

# COURSE SYLLABUS



COURSE TITLE: HIST-132: U.S. History: 1865 to Present

CLASS SECTION: 001

TERM: Fall 2024

COURSE CREDITS: 3

DELIVERY METHOD(S): In-Person

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

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## INSTRUCTOR DETAILS

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NAME: Dr. Christian Lieb

EMAIL: LiebC@camosun.ca

OFFICE: Y-323

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

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

## CALENDAR DESCRIPTION

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Students will examine American history from 1865 to the present in order to understand how the USA emerged as a world superpower. Students will study America's role in international affairs, shifts in public opinion, political ideals, and the interplay of social, cultural, political, and economic forces.

### 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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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 appreciation of critical themes, events, and issues of this period.

2. Explore the rise of the US as world industrial/military power.
3. Understand the shifts of American foreign policy since 1865.
4. Examine American political, economic, racial and gender divisions.
5. Explore the rise of consumer society.
6. Examine the evolution of political power.
7. Reassess and challenge traditional and existing perspectives on critical events and issues of this period.

By the end of the course, through exposure to the above materials and ideas, a 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

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- (a) David E. Shi, *America: A Narrative History*. Vol. 2 (Brief 12<sup>th</sup> Edition, New York: W.W. Norton, 2022) – with online InQuizitive
- (b) Seminar Material posted on D2L for discussions – see details in the course outline.

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

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Lectures: Tuesday 9:30-11:20 in Young 219

Seminar A: Thursday 9:30- 10:20 in Young 219

Seminar B: Thursday 10:30-11:20 in Young 219

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

#### **Week 1** (Sept. 3-8)

**Tues. Sept. 3: LECTURE: Introduction and Course Business**

**Thurs. Sept. 5: LECTURE: Review of the Civil War (50 min.)**

#### **Week 2** (Sept. 9-15)

📖 **Online Quiz #1** (📖 Shi, *America: A Narrative History*, Ch. 15) – Monday Sept. 9 (always at 11:59 pm)

**Tues. Sept. 10: LECTURE: The Reconstruction Period, 1865-1877**

**Thurs. Sept. 12: Seminar: Reconstruction**

📖 Michael A. Ross, “The Supreme Court, Reconstruction, and the Meaning of the Civil War,” *Journal of Supreme Court History*, vol. 41, no. 3 (Nov. 2016), p. 275-294.

**Week 3** (Sept. 16-22)

☞ **Online Quiz #2** (📖 Shi, *America: A Narrative History*, Ch. 17) – Monday Sept. 16

**Tues. Sept. 17: LECTURE: Political and Economic Change, 1870-1900**

**Thurs. Sept. 19: Seminar: Early American Imperialism**

📖 Michael A. Hill, “The Myth of Seward’s Folly,” *The Western Historical Quarterly* 50 (Spring 2019): 43-64.

**Week 4** (Sept. 23-29)

☞ **Online Quiz #3** (📖 Shi, *America: A Narrative History*, Ch. 18) – Monday Sept. 23

**Tues. Sept. 24: LECTURE: American Imperialism, 1898-1914**

**Thurs. Sept. 26: Seminar: Seminar: Early Consumerism**

📖 Ricia Anne Chansky, “Time to Shop: Advertising Trade Card Rhetoric and the Construction of a Public Space for Women in the United States, 1880-1900,” *Atenea*, vol. 29, no. 1 (June 2009), p. 151-166.

**Week 5** (Sept. 30-Oct. 6)

☞ **Online Quiz #4** (📖 Shi, *America: A Narrative History*, Ch. 19) – Monday Sept. 30

**Tues. Oct. 1: LECTURE: World War I and the Globalization of American Power, 1914-1919**

**Thurs. Oct. 3: Library Research Seminar in LLC-136 (Lansdowne Library)**

**Week 6** (Oct. 7-13)

☞ **Online Quiz #5** (📖 Shi, *America: A Narrative History*, Ch. 20) – Monday Oct. 7

**Tues. Oct. 8: LECTURE: Golden Twenties and the Great Depression, 1920-1929**

**Thurs. Oct. 10: Seminar: Spanish American War of 1898**

📖 Christine Bold, “Where did the Black Rough Riders go?” *Canadian Review of American Studies* 39, no.3, (2009): 273-297.

