and especially the world of biblical archaeology – is that of professional forgeries. In this essay you will unpack the phenomenon of forgeries by describing this issue and some of the forces behind it, focusing specifically on one or two examples of certain or possible forgery.

3. Summative evaluation (Up to 1,500 words; due Friday December, 9 at 9:00 pm; 16%)

By this point in the term you have familiarized yourself with many of the issues and controversies pertaining to archaeology and the Bible, as well as a wide assortment of archaeological material. In this essay, you will reflect on the basic question of the course: What does archaeology offer—or not offer—those interested in better understanding the Bible?

Weekly Course Schedule and Required Readings

Week 1

Wednesday, September 7 – Syllabus and course introduction

Assigned Readings for Next Class:

Jodi Magness, *The Archaeology of the Holy Land* (Cambridge: Cambridge University Press, 2012), 1–19 [e-book through library website]

Agatha Christie, “Past Perfect: A Day in the Life,” *Archaeology Odyssey* [= AO] 3:05 (Sept/Oct 2000) [e-resource through library website; search for “Biblical Archaeology Review” and then type the article title into the search page once you are on the publisher’s website.]

David Soren, “TV Archaeology,” *AO* 7:05 (Sep/Oct 2004) [same process as described above]

Shlomo Bunimovitz, “Archaeological Views: Children of Three Paradigms,” *Biblical Archaeology Review* [=BAR] 33:05 (Sep/Oct 2007) [follow the same process as for AO, above]

Christopher Hays, *Hidden Riches* (Louisville, Kent.: Westminster John Knox, 2014), xv–xvi [e-book available on the library website]

Read one of the following (either is fine):

<http://www.theguardian.com/science/2014/dec/16/cognitive-benefits-handwriting-decline-typing>

<https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>

Week 2 (Sept.12–16)

Monday, September 12 – What is archaeology?

Assigned Readings for Next Class:

Yigal Levin, “Ancient Israel Through a Social Scientific Lens,” *BAR* 40:05 (Sep/Oct 2014)

Adrian Curtis, *Oxford Bible Atlas*, Fourth Edition (Oxford University Press, 2007)13–36 [e-book available on the library page]

Wednesday, September 14 – Setting the geographical stage: Exploring the land of the Bible

Assigned Readings for Next Class:

James Sanders, ““Spinning” the Bible: How Judaism and Christianity Shape the Canon Differently,” *BAR* 14:03 (Jun 1998)

Roy Hoover, “How the Books of the New Testament Were Chosen,” *Bible Review* [= BR] 9:02 (Apr 1993) [follow the same process as for AO and BAR, described above]

Hays, *Hidden Riches*, 3–5 (up to break in sections)

Week 3 (Sept. 19–23)

Monday, September 19 – What is the Bible 1? Books, sections, version, and the biblical Canon

Assigned Readings for Next Class:

Brennan Breed, “How Was the Bible Written and Transmitted?” at <http://www.bibleodyssey.org/tools/bible-basics/how-was-the-bible-written-and-transmitted.aspx>

Sarah Shectman, “How Do Biblical Scholars Read the Hebrew Bible?” at <http://www.bibleodyssey.org/tools/bible-basics/how-do-biblical-scholars-read-the-hebrew-bible.aspx>

Brennan Breed, "What is Reception History?" at
<https://www.bibleodyssey.org/en/tools/bible-basics/what-is-reception-history>

Wednesday, September 21 – What is the Bible 2? Theories of composition

Assigned Readings for Next Class:

Hershel Shanks, "First Person: The Big Debate," *BAR* 28:06 (Nov/Dec 2002)

Philip Davies, "The Search for History in the Bible" *BAR* 26:02 (Mar/Apr 2000)

Alexander Joffe, "Critique: Review Damns BAS's Ancient Israel," *BAR* 29:03
(May/Jun2003)

