

COURSE SYLLABUS



COURSE TITLE: IST 243: Comparative Indigenous Rights

CLASS SECTION: 001

TERM: W2025

COURSE CREDITS: 3

DELIVERY METHOD(S): Mixed

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 updates please visit <https://camosun.ca/about/covid-19-updates>.

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: Jarrad Reddekop

EMAIL: reddekopj@camosun.ca

OFFICE: Online

HOURS: Thursdays 1-2 or by appointment

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

CALENDAR DESCRIPTION

Students will examine historical and contemporary policies and practices and perspectives concerning Indigenous peoples' rights in Canada, Aotearoa/New Zealand, Australia and the United States. Students will engage with foundational concepts of Indigenous rights as well as identify and analyze commonalities and differences between these international contexts. Indigenous movements toward self-determination and self-government will be explored by students through a range of rights issues. These include the role of domestic and international law, land title and jurisdiction, treaties and social policy such as education and child welfare.

PREREQUISITE(S):

One of:

- C in [IST 120](#)
- C in [IST 232](#)

And one of:

- C in [ENGL 151](#)
- C in [ENGL 161](#)

COURSE LEARNING OUTCOMES / OBJECTIVES

On completion of this course, students will be able to:

- Describe core structures of settler-colonialism in the four CANZUS countries and the variations these present on similar themes;
- Describe similarities and differences in the impacts of colonialism on Indigenous peoples and on Indigenous-settler relations across CANZUS contexts
- Describe and analyze Indigenous movements toward self-determination and self-government in relation to those contexts and in an international frame
- Analyze the significance of inter-national mechanisms like treaties and the United Nations Declaration on the Rights of Indigenous Peoples for Indigenous movements

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Readings will be drawn from select articles and book chapters and supplied online via D2L. It is the student's responsibility to access and read all required texts each week.

*Please note: readings may be subject to change as we go along through the course. Any changes will be posted as news items on D2L and made available at least a week in advance.

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 1 (Jan. 7): Introduction

- *Read:* Course syllabus

Week 2 (Jan. 14): Indigenous Nationhoods and Self-Government

- Stephen Cornell. "Processes of Native Nationhood: The Indigenous Politics of Self Government." *The International Indigenous Policy Journal* 6.4 (2015), 1-20.

Week 3: (Jan. 21) Inter-Indigenous Treaties

Required:

- Sheryl Lightfoot and David MacDonald "Treaty Relations Between Indigenous Peoples: Advancing Global Understandings of Self-Determination." *New Diversities Special Issue "Indigenous Politics of Resistance: From Erasure to Recognition,"* 19 (2017): 25-40.

Supplemental:

- Robbie Shilliam, "Introduction", *The Black Pacific: Anti-Colonial Struggles and Oceanic Connections* (Bloomsbury: 2015), 1-12.

Week 4 (Jan. 28): UNDRIP & Indigenous Self-Determination

Required:

- Sheryl Lightfoot, “The Declaration on the Rights of Indigenous Peoples: Forging Structural Change” in *Global Indigenous Politics: A Subtle Revolution* (New York: Routledge, 2016): 33-65, at least 33-38, 55-65.

Supplemental:

- Text of UNDRIP: https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf

Week 5 (Feb. 4): Indigenous Rights and Title in Australia

Required:

- Justin Healy Ed. “Land Rights in Australia” in *Indigenous Rights*, The Spinney Press, 2014 (pp. 26-33)
- *The Little Red Yellow Black Book*, **Recommended:** 5-10, 12-28; **Required:** 158-171.

Check out:

- Denholder, Tony et al. “Path to treaty is less clear in the wake of failed Voice referendum.” Ashurst law firm blog. May 27, 2024. Available at: <
<https://www.ashurst.com/en/insights/path-to-treaty-is-less-clear-in-wake-of-failed-voice-referendum/>>.

Week 6 (Feb. 11): River Rights, Treaty, & Legal Pluralism in Aotearoa/NZ

*Current event presentation/paper due date: Feb. 9 @ 11:59 pm. If you are presenting on Aotearoa/NZ, your presentation can be handed in as late as Feb. 16 @ 11:59 pm to allow you to fully benefit from this week’s class/readings.

Required:

- Cribb, Miriama, et al. “Beyond legal personhood for the Whanganui River: collaboration and pluralism in implementing the *Te Awa Tupua Act*.” In *The International Journal of Human Rights* (2024). <https://doi.org/10.1080/13642987.2024.2314532>: 1-24.

Supplemental:

- Linda te Aho, “*Te Mana o te Wai*: An Indigenous perspective on rivers and river management,” in *River Res. Applic.* 35 (2019): 1615-1621.
- Margaret Mutu, “The Maori,” in *Native Nations: Survival of the Fourth World* (University of Auckland, 2014).

