

COURSE SYLLABUS



COURSE TITLE: HIST-108: New World Order? Post 1945

CLASS SECTION: D001

TERM: Winter 2023

COURSE CREDITS: 3

DELIVERY METHOD(S): Lectures/Seminars

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](#).

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

NAME: Chris Morier

EMAIL: morier@camosun.ca

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

HOURS: Tuesdays Through Fridays, 11:30 am until 1:30 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 traces the decline of European colonialism and the emergence of neo-colonialism. It examines world tensions generated by the Cold War and assesses the collapse of the Soviet bloc. It charts the emergence of the USA as a global economic, political, military and cultural power, and the worldwide response.

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 themes, events, and issues of this period, including modernization, westernization, war and Cold 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, such as those mentioned above.
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

Class lectures, readings, updates, reminders, and information will also be posted regularly on the History 108 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 (Jan 09-13)	Introduction: Welcome to History 108! Lecture 1: The Cold War and the West Lecture 2: The Cold War Heats Up	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 2 (Jan 16-20)	Lecture 3: The New Europe Lecture 4: The Cold War and Revolutions in East Asia Readings: Topic One (Course Reading Package) If you choose to write a Topic One Analysis this week, you must email it to me on Friday, 20 Jan.	
Week 3 (Jan 23-27)	Lecture 5: The Korean War Lecture 6: Wars and Revolution in Indochina and Vietnam Readings: Topic Two (Course Reading Package) If you choose to write a Topic Two Analysis this week, you must email it to me on Friday, 27 Jan.	
Week 4 (Jan 30-Feb 3)	Lecture 7: The Resurgence of China, 1950-2000 Lecture 8: Japan's Recovery From Defeat, 1950-2000 Readings: Topic Six (Course Reading Package) If you choose to write a Topic Six Analysis this week, you must email it to me on Friday, 03 Feb.	
Week 5 (Feb 6-10)	Lecture 9: New Nations in South Asia Lecture 10: Independence For India and Pakistan Readings: Topic Three (Course Reading Package) If you choose to write a Topic Three Analysis this week, you must email it to me on Friday, 10 Feb. All Students: Hist 108 Term Paper Proposal Due on Friday, 10 Feb.	
Week 6 (Feb 13-17)	Lecture 11: The Nation States of India and Pakistan Lecture 12: Africa's Liberation From Colonialism Readings: Topic Five (Course Reading Package) If you choose to write a Topic Five Analysis this week, you must email it to me on Friday, 17 Feb.	
Week 7 (Feb 20-24)	No Lectures/Readings: Reading Break	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 8 (Feb 27-Mar 3)	Midterm Week: Exam Due on Friday, 03 Mar.	
Week 9 (Mar 6-10)	Lecture 13: Latin America in the Cold War Lecture 14: Democracy and Latin America Readings: Topic Nine (Course Reading Package) If you choose to write a Topic Nine Analysis this week, you must email it to me on Friday, 10 Mar.	
Week 10 (Mar 13-17)	Lecture 15: Israel and the Middle East Lecture 16: Nation-Building and Petroleum Readings: Topic Seven (Course Reading Package) If you choose to write a Topic Seven Analysis this week, you must email it to me on Friday, 17 Mar. All Students: Hist 108 Term Paper Due on Friday, 17 Mar.	
Week 11 (Mar 20-24)	Lecture 17: War, Peace, and Islam Lecture 18: Iran and the Oil Wars of Iraq Readings: Topic Eight (Course Reading Package) If you choose to write a Topic Eight Analysis this week, you must email it to me on Friday, 24 Mar.	
Week 12 (Mar 27-31)	Lecture 19: The West From Cold War to European Union Lecture 20: The Fall of the Soviet Empire Readings: Topic Four (Course Reading Package) If you choose to write a Topic Four Analysis this week, you must email it to me on Friday, 31 Mar.	
Week 13 (Apr 3-7)	Lecture 21: The New Russia and the Global Economy Lecture 22: Local Wars and Peacekeeping Readings: Topic Ten (Course Reading Package) If you choose to write a Topic Ten Analysis this week, you must email it to me on Friday, 07 Apr.	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 14 (Apr 10-14)	Lecture 23: Al Qaeda, the Taliban, and War In Iraq Film: <i>Hijacking Catastrophe</i> Readings: Topic Eleven (Course Reading Package) If you choose to write a Topic Eleven Analysis this week, you must email it to me on Friday, 14 Apr.	
Final Exam	Exam Due on Friday, 21 April	

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
Term Paper Proposal (due Friday, 10 February)	5%
Pre-Midterm Topic Analysis	15%
Midterm Exam (due Friday, 03 March)	20%
Post-Midterm Topic Analysis	15%
Term Paper (due Friday, 17 March)	25%
Final Exam (due Friday, 21 April)	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 108 Winter 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, 6, 3, and 5 (see lecture schedule). Out of those 5 options, you will write and submit analyses of one of them (you choose which one).

In the weeks after the midterm, you will be reading articles from Topics 9, 7, 8, 4, 10, and 11 (see lecture schedule). Out of these 6 options, you will write and submit an analysis of one of them (you choose).

Note: your analyses will include evaluation of **all of the articles in the Topic**, not just a single one!

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 108 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, 10 February**. 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 108 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 (Feb 27 – Mar 03). You will receive the exam via D2L on Monday, Feb 27th; you will submit your completed exam to me on Friday, Mar 3rd.

Research Paper (25% of final grade)

The essay is due on **Friday, 17 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 108. 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 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 will be accepted after Friday, 16 April. 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 108. 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.