Daniel Lazare, "False Testament: Archaeology refutes the Bible's claim to history,"
Harper's Magazine (March 2002) 39–47 [available through the library website;
instructions to be posted on Avenue]

Steven Feldman, "First Person: Is the Bible a Bunch of Historical Hooey?" *BAR* 28:03
(May/Jun 2002)

Week 4 (Sept. 26–29)

Monday, September 26 – Biblical archaeology: A battleground

Assigned Readings for Next Class:

George Ernest Wright, "Israelite Daily Life," *The Biblical Archaeologist* 18:3 (Sep 1955):
50–79 [available through library website: Search journals for]

Steven Fine, "Why Bone Boxes?" with "Sidebar: The Tomb of Caiaphas," *BAR* 27:05
(Sep/Oct 2001)

Stephanie Hegarty, "The myth of the eight-hour sleep," *BBC Magazine* (22 Feb, 2012);
online at <http://www.bbc.com/news/magazine-16964783>

Wednesday, September 28 – Everyday life in the "biblical world"

Assigned Readings for Next Class:

Genesis 11:27–12:9

Exodus 1:1–5:22 and 13:17–15:21

Joshua 1:1–6:27; 8:1–8:35; 10:40–13:7

Judges 1:1–3:31

The Merneptah Stele (text available on Avenue)

Notes: First writing assignment DUE by Saturday October 1 at 9:00 PM EST

Week 5 (Oct. 3–7)

Monday, October 3 – The origins of Israel 1: The biblical account of Israel’s beginnings and the conquest of Canaan

Assigned Readings for Next Class:

Yigael Yadin, “Israel Comes to Canaan: Is the Biblical Account of the Israelite Conquest of Canaan Historically Reliable?” *BAR* 8:02 (Mar/Apr 1982)

Anson Rainey, “Inside, Outside: Where Did the Early Israelites Come From?” *BAR* 34:06 (Nov/Dec 2008)

Wednesday, October 5 – The origins of Israel 2: The contribution of archaeology

Assigned Readings for Next Class:

1 Samuel 15–20

2 Samuel 5–12

1 Kings 1:1–2:12

Read the full English translation of the “House of David” inscription on page 13 of the following article: Avraham Biran and Joseph Naveh, “The Tel Dan Inscription: A New Fragment,” *Israel Exploration Journal* 45.1 (1995): 1–18. [available through library website]

Philip Davies, ““House of David” Built on Sand: The Sins of the Biblical Maximizers,” *BAR* 20:04 (Jul/Aug 1994)

Anson Rainey, “The “House of David” and the House of the Deconstructionists,” *BAR* 20:06 (Nov/Dec 1994)

Yosef Garfinkel, “The Birth and Death of Biblical Minimalism,” *BAR* 37:03 (May/Jun 2011)

“Archaeologists Say They Found Town where future King David Took Refuge from Saul,” *Times of Israel* (8 July, 2019)
<https://www.timesofisrael.com/archaeologists-say-they-found-town-where-future-king-david-took-refuge-from-saul/>

Week 6 (Oct. 10–14)

Reading Week (No class)

Week 7 (Oct. 17–21)

Monday, October 17 – The monarchical period 1: Was there a King David?

Assigned Readings for Next Class:

1 Kings 2:13–12:19

Eilat Mazar, “Did I find King David’s Palace?” *BAR* 32:01 (Jan/Feb 2006)

Avraham Faust, “Did Eilat Mazar Find David’s Palace?” *BAR* 38:05 (Sep/Oct 2012)

Wednesday, October 19 – The monarchical period 2: If there was a David, what about Jerusalem

Assigned Readings for Next Class:

1 Kings 12:20–16:34

2 Kings 12:17–23:37

Hershel Shanks, “Face to Face: Biblical Minimalists Meet Their Challengers,” *BAR* 23:04 (Jul/Aug 1997)