- Anne Salmond, “Tears of Rangi: Water, Power, and People in New Zealand,” in *Hau: Journal of Ethnographic Theory* 4:3 (2014): 285-309.
<https://www.journals.uchicago.edu/doi/pdfplus/10.14318/hau4.3.017>
- Ranginui J. Walker, “Māori Sovereignty, Colonial and Post-Colonial Discourses,” in Havemann Ed. *Indigenous Peoples’ Rights in Australia, Canada and New Zealand*. Auckland: Oxford University Press, 2000): 108 – 122.
- <https://www.law.cornell.edu/wex/standing>

Week 7 (Feb. 18): Reading break

Week 8 (Feb. 25): Protecting the Sacred

*Midterm due end of this week (Mar. 2 @ 11:59 pm)

Required:

- Noelani Goodyear-Ka‘ōpua “Protectors of the Future, Not Protestors of the Past: Indigenous Pacific Activism and Mauna a Wākea.” *South Atlantic Quarterly* 116.1 (2017): 184–194.
- Cynthia Kanoelani Kenui “Na Kanaka Maoli: The Indigenous People of Hawai‘i” in James Ed. *Diversity in Human Interactions: The Tapestry of America*. Oxford: Oxford University Press, 2003: 93-99 (and rest if interested).

Check out:

- <https://olaikawai.org/>

Week 9 (Mar. 4): Indigenous Self-determination and Resurgence in the USA

Required:

- Borrows, John. “Chapter Five: Legislation and Indigenous Self-Determination in Canada and the United States.” In *Freedom and Indigenous Constitutionalism*. Toronto: University of Toronto Press, 2016: 161-180.

Supplemental:

- Jeff Corntassel, “Indigenous Governance amidst the Forced Federalism Era,” *Kansas Journal of Law & Public Policy* 19:1 (2009)
- Amy Ouden and Jean O’Brien, “Introduction,” in Recognition, Sovereignty Struggles, and Indigenous Rights in the United States : A Sourcebook. (Chapel Hill: University of North Carolina Press, 2013), pp. 1-23.
- “Tribal Sovereignty: The Right to Self-Rule”, <https://youtu.be/bDzVPRHVMuY>

Week 10 (March 11): Repatriation

*Paper outline & references list w/ commentary due Mar. 16 @ 11:59 pm

Required:

- Bruce Granville Miller, "Repatriation in Two Acts: The Museum of Vancouver" *BC Studies* 199 (Autumn 2018): 81-94.

Supplemental:

- "Introduction" and "Repatriation Journey of the Haida Nation" in *Indigenous Repatriation Handbook*, 2019
https://royalbcmuseum.bc.ca/sites/default/files/indigenous_repatriation_handbook_v01_screen_jw_20190327.pdf
- <https://returnreconcilerenew.info/>
- Maureen Matthews and Roger Roulette, "Are All Stones Alive? Anthropological and Anishinaabe approaches to personhood," in *Rethinking Relations and Animism: Personhood and Materiality* New York: Routledge, 2018: 173-192.

Week 11 (March 18): Education

Required:

- Graham Hingangaroa Smith "Maori Education: Revolution and Transformative Action" *Canadian Journal of Native Education* 24.1 (2000): 57-70.

Supplemental:

- Braden Rico, "Awakening vision: examining the reconceptualization of Aboriginal education in Canada via Kaupapa Māori praxis," in *Asia Pacific Journal of Education* 23:4 (2013): 380-393.

Week 12 (March 25): Child Welfare

- Cindy Blackstock et al, "Indigenous ontologies, international law and the application of the Convention to the over-representation of Indigenous children in out of home care in Canada and Australia," in *Child Abuse & Neglect: The International Journal* 110:1 (Dec. 2020): 1-11.

Week 13 (April 1): Indigenous Rights and the Anthropocene

- Heather Davis and Zoe Todd, "On the Importance of a Date, or Decolonizing the Anthropocene," *Acme: An International E-Journal for Critical Geographies* 16:4 (2017): pp. 761-780.

Week 14 (April 8): Review and Conclusion

****TERM PAPER DUE April 11, 11:59 pm****

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

All assignments are to be submitted to D2L unless otherwise noted.

Unless specified, all assignments received after the due date will receive a 5% per day penalty to a maximum of one week after which I will not accept it unless you have consulted with me at least three days in advance of the due date and received an accommodation.

