

COURSE SYLLABUS



COURSE TITLE: HIST-102: World Civilizations 1 - Pre 1450

CLASS SECTION: 001

TERM: Fall 2024

COURSE CREDITS: 3

DELIVERY METHOD(S): In-Person

Camosun College respectfully acknowledges that our campuses are situated on the territories of the Ləkʷəŋən (Songhees and Kosapsum) and WSÁNEĆ peoples. We honour their knowledge and welcome to all students who seek education here.

INSTRUCTOR DETAILS

NAME: Christian Lieb

EMAIL: LiebC@camosun.ca

OFFICE: Y-323

HOURS: Tuesdays and Thursdays 11:30-1:30, or by appointment

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

Students study historical events in a global context, focusing on the evolution of leading civilizations by identifying major stages in their development. The major characteristics and frameworks of the interaction between peoples and societies around the globe are emphasized.

PREREQUISITE(S):

One of:

- C+ in English 12
- C in Camosun Alternative

CO-REQUISITE(S):

Not Applicable

EXCLUSION(S):

Not Applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course a student will be able to:

1. Examine how different cultures can understand one another through shared historical information.
2. Study the phenomenon of change in human experience, how change connects the past to the present.

3. Recognize that world history cannot be seen merely as a mirror reflecting Western viewpoints and cultures. There are older cultures and societies outside of the western tradition.
4. Examine how economies, cultures, diplomacy, politics, etc. are shaped by developments around the world, how an international context is key to understanding local and national affairs.
5. Recognize that key aspects of the past and present have been shaped by global forces--exchanges of foods, technologies, religions, ideas, diseases, etc.
6. Focus on the activities of human civilizations rather than human history as a whole, where civilization is defined as “a form of human social organization that arises from the capacity of certain peoples to produce food surpluses beyond their basic needs, and to develop a variety of specialized occupations, a heightened social differentiation on a class and gender basis, intensified economic exchanges between social groups, an regional and long-distance trading networks. Surplus agricultural production spurs the growth of large towns and then cities inhabited by merchants, artisans, ritual specialists, and political leaders. Both specialization and town life contribute to an increase in creativity and innovation that have been characteristic of all civilizations.” Peter Stearns et al. *World Civilizations, the Global Experience*. New York: Harper Collins, 1992.
7. Compare different civilizations through time.
8. Examine contacts between cultures and the responses adopted by each to those contacts.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

- (a) Pollard, Rosenberg, Tignor, et al., *Worlds Together, Worlds Apart: A History of the World from the Beginnings of Humankind to the Present. With Sources, Vol. 1* (4th Concise Ed. New York: W.W. Norton, 2024); ISBN: 978-1-324-06966-9 – with InQuizitive online access (code included in the textbook).
- (b) History Department Style Guide and additional Seminar Readings on D2L course website

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Lectures: Tuesday 1:30-3:20 in Y-219

Seminar Group A: Thursday 1:30-2:20 in Y-219

Seminar Group B: Thursday 2:30-3:20 in Y-219

Note: This schedule is subject to minor changes – the instructor will discuss any changes at the beginning of each class. The Course Readings List is included in this course outline.

Week 1 (Sept. 3-8)

Tues. Sept. 3: Introduction and course business

Thurs. Sept. 5: LECTURE: (50 min.) Human Origins

Week 2 (Sept. 9-15)

☞ **Online Quiz #1** (📖 *Textbook Ch. 1*) – Tuesday Sept. 10 (*always at 12:00 noon*)

Tues. Sept. 10: LECTURE: The Origins of Human Societies

Thurs. Sept. 12: SEMINAR: Where does History begin?

📖 Textbook Chapter 1: *Global Themes and Sources*, p. 44-49.

Week 3 (Sept. 16-22)

☞ **Online Quiz #2** (📖 *Textbook Ch. 2*) – Tuesday Sept. 17

Tues. Sept. 17: LECTURE: The Emergence of Cities and States

Thurs. Sept. 19: SEMINAR: The emergence of historical records.

