

INSPIRE 3I13 – Multidisciplinary Inquiry CO1 – Introduction to Disability Justice Spring, 2022

COURSE OFFERING

Term: Spring 2022

Mode of Delivery: Virtual

Class Dates: Tuesday and Thursdays, 12:20PM – 2:20PM

COURSE COORDINATOR(S)/INSTRUCTOR(S)

Name: Sarah Jama

Email: jamas3@mcmaster.ca

Office Hours: By Appointment

COURSE DESCRIPTION

This course is an introduction to disability justice with a multidisciplinary perspective. It will explore economic, historical, political, cultural, and legal forces that have shaped social policy and the experiences of disabled people, and explore disability justice as the antithesis to capitalism. We will study topics that include: disability theory, the historic links between disability and slavery, critiques of the medical industrial complex, disability justice and abolition, ableism and the climate crisis, failed public health responses, sex and disability, the links between white supremacy and ableism, and more. Understanding these topics will equip us with the tools to begin to imagine what a world where disabled people are truly free and equal can and should look like.

The study of disability justice can teach us not just about one particular group, but also about how society understands and discards those who are deemed to have less value in our community. Through the lens of disability justice, we will explore assumptions about how society is structured, how those assumptions shape institutions and policies, and how society can be changed. The course should also help to strengthen your ability to read for analytical insight, summarize texts, pick out key ideas, and discuss and debate ideas in groups. **Please note that none of the videos and readings are mandatory in order to do well in the class. The goal is for everyone to end up with a good understanding of the materials based on the lectures.**

COURSE OBJECTIVES

This course provides an introduction to the history, ideas, realities, and research of disabled scholars, organizers and their respective communities. Topics of concern explored in this course

will be ideas and concepts around resistance, resilience, and liberation. They will be discussed through various theoretical frameworks including critical race theory, critical disability theory, mad studies, analyses of whiteness and anti-racism/anti-oppression.

- You will gain a historical, social, and political understanding of disability justice ways of being particularly in a global context.
- You will undertake an interdisciplinary approach to academic inquiry.
- You will gain an understanding of how to critically analyze texts in disability rights and disability justice-based scholarship.

FREE BACKGROUND READINGS

<http://disability-studies.leeds.ac.uk/library/> “The aim of the Disability Archive UK is to provide disabled people, students and scholars with an interest in this and related fields, access to the writings of those disability activists, writers and allies whose work may no longer be easily accessible in the public domain. It is hoped that the documents available via the Archive will help to inform current and future debates on disability and related issues...”

METHOD OF INSTRUCTION

Due to Covid19 – all courses and course components will be available virtually, regardless of the university’s decision to resume in person instruction.

This course will use a variety of integrative pedagogical approaches including a lecture format, but on occasion, there will be group discussions, group presentations and guest lectures from leaders in the Disability Justice community. **Please note that none of the videos and readings are mandatory to do well in the class.**

Students should come to class having some thoughts and some questions pertaining to the topic of the week, be ready to discuss and reflect.

- Students are expected to mutually respect all class members, including guests to the class. Such respect is paramount. We will have an opportunity to discuss this during our first class. Don’t be afraid to ask questions! Also listen – don’t monopolize the discussion or ignore other views

GRADING AND ASSIGNMENT BREAKDOWN:

Blogs and Participation: **50%**
Keyword Presentations: **20%**
Final Project: **30%**
Total: **100%**

1. **Blogs and Participation:** Participation — active engagement in class discussions and activities — is one of the most significant ways we learn together. You must be prepared



for and engage in class every week, and I will provide multiple entries for you to do so (large discussion, small group work, activities, etc.). Additionally, you will keep a blog that will serve as a kind of digital “reading journal,” where you will grapple with concepts, and discussions. This will be handed in by the end of the term, for a total of 4 submissions. 250-500 words per blog post is reasonable, and they should be housed on Avenue to Learn, and can be a stand alone reflection, or occur in response to someone else's' post.