Frank Moore Cross, “King Hezekiah’s Seal Bears Phoenician Imagery,” *BAR* 25:02 (Mar/Apr 1999)

John Monson, “The New ‘Ain Dara Temple: Closest Solomonic Parallel,” *BAR* 26:03 (May/Jun 2000)

Week 8 (Oct. 24–28)

Monday, October 24 – The monarchical period 3: Solomon and the “First Temple”

Assigned Readings for Next Class:

2 Kings 24–25

Jeremiah 1:1–2:37; 21:39–39:10

Karl Lawson Younger Jr., “Israelites in Exile,” *BAR* 29:06 (Nov/Dec 2003)

Rodney Wright, “Lachish and Azekah Were the Only Fortified Cities of Judah that Remained,” *BAR* 8:06 (Nov/Dec 1982)

Hershel Shanks, “Destruction of Judean Fortress Portrayed in Dramatic Eighth-Century

B.C. Pictures,” *BAR* 10:02 (May/Apr 1984)

“Seal from First Temple Period Found at Kotel Supports Biblical Accounts,” *Jerusalem Post* (1 Jan., 2018) <https://www.jpost.com/Israel-News/Seal-from-First-Temple-Period-found-at-kotel-supports-Biblical-accounts-522533>

“Evidence of the Babylonian Conquest of Jerusalem Found in Mount Zion,” *EurekAlert* (11 Aug., 2019) <https://www.eurekalert.org/news-releases/864904>

Wednesday, October 26 – The exile of Israel and Judah 1: The rise of Assyria and Babylon

Assigned Readings for Next Class:

Daniel 1

Ezra 1–6

Nehemiah 1:1–8:12

Haggai

Eric Meyers and Mark Chancey, *Alexander to Constantine* (New Haven, Conn.: Yale University, 2012), 1–10 [ebook through library website]

Hershel Shanks, “Controversy: Academic Debate Crosses the Lines,” *BAR* 30:05 (Sep/Oct 2004)

Eilat Mazar, “The Wall that Nehemiah Built,” *BAR* 35:02 (Mar/Apr 2009)

Week 9 (Oct. 31–Nov. 4)

Monday, October 31 – The exile of Israel and Judah 2: The return to Judah (Yehud) and the “Second Temple”

Assigned Readings for Next Class:

Steve Mason, Josephus: at <https://www.bibleodyssey.org/people/main-articles/josephus>

Flavius Josephus, *Judean Antiquities*, Book 12:327–339 (LCL through library website)

2 Maccabees 2:19–10:9 [in “Apocrypha” section of Protestant or ecumenical Bibles, all Catholic bibles, or online: The United States Conference of Catholic Bishops]

Meyers and Chancey, *Alexander to Constantine*, 11–49

Notes: Second writing assignment DUE Tuesday November, 1 at 9:00 PM EST

Wednesday, November 2 – The Greeks, “Hellenism,” and the Hasmonean Revolt

Assigned Readings for Next Class:

Flavius Josephus, *Judean Antiquities*, Book 18:11–25

Flavius Josephus, *Judean War*, Book 2:119–166

Magness, *The Archaeology of the Holy Land*, 108–132

“Moving about at Qumran,” *BAR* 37:05 (Sep/Oct 2011)

Sidnie White Crawford, “Scribe Links Qumran and Masada,” *BAR* 38:06 (Nov/Dec 2012)

Eric Cline, “The Masada Mystery” *Aeon* (2017) <https://aeon.co/essays/decoding-the-ancient-tale-of-mass-suicide-in-the-judaeen-desert>

"Some notable first-century BCE Palestinian Jews with Greek Names" *Mosaic* (24 Oct., 2018) <https://mosaicmagazine.com/observation/history-ideas/2018/10/some-notable-first-century-bce-palestinian-jews-with-greek-names/>

