

COURSE SYLLABUS



COURSE TITLE: IST 232: Indigenous Politics

CLASS SECTION: 001

TERM: F2022

COURSE CREDITS: 3

DELIVERY METHOD(S): Mixed, Synchronous

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>.

*Please note that in this class we will be following Camosun policy around any public health orders, masking requirements, etc. As of the time of this writing (in August, 2022), masks are considered a matter of personal choice in the classroom – i.e., not mandatory. We know however that different people will have varying levels of comfort around this in the coming months, so I ask that we all try to be as considerate as possible of each other as we navigate this stage of things together. Should Camosun policy change I will be sure to keep the class apprised.

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.bc.ca

OFFICE: Virtual via Course Room on BB Collaborate (accessible through course D2L site)

HOURS: Tuesdays 2:00-3:00 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

Students will explore key topics and issues in Indigenous politics. Students will explore historical and contemporary perspectives on Indigenous peoples' relations with the Canadian state (its institutions and policy initiatives), Indigenous political movements, organizations and governance as well as themes in Indigenous political thought and struggles across the continent. Students will critically engage with these perspectives to consider pathways of political transformation for Indigenous communities.

PREREQUISITE(S): One of:

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

- C in [ENGL 163](#)
- C in [ENGL 164](#)

COURSE LEARNING OUTCOMES / OBJECTIVES

On completion of this course students will be able to:

- 1. Describe historical and contemporary Indigenous political environments with respect to local and other Indigenous nations of North America.*
- 2. Analyze the impact of Canadian government policies on Indigenous peoples.*
- 3. Describe the impact of Canadian government policies on political relationships with Indigenous peoples.*
- 4. Explain the diverse contemporary indigenous political structures, organizations, and movements.*

This course offers a broad introduction to themes in Indigenous politics; and as such it offers something of a mix in orientations. Our focus will be both historical and contemporary. We will concern ourselves *both* with Indigenous politics insofar as this has to do with relations between Indigenous peoples and the Canadian state, *and* with Indigenous political thought and the political traditions of Indigenous peoples. Therefore, we will have to spend some time understanding (dominant forms of) Western political thinking and institutions insofar as this bears on Indigenous politics, but our focus will not be confined to that. We will also take our orientations from Indigenous thinking and forms of political relation, and inevitably focus as well on questions of (mis/)translation between or across political languages as this shapes political dynamics.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Readings for this course, especially in the latter half of the course, are drawn from one core text:

Chelsea Vowel. *Indigenous Writes: A Guide to First Nations, Métis and Inuit Issues in Canada*. Winnipeg: Highwater Press, 2016.

We will also be reading other materials in addition to this text, especially in the first half of the course. Materials other than the main text will be available on D2L or online and linked in the course outline. I also typically supply a range of supplementary readings/materials each week which are not required – they are there simply as relevant other materials, possible or interesting tangents, etc., in case students are interested in delving further into these. These supplementary materials can be simply ignored; they can be consulted as a place to start in the event you want to write your final papers on a related topic; or they can simply be filed away for later should the occasion or interest to read them arise – it's up to you. However it is expected that students will access and read all the required texts for each week and it is the student's responsibility to do so.

*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.

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

Week 1 (Sept. 6): Introduction

Week 2 (Sept. 13): A Thorny Question: What is politics (pt. 1)?

Required:

- Andrew Heywood “What is Politics?” in *Politics* (4th Edition). Palgrave-MacMillan, 2013, pp. 1-12, 23-26 (from “Politics in a Global Age” on) - Excluding ‘Focus On’ boxes

Week 3 (Sept. 20): What is Politics (pt. 2)? Translation spaces, differences, and erasures

Required:

- Kiera L. Ladner. “Taking the Field: 50 Years of Indigenous Politics in the CJPS” *Canadian Journal of Political Science*. 50.1 (2017): 163-179 – Read pages 163-167 and conclusion (174-176).
- Hayden King, *The erasure of Indigenous thought in Canadian foreign policy*, 2017 <https://www.opencanada.org/features/erasure-indigenous-thought-foreign-policy/>

Supplemental:

- Leroy Little Bear, ‘Jagged Worldviews Colliding’. (2000) https://www.learnalberta.ca/content/aswt/worldviews/documents/jagged_worldviews_colliding.pdf
- Kiera L. Ladner, “Women and Blackfoot Nationalism,” *Journal of Canadian Studies* 35:2 (2000): 35-60.

