

# IMAGES OF THE DIVINE FEMININE

## Winter 2021

**Instructor:** Katharine Fitzgerald,  
PhD ABD, McMaster University  
**Email:** fitzgk1@mcmaster.ca

**TA:** Channah Fonseca-Quezada  
**Email:** fonsecaa@mcmaster.ca

**Lecture:** Virtual, Asynchronous

**Office Hours:** By appointment

### Contents

|  |    |
|--|----|
| Course Description .....                           | 3  |
| Course Objectives .....                            | 3  |
| Required Materials and Texts .....                 | 3  |
| Class Format.....                                  | 3  |
| Course Evaluation – Overview.....                  | 4  |
| Course Evaluation – Details .....                  | 4  |
| Participation/engagement (15%).....                | 4  |
| Topic Proposal (10%), due January 27 .....         | 4  |
| Annotated Bibliography (15%), due February 10..... | 4  |
| Research Proposal (20%), due March 10.....         | 4  |
| Final Research Paper (30%), due April 19.....      | 4  |
| 10 Quizzes (10%).....                              | 4  |
| Weekly Course Schedule and Required Readings ..... | 5  |
| Week 1 (January 12) .....                          | 5  |
| Week 2 (January 19) .....                          | 5  |
| Week 3 (January 26) .....                          | 5  |
| Week 4 (February 2).....                           | 6  |
| Week 5 (February 9).....                           | 7  |
| Week 6 (February 15-21).....                       | 8  |
| Week 7 (February 23).....                          | 8  |
| Week 8 (March 2).....                              | 9  |
| Week 9 (March 9).....                              | 9  |
| Week 10 (March 16) .....                           | 10 |
| Week 11 (March 23) .....                           | 10 |
| Week 12 (March 30).....                            | 11 |

|   |    |
|---|----|
| Week 13 (April 6).....  | 11 |
| Course Policies .....   | 12 |
| Submission of Assignments .....   | 12 |
| Grades .....  | 12 |
| Late Assignments.....   | 12 |
| Personal Email Policy .....   | 12 |
| Avenue to Learn.....  | 12 |
| Turnitin.com .....  | 13 |
| University Policies.....  | 13 |
| Academic Integrity Statement.....   | 13 |
| Conduct Expectations .....  | 13 |
| Academic Accommodation of Students with Disabilities .....                                | 14 |
| Requests for Relief for Missed Academic Term Work.....                                    | 14 |
| Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)<br>..... | 14 |
| Copyright and Recording .....   | 14 |
| Extreme Circumstances .....   | 15 |

## **Course Description**

The topic of this course, images of the divine feminine, is an important and often overlooked aspect of religion. The divine feminine and/or the worship of goddess(s) can be found in most major religions: from the pagan religious traditions of the ancient world even into the modern veneration of the mother Mary and female saints in the Christian tradition. The study of the divine feminine uncovers common societal assumptions of gender roles (seen in goddesses who protect the home or family) as well as representations which appear to break out of the traditional role supplied by their patriarchal contexts (such as goddesses who represent victory or are represented as warrior goddesses). In this course we will explore the variety of ways, both past and present, in which people have envisioned, interpreted, and worshiped the feminine divine in western culture. We will begin by exploring some key theories underlying feminist and genders studies, and conceptualize how these theories can be applied to the analysis of representations of the divine feminine. We will explore how the divine feminine is imagined in different genres and mediums (art, possibly film) and analyze how gender plays a role in the representation of female figures with divine power.

## **Course Objectives**

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

- Students gain a broad understanding of how female figures who manifest divine power are presented in a variety of cultures and traditions;
- Students gain conceptual tools to analyze images of the divine feminine and other marginalized figures within their historical contexts;
- Students learn to distinguish between primary and secondary sources, as well as learn how to evaluate sources and determine their value;
- Students explore traditional gender roles, such as mother and healer, as well as the implications for present representations of women;
- Students gain tools and knowledge to participate in contemporary debates concerning gender roles and the representation of women.

