

# COURSE SYLLABUS



COURSE TITLE: HIST-103: World Civilizations, Post 1450

CLASS SECTION: D01

TERM: Winter 2022

COURSE CREDITS: 3

DELIVERY METHOD(S): Lecture/Online

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

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For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>.

*Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.*

## INSTRUCTOR DETAILS

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NAME: Chris Morier

EMAIL: [morier@camosun.bc.ca](mailto:morier@camosun.bc.ca)

OFFICE: Young 320 (ph: 250-370-3518)

HOURS: Mondays and Wednesdays, 12:30 – 2:30 pm; Tuesdays and Thursdays, 11:30 am – 12:30 pm

*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

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After 1450 CE, World Civilizations entered a new era, as contacts and conflicts became more global. This course examines Western notions of industry, business, and power that challenged older cultural traditions. Students establish connections with World Civilizations prior to 1450 and study the basis for the global interconnectedness of the 21st century.

### 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

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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.
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

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Jerry H. Bentley and Herbert F. Ziegler, *Traditions and Encounters: A Global Perspective of the Past*. Volume 2, From 1500 to the Present, 7<sup>th</sup> edition (2021). Available in the Camosun Bookstore, or via the Bookstore's website. There are both physical copies and digital copies available.

I have also placed a physical copy of this text in the Reserve section of the library. It can be borrowed for two-hour stretches.

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

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

Students are advised to consult the course outline regularly, as well as to check the Hist 103 D2L site daily, to stay abreast of class announcements, deadlines, and other information.

As the weekly lectures are pre-recorded, there could be minor omissions and a "time-drag" from early-2022 developments.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 1 (Jan 10-14)	<p>Welcome To Hist 103!: Introductory Video</p> <p>Note that the first week of Hist 103 is relatively sedate. Use this time to get familiar with D2L, and to prepare for the weeks ahead. Take note of assignment due dates, map the term out, and think about a routine. It's never too early to start to think about a Term paper topic! Flip through the Hist 103 textbook and familiarize yourself with the reading to come. Read the details about assignments/exams in the class and make sure that you're clear on what's expected. Contact me if you're uncertain about anything.</p>	
Week 2 (Jan 17-21)	<p>Lecture: Transoceanic Encounters and Global Connections Readings: Chapter 22 in <i>Traditions and Encounters</i></p> <p>If you choose to write a chapter analysis this week, you must email it to me on Friday, 21 January.</p>	
Week 3 (Jan 24-28)	<p>Lecture: The Transformation of Europe / New Worlds Readings: Chapters 23-24 in <i>Traditions and Encounters</i></p> <p>If you choose to write a chapter analysis this week, you must email it to me on Friday, 28 January. Note: your analysis will be on <u>one</u> of the chapters, not both!</p>	
Week 4 (Jan 31 – Feb 4)	<p>Lecture: Africa and the Atlantic World Readings: Chapter 25 in <i>Traditions and Encounters</i></p> <p>If you choose to write a chapter analysis this week, you must email it to me on Friday, 04 February.</p>	
Week 5 (Feb 7-11)	<p>Lecture: Tradition and Change in East Asia Readings: Chapters 26 in <i>Traditions and Encounters</i></p> <p>If you choose to write a chapter analysis this week, you must email it to me on Friday, 11 February.</p>	<p><b>Term Paper Proposal Due on Friday, 11 February.</b></p>