These posts should do three things:

- **Summarize/synthesize** one class reading/ blog post/ or video clip a week: There should be some summary of each reading, and some effort to put texts in conversation.
 - Respond with **questions and problem-posing**.
 - Begin thinking about **applications** for reading. By an “application,” I mean the ways that we can use the readings to analyze other texts, be they cultural, literary, historical; or even to analyze social phenomena or personal experiences.
2. **Keyword Presentations:** You will present a brief in-class presentation (10-15min) on one of the keywords in the course (list to be generated) or on a keyword of your choosing. The presentation should include the etymology of the word, its changing usages, and its present cultural meanings as related to disability. You will write a brief (1-3 pages) paper to accompany the presentation.
 3. **Final Project:** You will do the kind of work required for a traditional conference paper/presentation, with the flexibility of genre and format. This might include any of the following (though you are not limited to these options): a theoretical talk; discussion of a specific application in terms of pedagogy or policy; a critical analysis of cultural or literary texts; an historical interpretation; a personal narrative, poem, or performance; a multimedia collage; an interactive event or installation. Regardless of the genre, you will need to develop a scholarly angle (whether this is part of the main text, or an accompanying text). Group projects are also an option; we'll need to discuss the terms of these if that's your choice

PRINCIPLES OF UNIVERSAL DESIGN:

Summary notes of every lecture will be provided on Avenue to Learn, prior to each class. There will be no final exams, or multiple choice based tests in this class. Everyone has a different learning style, so I am also more than willing to assist students with the creation of alternative assignments and make-up work as needed to foster your successful learning and completion of the course. Please talk to me as soon as you can about your individual learning needs and how this course can best accommodate them. Lastly, I do not need disclosure of personal illness or injury, or extenuating circumstances for accommodation requests. We're in a global pandemic and this is a disability justice course. If you miss class, or have to hand something in late just let me know.

Please see below the University policy on academic accommodation for students with disabilities and accessibility statements.

TERMS FOR KEY WORD PRESENTATIONS:

- Ableism
- Access
- Audism
- Black Disability Studies
- Bodymind
- Care Work
- Congregate Care Settings
- Crip and Crip theory
- Crip time
- Disability
- Disability Justice Movement
- Eugenics
- Supercrip
- Feminist Disability Studies
- Inclusive Design
- Intersectionality
- Long Term Care
- Mad Studies
- Medical Racism
- Models of Disability
- The Ugly Laws Neurodiversity and Neurodivergence
- Post Colonial Disability Studies
- Sanism
- Structural Ableism

COURSE SCHEDULE AND READINGS

May 3rd: A Basic Introduction to Disability Theory and Disability Justice

Today, we will discuss expectations for the course, get to know each other, and break down the basics of what disability theory is and the growing movement toward disability justice as a framework.

Here are readings, videos, and blog posts that will be referenced Note, none of this is mandatory for reading:



- Article: [Disability Justice - a working draft by Patty Berne](#)
- Video (20 mins): [Mia Mingus on Disability Justice \(interview\)](#): In this interview, Mia explains what disability justice is.
- Book: [Carework: Dreaming Disability Justice](#): In this book, Leah Lakshmi Piepzna-Samarasinha explores the politics and realities of disability justice, a movement that centers the lives and leadership of sick and disabled queer, trans, Black, and brown people, with knowledge and gifts for all. [Here is a link of Leah reading from the book](#) and participating in a panel discussion about the book
- [Disability Justice Informing Communities of Practice](#): Lydia X. Z. Brown (they/them), chairperson of the Massachusetts Developmental Disabilities Council and a board member of the Autism Women's Network
- [My body doesn't oppress me, society does](#): (5 minute video): Patty Berne and Stacey Milbern present a social model of disability, explaining how universal design, adaptive devices, and meeting people's access needs can limit the social, economic, and physical barriers that render physical impairments disabling in an ableist society. Disposable, produced by Sins Invalid and the Barnard Center for Research on Women. Video by Dean Spade and Hope Dector. Learn more about the series at <http://bit.ly/nobodyisdisposable>

May 5th: Disability Rights, and Successes and Gaps in the Movement

Today, we will be joined by guest speaker [Leah Lakshmi Piepzna-Samarasinha](#), Author of Care Work: Dreaming Disability Justice as referenced in week one. She will discuss the disability rights movement, its successes and the gaps.

