



Disability Studies 2216F (570)
Disability and Popular Culture
Fall/Winter 2026-2027

Instructor: Dr. Billie Anderson

Email: bander49@uwo.ca

Course Information

Calendar Description:

Examine cultural contexts and attitudes that produce diverse, evolving representations of disability and normalcy in private reflections and public media (news, policies, memoirs, arts, social media) by care professionals, law, state, church and family. Students critique existing media representations and work on constructive alternatives.

Prerequisite(s): Disability Studies 1010A/B.

Antirequisite(s):

Extra Information: 3 lecture hours

Course Weight: 0.50

Breadth: Category A

Subject Code: DISABST

Notice: Unless you have either the requisites for this course, or special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

DS 2216F – Disability and Popular Culture
Faculty of Disability Studies
King's University College at Western University

Instructor: Dr. Billie Anderson

Email: bander49@uwo.ca

Office Hours: Wednesdays, 1:00–2:00 PM (or by appointment)

Course Description

Disability is *everywhere* in popular culture, yet it is rarely represented neutrally. Across film, television, advertising, social media, news, literature, comics, sports, and video games, disability is repeatedly used to symbolize tragedy, villainy, heroism, vulnerability, monstrosity, resilience, or redemption. These representations shape not only how disabled people are perceived but also how disability itself comes to be understood.

This course examines disability as a cultural and political construction through the lens of media and representation. Drawing on scholarship from Disability Studies, Media Studies, and Cultural Studies, students will explore how disability functions within popular culture, why particular representational patterns continue to emerge, and what alternative ways of imagining disability become possible when disabled people tell their own stories.

The course is organized as a weekly workshop. Each class introduces a new theoretical framework before students work collaboratively to identify, analyze, and discuss examples drawn from contemporary media. Students will spend the semester learning how to apply course theories to concrete examples.

Course Learning Outcomes

By the end of this course, students will be able to:

1. Explain major theories of media representation drawn from Disability Studies, Media Studies, and Cultural Studies.
2. Identify recurring patterns and tropes in representations of disability across popular culture.
3. Apply theoretical frameworks to analyze contemporary media including film, television, advertising, news, social media, literature, comics, sports, and video games.
4. Distinguish between different forms of disability representation and evaluate their cultural, political, and ethical implications.
5. Develop clear, persuasive, and theoretically informed analyses of media texts.
6. Participate thoughtfully in seminar discussions by presenting evidence, responding to peers, and offering constructive feedback.
7. Reflect critically on how media shapes cultural understandings of disability, normalcy, embodiment, and difference.
8. Imagine alternative approaches to disability representation that challenge dominant assumptions and expand possibilities for disabled futures.

Required Course Materials

There is no required textbook for this course. All required readings will be made available through Brightspace. Students should have regular access to:

- Brightspace
- A laptop or tablet for in-class research activities
- A reliable internet connection
- Writing tools (pen and paper)

Mode of Instruction: In-person

Course Format

This course is organized as a weekly seminar and media workshop. Each class follows a three-part structure:

1. **Theory:** The first hour introduces a major theoretical framework for understanding disability representation in popular culture through lecture and discussion of the week's readings.
2. **Media Workshop:** Students work individually or collaboratively to identify examples of the week's framework in contemporary popular culture. Examples may come from film, television, social media, advertising, news, sports, comics, music, video games, or other media.
3. **Seminar Discussion:** Students present their analyses to the class before leading a brief discussion. Seminar discussions are guided by peer feedback and collaborative interpretation, emphasizing critical thinking over finding a single "correct" reading. Because this course is discussion-based, regular attendance and active participation are essential.

Seminar Expectations

If you're looking for a class where you can show up, take notes for three hours, and leave, you're probably going to find this one frustrating. In this course, **you** have a say in how it's run. Each week I'll introduce a new way of thinking about disability representation in popular culture, but after that, the class belongs to you. You'll spend time finding examples, making arguments, leading discussions, asking questions, disagreeing with each other, and figuring things out together. In other words, you'll be doing the work that media scholars actually do. That only works if everyone is willing to participate.

You don't need to be the loudest person in the room, and you certainly don't need to have the "right" answer. You do need to come prepared, be curious, ask questions, listen carefully to your classmates, and be willing to try. Some discussions will be messy. Some examples won't fit neatly into a week's theory. That's not a problem—that's where the interesting conversations usually begin.