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 6 (Feb 14-18)	<p>Lecture: The Islamic Empires  Readings: Chapters 27-28 in <i>Traditions and Encounters</i></p> <p>If you choose to write a chapter analysis this week, you must email it to me on Friday, 18 February.  Note: your analysis will be on <u>one</u> of the chapters, not both!</p>	
Week 7 (Feb 21-25)	Reading Break: No Lectures/Readings This Week	
Week 8 (Feb 28 – Mar 4)	<p style="text-align: center;"><b>**Midterm Exam**</b></p> <p>You will receive the Midterm Exam question on Feb 28; your exam is due back to me no later than Mar 4.</p>	
Week 9 (Mar 7-11)	<p>Lecture: Industrialism / The Americas and Independence  Readings: Chapters 29-30 in <i>Traditions and Encounters</i></p> <p>If you choose to write a chapter analysis this week, you must email it to me on Friday, 11 March.  Note: your analysis will be on <u>one</u> of the chapters, not both!</p>	
Week 10 (Mar 14-18)	<p>Lecture: Societies at Crossroads / Global Empires  Readings: Chapters 31-32 in <i>Traditions and Encounters</i></p> <p>If you choose to write a chapter analysis this week, you must email it to me on Friday, 18 March.  Note: your analysis will be on <u>one</u> of the chapters, not both!</p>	
Week 11 (Mar 21-25)	<p>Lecture: The Great War  Readings: Chapter 33 in <i>Traditions and Encounters</i></p> <p>If you choose to write a chapter analysis this week, you must email it to me on Friday, 25 March.</p>	<b>Term Paper Due on Friday, 25 March.</b>
Week 12 (Mar 28 – Apr 1)	<p>Lecture: Age of Anxiety / Asia, Africa, and Latin America  Readings: Chapter 34 in <i>Traditions and Encounters</i></p> <p>If you choose to write a chapter analysis this week, you must email it to me on Friday, 01 April.</p>	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 13 (Apr 4-8)	Lecture: World War Two and the Cold War Readings: Chapters 35-36 in <i>Traditions and Encounters</i>  If you choose to write a chapter analysis this week, you must email it to me on Friday, 08 April. Note: your analysis will be on <u>one</u> of the chapters, not both!	
Week 14 (Apr 11-15)	Lecture: The End of Empire / A World Without Borders Readings: Chapters 37-38 in <i>Traditions and Encounters</i>  If you choose to write a chapter analysis this week, you must email it to me on Friday, 15 April. Note: your analysis will be on <u>one</u> of the chapters, not both!	
Final Exam Period (Apr 19-27)	<b>**Final Exam**</b>  You will receive the Final Exam question on Apr 19; your exam is due back to me no later than Apr 27.	

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 notice is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

#### EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Textbook Chapter Analysis (pre-midterm)	15%
Research Paper Proposal (due Fri, 11 Feb)	5%
Midterm Reflection/Exam (Week Eight)	20%
Textbook Chapter Analysis (post-midterm)	15%
Research Paper (due Fri, 25 Mar)	25%
Final Reflection/Exam (due Weds, 27 Apr)	20%
<b>TOTAL</b>	<b>100%</b>

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>

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

## COURSE GUIDELINES & EXPECTATIONS

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### Assignment/Assessment Details

#### *Textbook Chapter Analyses (2 X 15% each = 30% of final grade)*

Most weeks in the Hist 103 Fall Term you will be reading a chapter or two from the textbook, related to lecture material. In a face-to-face class, you would be discussing these chapters in weekly seminars and getting a seminar participation grade for your efforts. This Winter, however, you will be writing two analyses of selected chapters and submitting them to me via e-mail.

The analyses are due on the Friday at the end of each week. If late, they will be penalized at a rate of 10% per day overdue. You will need to submit 1 analysis in the weeks before the midterm, and 1 analysis in the weeks after the midterm. So, to be clear:

In the weeks prior to the midterm, you will be reading textbook chapters 22-28 (see lecture schedule). Out of those 7 chapters, you will write and submit an analysis of one of them (you choose which one).

In the weeks after the midterm, you will be reading textbook chapters 29-38 (see lecture schedule). Out of these 10 chapters, you will write and submit an analysis of one of them (you choose).

Each analysis should be between 400-500 words.

I have provided you with an example of a chapter analysis (look under "Content" in the Hist 103 D2L site).

### Research Paper Proposal (5% of final grade)

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This assignment is **due on Friday, 11 February**. If late, it will be penalized at a rate of 10% per day overdue.

Possible essay topics are listed in the pages to follow. You will choose one of these topics (or discuss an alternative topic with me) and write a paper on it. But first, you will submit a paper proposal, in which you will provide some possible lines of enquiry for your paper. Your proposal will also include a preliminary bibliography for your essay.

The proposal should be approximately 500 words. In three or four paragraphs, you will identify the topic that you have decided to research, and you will discuss some of your options. Based on your early investigation, what issues or arguments might your essay address? Are there competing or controversial interpretations of the topic? Have historians' views of the topic changed or evolved over time?

Your proposal will also include references to three academic, secondary sources that you will consult in preparing your essay. These three sources will not include generic websites, general History textbooks, or the textbook for this class. In the end, your paper will employ at least five secondary sources. Your proposal therefore reports on a work-in-progress.