Week 4 (Sept. 27): Ways of Doing Politics - Political Ecology

Required:

- Kiera L. Ladner, “Governing Within an Ecological Context: Creating an AlterNative Understanding of Blackfoot Governance” *Studies in Political Economy*, 70.1 (2003): 125-152.

Supplemental:

- Gregory Cajete “The Ecology of Native American Community” *Native Science: Natural Laws of Interdependence*. Santa Fe: Clear Light Press, 2000: 85-105.
- Nick Xumthoult Claxton, “‘To Fish as Formerly’: The Douglas Treaties and the WSÁNEC Reef-Net Fisheries,” in Leanne Simpson (ed.) Lighting the Eighth Fire: The Liberation, Resurgence, and Protection of Indigenous Nations (Winnepeg: ARP: 2008): 47-58.

Week 5 (Oct. 4): Indigenous Constitutionalism

*****NEWS STORY ANALYSIS DUE SUNDAY OCT. 9 AT 11:59 PM*****

Required:

- *Read:* Stephen Cornell, “Wolves Have A Constitution:” *Continuities in Indigenous Self-*

Government” The International Indigenous Policy Journal, 6.1 (2015).

- *Watch:* Video interview with John Borrows on Indigenous constitutionalism: <https://nnigovernance.arizona.edu/john-borrows-revitalizing-indigenous-constitutionalism-21st-century>

Week 6 (Oct. 11): Relations with Others: Treaty Politics and Diplomacy, Part 1

Required:

- Leanne Simpson “Looking after Gdoo-Naaganinaa: Precolonial Nishnaabeg Diplomatic and Treaty Relationships.” *Wicazo Sa Review*, 23.2 (2008): 29 - 42.

Supplemental:

- Heidi Kiiwetinepinesiik Stark, ‘Changing the Treaty Question: Remediating the Right(s) Relationship’, in John Borrows and Michael Coyle (eds.), *The Right Relationship: Reimagining the Implementation of Historical Treaties* (Toronto: University of Toronto Press, 2017).
- Leanne Simpson, excerpt from *Dancing on our turtle’s back*, 106-109.

Week 7 (Oct. 18): Relations with Others: Treaties and Diplomacy, Part 2

Required:

- *Read:* Vowel Chapter 27, 28 (14 pgs.)
- *Check out:* Government of Canada website on the history of treaties: <https://www.rcaanc-cirnac.gc.ca/eng/1314977704533/1544620451420>

Supplemental:

- Michael Asch, *On Being Here To Stay*, Ch. 6 (100-115).
- Dave Elliot Sr., *The Saltwater People*, pp. 69-84.

Week 8 (Oct. 25): Ways of Doing Politics: Settler Colonialism

*****MIDTERM QUIZ THIS WEEK, due Sunday Oct. 30 at 11:59pm*****

Required:

- Vowel Chapter 13 (Myth of Progress), 26 (Doctrines of Colonialism), 29 (Reserves).
- *Watch:* Russel Diabo, “Breaking Down the Indian Act,” available at: https://youtu.be/ECi_7G0QAgw

Supplemental:

- Vowel Chapter 3 (Status)
- Charlotte Coté, “Historical foundations of Indian sovereignty in Canada and the United States: A brief overview,” *The American Review of Canadian Studies* 31: 1 / 2 (Spring/Summer 2001): 15-23.
- Cole Harris, “How did colonialism dispossess? Comments from an edge of empire,” *Annals of the Association of American Geographers* Vol. 94, No. 1 (Mar. 2004), pp. 165-182.

- Michael Asch, “From *Terra Nullius* to Affirmation: Reconciling Aboriginal Rights with the Canadian Constitution,” *Canadian Journal of Law and Society* 17:2 (2001): 23-39.