Here are readings, videos, and blog posts that will be referenced:

- [Timeline by Inclusion Canada](#) about significant historical moments for disabled people
- [Documentary on the Birth of the Independent Living Movement](#) (this movie is free on YouTube, and covers the rise of the Independent Living Movement)
- [Crip Camp: A Disability Revolution](#) (this movie is free on YouTube and Netflix, about the history of the Disability Rights Movement in the USA, the 504 sit in, and the creation of the Americans with Disabilities Act)
- [Beyond Disability Rights; Disability Justice: Leah Lakshmi Piepzna-Samarasinha](#) (26 min video)

***Note Keyword Presentations will occur this week**

May 17: Disability in Slavery and Freedom

Today, we will discuss the links between colonialism, slavery, and structural ableism.

Here are readings, videos, and blog posts that will be referenced. None of this is mandatory for reading:

- Jennifer Barclay, “Differently Abled: Africanisms, Disability, and Power in the Age of Transatlantic Slavery,” in Jennifer Byrnes and Jennifer Muller eds. [*Bioarchaeology of Impairment and Disability: Theoretical, Ethnohistorical, and Methodological Perspectives*](#) (Springer: Cham, 2017): 77-94.
- Dea Boster, [*African American Slavery and Disability: Bodies, Property, and Power in the Antebellum South, 1800-1860*](#) (New York: Routledge, 2013).
- Jeff Forett, “‘Deaf & Dumb, Blind, Insane, or Idiotic’: The Census, Slaves, and Disability in the Late Antebellum South,” *The Journal of Southern History* 82.3 (2016): 503-548.
- David Ingleman, “Kojó’s Dis/Ability: The Interpretation of Spinal Pathology in the Context of an Eighteenth-Century Jamaican Maroon Community,” in [*Bioarchaeology of Impairment and Disability: Theoretical, Ethnohistorical, and Methodological Practices*](#), eds. Jennifer F. Byrnes and Jennifer L. Muller (Springer: Cham, 2017): 95-117.
- Meredith Mininster, “‘Female, Black, and Able: Representations of Sojourner Truth and Theories of Embodiment,’” *Disability Studies Quarterly* 32.1 (Winter 2012).
- Stefanie Hunt Kennedy, [*Between Fitness and Death: Disability and Slavery in the Caribbean*](#) (University of Illinois Press, 2020).
- Ellen Samuels, “Examining Millie and Christine McKoy: Where Enslavement and Enfreakment Meet,” *Signs: A Journal of Women in Culture and Society* 37.1 (Autumn 2011): 53-81.
- Leonard Smith, [*Insanity, Race and Colonialism: Managing Mental Disorder in the Post-Emancipation British Caribbean 1838–1914*](#) (London: Palgrave Macmillan, 2014).
- Andrea Stone, “Lunacy and Liberation: Black Crime, Disability, and the Production and Eradication of the Early National Enemy,” *Early American Literature* 52.1 (2017): 109-140.

***Note Keyword Presentations will occur this week**

May 19: Disability Justice and the Medical Industrial Complex

Today we will be joined by **Lydia X. Z. Brown** (they/them), Disability Justice Activist and chairperson of the Massachusetts Developmental Disabilities Council, and Megan Linton, a Deinstitutionalization researcher + writer in Ottawa. They will discuss inequities in health services for disabled people.