The assignment and grading breakdown for this course is as follows:

- i. Participation = 15%
- ii. Current event presentation/paper (can be partnered): 20%
- iii. Midterm quiz: 20%
- iv. Paper outline & references list: 15%
- v. Comparative paper: 30%

i) Participation: 15%

Participation grades will reflect my retrospective judgment, at the end of term, of your level and quality of participation in class. Questions I will be asking, in determining these grades, will be: Does this student come to class prepared, having done the readings, able to demonstrate that they have done the readings, and ready to discuss the material and weekly topic? Do they participate regularly, actively, and constructively in class discussions – whether in smaller breakout groups or with the whole class? Are they consistently bringing their energy and good intentions to help co-create the best learning environment possible, helping their fellow students to maximize their learning, and making their own contribution to the richness of the course? Do they demonstrate respect in their interactions with their peers and with their instructor? Are they making sure not to dominate the space, and instead do they demonstrate a honed relational sensitivity in leaving enough space so that others can contribute? Does this student communicate with me if they are absent for illness or when they will be absent for an extended period of time due to unforeseen circumstances?

A word here on readings: this course has a lot of them. I have endeavoured to keep these to a manageable level, but the truth is that doing the readings is crucial for your learning in this class – especially since we are concerned here with contexts we are otherwise likely to not know much about – inter-National movements; other countries' legal systems; Indigenous peoples from different parts of the world; and so on. Accordingly, and just to re-emphasize what I wrote above, **the degree to which students can demonstrate, in class, that they have regularly done the readings will be an important component in deciding participation grades.**

Attendance does not receive a separate grade here since, after all, one must attend to participate. The policy encouraged by the IST department is that you must attend 80% of classes (i.e., not missing more than 3) to pass the course. This policy will apply in this class. In this era of Covid,

however, please note that **you are expected to remain at home if you are feeling unwell**. If you must miss class for reasons of health, therefore, please get in touch with me remotely (via email or phone call) as early as possible. Absences due to health will, of course, not be penalized and therefore will not count as part of the 3 maximum. In determining your participation grades, I will take account of illness-based absences and my commitment not to penalize these.

ii) Current Event Short Paper or Powerpoint Presentation – 20%

***Due date: Feb. 9 @ 11:59 pm. If you are presenting on Aotearoa/NZ, your presentation can be handed in as late as Feb. 16 @ 11:59 pm to allow you to fully benefit from this week's class/readings.**

Can be done as a partnered assignment; partners will both receive the same grade. Presentations must be recorded and handed in online via D2L.

For this assignment, you will either write a short paper (750-900 words) or create a short (10-12 minute; if partnered, paper must be 900-1100 words video must be 15 minutes and go a little further in your analysis) presentation on a recent news article or media item of your choosing from **Australia or NZ/Aotearoa** about a current event relevant to Indigenous politics in either context. This event must connect to a major topic/theme from the materials/class teachings from the first 6 weeks of class. So, for example, it may have to do with Indigenous nationhood and assertions of self-determination, with UNDRIP and its implementation, with issues of Indigenous land title and recognition, with issues pertaining to treaties, to the rights of nature insofar as this pertains to Indigenous issues, etc.

Your paper/presentation should include:

- Title, source and brief outline of the article or media item and why you chose it
- A copy or copies of the article (paper or digital) for reference
- Your explanation and analysis of how the article or issue discussed relates to a concept or issue from the course or in the course reading. You need accordingly to tie your discussion to at least **one (scholarly, article-length) course reading**.
- Reflection on connections to or resonances with similar issues in the Canadian context.
- Reflection on what it is necessary to know *about* the Australian or NZ context to understand the issue.
- Although other options are feasible, it is recommended that you use PowerPoint and record your presentation using Kaltura capture (although, admittedly, many students prefer using Zoom to record themselves giving the presentation).

Your media item can be either an article or a video news story, but it must be from a reputable news source, i.e., NOT a blog, or social media content, such as from Facebook, Tik Tok, X, etc.. Such sources might include national and international news outlets (e.g. *The Globe and Mail, New York Times, The Washington Post, The Guardian, The Vancouver Sun, The Toronto Star, Al Jazeera, the New Zealand Herald, Radio New Zealand, the Australia Broadcasting Corporation*), major weekly news magazines (e.g. *The Economist, Maclean's, Newsweek, Time*), television news programming (e.g. *CBC The National, PBS Newshour, BBC World News, CNN, etc.*).

iii) Midterm Quiz – 20%

Due: Mar. 3 @ 11:59 pm

There will be one mid-term quiz, made up of definition, short answer, and essay questions. It will effectively be an open-book, “take home”-style quiz. I will give you a list of questions before the end of class on the Tuesday of that week, to allow for any basic comprehension-level questions to be discussed. You will then answer and hand in by the end of the weekend. Quiz questions are intended to reference specific readings or lecture material from the course, so answering the questions should involve going back and finding where we have talked about X *specifically within the context of this course*. While you will have access to all your usual resources while writing the quiz from home, including Google, be aware therefore that there are limits to *how useful the internet can be* in this kind of exercise.

