

COURSE SYLLABUS



COURSE TITLE: HIST-106: Age of Crisis: World History 1900-1945

CLASS SECTION: D01

TERM: Fall 2023

COURSE CREDITS: 3

DELIVERY METHOD(S): Online Asynchronous

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](#).

INSTRUCTOR DETAILS

NAME: Chris Morier

EMAIL: morier@camosun.ca

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

HOURS: Mon/Wed 12 pm – 2 pm; Tues/Thurs 10 am – 12 pm; 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

This course examines the growing challenge to European global dominance, even as European economics, politics and culture became entrenched. The emergence of ideologies that shaped the world, including nationalism, anti-imperialism, fascism and communism is studied.

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

Through reading textbooks and primary source materials, hearing faculty lectures, participating in seminars, writing papers, making presentations, and performing tests, students will:

1. Gain an international perspective on critical events, themes, and issues of this period, including modernization, westernization, war, revolution and counter-revolution, economic development and barriers

to it, economic systems such as capitalism and socialism, ideologies and ideological conflict, national culture and the impact on it of global culture and economics, colonization and decolonization, technological change and its impact on society, and the human impact on the world environment.

2. Reassess and challenge Western perspectives on critical events and issues of this period.
3. Compare, contrast and integrate Western and non-Western outlooks and perspectives on critical events and issues of this period, such as those mentioned above.

Upon completion of the course the student will be able to:

1. Think critically about historical issues and writing by evaluating the arguments put forward by historians, weighing the evidence they present and making judgements about the strength of their arguments.
2. Appreciate history as a distinct academic discipline, understanding its unique outlook, scope and methods and what distinguishes it from other disciplines.
3. Use history to confront the issues of today's world, establishing a context for the present and comprehending the accomplishments, failures, tensions and issues of the present era.
4. Have increased skills in research, writing and written and oral communication.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

History 106 Course Reading Package. Available via D2L.

Class updates, reminders, and information will also be posted regularly on the History 106 D2L site. Students are advised to get in the habit of checking the site for updates several times a week.

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.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 1 (Sept 4-8)	<p>Introduction Video: Welcome to History 106! Lecture 1 – Introduction to the Twentieth-Century</p> <p>Note that the first week of Hist 106 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. Scroll through the Hist 106 Coursepack 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 or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 2 (Sept 11-15)	Lecture 2 – Empires and Empire Builders Coursepack Readings: Topic One (Landes and Bickers only) Lecture 3 – Russia in the Early-20 th Century If you choose to write a coursepack topic analysis this week, you must email it to me on Friday, 15 September.	
Week 3 (Sept 18-22)	Lecture 4 – Japan in the Early-20 th Century Coursepack Readings: Topic Two Lecture 5 – The Rise of Industrialization If you choose to write a coursepack topic analysis this week, you must email it to me on Friday, 22 September.	
Week 4 (Sept 25-29)	Lecture 6 – China in the Early-20 th Century Coursepack Readings: Topic Three Lecture 7 – Prelude to World War One If you choose to write a coursepack topic analysis this week, you must email it to me on Friday, 29 September.	
Week 5 (Oct 2-6)	Lecture 8 – World War One Coursepack Readings: Topic Four Lecture 9 – Failed Peace If you choose to write a coursepack topic analysis this week, you must email it to me on Friday, 06 October.	
Week 6 (Oct 9-13)	***Essay Proposal Due On Friday, 13 October*** Lecture 10 – Asia, Africa, and India in the Early-20 th Century Coursepack Readings: Topic Six If you choose to write a coursepack topic analysis this week, you must email it to me on Friday, 13 October.	
Week 7 (Oct 16-20)	Lecture 11 – The Russian Revolution Coursepack Readings: Topic Five If you choose to write a coursepack topic analysis this week, you must email it to me on Friday, 20 October.	
Week 8 (Oct 23-27)	***Midterm Exam*** (Details Below)	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 9 (Oct 30-Nov 3)	<p>Lecture 12 – Mandates and the Middle East Coursepack Readings: Topic Seven Lecture 13 – The Myth of the “Roaring Twenties”</p> <p>If you choose to write a coursepack topic analysis this week, you must email it to me on Friday, 03 November.</p>	
Week 10 (Nov 6-10)	<p>Lecture 14 – Inter-War Readjustments Coursepack Readings: Topic Eight (Wolfe and Carpenter, only); Topic Nine (Michael Paris, only) Lecture 15 – Civil War in China</p> <p>If you choose to write a coursepack topic analysis this week, you must email it to me on Friday, 10 November.</p>	
Week 11 (Nov 13-17)	<p>***Research Essay Due On Friday, 17 November*** Lecture 16 – The Depression of the 1930s Lecture 17 – Responses to the 1930s: The West and Latin America</p>	
Week 12 (Nov 20-24)	<p>Lecture 18 - Responses to the 1930s: Japan and the Soviet Union Coursepack Readings: Topic Ten Lecture 19 – Fascism and Nazism</p> <p>If you choose to write a coursepack topic analysis this week, you must email it to me on Friday, 24 November.</p>	
Week 13 (Nov 27-Dec 1)	<p>Lecture 20 – Prelude to World War Two Coursepack Readings: Topic Eleven Lecture 21 – World War Two</p> <p>If you choose to write a coursepack topic analysis this week, you must email it to me on Friday, 01 December.</p>	
Week 14 (Dec 4-8)	<p>Lecture 22 – The Last (?) World War, 1939-1945 Coursepack Readings: Topic Twelve Lecture 23 – The Superpower Standoff</p> <p>If you choose to write a coursepack topic analysis this week, you must email it to me on Friday, 08 December.</p>	
Final Exam Period (Dec 11-15)	***Final Exam*** (Details Below)	