You'll feel like you have a lot more freedom than you might be used to, and with that freedom comes some responsibility. The quality of this course depends just as much on what you bring to it as what I bring to it. If everyone shows up having done the readings and willing to contribute, this could be a very fun class. If nobody is willing to engage, it's a very long three

hours for all of us. So come ready to think, to talk, to question things, and to help make this class something worth showing up for each week.

Assessments	Weight
Weekly Seminar Discussions	30%
Midterm Examination	25%
Mid-Semester Oral Reflection	10%
Final Symposium Presentation	35%
Total	100%

Weekly Seminar Discussion (30%)

Beginning in Week 2, students will participate in a weekly seminar focused on applying that week's theoretical framework to contemporary examples of popular culture. Working individually or in small groups, students will identify a media example that reflects, complicates, or challenges the week's topic. Examples may come from film, television, advertising, social media, news, sports, music, comics, video games, or other forms of popular culture. Each group will give a brief presentation (approximately 3–5 minutes) before leading a short class discussion. Unlike traditional participation grades, Weekly Seminar Discussions are evaluated entirely through *structured peer review*. Following each presentation, classmates will provide written feedback and assign a score using a common rubric. These evaluations are intended to encourage thoughtful discussion, collaborative learning, and constructive feedback. The lowest two seminar grades will be dropped.

Midterm Examination (25%)

The midterm is an in-class written examination designed to assess students' ability to apply course concepts rather than simply recall them. Students will analyze media texts using the theories and concepts introduced during the first half of the course. The exam emphasizes close reading, critical thinking, and the application of Disability Studies scholarship to popular culture.

Mid-Semester Oral Reflection (10%)

During the online class on October 28, each student will participate in a brief individual conversation with the instructor. Rather than a traditional examination, this assessment provides an opportunity to reflect on the first half of the course, discuss course concepts, and demonstrate an understanding of the readings through conversation. Students should be prepared to explain theoretical concepts in their own words, discuss examples from popular culture, and reflect on how their thinking has developed over the semester. This will also be a time for students to present their plans for the final presentation and get immediate feedback from their instructor.

Final Presentation (35%)

On the last day of class, students will deliver a conference-style presentation during the final class. Each student will select a piece of popular culture and develop an original analysis using theoretical frameworks from throughout the semester. Presentations should move beyond identifying a single trope or stereotype and instead demonstrate an ability to synthesize course concepts in a thoughtful, well-supported analysis. Following each presentation, classmates will have an opportunity to ask questions and engage in discussion. To ensure a broad range of topics, students will sign up for both their media text and primary theoretical framework in advance. No two students may present on the same combination of media text and theoretical approach. Additional guidelines and a sign-up schedule will be provided later in the semester.

Weekly Schedule

Week / Date	Topic	Required Readings	Due
Week 1 Sept. 9	How Do Media Create Meaning? <i>Representation, ideology, and stereotypes</i>	Stuart Hall , "The Work of Representation" (from <i>Representation</i>) Roland Barthes , "Myth Today" (from <i>Mythologies</i>) Richard Dyer , "The Role of Stereotypes"	—
Week 2 Sept. 16	Narrative Prosthesis: Why Do Stories Need Disability?	David T. Mitchell & Sharon L. Snyder , "Chapter 2: Narrative Prosthesis and the Materiality of Metaphor" (from <i>Narrative Prosthesis</i>) Paul Longmore , "Screening Stereotypes"	Weekly Seminar Discussion #1
Week 3 Sept. 23	Disability as Tragedy	Susan Wendell , "The Social Construction of Disability" (from <i>The Rejected Body</i>) Jenny Morris , "Disability in Western Culture" (from <i>Pride Against Prejudice</i>)	Weekly Seminar Discussion #2
Sept. 30	No Class – National Day of Truth and Reconciliation	—	—
Week 4 Oct. 7	The Supercrip: Disability as Heroism	Sami Schalk , "Reevaluating the Supercrip" José Alaniz , "Supercrip" (from <i>Death, Disability, and the Superhero</i>)	Weekly Seminar Discussion #3
Oct. 14	No Class – Reading Week	—	—
Week 5 Oct. 21	Midterm Examination	Review all previous readings	Midterm
Week 6 Oct. 28 (Online)	Mid-Semester Oral Reflection & Course Check-In	No readings	Oral Reflection