- iv) **Paper outline & references list with commentary** (2 pages min. – one for your outline, which can be as short as 300 words, and one for your references list) (15%)
Due Mar. 16 @ 11:59 pm

In preparation for your final paper, you will prepare a preliminary outline and references list. You do not need to know all the detail about what you will do in your paper at this point. Rather the aim of this assignment is to help you start doing the preliminary research and planning early on and to give me a chance to offer feedback or suggest any possibly useful resources before you launch into writing the whole paper. For this assignment, you will need to show:

-What is the broad topic of your paper, and how will you approach it? At a “high level”, how will your approach satisfy the requirements of the paper assignment? How do you foresee structuring your argument? You do not need to write a formal “abstract” but what you write should serve the same purpose: to give an idea (as much as possible at this early time) about what it is you are going to do and how you are going to go about doing it.

-Since this is a *comparative* paper, you will need to be explicit about how you are going to structure that comparison in a logical and robust way. That means you will have to think about and account for how two events or phenomena are perhaps similar but also different across two contexts. Do the differences involved produce a different kind of politics, or make some strategies perhaps easier in one case but not in another? How might broader lessons be drawn from either context and from comparing between them, if at all? For this assignment, you should be able to begin sketching how you will approach these kinds of questions.

-What sources will you be using? This does not have to be the final list you end up using in your paper; but you should have an idea of how the sources you provide will help you get where you need to go. You can list course readings here but you will need to list **at least four additional sources, two of which must be scholarly articles or books**. For each source, briefly summarize (1-2 sentences only) what it “does”, and then explain (1-2 sentences only) how it will support your inquiry/analysis/argument.

- v) **Comparative paper – 30%**

Due: April 11 @ 11:59 pm
1750 words (~6 pages double spaced)

Since this is a class about comparative Indigenous rights and associated issues, your final assignment will be a comparative paper. Choose a topic that connects directly to a concept, issue, or theme from the course, and then critically and comparatively discuss your topic in relation to at least one specific example from TWO of the contexts we discuss – Canada, USA, Aotearoa/NZ, or Australia. An

important aspect of your analysis here will be to consider both similarities/continuities and differences across these contexts and the ways these have shaped Indigenous experiences and movements in either case. So, for example, you might choose to look at Indigenous child welfare in Australia compared with in Canada – or compared with New Zealand or the USA. Or you may wish to compare the politics around treaties between New Zealand and Canada, or Australia and Canada. Or any number of other options. Factors to consider and focus on here could include:

- Are there relevant differences in state law, constitutional status, treaty history, etc., that shape the contexts you are looking at?
- What about the Indigenous peoples in question, and their respective laws, philosophical traditions, political structures, and so on?
- What do differences and similarities between your examples suggest or tell us more broadly about the range of ways Indigenous struggles are experienced, or about the relative success of particular strategies (and given what kinds of situations)?

Please note: for this assignment, you are required to cite a minimum of 4 resources beyond assigned class readings. A minimum of **two** of these must be from peer-reviewed academic journals or book chapters.

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

Citation style

Since I gather that APA is the style most used within Indigenous Studies at Camosun, we will adopt this as our standard as well. If you have a burning desire to use another style, you may do so; *but you must pick one, and you must specify for me, in your title page, which other style you are using.*

Course Policies

Please see Course Policies document for information on expectations around assignment submission, in-class conduct, communication etc.

Recommended Materials to Assist Students to Succeed Throughout the Course

Our fantastic librarians have compiled a website for Indigenous Studies that should be your first stop for research assignments, find it here:

<http://camosun.ca.libguides.com/IndigenousStudies>

For tips on critical reading and engagement with texts please use the resources shared in class and posted on D2L. For citation help please see these guides:

<http://camosun.ca.libguides.com/cite>

There are a variety of services available for students to assist you throughout your learning including academic and Indigenous advisors, counsellors, accessibility, library and Writing Centre staff. Here are a few links:

IECC Student Supports | <http://camosun.ca/learn/school/indigenous-education-community-connections/students/index.html>
Centre for Accessible Learning | <http://camosun.ca/services/accessible-learning/>
Writing Centres | <http://camosun.ca/services/writing-centre/>

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/>.

Support Service	Website
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

Support Service

Website

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 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 <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/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

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 Progress

Please visit https://www.camosun.ca/sites/default/files/2021-05/e-1.1_0.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" (<https://camosun.ca/registration-records/policies-and-procedures-students/registration-policies-students>) 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://www.camosun.ca/sites/default/files/2021-05/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 250-370-3841

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 <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.

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.