I have provided you with an example of a Research Paper Proposal (found in "Content" on the Hist 103 D2L site). Note that the proposal should indicate that you've not only located some academic sources, but that you've started to evaluate the information you've uncovered.

The purpose of this assignment is to initiate the preparation of your research paper - to encourage you to commit to a topic, to do some preliminary research, and to present some possible directions that your essay might take. In the end, your research paper may or may not pursue the options presented or outlined in your proposal – after all, your own thinking on the topic will evolve as you uncover new sources and arguments.

### Midterm Reflection/Exam (20% of final grade)

This midterm reflection/exam will happen in Week Eight of the class (February 28 – March 04). You will receive the exam via D2L on Monday, February 28th; you will submit your completed exam to me on Friday, March 4th.

### Research Paper (25% of final grade)

The essay is due on **Friday, 25 March**. If late, it will be penalized at a rate of 5% per day overdue.

This research essay will be between 1500-2000 words in length. Your paper must be double-spaced, on one side of the page only, and should have a cover page with a title and your student identification. Bibliographies should be placed on a separate page at the end of the essay. Never delete your essay from your computer, and keep all of your research notes, rough drafts, and essay outlines – I may ask to see this stuff.

An essay is a short literary composition having an analytical, interpretive, and critical purpose. A good essay is a coherent expression of ideas on a single theme, and it is organized carefully in sentences and paragraphs. Marks will be deducted for poor organization, ungrammatical writing, and for frequent spelling errors. To ensure correct spelling and syntax, do not rely on word-processing spell checkers or grammar checkers.

In developing your arguments, you will necessarily be depending on and sometimes borrowing evidence and ideas from others. When you quote directly the words of another author, you must put those words between quotation marks ("...") and cite the exact source of the quotation in a footnote or endnote. Try not to use too many direct quotations. Quote another author only when his or her words are essential, in order to convey his

or her exact meaning. If you paraphrase another author, or borrow an idea or conclusion, you must also acknowledge your debt in a footnote or endnote. It is also a good idea to use a footnote if you cite statistics or other evidence that is not common knowledge.

You must consult at least five secondary sources (books and/or articles) in preparing your paper. **Be especially wary of Internet sources – legitimate academic work is okay, but online encyclopedias, generic websites, and material with no author's name attached should be avoided.** Please speak with me if you're having any difficulties with sources.

An effective essay is much more than a summary of the evidence and interpretations of other authors. You must write in your own words, and develop your own answer to the question chosen. Your answer may agree with the interpretation of another author; if so, you must still say what evidence persuaded you that their interpretation or conclusion was accurate. A perceptive essay will recognize that different historians may have applied different methods or alternative sources. There may even be multiple answers to the question that you are addressing. If so, a good essay will acknowledge these variations.

Essays must contain footnotes or endnotes. You may **not** use the social science format for citations (i.e. parenthetical references to authors in the text of the essay). The format of footnotes must be consistent. Essays must also include a Bibliography listing all sources used in preparing the essay. For footnote/endnote and bibliographic format, refer to the Camosun History Style Guide, which can be found online, via the History Department website.

**AN IMPORTANT NOTE ABOUT PLAGIARISM:** This disclaimer applies to all written work that you will submit in History 103. As stated above, you must give proper credit to borrowed ideas or quotations that you use in your essay. To falsely claim authorship of someone else's ideas or words is called plagiarism. Plagiarism is a type of theft, and in this course it will result, at the very least, in a mark of zero for the assignment. Similar penalties will be applied to any student who buys, borrows, or re-submits a previously-completed History paper. The 'Net has also become a popular tool for dishonest students who want to cut corners on assignments. Keep in mind that Internet sources must appear in papers' Bibliographies as well. I reserve the right to check any assignment with plagiarism detection devices including electronic search engines designed for this purpose. Please consult with me if you are unsure about proper documentation of your sources.

**LATE PENALTIES AND SUBMITTING YOUR ASSIGNMENTS:** Assignment due dates are firm. Please note: computer problems will not be accepted as a valid reason for a late essay. Late essays will be graded thoroughly, but due to time constraints, they may not have extensive instructor comments. No assignment will be accepted after Friday April 15th. Please do not hesitate to contact me if you're having any problems with the assignments.

### *Final Reflection/Exam (20% of final grade)*

There will be a final reflection/assignment/exam after Week Fourteen of Hist 103. It will focus on material covered after the midterm. Similar to the midterm, you will receive the exam and then have a few days to prepare your response.