Week / Date	Topic	Required Readings	Due
Week 7 Nov. 4	Monsters, Villains, and the Fear of Disability	Billie Anderson , “The Monstrous Disability and the Disabled Monster” Travis Sutton , “Avenging the Body” (from <i>A Companion to the Horror Film</i>)	Weekly Seminar Discussion #4
Week 8 Nov. 11	Madness, Neurodivergence, and the Unreliable Mind	Menzies, LeFrançois & Reaume , “Introduction” (from <i>Mad Matters</i>) Margaret Price , “Introduction” (from <i>Mad at School</i>)	Weekly Seminar Discussion #5
Week 9 Nov. 18	Cure, Medicine, and the Politics of Normalcy	Rosemarie Garland-Thomson , “The Case for Conserving Disability” Eli Clare , “Structure of Cure” (from <i>Brilliant Imperfection</i>)	Weekly Seminar Discussion #6
Week 10 Nov. 25	Inspiration Porn and the Politics of “Overcoming	Eli Clare , “Ideology of Cure” (from <i>Brilliant Imperfection</i>) Stella Young , <i>I’m Not Your Inspiration, Thank You Very Much</i>	Weekly Seminar Discussion #7
Week 11 Dec. 2	Disability Aesthetics and Crip Futures	Tobin Siebers , “Introduction” (from <i>Disability Aesthetics</i>) Alison Kafer , “Imagined Futures” (from <i>Feminist, Queer, Crip</i>)	Weekly Seminar Discussion #8
Week 12 Dec. 9	Final Presentation	—	Final Presentation

Course policy on use of generative AI, including translation/grammar aids

This course is intentionally designed around discussion, collaboration, and in-class analysis. Most of your work will take place in the classroom, where you’ll spend time applying course theories to media examples, asking questions, responding to your classmates, and developing your own interpretations. These are skills that can only be developed by doing them yourself.

For that reason, the use of generative artificial intelligence (AI) tools—including but not limited to ChatGPT, Claude, Gemini, Microsoft Copilot, Grammarly AI, translation software that generates original text, or similar tools—is **not permitted** for any brainstorming, outlining, or work submitted for evaluation in this class.

This means AI may not be used to:

- generate ideas or outlines for assignments;
- write, rewrite, paraphrase, summarize, or edit your work;
- produce presentation scripts or speaking notes;
- answer exam questions;
- generate analyses of course readings or media examples; or

- complete any assessed work on your behalf.

I will not use AI-detection software in my grading. Current AI detectors are unreliable and frequently produce false positives, particularly for students writing in a clear or formal style. Instead, concerns about unauthorized AI use will be based on the work itself, including inconsistencies with a student's in-class participation, previous writing, oral discussions, and demonstrated understanding of course material.

If I have reason to believe that submitted work does not reflect your own thinking, **the assignment will receive a grade of zero and you will have to follow up with me to schedule a meeting.** Following that meeting, you may be given one opportunity to resubmit the work as your own original analysis. A second instance of unauthorized AI use will result in a permanent grade of zero on the assignment. Repeated violations may be referred to the appropriate university office under Western University's academic integrity policies.

If you are ever unsure whether a particular tool or form of assistance is permitted, please ask before using it. I'd much rather answer a question beforehand than have to deal with an academic integrity issue afterward.

Late Submission Policy

Because this course is built around weekly discussion and in-class activities, most assessments are completed during our scheduled class meetings. As a result, traditional late submissions are generally not applicable. The following policies apply:

- **Weekly Seminar Discussions:** These take place during class and cannot be submitted late. The two lowest seminars will be dropped from your final grade, so there is flexibility to miss class if needed. No other exceptions will be made.
- **Midterm Examination:** Students who will miss the midterm due to documented academic consideration should contact me as soon as possible to discuss available options in accordance with university policy.
- **Mid-Semester Oral Reflection:** Because these conversations are individually scheduled during our online class, students who anticipate a conflict should notify me in advance whenever possible. Alternative arrangements may be made in cases of approved academic consideration.
- **Final Symposium Presentation: *There are no extensions or alternate dates for the Final Symposium Presentation.*** This assessment is delivered during our final class meeting and depends on the participation of the entire class. Students are therefore expected to be present and prepared to present on the final day of class. Students who are unable to attend due to serious, documented circumstances should contact Academic Advising and the instructor as soon as possible. Any accommodations will be determined in accordance with university policy.