Week 9 (Nov. 1): Constitutional Law, Aboriginal Rights and Title

Required:

- Vowel 14 “The Myth of the Level Playing Field” (10 pgs.)
- *Check out:* short but useful online summaries on Aboriginal rights and title:
https://indigenousfoundations.arts.ubc.ca/aboriginal_title/
https://indigenousfoundations.arts.ubc.ca/aboriginal_rights/

Supplemental:

- John Borrows, “Challenging Historical Frameworks: Aboriginal Rights, the Trickster, and Originalism,” *The Canadian Historical Review* 19:1 (2017): 114-135.
- https://www.nfb.ca/film/dancing_around_the_table_1/
- Madeline Rose Knickerbocker and Sarah Nickel “Negotiating Sovereignty: Aboriginal Perspectives on a Settler-Colonial Constitution, 1975-1983” *BC Studies* 190 *Histories of Settler Colonialism* (2016): 67-87.

Week 10 (Nov. 8): Inuit Politics

Required:

- Vowel Chapter 5, 6 and 22

Supplemental:

- https://www.nfb.ca/film/broken_promises_-_the_high_arctic_relocation/
- Qitsualik, Rachel. “Innumarik: Self-sovereignty in classic Inuit thought.” In *Nilliajut: Inuit Perspectives on Security, Patriotism, and Sovereignty*. (Ottawa: Inuit Tapariit Kanatami, 2013): 23-34.

Week 11 (Nov. 15): Métis Politics, Nationhood, Identity

****Paper outline & references list due by Sunday, Nov. 20 @ 11:59 pm****

Required:

- *Read:* Vowel Chapter 4
- *Watch:* Seb Malette, “The Métis Question in Eastern Canada,” Available at:
<https://youtu.be/pW3iIuX4lj0>

Week 12 (Nov. 22): Politics of Reconciliation

Required:

- Vowel Chapter 20, 21 and 25

Supplemental:

- Dale Turner “On the Idea of Reconciliation in Contemporary Aboriginal Politics” in Henderson and Wakeham Eds. *Reconciling Canada: Critical Perspectives on the Culture of Redress*. Toronto: University of Toronto Press,

2013: 100-114.

- Truth and Reconciliation Commission of Canada: Calls to Action (2015): http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf

Week 13 (Nov. 29): Grassroots Movements and Resurgence

Required:

- Glen Coulthard, “For our nations to live, capitalism must die.” <https://unsettlingamerica.wordpress.com/2013/11/05/for-our-nations-to-live-capitalism-must-die/>
- Gina Starblanket “Being Indigenous Feminists: Resurgences Against Contemporary Patriarchy” in Green ed. Making Space for Indigenous Feminism. 2nd Edition. Halifax: Fernwood Press, 2017: 21-41 (as much as you can).

Supplemental:

- Alfred, Taiaiake and Jeff Corntassel “Being Indigenous: Resurgences Against Contemporary Colonialism” Government and Opposition, 40 (2005): 597-614.

Week 14 (Dec. 6): Review and Conclusion

****TERM PAPER DUE Dec. 9, 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. **Please note:** all assignments must be handed in using a word .doc or equivalent open source format, or a .pdf format. External links to documents such as Google docs, or formats specific to other word processors will not be accepted. External links to presentations, videos, or other creative assignment formats may be accepted depending on the assignment requirements. Every effort will be made to return assignments to students within two weeks.

Meetings with the instructor are recommended and encouraged if a student is struggling with the content. Requests for “make-up assignments”, “additional work” or “alternate assignments” for the purposes of increasing grades will not be granted. In the event of low marks or if it appears there may be a risk of not achieving the necessary grade required to fulfill program requirements, students must monitor their own progress and access assistance/resources early on. All grades are available on the course D2L site.

There are no rewrites of assignments and therefore, no rewrite will be granted for papers with a low mark or failing grade. It is the student's responsibility to understand the content and expectations of the assignments that are due. Students can email and meet with the Instructor to review and discuss their assignment or course grade.

Extensions for assignments are reserved for exceptional circumstances. Unless otherwise 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. Class attendance (5%) and participation (5%): 10%
- ii. News story analysis: 20%
- iii. Midterm Quiz: 25%
- iv. Paper outline & references list: 15%
- v. Research paper: 30%

i) Attendance and participation (10%)

Engagement and experiential learning is highly valued in this course. You will be assessed for simple attendance, but also for your contributions to co-learning through in-class activities and discussions, and demonstration of preparedness and reading. In terms of participation, more does not necessarily mean better; it is a matter of making solid and focused contributions while also taking care not to dominate the space and making sure you are allowing others the space and time to contribute as well.