📖 Textbook Chapter 2: *Global Themes and Sources*, starting on p. 92.

ON D2L: 📖 1. Epic of Gilgamesh (synopsis and analysis):

http://www.ancient-literature.com/other_gilgamesh.html

2. The Osirian Cycle: <https://www.laits.utexas.edu/cairo/teachers/osiris.pdf>

Week 4 (Sept. 23-29)

☞ **Online Quiz #3** (📖 *Textbook Ch. 3*) – Tuesday Sept. 24

Tues. Sept. 24: LECTURE: State Structures and their Challengers

Thurs. Sept. 26: SEMINAR: Codifying Laws, Regulating Societies

📖 Textbook Chapter 3: *Global Themes and Sources*, starting on p. 136.

Week 5 (Sept. 30-Oct. 6)

☞ **Online Quiz #4** (📖 *Textbook Ch. 4*) – Tuesday Oct. 1

Tues. Oct. 1: LECTURE: Early Empires in Asia - China

Thurs. Oct. 3: SEMINAR: Library Research Seminars in LLC 136 (Library computer room)

Week 6 (Oct. 7-13)

☞ **Online Quiz #5** (📖 *Textbook Ch. 5*) – Tuesday Oct. 8

Tues. Oct. 8: LECTURE: Shrinking the Afro-Eurasian World - Persia

Thurs. Oct. 10: Online Midterm Exam time – I will be in my office if there are questions.

☞ **Midterm Exam questions will be posted on D2L at 12:00 noon on Thursday Oct. 10 (Under “Week 7”) –the seminar time slots this week may be used as exam time (no in-class attendance required).**

Week 7 (Oct. 14-20)

☞ **Midterm Exam due for online submission, 12:00 noon on Oct. 15**

Tues. Oct. 15: LECTURE: The Mediterranean World of the Polis – Origins of Greek Civilization

Thurs. Oct. 17: LECTURE: The Persian Wars with Greece

Week 8 (Oct. 21-27)

☞ **Online Quiz #6** (📖 *Textbook Ch. 6*) – Tuesday Oct. 22

Tues. Oct. 22: LECTURE: Conquests and Widening Trade – The Rise of Rome

Thurs. Oct. 24: SEMINAR: How to Write a Research Paper

Week 9 (Oct. 28-Nov. 3)

☞ **Online Quiz #7** (📖 *Textbook Ch. 7*) – Tuesday Oct. 29

Tues. Oct. 29: LECTURE: Building Empires: Imperial Rome and Han China

Thurs. Oct. 31: SEMINAR: Maintaining Order in the Roman and Chinese Empires

📖 Textbook Chapter 7: *Global Themes and Sources*, starting on p. 328.

ON D2L: 📖 “Han and Rome: Asserting Imperial Authority,” in: Merry E. Wiesner, et al., *Discovering the Global Past: A Look at the Evidence. Vol. 1: To 1650.* (Boston and New York: Houghton Mifflin Company, 2007), 80-112.

Week 10 (Nov. 4-10)

☞ **Online Quiz #8** (📖 *Textbook Ch. 8*) – Tuesday Nov. 5

Tues. Nov. 5: LECTURE: The Rise of Universal Religions – Buddhism, Christianity, and Islam

Thurs. Nov. 7: SEMINAR: The Spread of Universal Religions

📖 Textbook Chapter 8: *Global Themes and Sources*, starting on p. 378.

☞ **Research Paper due on D2L at Midnight (11:59 pm) on Nov. 7**

Week 11 (Nov. 11-17)

☞ **Online Quiz #9** (📖 *Textbook Ch. 9*) – Tuesday Nov. 12

Tues. Nov. 12: LECTURE: Religious and Commercial Contacts in Afro-Eurasia

Thurs. Nov. 14: Seminar: Women's Roles in Society.

📖 Textbook Chapter 9: *Global Themes and Sources*, starting on p. 430.