If you encounter unexpected circumstances during the semester, please communicate with me as early as possible. It's much easier to solve problems before a deadline than after one has passed.

Expectations (for you and for your instructor)

What goals do I care about most?

1. Intense thinking: I will regularly ask questions to which I do not have “the” answer. My job is not to fill you with information nor to train you like a lab animal. Expect open-ended, improvisational conversations that leave room for everyone to learn and grow.
2. Personal maturation: I want every student to leave my courses a little wiser—and wisdom involves action, not just theory. I want you to want to be a better version of yourself: more generous with others, better able to endure hardship, more determined to live with integrity.
3. Genuine community: This does not mean warm fuzzies, nor does it require wholesale agreement. It does mean building trust, pushing beyond superficial identities toward real understanding, and authentic curiosity about others’ lives.

What priorities will make these things possible?

- Regular presence: Rather than rules about the number of classes missed or the use of electronic devices, I will just say this: I want you to want to be present—wholeheartedly—as much as possible. When we recognize barriers to that, let’s figure out how to overcome them. If you start missing too many classes, I’ll want to talk about options.
- Productive disagreement: I’m not here to clone myself, and none of us should be here to “win” arguments. We’ll talk regularly about controversial topics, and we’ll get better at being frank but not blunt, tactful but not wishy-washy. Our culture needs more gracious candour.
- Process above outcomes: Grades matter, but how you get them matters more. Think back across the best classes you’ve ever taken. What memories made them special? It’s not the label that the registrar puts on your transcript, but the stories that you, your peers, and your faculty can tell.

What can you count on from me?

- Availability and responsiveness: In some ways, tuition is like a gym membership. My job is to make regular spaces ready for you to grow, both in classes and during office hours, and your job is to take advantage of them—and not just when deadlines are approaching!
- Honest, encouraging feedback: A good coach both competes alongside you and holds you accountable concerning the steps required by your goals. A grade reflects your work’s status relative to peer benchmarks, but what matters most is your growth across our weeks together.
- Fairness and consistency: I will assign grades with an eye to all concerned, including peers past and present, and will discuss them as desired.

Universal/Resonant Design: My courses are intentionally designed to be modular and flexible and to address different learning styles and needs. Nevertheless, aspects of this syllabus—requirements, expectations, etc.—may conflict with your access needs. I can be flexible if you come to me within the first two weeks of class to discuss your access needs. Note that some

accommodation requests could potentially conflict with others' access needs (or mine), and/or the pedagogical goals of the course, in which case they might need to be negotiated. I do, however, have a few non-negotiables:

1. I expect you to really try (which means it's also okay to fail).
2. Good faith and good humour toward your colleagues in the classroom. For both: disagreements are expected and encouraged, but please keep nitpicking to a minimum; personal attacks and intimidation are not acceptable under any circumstances. Follow the Golden Rule. Encourage basic questions as well as advanced ones.
3. Your job as a participant is to listen actively to what others have to say and advance the discussion. If you are a confident contributor, use your confidence for good and not evil. Help bring others into the discussion, refer to your classmates by name, and be encouraging about the contributions of those who do not say as much.
4. While personal anecdotes are allowed, keep in mind this is a shared space. Others may disagree with your interpretation of your experience. This is encouraged and allowed. If you are not comfortable with this, do not share your story. If you share your story and then decide you are uncomfortable with others discussing it, just ask us to stop and I will move the discussion along.
5. Awkward silences and hesitation are okay. Don't feel you need to rush to speak and don't worry if you need a little time to articulate something. Contributing to the class discussion is more than the frequency of the times your hand goes up and the number of words you say. **If you are struggling to articulate something, that's probably a sign that you are saying something that is new and not obvious.**
6. Difficult subject matter: As your prof, I will never do anything intentionally to shock or traumatize students. At the same time, it's our job to discuss difficult subjects in class, and nobody can predict the effect some materials may have on someone. I will try and give previews of the kinds of subject matter you will encounter before you encounter it, but I cannot guarantee I will preview the important thing. If I forget, feel free to ask. If you are having difficulty dealing with a class discussion or reading or recording, you may raise the issue as part of the discussion (keeping in mind #4 above), or you may simply discretely leave class. A note to me (the prof) would be helpful after the fact so that we know what happened and don't think you just got up and left.