☞ Midterm exam instructions and questions will be available on D2L under “Week 7” on Oct. 10 at 9:00 am (will remain open until Tuesday Oct. 15 at 9:00 am (see below)

**Week 7** (Oct. 14-20)

☞ **MIDTERM EXAM – submit on D2L under Week 7 on Tuesday Oct. 15 at 9:00 am**

**Tues. Oct. 15: LECTURE: Great Depression, 1929-1941**

☞ **Online Quiz #6** (📖 Shi, *America: A Narrative History*, Ch. 21) – Wednesday Oct.16

**Thurs. Oct. 17: Seminar: How to write a Research Paper**

📖 History Department Style Guide on D2L

**Week 8** (Oct. 21-27)

☞ **Online Quiz #7** (📖 Shi, *America: A Narrative History*, Ch. 23) – Monday Oct. 21

**Tues. Oct. 22: LECTURE: World War II – the Making of a Superpower, 1941-1945**

**Thurs. Oct. 24: Seminar: American Isolationism?**

📖 Gerald L. Fetner, “Modern Foreign Correspondents after World War I: The New York Evening Post’s David Lawrence and Simeon Strunsky,” *American Journalism*, vol. 34,

no.3 (August 2017), p. 313-332.

**Week 9** (Oct. 28-Nov. 3)

☞ **Online Quiz #8** (📖 Shi, *America: A Narrative History*, Ch. 24) – Monday Oct. 28

**Tues. Oct. 29: LECTURE: Cold War from Truman Doctrine to Cuban Missile Crisis, 1947-1962**

**Thurs. Oct. 31: Seminar: The Great Depression and the New Deal**

📖 Neil M. Maher, “‘Work for others but none for us’: the economic and environmental inequalities of New Deal relief,” *Social History*, vol. 40, no. 3 (August 2015), p. 312-334.

☞ **Research Paper due on D2L at Midnight (11:59 pm) on Oct. 31**

**Week 10** (Nov. 4-10)

☞ **Online Quiz #9** (📖 Shi, *America: A Narrative History*, Ch. 25) – Monday Nov. 4

**Tues. Nov. 5: LECTURE: Struggles for Equality, Protest Movements, 1950s-1970s**

**Thurs. Nov. 7: Seminar: WWII POWs and African Americans**

📖 Matthias Reiss, “Solidarity among ‘Fellow Sufferers’: African Americans and German Prisoners of War in the United States during World War II,” *The Journal of African American History*, vol. 98, no. 4 (Fall 2013), p. 531-561.

**Week 11** (Nov. 11-17)

☞ **Online Quiz #10** (📖 Shi, *America: A Narrative History*, Ch. 26) – Tuesday Nov. 12

**Tues. Nov. 12: LECTURE: The Vietnam Wars, 1954-1975**

**Thurs. Nov. 14: Seminar: McCarthyism**

📖 Matthew Cecil, “The Path to Madness: McCarthyism and New York Post Editor James A. Wechsler’s Campaign to Defend Press Freedom,” *Journal of Communication Inquiry*, vol. 35, no. 3 (July 2011), p. 275-291.

**Week 12** (Nov. 18-24)

☞ **Online Quiz #11** (📖 Shi, *America: A Narrative History*, Ch. 27) – Monday Nov. 18

**Tues. Nov. 19: LECTURE: Political Realignments in the 1970s and 1980s**

**Thurs. Nov. 21: Seminar: Vietnam War Protests**

📖 Sarah Eppler Janda, “‘Even mild protest is not generally considered very patriotic’: Surveillance Culture and the Rise of the ‘Sooner CIA,’” *The Western Historical Quarterly* 48 (Winter 2017): 393-414.

**Week 13** (Nov. 25-Dec. 1)

☞ **Online Quiz #12** (📖 Shi, *America: A Narrative History*, Ch. 28) – Monday Nov. 25

**Tues. Nov. 26: LECTURE: End of the Cold War and America in a Globalizing World**

**Thurs. Nov. 28: Seminar: The Roots of Modern Divisions**

📖 Elaine Tyler May, “Security against Democracy: The Legacy of the Cold War at Home,” *The Journal of American History*, vol. 97, no. 4 (March 2011) p. 939-957.

**Week 14** (Dec. 2-7)

☞ **Online Quiz #13** (📖 Shi, *America: A Narrative History*, Ch. 29) – Monday Dec. 2

**Tues. Dec. 3: LECTURE: Quo Vadis America – The Struggle for the Meaning of America.**

## Thurs. Dec. 5: Seminar: Exam Review

☞ **Final Exam questions will be posted on D2L at 9 am on Dec. 5.**

### **FINAL EXAM PERIOD:**

☞ **Final Exam for Hist. 132 is due on D2L at Midnight (11:59 pm) on Dec. 12, 2024.**

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

### EVALUATION OF LEARNING

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DESCRIPTION	WEIGHTING
☞ <i>InQuizitive Online</i>	10%
☞ <i>Midterm Exam</i>	20%
☞ <i>Research Paper</i>	25%
☞ <i>Discussion groups and small assignments</i>	20%
☞ <i>Final Exam</i>	25%
<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>