RESEARCH ESSAY TOPICS

1. Explain the rise of the Green Party in Germany in the 1980s, or the Green movement in another country during the same decade. What has been the experience of Green participation in politics. Have the Greens made any difference? Or look at an organization like Greenpeace and assess its influence, accomplishments and successes.
2. What gains in status did women achieve during the post-Second World War period? Confine your study to one country or compare two countries. Why did they achieve this success? Were there any significant failures?
3. Assess the strengths, weaknesses, and social contribution of a female political leader in the period after 1945. Examples include Jiang Qing (Chiang Ch'ing), Winnie Mandela, Indira Gandhi, Benazir Bhutto, Petra Kelly, Wangari Maathai (Nobel Prize winner) and Angela Davis.
4. What were the principal issues at stake in the Suez Crisis of 1956? How were they resolved, and why were they resolved in the way they were?
5. What were the principal objectives and barriers to European integration in the era from the 1950s to the present? What have been the success and failures of the process?
6. Which ideology, if any, offers the best model for understanding modern history and planning for the future?
7. Was the existence of nuclear weapons the major reason deterring direct war between the superpowers in the post-1945 era? Was there any alternative proposed to the arms race?
8. Write a critique of NATO, the Warsaw Pact or the Marshall Plan.
9. Who won/lost the war in Korea?
10. Assess the American involvement in Vietnam, Guatemala, El Salvador, Nicaragua, Iran, etc.
11. Assess the successes and failures of the Great Proletarian Cultural Revolution in China.
12. "The welfare state created more problems than it solved." or "The welfare state was a significant advance in human development." Discuss with reference to one or two countries.
13. What accounts for the Iranian revolution in 1979? Has it been beneficial for Iran's people?
14. In what ways did women's status change in China after the 1949 revolution? Were the changes beneficial or detrimental? What changes are yet required? Or examine the same issue in India after 1947.
15. In what ways did women's status change in Iran after the 1979 revolution? Were the changes beneficial or detrimental? What changes are yet required? Or look at Cuba concerning the same topic.
16. Discuss one aspect of Third World development, looking, for example, at the role of women, birth control, education, disease, agriculture, the global economic agenda, the displacement of peasantry, environmental problems, etc.

17. Account for the emergence of Japan as an economic superpower in the post-WW2 years, or examine the role of one social, political or technological element in that success.
18. Assess the status and situation of the Palestinian people inside Israel in any years since 1948.
19. In what ways was agricultural collectivization in China similar to and different from collectivization in the Soviet Union? Why was it similar or different?
20. What were the goals and strategy of China's capitalist modernization program after 1978? Has it succeeded? What have been the social consequences?
21. What was the most significant, promising (dangerous) scientific achievement of the post WW2 era? Computerization, discovery of the human genetic code, nuclear weapons, etc.
22. How and why did Mikhail Gorbachev rise to the leadership of the Communist Party of the Soviet Union? Why was he not able to retain power?
23. What is the most significant problem facing the world today? How did it arise, and what is the prospect of solving it?
24. Describe the growth of and explain the significance of some aspect of the environmental movement in the 20th century.
25. Discuss the significance of some element of the Cold War – eg. women's status and role in it, social impact, the phenomenon of McCarthyism, experimentation upon people using radioactivity, drugs, etc.
26. Explain the causes of the collapse of the Soviet Union or East Bloc in the late 1980s, or examine one problem that has arisen from it (neo-fascism, shifting populations, new nations, dire impoverishment, the export of women to Western brothels, etc.) Why were criminals able to gain such an important place in the Russian economy after 1991?
27. Evaluate the origin of and the impact of a Third World national liberation movement in the 20th century.
28. Discuss and evaluate the significance of changes in sex roles (and/or sexuality) in the past four decades.
29. How has the status and nature of childhood changed in the 20th century in the West?
30. Were the 1960s a decade of revolution?
31. Why was the socialist government of Chile overthrown in 1973? What was the social and political impact of the Pinochet regime?
32. Discuss the alignment of political forces that led to the Iran-Iraq War in the 1980s, the Gulf War of 1990-91, etc.
33. Examine the national liberation efforts of any group of people who were still not a single nation state in 2007. For example, the Kurds, the Chechens, the Tamils, the Basques, the Palestinians, etc.
34. Dissect an artistic movement in the post-WW2 era. For example, abstract expressionism, pop art, punk music, hip hop, etc. Or examine an artist and his/her significance. (Think critically!! In general the key question to ask about an artist is not what but why.)

35. Who were the punks? Why did they emerge when and where they did?
36. In retrospect, what was the counter-culture of the 1960s about? Why did it emerge when it did?
37. Why was Britain able to defeat the Malayan national liberation movement in the 1950s?
38. What was cause of the Sino-Soviet conflict?
39. Why were the majority population of South Africa able to defeat apartheid? Has the majority rule in South Africa improved the lives of South Africans?
40. What accounts for the emergence of the gay liberation movement in the 1960s and 1970s?
41. How did the Guomindang government that took control of Taiwan in 1949 establish and maintain its power?
42. Are micro-loans an effective way to improve the lives of poor people in the developing world?
43. Has the United Nations been an effective force for positive change in the world during its existence?
44. Why did McCarthyism emerge in the USA and why did it collapse?
45. Why were the Mothers of the Plaza de Mayo able to mount an effective human rights movement in an Argentina ruled by a military dictatorship?
46. What accounts for the rise of political Islam?
47. Is France still an imperialist power in Africa?
48. Are the Tamil Tigers a liberation movement or a terrorist organization?
49. Did the experience of Northern Ireland in the years from 1969 to the present show that the British government followed the best policy by negotiating with nationalists who used violence?
50. What led New Zealand to engage in a drastic overhaul of its economy in the 1980s? What was the impact of that restructuring?

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. It may not be suitable.

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](http://camosun.ca/services/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.