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](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Term Paper Proposal (due Friday, 13 October)	5%
Pre-Midterm Topic Analysis	15%
Midterm Exam (due Friday, 27 October)	20%
Post-Midterm Topic Analysis	15%
Term Paper (due Friday, 17 November)	25%
Final Exam (due Friday, 15 December)	20%
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>

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

Assignment/Assessment Details

Coursepack Topic Analyses (2 X 15% each – so 30% of final grade)

Most weeks in the Hist 106 Fall Term you will be reading a set of articles related to lecture material. These articles are grouped into “Topics,” and are to be found in the Coursepack. In an in-person class, you would be discussing these readings in weekly seminars and getting a seminar participation grade for your efforts. In this online class, however, you will be writing assessments or analyses of the articles 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:

Prior to the midterm, you will be reading articles from Topics 1, 2, 3, 4, 6, and 5 (see lecture schedule). Out of those 6 options, you will write and submit analyses of one of these topics (you choose which one).

In the weeks after the midterm, you will be reading articles from Topics 7, 8/9, 10, 11, and 12 (see lecture schedule). Out of these 5 options, you will write and submit an analysis of one of these topics (you choose).

Each analysis should be between 400-500 words. In the report you will briefly assess each article in the Topic and analyze the effectiveness of the articles as a whole.

I have provided you with an example of a Topic analysis (look under “Content” in the Hist 106 D2L site). Note that you will need to read the articles closely and provide sophisticated comments on each. So avoid generalities like “In this article, the historian shows that Canadian women’s lives in the 1930s were difficult.” A much more nuanced description would be “The article demonstrates that factors such as class, race, and gender impacted the lives of Canadian women in the 1930s.” See the difference?

If you find that you’re struggling with the Coursepack articles and/or your written assessments, please contact me via phone or email and we can brainstorm together. History articles can be difficult for newcomers to the field, but with regular practice and tenacity, your History “muscles” will grow.

As you’re reading each article, it may help to consider certain important points. *What are the main arguments of each article? What types of evidence are used to support these arguments? Do you find the arguments convincing? Are there any important questions left unanswered by the article?* It may also be helpful to consider the author of each selection. *Who does the author represent and to whom is s/he talking? Why does s/he approach the topic in a particular way? Does the author use a specific methodology or theoretical perspective (feminist, socialist, etc.)? When was the article written, and does its timing affect its conclusions?*

Research Paper Proposal (5% of final grade)

This assignment is **due on Friday, 13 October**. If late, it will be penalized at a rate of 10% per day overdue.

This course outline includes a list of possible research paper topics. 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 any of the articles in the Course Reading Package. 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 (look under "Content" in the Hist 106 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 (Oct 23-27). You will receive the exam via D2L on Monday, Oct 23rd; you will submit your completed exam to me on Friday, Oct 27th.

[Research Paper \(25% of final grade\)](#)

The essay is due on **Friday, 27 November**. 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 106. 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.

CHATGTP AND AI: Technology has been transforming learning environments for centuries. There is no doubt that Artificial Intelligence will provide both problems and opportunities for students and instructors. AI has its limitations, however, and nothing can replace genuine learning and growth. Take another look at the Course Learning Outcomes/Objectives on pp. 1-2 of this outline. Notice that students' personal skills and development are prioritized. Written work that you submit in Hist 106 must be your own. If requested by your instructor, you must be able to produce your research, outlines, rough drafts, etc. I may also withhold an assignment's grade until after we have a chat about the mechanics and methodology and construction of your project. Grades will reflect the extent that Learning Outcomes have been achieved.