### COURSE GUIDELINES & EXPECTATIONS

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#### ☞ **Course Requirements:**

To pass the course, you are expected to submit short discussion papers and attend the weekly discussions. You should complete the textbook readings before each lecture and the corresponding InQuizitive quizzes online (see schedule above) and submit the midterm. In addition, you need to write a Research Paper on a topic of your choice (though it needs to be on post-Civil War U.S. history). Writing the final exam completes the requirements. If, for whatever reasons (i.e. personal or health), you are unable to meet any of these requirements, please come and talk to me or e-mail me (ideally) before the deadline or exam so that we can find a solution.

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

Please use the textbook's digital landing page at <https://digital.wwnorton.com/america12brv2> to self-register for the online portion of the course. Our **Student Set ID is: 721318**. For the specific steps of registration, please see the further details on D2L. More information for the deadlines for quizzes can be found in the schedule above and on D2L. The online quizzes will remain open until 11:59 pm (midnight) on the day posted in the course outline (usually Mondays) and will automatically close at that point – avoid leaving the quizzes to the last minute as you may get cut off. You need to complete 10 out of the 11 quizzes for full marks.

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

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

- Briefly summarize the documents and / or articles
- Identify the main arguments and themes of the readings
- Write a short paragraph in which you outline the most important question(s) that the readings raised for you.

This will help you to focus your thoughts for the discussions and will train you to identify the main arguments of the texts you read. These short commentaries will not be graded individually but will assist in determining the quality of your participation (of course, only in addition to your oral participation during the discussions – see below).

The discussion groups count for 20% of the final grade in the course. You will receive 30% of the discussion grade by being physically present, 30% will be based on the discussion paper, and 40% will be based on the quality and frequency of your oral participation.

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

As the midterm exam we will have two 500–600-word essay responses that will include questions on material from lectures and the textbook covered to that point in the course and potentially also the discussion readings. The aim will be to combine your textbook and discussion readings and the material from the Powerpoint lecture to demonstrate contextual understanding of developments relevant to the course. The two essay exam questions will be posted on D2L under “Week 7” five days before the due date and will be submitted online through the **D2L submission box at 9:00 am on Tuesday October 15, 2024 – please combine the two responses into a single Word or PDF document.**

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

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

Choose a written primary source from primary source collections on Reserve in the library or online archives on American history as the basis for your essay topic. In addition, the paper requires a minimum of **four academic and recent secondary sources** (books or articles written by historians and published by university presses or academic journals) accessible through the Camosun Library (or also try the UVic library if you cannot find enough material at Camosun). **Search for sources that are footnoted and at least 15 pages in length.** Shorter works will not provide the necessary

details for factual evidence that you need to support your own argument in the paper. Avoid the use of online secondary sources since most of them are not peer reviewed (i.e. not academic) and are likely too short. Please draw on information from the minimum of four secondary sources you found and make sure to use the History Department Style Guide, available on D2L under “Course Resources” for formatting of the footnotes and bibliography.

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

### **Qualities of a Good Essay:**

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

There is a more detailed guide on how to write a research paper on D2L under “Course Resources”. There will also be seminars on the topic on October 3 (Library Research) and Oct. 17, 2024 (How to Write the Research Paper). Please make sure to attend those seminars as they will provide important details to help you with this project. Also make sure to start early on this since research and writing always takes longer than you might expect. Come and see me if you need help.

**The Research Paper is due on D2L on Thursday October 31, 2024 at Midnight (11:59 pm).**

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

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

context and questions will be posted on D2L – in this case, a week prior to the due date (Thursday Dec. 5). There will be two 500-600-word essay responses.

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

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

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

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

#### SCHOOL OR DEPARTMENTAL INFORMATION

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

#### What is plagiarism?

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

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

#### Standard Grading System (GPA)

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



## STUDENT RESPONSIBILITY

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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 [camosun.ca/services](https://camosun.ca/services).

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

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

### Academic Accommodations for Students with Disabilities

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

<https://camosun.ca/cal>

### Academic Progress

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

### Course Withdrawals Policy

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

<https://camosun.ca/registration-records/tuition-fees#deadlines>.

### Grading Policy

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

### Grade Review and Appeals

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

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal (see [Medical/Compassionate Withdrawals policy](#)). Please visit <https://camosun.ca/services/forms#medical> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence Policy: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and [camosun.ca/services/sexual-violence-support-and-education](https://camosun.ca/services/sexual-violence-support-and-education).

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

### Student Misconduct (Non-Academic)

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

### Looking for other policies?

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

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