On D2L: 📖 "Patriarchy and Women's Voices," in: Robert W. Strayer and Eric W. Nelson, *Thinking through Sources, Vol. 1*, (3rd Ed., Boston and New York: Bedford / St. Martin's, 2016), 60-71.

Week 12 (Nov. 18-24)

☞ **Online Quiz #10** (📖 *Textbook Ch. 10*) – Tuesday Nov. 19

Tues. Nov. 19: LECTURE: The Shrinking of the Afro-Eurasian World.

Thurs. Nov. 21: SEMINAR: The Shrinking of the Afro-Eurasian World.

📖 Textbook Chapter 10: *Global Themes and Sources*, starting on p. 483.

ON D2L: 📖 Marco Polo's travels at: <https://archive.org/details/bookofsermarcopo01polo>
Please read pages 295-338 of the book.

Week 13 (Nov. 25-Dec. 1)

☞ **Online Quiz #11** (📖 *Textbook Ch. 11*) – Tuesday Nov. 26

Tues. Nov. 26: LECTURE: Social and Cultural Responses to the Black Death.

Thurs. Nov. 28: SEMINAR: Responses to the Black Death.

📖 Textbook Chapter 11: *Global Themes and Sources*, starting on p. 529.

ON D2L: 📖 Trevor Dean, "Plague and crime: Bologna, 1348–1351," *Continuity and Change*, vol. 30, no. 3, (2015); 367-393.

Week 14 (Dec. 2-7)

Tues. Dec. 3: LECTURE: Societies and Cultures in the Americas.

Thurs. Dec. 5: Exam Review

Final Exam questions will be posted on D2L at 12:00 noon on Dec. 5.

FINAL EXAM PERIOD:

☞ **Final Exam for Hist. 102 is due on D2L at Midnight (11:59 pm) on Dec. 12, 2024.**

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines can be reviewed on the [CAL exams page](https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams). <https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
☞ Online Quizzes	10%
☞ Discussion Groups	20%
☞ Midterm Exam	20%
☞ Research Paper	25%
☞ Final Exam	25%
	TOTAL
	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

☞ **Course Requirements:**

As preparations for each week, you are expected to read the relevant chapter(s) in the textbook, Pollard, Rosenberg, Tignor, et al., *Worlds Together, Worlds Apart: A History of the World from the Beginnings of Humankind to the Present. With Sources, Vol. 1* (Concise 4th Ed. New York: W.W. Norton, 2024) and complete the corresponding online quizzes. During the term, you will be required to attend the scheduled discussion sessions and provide a one to two-page commentary for each of these seminars. You must also submit a research paper. In addition, there will be an online midterm exam in October and the online final exam due at the beginning of the exam period in December (see details in the schedule above).

1) **Discussion Groups (20% of final grade):**

Since discussion groups only work when students are well-acquainted with the assigned readings, one requirement of the seminars will be to provide a short (minimum one printed page) commentary containing the following points:

- ***Briefly summarize the primary sources and the one academic journal article (what do they tell us about the topic?)***
- ***Identify the main arguments and themes of the readings***
- ***Write a short paragraph in which you outline the most important question(s) that the readings raised for you.***

This will help you to focus your thoughts for the discussions and will train you to identify the main arguments or points of the texts you read. These short commentaries will not be graded individually

but will assist in determining the quality of your participation (of course, only in addition to your oral contributions during the discussions – see below).

The discussion groups count for 20% of the final grade in the course. You will receive 30% of the discussion grade by being physically present, 30% will be based on the discussion paper (full marks for all papers that fully cover the above points), and 40% will be based on the quality and frequency of your oral participation (with an emphasis on contributions that demonstrate critical engagement with the material).

To ensure discussions are effective, students must read and think about the assigned material in advance of coming to class and bring the short paper – see instructions above. In class, students will not only discuss the content of the material but more importantly will discuss their interpretations of the assigned material, the authors' thesis and main points, and, where applicable, the sources and evidence the authors used to make their arguments – see the questions associated with the readings either at the end of the assigned sections for the textbook readings, or the D2L material.