While life does happen, excessive absences that are not discussed with me ahead of time could result in a reduction of your final grade if you have not compensated for it in your course contributions. There are no "excused" or "unexcused" absences, and you never need to show me a doctor's note, you just need to get in touch with me before the last minute.

**KING'S UNIVERSITY COLLEGE
GENERAL COURSE POLICIES
2026-27**

1. Academic Accommodations (Accessibility)

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

2. Academic Consideration for Student Absences

Students must be approved to write a makeup exam or for an extension of the assignment deadline. If you need to miss an exam or the deadline for the assignment, please follow these instructions.

There are two ways to seek academic consideration:

(i) Academic consideration based on medical or compassionate grounds

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate grounds), they should contact the Academic Advising Office. As a rule, documentation is required for academic consideration.

For academic consideration requests on medical grounds, the Student Medical Certificate (SMC) is the appropriate documentation. The SMC is available at <https://registrar.uwo.ca/academics/pdfs/student-medical-certificate.pdf>

- King's students: The Academic Advising Office website is located in DLH 104. The Academic Advising website is <https://mykings.ca/intranet/app/#/academics/academic-advising>.
- If your home faculty is Huron or at Western, please submit your documentation to your faculty's academic counselling office.
- Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

You may submit requests for academic consideration through the **Student Absence Portal**, linked on this website: <https://mykings.ca/intranet/app/#/academics/academic-advising/academic-consideration-requests-and-student-absence-portal>

(ii) Academic consideration through an undocumented absence

Students are permitted one academic consideration request without supporting documentation per term per half-course (0.5) weight.

- Note that instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline to confirm this assessment.
- If instructors have built flexibility into their assessments, this flexibility will already address consideration needs. (For example, if students need to submit X of Y assignments, this flexibility already provides consideration.)
- Undocumented absences can not be used as the basis for academic consideration for December or April exams.

For further information on the academic consideration policy, please see https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

c) Absences from Final Exams

If you miss the Final Exam, **contact your Academic Advising Office** as soon as you are able to do so. They will assess your eligibility to write the “Special Examination” (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a multiple exam situation (i.e., you are scheduled to write more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under [Special Examinations](#)).

d) Religious Accommodations

Students should consult the University’s list of recognized religious holidays, and should give notice in writing to the instructor and their Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

3. Support Services

Accessibility, Counselling and Student Development at King’s University College:
<https://mykings.ca/intranet/app/#/student-supports-and-services/accessibility-services>

Students experiencing emotional or mental health distress can access services at King’s University College: <https://kings.uwo.ca/campus-life/student-supports/>

Good2talk is an online and phone resource for students, available 24/7, with services in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

Western’s Mental Health Services site provides a complete list of options on how to obtain help: <https://www.uwo.ca/health/mental-health/index.html>

Academic Support Services at King's University College: <https://kings.uwo.ca/academics/academic-supports/>

4. Statement on Gender-Based Sexual Violence

King's and Western are committed to reducing incidents of gender-based sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: [Mental Health and Wellness at King's](#).

You can reach supports at King's by emailing care@kings.uwo.ca or calling 519-930-4640 to reach a Social Worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by email (health@uwo.ca) or by calling 519-661-3568. Additional support services can be found <https://www.uwo.ca/health/gbsv/support/index.html>

5. Statement on Use of Electronic Devices

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

Use of Laptops, Tablets, and Smartphones in the Classroom: King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see https://kings.uwo.ca/sites/2025/assets/files/campus/Kings_Code_of_Student_Conduct.pdf

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

6. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.pdf

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. **Check with you instructor to check which tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in each course.** Note that although some courses may permit the use of such tools, it does not mean use of such tools is permitted in other courses.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see <https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html>.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

7. Copyright of Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

8. Use of Recordings

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

9. Policy on Attendance

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.