### **History 103 Essay Topics (plus the specific textbook chapter from which they come)**

#### Chp 22

1. Trading-post empires provided the most prominent spaces for cross-cultural interactions between Europeans, Africans, and Asians. Trading posts also limited European intrusion into Africa and Asia, especially in contrast to the settlement empires of the Americas. What characterized the relations



between, for example, the Portuguese and the inhabitants of the Indian Ocean basin? Why were Europeans confined to such posts?

2. For millennia, humans had generally relied on locally tended crops and foraged foods for their sustenance. How did the Columbian exchange alter those traditional foodways? What new crops and animals traveled between the eastern and western hemispheres – and what were the consequences?

#### Chp 23

1. Until the early sixteenth century, most of Europe was culturally united by the common practice of Roman Christianity. As a result of the Reformation, however, European peoples formed new identities and traditions based on their practice of either reformed Roman Catholicism or the various Protestant faiths. What made it possible for well-established traditions to change over time, and how were new traditions created?
2. In the early modern era, Europeans consolidated previous economic developments into a new and profitable system of capitalism, where the central organizing form became the market. Capitalism provided the key tools for more efficient forms of overseas expansion. What were the signal capitalist institutions that underpinned overseas endeavours? How in turn did imperial expansion promote the further growth of capitalism?

#### Chp 24

1. Spaniards Hernan Cortes and Francisco Pizarro initiated the contacts with Mexico and Peru that resulted in the collapse of those previously strong imperial states. What was the nature of the initial relations between those Spaniards, the Aztecs, and the Incas? What factors altered the balance of power in these encounters?
2. Indigenous Mexican women and indigenous religious beliefs faced real challenges upon the arrival of the conquistadores and their Christian faith. How did European men and Christianity alter the fate of indigenous women and religion? How does the Virgin of Guadalupe speak to the survival of both?

#### Chp 25

1. The Portuguese attempted to establish a colony in Angola in the seventeenth century to promote an even more robust slave trade. Their efforts did not go uncontested, however. What role did Queen Nzinga play in this conflict? What was the outcome of her efforts?
2. The horrors of the institution of slavery made the preservation of African culture extremely difficult for those enslaved. African traditions nonetheless survived in blended or creole forms of culture in the Americas. What forms of culture best expressed this fusion? How did language and music in particular embody creole customs?

#### Chp 26

1. Women had for long centuries lived under the strictures of a Confucian society. How did Confucian ideals in the Ming and Qing dynasties affect attitudes about women? What did the practice of foot binding suggest about gender relations in late Imperial China?
2. The Jesuits came to Japan in 1549 and enjoyed some success in their early efforts to convert the Japanese to Christianity. Their continued success over time had major repercussions for Japanese converts. How and why did the Tokugawa *bakufu* respond to this Christian influence? What measures did the Japanese government take to stem the conversions?

#### Chp 27

1. An overarching feature of all three Islamic empires was the ethnic and religious diversity of the subject populations. What measures did the rulers of the Ottoman, Safavid, and Mughal states take to maintain harmony among the different ethnic and religious communities?
2. Muslims evinced a generalized wariness about knowledge deriving from European contacts. One notable exception to this was Piri Reis, an Ottoman cartographer. Why did he draw on European

sources for his maps? Why were maps seen as so strategically useful in an age of cross-cultural contacts?

#### Chp 28

1. North Atlantic political economies were organized at least in part around the institution of slavery. How did political revolutions in the Atlantic Ocean basin affect or alter the institution of slavery and the lives of slaves? What were the long-term consequences of revolutionary ideologies for peoples of colour?
2. The Napoleonic wars that followed the French Revolution brought both French troops and revolutionary ideals to the regions of Europe involved in those wars. What ideals were exported from France? How did clashes between the French and other peoples of Europe, such as the Italians and Germans, reshape the nationalist sentiments of those peoples?

#### Chp 29

1. Most families had for long centuries lived according to the rhythms of nature and agrarianism. The age of industrialization introduced a machine-driven world and radically altered family life. What transformations occurred once factories organized life and work? Did changes equally affect men, women, and children?
2. The reconfiguration of an industrial economy resulted in the formation of antagonistic social and economic classes. What confrontations took place between industrial-capitalists and the working class? What institutions and ideologies arose to represent these opposing classes?