## **Required Materials and Texts**

- A selection of sources (primary texts, art, possibly films) and scholarly articles all of which will be accessible via the internet or Avenue course platform.

## **Class Format**

Course content and material will be posted weekly (Mondays) for students to view and complete at their own pace.

## **Course Evaluation – Overview**

1. Participation/engagement via weekly discussions on Avenue – 15%
2. Course assignments – 75%
  - a. Topic Proposal – 10%, due January 27
  - b. Annotated Bibliography – 15%, due February 10
  - c. Research Proposal – 20%, due March 10
  - d. Final Research Paper – 30%, due April 21
3. 10 Quizzes – 10%

## **Course Evaluation – Details**

### **Participation/engagement (15%)**

Active participation/engagement with material via weekly discussions on Avenue

### **Topic Proposal (10%), due January 27**

Propose a research topic in around 250 words. Your proposal should include why you are interested in the subject, how you plan to find information on the subject, what methodology you might use, and what information you have already found. Your research paper requires that you either use a primary text or a material object in your analysis of the feminine divine. You may wish to begin thinking which text or object you would like to focus on in your topic proposal.

### **Annotated Bibliography (15%), due February 10**

Your annotated bibliography should consist of at least 12 academic sources you are using to research your proposed topic. Each citation should be followed by 5-10 sentences which summarize the source and its relevance to your proposed topic. Two of your sources should specifically deal with your specific text or material object.

### **Research Proposal (20%), due March 10**

Outline your research proposal in around 750 words. Your research proposal should build off of your topic proposal and utilize your annotated bibliography. Expand from your initial topic proposal and include your specific research question(s), summarize the literature you have consulted and identify areas that require further research, and propose a working thesis.

### **Final Research Paper (30%), due April 21**

In roughly 1500-2000 words (6-8 double spaced pages), critically engage with either a primary text or a material object. More information will be forthcoming.

### **10 Quizzes (10%)**

Quizzes focusing on the course materials (lecture slides, readings, etc.) will be posted to Avenue roughly every week.

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

### **Week 1 (January 11-15)**

**Date Jan. 11– Welcome and Introductions**

Readings: None

Materials for class:

“Great Goddesses: Crash Course World Mythology #13.”

[https://www.youtube.com/watch?v=CyU54gV\\_PWM&list=PL8dPuuaLjXtNCG9Vq7vdvJytS-F-xGi7\\_&index=11](https://www.youtube.com/watch?v=CyU54gV_PWM&list=PL8dPuuaLjXtNCG9Vq7vdvJytS-F-xGi7_&index=11)

Notes: Start working on topic for research paper  
Weekly quizzes begin next week

### **Week 2 (January 18-22)**

**Date Jan. 18 – What is the Divine Feminine?: Materials and Methodologies**

Readings:

Hewitt, Marsha Aileen. “Do Women *Really* Need a “God/ess” to Save Them?: An Inquiry into Notions of the Divine Feminine.” *Method and Theory in the Study of Religion* 10, no. 2 (1998): 149-56.

Coleman, Kristy. “Why ‘God’ as ‘She’ Provokes us: Semiotically Speaking: The Significance of the Divine Feminine.” *The Pomegranate* 7, no. 2 (2005): 117-27.

Radford Ruether, Rosemary. “Gender and the Problem of Prehistory.” Pages 13-40 in *Goddesses and the divine feminine: a Western religious history*. University of California Press (2005). <https://hdl-handle-net.libaccess.lib.mcmaster.ca/2027/heb.33863>.

Shinn, Larry D. “The Goddess: Theological Sign or Religious Symbol?” *Numen* 31, no. 2 (1984): 175-98.