Here are other readings, videos, and blog posts that will be referenced this week. None of this is mandatory reading:

- [Eugenics Timeline in Canada](#) (This is a timeline on eugenics based policies and practices in Canada and the US, including the Alberta Sterilization Act in 1941 which prominently impacted Indigenous and Disabled women)
- [Introduction to Mad Studies:](#) (blog post)
- [Neurodiversity: bridging the gap between the disabled people’s movement and the mental health system survivors’ movement?](#) Chapter in the book 'Madness, Distress and

the Politics of Disablement' edited by Spandler, Anderson & Sapey, 2015, Policy Press, pp.231-243 This chapter traces the origins and evolution of the neurodiversity movement, which consists of people with conditions (such as autistic spectrum 'disorders', AD(H)D, dyspraxia, dyslexia, etc.) which have been positioned somewhere in between the traditional categories of 'disability' and 'mental illness'.

- [Mad matters: a critical reader in Canadian mad studies](#)
- [If these walls could talk: Stories behind Toronto's psychiatric patient built wall](#) (This is a free documentary by first time Toronto filmmakers Naomi Berlyne and Sibyl Likely. It documents the incredible stories of the 'patients' who lived many years ago behind the walls of Toronto's last remaining psychiatric hospital, now known as CAMH (Centre For Addiction and Mental Health). The Institution was first built in 1850, and was then called 'The Provincial Lunatic Asylum'.")
- [Article on the death of Joyce Echiquan](#)
- Panel called [Abolish the Psych Ward](#) hosted by the Disability Justice Network of Ontario (DJNO)

May 23: Disability Justice, the Climate Crisis, and failed Public Health responses

The failures of various levels of government to consider the needs of disabled people during public health crises and climate catastrophe is indicative of the ways in which ableism and capitalism rely on each other. We'll explore this by looking at COVID-19 responses, responses to climate change issues in BC (such as heat waves and fires), encampment evictions and more

Here are other readings, videos, and blog posts that will be referenced this week. None of this is mandatory reading:

- Article: [The pandemic isn't over — particularly for people with disabilities](#)
- [Statistics Canada Report on Impacts of COVID-19 on persons with disabilities](#)
- Article: [Intersections of disability justice, racial justice, and environmental justice](#)
- Article: [CERB helped Canadians during COVID-19 — but not the most vulnerable](#)
- Brief: [People with disabilities and homelessness in Canada](#)
- Brief: [Housing and Disability in Canada](#)
- Article: [B.C. rejects calls for individualized air quality supports for people with disabilities and those at risk from wildfire smoke](#)
- Article: [B.C. response to summer heat dome put people with disabilities, elderly at risk, Human Rights Watch finds](#)
- Interview: [Climate Change, Environmental Activism, and Disability](#)
- Article: [As ICUs fill up, doctors confront grim choice of who gets life-saving care](#)
- Toolkit: [Know Your Rights Guide to Surviving COVID-19 Triage Protocols for Fat Disabled People. Ontario, Canada](#)

***Note Keyword Presentations will occur this week**

May 26: Disability, Criminalization, and Abolition

80% of people in our prison systems are disabled. This week, we will be joined by guest speaker [Andrea J Ritchie](#), movement leader in the abolitionist movement, author of the book *Invisible No More: Police Violence Against Black Women and Women of Colour*, and Co-Author of *Say Her Name: Resisting Police Brutality Against Black Women*

Here are other readings, videos, and blog posts that will be referenced this week. None of this is mandatory reading:

- Blog Post: [Medical Industrial Complex Visual](#) by Mia Mingus
- Article: [Addressing the Criminalization of Disability from a Disability Justice Framework: Centring The Experiences of Disabled Queer Trans Indigenous and People of Colour](#)
- [Jails are no substitute for a mental health system](#)
- Toolkit: [A toolkit on the connections between disability justice and abolition](#)
- Panel Discussion on Abolition and Disability Justice: [Roundtable Discussion: Abolition and Disability Justice](#) featuring Andrea J Ritchie
- Article on police violence against disabled Black Americans [Sandra Bland, Eric Garner, Freddie Gray: the toll of police violence on disabled Americans](#)
- 20 minute documentary on the Fifth Estate on the death of Soliman Faqiri, a muslim man with schizophrenia who was killed in a jail in Lindsay Ontario [Jail Death: What happened to Soleiman Faqiri? - The Fifth Estate](#)
- [Article on the death of D'Andre Campbell](#), a Black young person living with schizophrenia who was killed after a routine wellness check