"Hundreds of Hellenistic-Period Seal Impressions Discovered at Maresha, Israel" Hebrew Union College (4 Sept., 2018) <http://huc.edu/news/2018/09/04/hundreds-hellenistic-period-seal-impressions-discovered-maresha-israel>

Week 10 (Nov. 7–11)

Monday, November 7 – Qumran and the Dead Sea Scrolls 1: The site of Qumran and the Essene sect

Assigned Readings for Next Class:

Lawrence Schiffman, “A Short History of the Dead Sea Scrolls and What They Tell Us,” *BAR* 41:03 (May/June 2015)

Hershel Shanks, “Is He Headed to Jail?” *BAR* 40:05 (Sep/Oct 2014)

Emanuel Tov, “Searching for the “Original Bible”: Do the Dead Sea Scrolls Help?” *BAR* 40:04 (Jul/Aug 2014)

“Five Reasons You Shouldn’t Buy that Ancient Artifact” *Forbes* (12 June, 2015) <https://www.forbes.com/sites/kristinakillgrove/2015/06/12/five-reasons-you-shouldnt-buy-that-ancient-artifact/?sh=5e949a93a979>

Wednesday, November 9 – Qumran and the Dead Sea Scroll 2: The texts and their importance

Assigned Readings for Next Class:

Matthew 1:18–4:25

Luke 4:14–6:11

John 6:22–29

Acts of the Apostles 8:1–9:31; 13:1–19:10

Meyers and Chancey, *Alexander to Constantine*, 203–238

Joey Corbett, “New Synagogue Excavations in Israel and Beyond,” *BAR* 37:04 (Jul/Aug 2011)

Week 11 (Nov. 14–18)

Monday, November 14 – The ancient synagogue and Jewish Worship in Greco-Roman times

Assigned Readings for Next Class:

Luke 1:5-38; 18:31–21:38

John 7:1–8:20

Acts of the Apostles 1:1–4:22

Read the brief biography of Herod the Great (note that it continues on a second page) at: <https://www.livius.org/articles/person/herod-the-great/>

Flavius Josephus, *Judean Antiquities*, Book 17:168–199

Magness, *The Archaeology of the Holy Land*, 147–156

Wednesday, November 16 – The coming of the Romans, Herod the Great, and the Jerusalem Temple

Assigned Readings for Next Class:

Meyers and Chancey, *Alexander to Constantine*, 62–82

Magness, *The Archaeology of the Holy Land*, 187–89

Week 12 (Nov. 21–25)

Monday, November 21 – Herod the Great’s projects outside of Jerusalem

Assigned Readings for Next Class:

Matthew 16:13–20

Mark 3:1–6; 6:14–29; 12:13–17

Luke 3:1–20; 9:7–9; 13:31–35; 23:6–16

Acts of the Apostles 12:1–13:3

Meyers and Chancey, *Alexander to Constantine*, 113–38

Magness, *The Archaeology of the Holy Land*, 133–147, 156–69

Wednesday, November 23 – Herod the Great’s successors (the “other” Herods and Roman officials) and Jerusalem beyond the Temple

Assigned Readings for Next Class:

Matthew 4:1–17

Mark 1:1–20

Magness, *The Archaeology of the Holy Land*, 192–203

Mark Chancey and Eric Meyers, “Spotlight on Sepphoris: How Jewish Was Sepphoris in Jesus’ Time?” *BAR* 26:04 (Jul/Aug 2000)

Week 13 (Nov. 28–Dec. 2)

Monday, November 28 – Early Roman Galilee

Assigned Readings for Next Class:

Luke 23:13-24:53

Magness, *The Archaeology of the Holy Land*, 230–253

Watch the Acts News Network Youtube clip summarizing the discovery of the “James Ossuary”: <https://www.youtube.com/watch?v=fJzhkZfpfvo>

Hershel Shanks, “Predilections—Is the “Brother of Jesus” Inscription a Forgery?” *BAR* 41:05 (Sep/Oct 2015)