2) **InQuizitive online quizzes (10% of final grade):**

Please use the textbook's digital landing page at <https://digital.wwnorton.com/worldscon4v1> to self-register for the online portion of the course. Our **Student Set ID is: 848710**. For the specific steps of registration, please see the further details on D2L. More information for the deadlines for quizzes can be found in the schedule above and on D2L. The online quizzes will remain open until 12:00 noon on the days posted in the course outline (always Tuesdays) and will automatically close at that point – avoid leaving the quizzes to the last minute as you may get cut off. You need to complete 10 out of the 11 quizzes for full marks.

3) **Midterm Exam (20% of final grade):**

As the midterm exam we will have two 500–600-word essay responses that will include questions on material from lectures and the textbook covered to that point in the course and potentially also the discussion readings. The aim will be to combine your textbook and discussion readings and the material from the Powerpoint lecture to demonstrate contextual understanding of developments relevant to the course. The two essay exam questions will be posted on D2L under “Week 7” five days before the due date and will be submitted online through the **D2L submission box at 12:00 noon on Tuesday October 15, 2024 – please combine the two responses into a single Word or PDF document.**

4) **Research Essay (25% of final grade):**

This essay requires a minimum of **four academic secondary and one primary source** (i.e. a source written at or near the time of the event).

Choose a written primary source from your textbook (or from our discussion readings posted on D2L) as the basis for your essay topic. See table of contents for the primary source listing in the textbook or in the e-book version (part of InQuizitive access). In addition, the paper requires a minimum of **four academic and recent secondary sources** (books or articles written by historians and published by university presses or academic journals) accessible through the Camosun Library (or also try the UVic library if you cannot find enough material at Camosun). Search for sources that are footnoted and at least 15 pages in length. Shorter works will not provide the necessary details for factual evidence that you need to support your own argument in the paper. Avoid the use of online

secondary sources since most of them are not peer reviewed (i.e. not academic) and are likely too short. Please draw on information from the minimum of four secondary sources you found and make sure to use the History Department Style Guide, available on D2L under “Course Resources” for formatting of the footnotes and bibliography.

There is additional information on D2L and in a seminar on “How to write a Research Paper” – see schedule above. This essay will be about 1,500-2,000 words in length and will be marked based on the effectiveness of the research and argument, writing style and grammar, as well as the use of proper academic footnoting (Chicago Style – see History Department Style Guide under “Course Resources” on D2L). **Papers without proper footnotes cannot receive a passing grade** since they do not meet minimum academic standards (same applies for papers without the minimum number of sources). If you need help with footnoting, please come and see me (and see all the support on the D2L page).

Qualities of a Good Essay:

- **Critical analysis.** Original and independent thought. What do you think about the material you have found? Why did you make the argument that you did? Which sources are more convincing and why? How are your sources biased? A well-balanced essay will include information that may disagree with your thesis as long as you explain why you are more convinced by one source than by another.
- **Clear argument and organization.** State your thesis in the introduction and develop it in a well-organized paper. The thesis statement is an answer to the research question. Based on the research you have done, take a point of view and defend it. The information you present should be logically organized and support your thesis statement. Beginning each paragraph with a topic sentence that is connected to the argument helps to guide the reader.
- **Strong evidence.** Is the paper based on adequate evidence from relevant primary and secondary sources? Is the evidence sufficient to convincingly support the thesis? Is the evidence critically examined? How well does your paper integrate and engage with the primary and secondary sources?
- **Footnotes and bibliography.** All evidence that is not common knowledge should be referenced using correct footnote style. Use footnotes when you are quoting another person and even when you are paraphrasing another person’s ideas or findings in your own words. The *History Department Style Guide* explains what format you should use for footnotes and bibliography.
- **Good writing style.** The essay should be well written, have no spelling errors, and be grammatically correct. It should also be interesting to read. Avoid long block quotes (and frequently quoting secondary sources) – it is better to summarize and put information in your own words. Writing several drafts and reading your work aloud both help improve the quality of your writing.