Materials for class:

Notes: **QUIZ 1** and **Discussion Post 1** posted (due Jan. 25 at 11:59pm)  
Finalize research topic

### **Week 3 (January 25-29)**

**Date Jan. 25– Paleolithic and Neolithic Cultures: A Lesson in Guesswork**

Readings:

"Goddess Worship: An Overview ." Encyclopedia of Religion. .  
Encyclopedia.com. <https://www.encyclopedia.com/environment/encyclopedias-almanacs-transcripts-and-maps/goddess-worship-overview>: read only ‘Goddess

Worship: An Overview,' 'Goddess Worship in Upper Paleolithic Cultures,' and 'Neolithic Earth Goddesses and the Emergence of Agriculture.'

Elias-Button, Karen. "Goddesses of the Light and Dark." *Anima* 5, no. 1 (1978): 26-33.

"The Stamp of Eternity: Paleolithic Iconography of the Great Goddess." *Parabola* 41, no. 1 (Spr 2016).

Materials for class:

'Primordial Goddess.' Brooklyn Museum.

[https://www.brooklynmuseum.org/eascfa/dinner\\_party/place\\_settings/primordial\\_goddess](https://www.brooklynmuseum.org/eascfa/dinner_party/place_settings/primordial_goddess).

Britannica online, 'Venus of Willendorf': <https://www.britannica.com/topic/Venus-of-Willendorf>.

Hahn, Joachim. "Willendorf." *Grove Art Online* (2003). <https://doi-org.libaccess.lib.mcmaster.ca/10.1093/gao/9781884446054.article.T091641>.

Nude woman (Venus of Willendorf) by SmartHistory (4:19): <https://www.youtube.com/watch?v=ENAZqOoOVal>.

Notes: **QUIZ 2** and **Discussion Post 2** posted (due by February 1 at 11:59pm)  
Research Topic due **January 27**  
Begin working on annotated bibliography

#### **Week 4 (February 1-5)**

**Date Feb. 1– Ancient Near East: Mesopotamia, Canaan, Pre-Islamic Arabia**  
Readings:

"Goddess Worship: An Overview ." Encyclopedia of Religion. .  
Encyclopedia.com. <https://www.encyclopedia.com/environment/encyclopedias-almanacs-transcripts-and-maps/goddess-worship-overview>: read only 'Goddess Worship in the Development of Civilizations: The ancient Near East.'

Radford Ruether, Rosemary. "Goddesses and World Renewal in the Ancient Mediterranean." Pages 41-61\* in *Goddesses and the divine feminine: a Western religious history*. University of California Press (2005). <https://hdl-handle-net.libaccess.lib.mcmaster.ca/2027/heb.33863>. \*\*Stop at 'Isis of Egypt.'

Materials for class:

Hansen, Donald P. "Lagash [now Tell al-Hiba]." *Grove Art Online* (2003).  
<https://doi-org.libaccess.lib.mcmaster.ca/10.1093/gao/9781884446054.article.T048745>.

"Cylinder seal and modern impression: Ishtar image and a worshiper below a canopy flanked by winged genies." *Grove Art Online*. <https://www-oxfordartonline-com.libaccess.lib.mcmaster.ca/groveart/view/10.1093/gao/9781884446054.001.001/oao-9781884446054-e-8000020994>.

"Pantheons of the Ancient Mediterranean: Crash Course World Mythology #7."  
[https://www.youtube.com/watch?v=EcQ-6Zd1638&list=PL8dPuuaLjXtNCG9Vq7vdvJytS-F-xGi7\\_index=8](https://www.youtube.com/watch?v=EcQ-6Zd1638&list=PL8dPuuaLjXtNCG9Vq7vdvJytS-F-xGi7_index=8).

Notes: **QUIZ 3** and **Discussion Post 3** posted (due by February 8 at 11:59pm)

## **Week 5 (February 8-12)**

**Date Feb. 8– Ancient Near East: Egypt – Goddesses and female power made divine**

Readings:

Radford Ruether, Rosemary. "Goddesses and World Renewal in the Ancient Mediterranean." Pages 61-69\* in *Goddesses and the divine feminine: a Western religious history*. University of California Press (2005). <https://hdl-handle-net.libaccess.lib.mcmaster.ca/2027/heb.33863>. \*\*Stop at 'Demeter and Persephone of Greece.'