Watch the trailer for the 2007 movie *The Tomb of Jesus*:
<https://www.youtube.com/watch?v=HPNOKiWToul>

Watch the trailer for the 2012 movie *The Resurrection Tomb Mystery*:
<https://www.youtube.com/watch?v=NW3mEiq0av4>

Isabel Kershner, “Findings Reignite Debate on Claim of Jesus’ Bones,” *New York Times*

(April 4, 2015): <https://www.nytimes.com/2015/04/05/world/middleeast/findings-reignite-debate-on-claim-of-jesus-bones.html?searchResultPosition=1>

Joel Baden and Candida Moss, "Jesus' Tomb Story: Does the Evidence Add Up?" CNN (April 9, 2015): <http://www.cnn.com/2015/04/09/living/jesus-tomb-talpiot-evidence/>

Wednesday, November 30 – The archaeology of Jesus and his family in recent popular culture

Assigned Readings for Next Class:

Watch the interview of Prof. Emile Puech by Simcha Jacobovici, "Fish or Amphora?" at: <https://www.youtube.com/watch?v=ICUeeQ68xE>

Read the response of Prof. Puech at:

<https://zwingliusredivivus.wordpress.com/2013/09/15/emile-puech-on-the-so-called-fish-talpiot-ossuary/>

<https://jamestabor.com/the-jesus-tomb-story-does-the-evidence-add-up/>

Read the blog entry by Robert Cargill at: <http://robertcargill.com/2014/06/05/dr-robin-jensen-vanderbilt-file-motion-to-dismiss-lawsuit-filed-by-simcha-jacobovici/>

Simcha Jacobovici, "Jesus' Marriage to Mary Magdalene is Fact, Not Fiction," Huffington Post (Nov. 26, 2014):

http://www.huffingtonpost.com/simcha-jacobovici/jesus-marriage-to-mary-th_b_6225826.html

Greg Carey, "Another Jesus and Mary Magdalene Hoax," Huffington Post (Nov. 10, 2014):

http://www.huffingtonpost.com/greg-carey/jacobovici-the-lost-gospel_b_6133118.html

Read the "Introduction" to the so-called Gospel of Jesus' Wife (the lower, left-hand box) at: <https://projects.iq.harvard.edu/gojw>

Joel Baden and Candida Moss, "New Clues Cast Doubt on 'Gospel of Jesus' Wife'" CNN (March 31, 2015): <http://www.cnn.com/2015/02/20/living/jesus-series-gospel-wife/>

Week 14 (Dec. 5–9)

Monday, December 5 – Jesus and Mary Magdalene: Husband and Wife? More sensational discoveries and claims

Assigned Readings for Next Class:

Meyers and Chancey, *Alexander to Constantine*, 139–173

Magness, *The Archaeology of the Holy Land*, 230–253

Wednesday, December 7 – The First and Second Jewish revolts, and the subsequent fallout for Jews and Christians

Assigned Readings for Next Class:

Notes: Final writing assignment DUE Friday December 9 at 9:00 PM EST

Course Policies

Submission of Assignments

All assignments should be submitted to Avenue as .doc or .pdf. Please do not include a cover page. Assignments submitted in other formats will not be graded. Please do not submit assignments by email attachment unless specifically instructed to do so. If you have a query about a grade for an assignment, please make an appointment and be prepared to explain, in some detail, why you believe your grade is incorrect. Your assignment will be reviewed before final marks are submitted. Your grade may be increased, may stay the same, or in very unusual circumstances, may be decreased. All assignments are expected to be submitted on time. Staff in the office of the Department of Religious Studies will not date-stamp or receive papers and other assignments.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-89	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

All assignments are expected to be submitted on or before the due date. Refer to “Requests for Relief for Missed Academic Term Work” for any class/assignments you cannot finish due to medical or other reasons.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, 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 this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

University Policies

Academic Integrity Statement

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.