There is a more detailed guide on how to write a research paper on D2L under “Course Resources”. There will also be seminars on the topic on October 3 (Library Research) and 24, 2024 (How to Write the Research Paper). Please make sure to attend those seminars as they will provide important details to help you with this project. Also make sure to start early on this since research and writing always takes longer than you might expect. Come and see me if you need help. AI assistance in writing papers will be treated as academic dishonesty, so please write the papers yourself.

The Research Paper is due on D2L on Thursday November 7, 2024 at Midnight (11:59 pm).

5) **Final Exam** (25% of final grade):

Similar to the Midterm exam, in the final exam, you will be asked to identify the contexts of the major themes covered in the lectures, textbook and discussion readings, and to discuss these with reference to significant names, dates and locations in this take-home exam. As with the Midterm,

context and questions will be posted on D2L – in this case, a week prior to the due date. There will be two 500-600-word essay responses.

The Final Exam is due in the D2L submission box at Midnight (11:59), Thursday December 12, 2024 – please combine the two responses into a single Word or PDF document.

Due dates: Assignments must be submitted to the online submission box on D2L at the time and date listed in the schedule above and on D2L.

Marks will be deducted at the rate of 5% per day for late assignments. If your assignment is late because of a health or family emergency, please make sure to inform the instructor by e-mail as soon as possible – ideally before the deadline. The Midterm and Final Exam submission boxes on D2L will close at noon and midnight on the due dates, respectively, so make sure to upload them before those times as there will be no late submissions for those. **No quizzes, discussion submission, or research papers will be accepted after the final class in December without prior permission from the instructor.**

Note: If you find you are unable to write a test or complete an assignment, please come and see me, ideally prior to the due dates, or e-mail me as soon as possible. It is a student's responsibility to inform the instructor of any obstacles and difficulties completing course components.

SCHOOL OR DEPARTMENTAL INFORMATION

A Note on Plagiarism: Plagiarism will result in a failing grade on the assignment and may result in a failing grade for the course and/or further disciplinary action by the College. Please see the Student Conduct Policy.

What is plagiarism?

1. The use of another person's words (sentences/phrases/paragraphs) without including quotation marks and footnotes. This applies to any written work published in book, text, or magazine form, or anything located on the Internet. In other words, it is plagiarism if someone copies and pastes work from the Internet and presents that work as his/her own.
2. Paraphrasing any author's words or ideas without using a footnote to cite the source.
3. Copying another student's work, either on assignments or exams.

More information can be found in the Arts and Science Academic Honesty Guidelines, posted in the Course Overview on D2L.

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit camosun.ca/services.

Support Service	Website
Academic Advising	camosun.ca/services/academic-supports/academic-advising
Accessible Learning	camosun.ca/services/academic-supports/accessible-learning
Counselling	camosun.ca/services/health-and-wellness/counselling-centre
Career Services	camosun.ca/services/co-operative-education-and-career-services
Financial Aid and Awards	camosun.ca/registration-records/financial-aid-awards
Help Centres (Math/English/Science)	camosun.ca/services/academic-supports/help-centres
Indigenous Student Support	camosun.ca/programs-courses/iecc/indigenous-student-services
International Student Support	camosun.ca/international
Learning Skills	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills
Library	camosun.ca/services/library
Office of Student Support	camosun.ca/services/office-student-support
Ombudsperson	camosun.ca/services/ombudsperson
Registration	camosun.ca/registration-records/registration
Technology Support	camosun.ca/services/its
Writing Centre	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>
Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

Academic Accommodations for Students with Disabilities

Camosun College is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging appropriate academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a documented disability and think you may need accommodations, you are strongly encouraged to contact the Centre for Accessible Learning (CAL) and register as early as possible. Please visit the CAL website for more information about the process of registering with CAL, including important deadlines:
<https://camosun.ca/cal>

Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.

Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal (see

[Medical/Compassionate Withdrawals policy](#)). Please visit <https://camosun.ca/services/forms#medical> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence Policy:

<https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and camosun.ca/services/sexual-violence-support-and-education.

To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.