Brown, Chip. "The King Herself." *National Geographic Online* (Apr. 2009).  
<https://www.nationalgeographic.com/magazine/2009/04/hatshepsut/>.

Cooney, Kara. "Should women rule the world? The Queens of ancient Egypt say yes." *National Geographic Online* (Nov. 2018).  
<https://www.nationalgeographic.com/culture/2018/11/kara-cooney-queens-of-egypt-women-rule-the-world/>.

Materials for class:

Dorman, Peter. "Hatshepsut [Maatkare]." *Grove Art Online* (2003). <https://doi-org.libaccess.lib.mcmaster.ca/10.1093/gao/9781884446054.article.T036880>.

Discovery of Queen's Hashepsut's Mummy, Presser. 2007. *Associated Press*.  
<https://cdnapisec.kaltura.com/p/2503031/sp/250303100/playManifest/entryId/1mqd5bqgp/format/url/protocol/https>.

Notes: **QUIZ 4** and **Discussion Post 4** posted (due by February 22 at 11:59pm)  
Annotated bibliography due **February 10**

## Week 6 (February 15-19)

### Date – Mid-term Recess

Notes: Start work on Research Proposal  
Don't forget about **QUIZ 4!**

## Week 7 (February 22-26)

### Date Feb. 22– Indo-European: Greco-Roman – Virgins, Mothers, and Warriors

#### Readings:

"Goddess Worship: An Overview ." Encyclopedia of Religion. .  
Encyclopedia.com. <https://www.encyclopedia.com/environment/encyclopedias-almanacs-transcripts-and-maps/goddess-worship-overview>: read only 'Goddess Worship in the Development of Civilizations: 'Greece' and 'Rome'

Radford Ruether, Rosemary. "Goddesses and World Renewal in the Ancient Mediterranean." Pages 69-72 in *Goddesses and the divine feminine: a Western religious history*. University of California Press (2005). <https://hdl-handle-net.libaccess.lib.mcmaster.ca/2027/heb.33863>.

Mark, Joshua J. "Vesta." *Ancient History Encyclopedia* (2009).  
<https://www.ancient.eu/Vesta/>

#### Materials for class:

The Greeks and Romans – Panteheons Part 3: Crash Course World Mythology #9.  
[https://www.youtube.com/watch?v=XNCQ9w59I7M&list=PL8dPuuaLjXtNCG9Vq7vdvJytS-F-xGi7\\_&index=10](https://www.youtube.com/watch?v=XNCQ9w59I7M&list=PL8dPuuaLjXtNCG9Vq7vdvJytS-F-xGi7_&index=10)

"Who were the Vestal Virgins, and what was their job?"  
<https://www.youtube.com/watch?v=ER0Cu0KQFqM>

Favro, Diane. "Forum Romanum (Rome)." *Grove Art Online* (2015). <https://doi-org.libaccess.lib.mcmaster.ca/10.1093/gao/9781884446054.article.T2287815>

Biggi, Elda. "Rome's Vestal Virgins: protectors of the city's sacred flame."  
*National Geographic Online* (2018).  
<https://www.nationalgeographic.com/history/magazine/2018/11-12/vestal-virgins-of-ancient-rome/>.

Notes: **QUIZ 5** and **Discussion Post 5** posted (due by March 1 at 11:59pm)



## Week 8 (March 1-5)

### Date Mar. 1– Judaism

#### Readings:

Radford Ruether, Rosemary. "The Hebrew God and Gender." Pages 73-97 in *Goddesses and the divine feminine: a Western religious history*. University of California Press (2005). <https://hdl-handle-net.libaccess.lib.mcmaster.ca/2027/heb.33863>.

Goff, Matthew. "The Personification of Wisdom and Folly as Women in Ancient Judaism." Pages 128-154 in *Religion and Female Body in Ancient Judaism and Its Environments*. Berlin: De Gruyter (2015). <https://doi-org.libaccess.lib.mcmaster.ca/10.1515/9783110410099-007>.