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 (ever-lingering) 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. **Please do not come to class to ask me if I think you can/should stay because you (only) have symptoms XYZ. If you have to ask, the answer is "please stay home"**.

**ii) News story analysis (3 pgs. double-spaced, ~ 750 words) (20%)
Due Oct. 9**

Kiera Ladner ("Taking the Field") invites us to distinguish between a view of Indigenous politics where this is reduced to Indigenous interactions with the state, and a more robust alternative, which starts from an acknowledgement that there are distinct Indigenous traditions of political life and thought that are also at play in contemporary moments. Layered onto that, as we see especially in Week 2, there are a variety of ways of coming to questions about what is/what counts as "political" in a given scenario or moment or relation. Given all of this ...

Pick a news story about a current event relevant to Indigenous politics in some way, and include a link to the article with your assignment. In your paper, you will offer an analysis of the politics at stake in this current event, focused *through* an analysis of the news article. For this reason, you should not need to do much (if any) external research. Answer the questions: i) In your view, how is

this event *political*? What understanding(s) of “politics” and political life best help(s) us understand what is at play/at stake here? ii) Does the news coverage of this article adequately articulate/understand the political nature of this event? What/whose way of framing the world/politics predominates in the article – and accordingly, where and how do Indigenous people fit into the picture? How does the article’s framing compare with your own? Does the article do a good job of showing all the facets and complexities of the issue, or does it need improvement in this regard? In your account/analysis, you will need to **draw on at least two class sources, one of which can be a lecture.**

**iii) Midterm Quiz (25%)
Due Oct. 30 @ 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 at the start of the week, which you will answer and hand in by the end of the week. 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 Nov. 20 @ 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.

-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 three additional sources, two of which must be scholarly articles or books**. For each source, briefly summarize (1-2 sentences only) what it “does” and explain how it will support your inquiry/analysis/argument.

***Please note:** if you are opting for an alternative, non-essay version of the final assignment (see below), you and I will need to work out together what this can be *before this outline is due*. You will still have to demonstrate a serious engagement with the same number and type of sources however, so the alternative version of this assignment would be to outline your alternative project in some detail and indicate some of the ways you will be engaging/drawing on your sources in this context.

- v) **Research Paper** (minimum 6 pgs. double-spaced, ~1750 words) (30%)
Due Dec. 9 @ 11:59 pm

Pick one of our weekly political themes (or another theme that emerges from course materials/discussions, subject to approval), and explore it more deeply through a particular, real-world example. Your example can be contemporary or historical – but it should be something both Indigenous-focused and “political” in a broad sense. It could for example be an initiative, political movement, political event, a treaty, an Indigenous way of practicing political existence, etc. Your task will be, first, to show how your example connects to your chosen theme. Tie your discussion in this regard, and your understanding of your theme, to course readings. Second, develop your own creative and critical analysis of your example in relation to your theme. Some questions you can consider in doing this (without having to answer each one) include: Why/how is this politics, and why is it important to think about? What issue(s) are most crucially at stake in the way your example connects to your theme? Does your example offer important teachings that could be applied to other cases, or lessons that a less careful observer (or an earlier version of yourself) might miss? What inferences can you draw from your research for clarifying “pathways of political transformation for Indigenous communities”? **In addition to course readings, your research paper should cite at least three additional sources, two of which must be scholarly articles or books.**

Alternative Option: If you would prefer to craft an alternate possible final assignment, which would not be an essay but another way of seriously exploring one of our class themes in rich dialogue with an example and the requisite number of sources, this is something I am open to. To pursue this option, you would have to meet with me however in advance of your paper outline assignment so that we can work out together what this might be. A core requirement would be that I would have to be able to evaluate (and offer useful feedback on) your level and quality of engagement with sources and your exploration of your theme/example, so there would have to be a substantial “presentation” or “explanatory” component to whatever it is you do here.

COURSE GUIDELINES & EXPECTATIONS

Citation style

Proper academic citations are a requirement for all written assignments (except the midterm). Since the APA style (using in-text citations together with a final references list) is most commonly used in the IST program, this is what I recommend using. You are welcome to use any other style, but if you use anything other than APA you must specify to me, in your title page, what style it is 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/>

SCHOOL OR DEPARTMENTAL INFORMATION

Eyē? Sqá'lewen - Centre for Indigenous Education & Community Connections

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

Support Service	Website
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.