May 30th: Disability Justice and its implications across the world:

Postcolonial disability studies explores decolonial disabled ways of knowing and being. This week, we'll unpack the links between white supremacy, ableism, and imperialism. War is the largest cause of disability across the globe. What is our role in so called Canada in combating ableism, while also living in a country that continues to perpetuate ableism?

Here are other readings, videos, and blog posts that will be referenced this week. None of this is mandatory reading:

- Video (7 mins long) [Basic definition of imperialism:](#)
- Video (1 hour and 7 minutes long) [Against Ableism & White Supremacy: Disability Justice is Our Liberation](#)
- Article: [Transnationalising Disability Studies: Rights, Justice and Impairment](#)
- Article: [Disabling Bodies of/and Land: Reframing Disability Justice in Conversation with Indigenous Theory and Activism](#)
- [Repository on Disability Rights in Africa](#) (RODRA) is the first repository of its kind in Africa aimed at tracking the development and progress in the provision, protection and promotion of the rights of persons with disabilities in Africa. The repository will preserve

and share up to date open access documents on disability rights which will include amongst others; legislation, policy, court decisions and published research by both research institutions and civil society organizations. The repository will also feature latest developments in the African Union (AU) and other African sub-regional organizations.

***Note Keyword Presentations will occur this week**

June 2nd: On Intimacy, Sex, and Reproductive Justice

This week, we'll examine the topics of intimacy, sex, and reproductive justice as they relate to disabled people.

Here are other readings, videos, and blog posts that will be referenced this week. None of this is mandatory reading:

- Video: A conversation with Patty Berne, Reina Gossett, Kiyaan Abadani, and Malcolm Shanks. Moderated by India Harville. [We Move Together: Disability Justice and Trans Liberation](#) (1 hour and 37mins)
- Blog post on [Forced Intimacy: An Ableist Norm](#) by Mia Mingus
- Article: [You could truly be yourself if you just weren't you: sexuality, disabled body space, and the \(neo\)liberal politics of self-help](#)
- Article: [Disabled and Fighting for a Sex Life](#): How misperceptions about disability can prevent people with physical and cognitive impairments from being able to express their sexuality
- Video: [Misconceptions About Sex & Disability | Hannah Witton](#)
- Blog Post: Mia Mingus: [Access Intimacy: The Missing Link](#)
- Report: [Rocking the Cradle: Ensuring the Rights of Parents with Disabilities and Their Children](#) (note: no such equivalent exists in Canada)
- Position Paper from the Disabled Women's Network of Canada: [The Only Parent in the Neighbourhood: Mothering and Women with Disabilities](#)
- Article: [Parents with disabilities want support, not stigma](#)
- Article: [Canada's health-care system isn't designed for parents with disabilities: experts](#)

***Note Keyword Presentations will occur this week**

June 13: Disability, Dying and Capitalism

This week, we will be joined by guest speaker Gabrielle Peters, movement leader BC around Disability Justice and co-founder of Dying with Dignity, and Catherine Frazee, a professor emerita in the School of Disability Studies, a role she acquired after retiring from the school in May 2009, having served for a decade as professor of distinction and as co-director of the Ryerson/RBC Institute for Disability Studies Research and Education.