Camp, Claudia V. "Woman Wisdom: Bible." *Jewish Women's Archive: A Comprehensive Historical Encyclopedia* (2009). <https://jwa.org/encyclopedia/article/woman-wisdom-bible>.

#### Materials for class:

"The Book of Proverbs." *BibleProject* (2016). [https://www.youtube.com/watch?v=Gab04dPs\\_uA&feature=emb\\_logo](https://www.youtube.com/watch?v=Gab04dPs_uA&feature=emb_logo).

Notes: **QUIZ 6** and **Discussion Post 6** posted (due by March 8 at 11:59pm)

## Week 9 (March 8-12)

### Date Mar. 8– Christianity: Mary and the Female Saints

#### Readings:

Vengco, Jr., Sabino A. "Mary Among the Goddesses." *Landas* 19, no. 1 (2005): 119-40.

Radford Ruether, Rosemary. "The Spiritual Feminine in New Testament and Patristic Christianity." Pages 146-158\* in *Goddesses and the divine feminine: a Western religious history*. University of California Press (2005). <https://hdl-handle-net.libaccess.lib.mcmaster.ca/2027/heb.33863>. \*\*Required reading is only the section on Mary.

Stadler, Nurit. "Land, fertility rites and the veneration of female saints: Exploring body rituals at the Tomb of Mary in Jerusalem." *Sage Publishing* 15, no. 3 (2015): 293-316. <https://doi.org/10.1177/1463499615570779>.

Pierce, Joanne M. "Who are patron saints and why do Catholics venerate them?" *The Conversation Canada* (2020). <https://theconversation.com/who-are-patron-saints-and-why-do-catholics-venerate-them-148508>.

Materials for class:

Department of Medieval Arts and the Cloisters. "The Cult of the Virgin Mary in the Middle Ages." *The Metropolitan Museum of Art* (2001).

[https://www.metmuseum.org/toah/hd/virg/hd\\_virg.htm](https://www.metmuseum.org/toah/hd/virg/hd_virg.htm).

Notes: **QUIZ 7** and **Discussion Post 7** posted (due by March 15 at 11:59pm)  
Research Proposal due **March 10**

**Week 10 (March 15-19)**

**Date Mar.15– Break: NO CLASS!!!**

Readings: NONE

Watch either:

*Chasing God*, <https://mcmaster.kanopy.com/video/chasing-god>

**Or**

*Pink Smoke Over the Vatican*, <https://mcmaster.kanopy.com/video/pink-smoke-over-vatican>.

Notes: There will be a make-up discussion post available this week, which can take the place of a missed post or can replace the lowest graded post.

**Week 11 (March 22-26)**

**Date Mar. 22– Indo-European: Celtic and Germanic Cultures**

Readings:

Green, Miranda. "The Celtic Goddess as Healer." Pages 26-40 in *The Concept of the Goddess*. Edited by Sandra Billington and Miranda Green. London:

Routledge (1997). <https://doi-org.libaccess.lib.mcmaster.ca/10.4324/9780203456385>.

Grundy, Stephan. "Freyja and Frigg." Pages 56-67 in *The Concept of the Goddess*. Edited by Sandra Billington and Miranda Green. London: Routledge (1997). <https://doi-org.libaccess.lib.mcmaster.ca/10.4324/9780203456385>.

Nice-Webb, Kiva S. "Reconsidering the Goddess in the Saint: Reading Brigit Through a Postcolonial Lens."

Materials for class:

The Editors of Encyclopaedia Britannica. "Brigit: Celtic deity." *Britannica* (1998).

<https://www.britannica.com/topic/Brigit>.

“The Norse Pantheon: Crash Course World Mythology #10.” CrashCourse.  
[https://www.youtube.com/watch?v=CyU54gV\\_PWM&list=PL8dPuuaLjXtNCG9Vq7vdvJytS-F-xGi7\\_&index=11](https://www.youtube.com/watch?v=CyU54gV_PWM&list=PL8dPuuaLjXtNCG9Vq7vdvJytS-F-xGi7_&index=11).