LATE POLICIES 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 (other than the final exam) will be accepted after Friday, Dec 8th. 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 106. 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.

[Essay Topics](#)

1. What made European imperial control of colonized areas and people possible at the beginning of the 20th century?
2. What aspects of European imperial control of colonized areas and people changed in the years from 1918 to 1945?

3. Assess the strengths and shortcomings of any major politician or public figure in the events leading to the outbreak of World War One or Two.
4. What were the major themes of socialism (or liberalism or anarchism) in the opening years of the 20th century? What were the major sources of its popular appeal? Its weaknesses? Discuss with reference to one or two major events.
5. What were the major themes of socialism (or liberalism or anarchism) in the years before 1945? (Pick one decade) What were the major sources of its popular appeal? Its weaknesses? Discuss with reference to one or two major events.
6. Evaluate the significance and success (or failure) of the Third International (Comintern) in one country of the world.
7. Assess the significance of the student movement in one country during the years before 1945. What was the nature of universities, either in a developed country or in a developing one?
8. Discuss some aspect of film in one or two countries in the years before 1945. (Interwar Germany, the USSR, or the USA all produced significant films.) You could assess the state of the industry, pioneering film directors and their methods, content and themes, etc. Alternatively, look at some aspect of theatre in the years from 1900 to 1945.
9. Assess the cause of the emergence of fascism in one country, or compare two countries on this subject.
10. Why was there such determined resistance to female suffrage prior to World War One? Where were women successful in getting the vote, and why?
11. Discuss the responses of the German churches to the challenge of Nazism.
12. Were the rights and status of women higher in Nazi Germany or in the Soviet Union during the 1930s and 1940s?
13. How did nationalism in China change from 1900 to 1945?
14. Assess the strengths and weaknesses of a male or female political leader in the period before 1945. Some examples: Rosa Luxemburg, Emmeline Pankhurst (or any of her daughters), Emma Goldman, Inessa Armand, Nadezhda Krupskaya (Lenin's wife), Sarojini Naidu, an Indian poet and nationalist, or Hudu Shaarawi, and Egyptian feminist and nationalist.
15. Discuss the artistic and social significance of a major female or male artist or writer in the years before 1945. Some examples: Isadora Duncan, Gertrude Stein, Josephine Baker, Tina Modotti, Frida Kahlo. Indicate how this artist fits into the social and cultural context of the time.
16. Compare and contrast how American, Canadian, and Central (or South) American (eg. Peru) immigration policies applied to the Chinese or Japanese between the 1880s and the 1940s. What effects did they have on the relations of each country to China or Japan?
17. Assess the contribution and significance of one non-European national leader in the period before 1945. Examples include Kemal Ataturk, Mohandas Gandhi, Emiliano Zapata and Sun Yat-sen. How did they balance the need to be Western and nationalist?
18. Assess the contribution and significance of one scientist in the period before 1945.
19. Assess the social significance of one scientific (or technological) development in the years up to 1945.
20. Account for the emergence of Japan as an economic and military power in the pre-WW2 years, or examine the role of one social, political, or technological element in that success.
21. Discuss and evaluate the significance of changes in sex roles (and/or sexuality) in the years from 1900 to 1945.
22. How did the status and nature of childhood change in the first half of the 20th century? Choose one country.
23. Assess the state of the international drug trade in the era before 1945, the changing public attitudes towards drugs and/or the changing laws relating to drug use and trade. You might wish to compare two different countries (eg. One Western, one non-Western).
24. Assess the significance, the accomplishments and/or failures of the peace (anti-war) movement in any period before 1945.
25. Evaluate an artistic movement in the pre-WW2 era; this may include post-impressionism, fauvism, the "Lost Generation" of writers in Europe in the 1920s, etc.

26. Discuss an aspect of the Great Depression in one or two countries – eg. Compare Argentina and the USA, etc. Look at political developments that emerged from the Depression, such as quasi-fascist movements in Latin America, North America, etc.
27. What caused thousands of North Americans to migrate to the USSR in the 1930s? What was their contribution and what happened to them?

Can't make up your mind? Don't like any of the above options? Interested in something else? Want to choose your own essay topic? Fine with me, but you must discuss your alternative topic with me first.

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

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

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 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. To contact the Office of Student Support: 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.