Here are other readings, videos, and blog posts that will be referenced this week. None of this is mandatory reading:

- Video Clip: “This is Neoliberalism” <https://www.youtube.com/watch?v=myH3gg5o0t0>
- (3 min)
- Video (1 hour long): [Sense and Debility](#): Sense and Debility: How disability figures in progressive social policy with Dr. Catherine Frazee
- Transcript of lecture: [Care Under Conditions of Capitalism & White Supremacy: An Interview With Mia Mingus](#)
- Article by Gabrielle Peters: <https://www.macleans.ca/opinion/dying-for-the-right-to-live/>
- Website with information on the [Dignity Denied](#) movement response to the expansion of Medical Assistance in Dying for disabled people who are not terminally ill.
- Article on the expansion of Medical Assistance in Dying in Canada [A dangerous path: Why expanding access to medical assistance in dying keeps us up at night](#)
- Death By Coercion: [Panel Discussion On Impacts of Changes to Medical Assistance in Dying \(MAiD\)](#), hosted by the Disability Justice Network of Ontario

***Note Keyword Presentations will occur this week**

June 16: Building Futures: Activism and otherwise

What would our future look like in a world built around the foundations of disability justice? What work will it take for us to get there?

Here are other readings, videos, and blog posts that will be referenced this week. None of this is mandatory reading:

- [The Cancer Journals, by writer and activist Audre Lorde](#)
- [Lessons For Our Future From the Disability Intersectionality Summit](#)
- Blog Post: Mia Mingus: [Changing the Framework: Disability Justice](#) How our communities can move beyond access to wholeness
- Video: [Crip Bits: Creating Art as Resistance to Ableism](#)
- Article: [How Disabled Mutual Aid Is Different Than Abled Mutual Aid](#)

***Note Keyword Presentations will occur this week**

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, usernames for the McMaster email 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 it with the course instructor.

STUDENT RESPONSIBILITIES

- Students are expected to contribute to the creation of a respectful and constructive learning environment. Students should read the material in preparation for class, attend class on time and remain for the full duration of the class. A formal break will be provided in the middle of each class, students are to return from the break on time.
- In the past, students and faculty have found that non-course related use of laptop computers and hand-held electronic devices during class to be distracting and at times disruptive. Consequently, during class, students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity taking place.
- Please check with the instructor before using any audio or video recording devices in the classroom.

POLICY ON MISSED WORK, EXTENSIONS, AND LATE PENALTIES

Standard McMaster policies pertaining to missed work (e.g., MSAFs) will apply. Understanding this, extensions and late penalties will be considered and addressed on a case-by-case basis. See below regarding academic accommodations, missed work, and related issues.

VIRTUAL COURSE DELIVERY

To follow and participate in virtual classes it is expected that you have reliable access to the following:

- A computer that meets the performance requirements [found here](#).
- An internet connection that is fast enough to stream video.
- Computer accessories that enable class participation, such as a microphone, speakers and webcam when needed.

If you think that you will not be able to meet these requirements, please contact uts@mcmaster.ca as soon as you can. Please visit the [Technology Resources for Students page](#) for detailed requirements. If you use assistive technology or believe that our platforms might be a barrier to participating, please contact [Student Accessibility Services](#), sas@mcmaster.ca, for support.

E-MAIL POLICY

E-mails must originate from a valid McMaster account, and be sent to the instructor's McMaster email. Please do not use the Avenue messaging function. You must use your McMaster email account to message the instructor. Any email originating from another provider will be deleted (we cannot confirm that the email has come from you).

STUDENTS WITH ACCOMMODATIONS (SAS)

Please discuss your accommodations with the instructor early in the term so that accommodations can be in place before they are needed.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your registration and continuous participation to the various learning activities of *INSPIRE 3EL3* will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture or through other communication vehicles. It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly. Lack of awareness of the course policies cannot be invoked at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand. The instructor reserves the right to modify elements of the course and will notify students accordingly.

ACADEMIC INTEGRITY

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

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

The following illustrates only three forms of academic dishonesty:

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

AUTHENTICITY / PLAGIARISM DETECTION

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

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., online search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ONLINE ELEMENT

Some courses may use online elements (e.g. email, 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, usernames for the McMaster email 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 online 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.