Notes: **QUIZ 8** and **Discussion Post 8** posted (due by March 29 at 11:59pm)

## **Week 12 (March 29-April 2)**

**Date Mar. 29– Witch Hunts, Domestic Religion, Feminism and Neopaganism: Rise of the Divine Feminine**

Readings:

Radford Ruether, Rosemary. “The Return of the Goddess.” Pages 274-297 in *Goddesses and the divine feminine: a Western religious history*. University of California Press (2005). [https://hdl-handle-net.libaccess.lib.mcmaster.ca/2027/heb.33863](https://hdl.handle-net.libaccess.lib.mcmaster.ca/2027/heb.33863).

Zwissler, Laurel. “Witches’ Tears: Spiritual Feminism, Spistemology, and Witch Hunt Horror Stories.” *The Pomegranate* 18, no. 2 (2016): 176-204.

Stratton, Kimberly. “Sirens, hags and rebels: Halloween witches draw on the history of women’s power.” *The Conversation Canada* (2020).  
[https://theconversation.com/sirens-hags-and-rebels-halloween-witches-draw-on-the-history-of-womens-power-149110?utm\\_source=dlvr.it&utm\\_medium=twitter](https://theconversation.com/sirens-hags-and-rebels-halloween-witches-draw-on-the-history-of-womens-power-149110?utm_source=dlvr.it&utm_medium=twitter).

Materials for class:

Pavlac, Brian A. “Ugly History: Witch Hunts.” *TED-Ed* (2019).  
<https://www.youtube.com/watch?v=7x5KesH3dzM>.

“Witchcraft: Crash Course European History #10.” CrashCourse (2019).  
<https://www.youtube.com/watch?v=rW4XFiHUQAs>.

Notes: **QUIZ 9** and **Discussion Post 9** posted (due by April 5 at 11:59pm)

## **Week 13 (April 5-9)**

**Date Apr. 5– Placing the Masculine/Feminine Divide on its Head**

Readings: TBA

Notes: **QUIZ 10** and **Discussion Post 10** posted (due by April 12 at 11:59pm)

## **Week 14 (April 12-14)**

**Date Apr. 12– Conclusions and Review**

Readings: NONE

Notes: Final Research Paper due **April 21**

## **Course Policies**

### **Submission of Assignments**

All assignments must be submitted to Avenue as .doc(x) or .pdf. Please do not include a cover page. Assignments submitted in other formats will not be graded. Assignments submitted by email attachment will not be graded. 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 grades will be reviewed before final marks are submitted to the Registrar's office. Your grade may be increased, may stay the same, or in very unusual circumstances, be decreased.

### **Grades**

Grades will be based on the McMaster University grading scale:

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

### **Late Assignments**

Late assignments will be accepted, but may receive reduced grades depending on the situation and reason for the missed deadline. Every effort should be made to submit assignments by the deadline. Communication with the instructor is encouraged and strongly recommended for anyone needing an extension.

### **Personal Email Policy**

I will only respond to emails sent from a McMaster email address. I will do my best to respond to email messages within 24 hours on weekdays. If you email me late afternoon/evening on Friday or over the weekend, you can expect my response by Monday afternoon.

### **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.

## **Turnitin.com**

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com through Avenue 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 and still submit a copy to the Instructor. 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](http://www.mcmaster.ca/academicintegrity).

## **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](http://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at [https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/](http://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.

### **Conduct Expectations**

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of

maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

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

### **Academic Accommodation of Students with Disabilities**

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

### **Requests for Relief for Missed Academic Term Work**

[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".

*If you find it necessary to submit the MSAF during this course, you must submit the missed work before the end of classes. I do not redistribute grades for missed assignments. ADDITIONALLY, it is not necessary to contact me to report your submission of the MSAF; simply submit your work as soon as possible.*

### **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.