#### Chp 30

1. For millennia, indigenous peoples throughout the Americas had established their own cultural and economic patterns of life. What happened to those traditions after the consolidating nation-states in North America and Latin America committed to an expansion of their territories? How did indigenous peoples resist such conquest?
2. The nineteenth century witnessed a mass migration of Asians and Europeans to the Americas. How did those migrants contribute to a redefinition of work and culture in the Americas? How in turn did their experience in the Americas – North, Central, and South – change migrants and their cultural practices?

#### Chp 31

1. Ottoman, Russian, and east Asian political leaders, long secure in their traditions, suddenly took up reform efforts in the nineteenth century to shore up the strength and the viability of their societies. How did those reforms challenge traditional precepts, and how effective were they?
2. In 1853 Commodore Matthew Perry sailed into Edo Bay and inaugurated a new era in Japan's history. Why did the arrival of American forces prompt change in Japan? In what ways did the Japanese respond?

#### Chp 32

1. The building of empires stretched back historically as far as the beginning of written history. How did the co-called new imperialism of the nineteenth and twentieth centuries differ from earlier imperial traditions?
2. Oceania had remained largely outside the purview of European and American imperialists until the nineteenth century. What resulted once European and American traders, missionaries, and settlers arrived on the shores of islands as far afield as Australia and Hawai'i? How did the indigenous peoples respond to these intruders?

### Chp 33

1. Before the Great War, Europeans in battle usually adhered to certain military traditions and had expectations that conflicts could be settled quickly. How did the Great War alter time-honoured military codes of conduct and dash hopes for a quick end to the war? What role did new technologies play in the process of changing the understanding of war?
2. Many observers considered the Great War a civil war among Europeans. How did the war draw in peoples outside Europe, and what form did contacts between Europeans, Asians, and Africans take?

### Chp 34

1. The Great Depression radically transformed the role of government in nations as divergent as the Soviet Union and the United States, and the people had more contact with government representatives and programs than ever before. How did the Great Depression reconfigure the relationships between governments and citizens?
2. In the years following the Great War, new political ideologies emerged in European societies. What were those new ideologies, and how did they overturn traditional ideals of political democracy and capitalism?

### Chp 35

1. In the period before, during, and after the Great War, Chinese political thinkers and leaders questioned contemporary Chinese political and cultural practices. How did Chinese nationalism and communism promote challenges to long-standing Chinese political and cultural traditions, such as those pertaining to peasants and women?
2. During the Great War, Europeans relied on the military service and conscripted labour of many in their colonial empires. How did African participation in the Great War, for example, alter African expectations for their political future?

### Chp 36

1. Many observers during World War II acknowledged the significant role women played in the war effort. Traditionally bound to the home, women worked both on the home front and in the armed forces to support their nations' fight. In what ways did women transform their roles during the war? What sorts of jobs symbolized those changes?
2. The very definition of the cold war meant that the two superpowers, the United States and the Soviet Union, avoided direct military confrontations and struggled instead on a largely ideological plane. Why did this "cold" version of the war turn potentially so hot in Cuba in 1962? What made this superpower contest in Cuba so frightening?

### Chp 37

1. Mohandas Gandhi embodied the modern principle of nonviolence, which had a deep and long history of acceptance in Indian society. What happened to this traditional belief as India gained its independence from Great Britain?
2. Given the multiple encounters between Muslims, Europeans, Americans, and Israelis in the decades after World War II, Muslims turned away from the peoples and ways of life outside the Islamic sphere. How did that rejection of the non-Muslim world manifest itself?

### Chp 38

1. The process of globalization as it relates to culture has often been reduced to the notion of the Americanization of the globe – or to the idea of a "McWorld," given the spread of McDonald's restaurants around the world. Was it possible for people outside the United States to use American cultural products in their own culturally specific ways?
2. Despite the major transformations in the lives of women after World War II, the practice of limiting the freedom of women persisted in many areas of the world. Why was the feminism evident in

Europe and the Americas less effective and applicable elsewhere? How did women in Asia and Africa experience both freedom and subjugation?

## STUDENT RESPONSIBILITY

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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

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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 <http://camosun.ca/students/>.

Academic Advising	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

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.

### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

### Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

### Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/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 <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### 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. Please visit

<http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

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 or misconduct 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 and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-3703841

### 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 <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

**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.