

COURSE SYLLABUS



COURSE TITLE: PHIL-104: Philosophy of Sex and Love

CLASS SECTION: 002

TERM: Fall 2022

COURSE CREDITS: 3

DELIVERY METHOD(S): In-person

Camosun College campuses are located on the traditional territories of the Lək'wəḡən 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: Anthony J. Gavin

EMAIL: GavinA@camosun.ca

OFFICE: Young 312

HOURS: Wednesdays and Fridays, 2:30 – 4:00pm (in-person or online via Zoom)

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 introduces students to philosophy through an exploration of love and sex, by examining the history of concepts and ideals of love; evaluating ethics around issues such as abortion, adultery, pedophilia, and birth control; exploring biological versus environmental causes of sexual orientation; and investigating the value of monogamy.

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

Upon completion of this course a student will be able to:

1. Differentiate and contrast historical ideals and concepts of love.
2. Assess claims about the biological and/or environmental basis of transsexuality and sexual orientation.
3. Evaluate long-term monogamy.
4. Analyze the abstinence versus birth control debate.
5. Give evidence for an opinion on abortion.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Required materials:

All course readings are available on D2L

Additional recommended resources:

Stanford Encyclopedia of Philosophy (SEP): <https://plato.stanford.edu>

Internet Encyclopedia of Philosophy (IEP): <https://iep.utm.edu>

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.

All readings available on D2L.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 1: Tuesday, Sept. 6 th	<p><i>Why talk about sex and love?</i></p> <ul style="list-style-type: none">○ Introduction○ Review course syllabus <p>Required readings:</p> <ul style="list-style-type: none">○ Audre Lorde, "Uses of the Erotic: The Erotic as Power," <i>Sister Outsider</i> (2012), pp. 53-59 <p>Optional readings:</p> <ul style="list-style-type: none">○ Roland Barthes, "<i>comprendre / to understand</i>," <i>A Lover's Discourse</i> (2001), pp. 59-61○ bell hooks, "Grace: Touched by Love," <i>all about love: new visions</i> (2000), pp. xv-xxix	<p><i>I don't expect you to read in advance for the first day, but these readings will nevertheless serve to structure our discussion.</i></p>

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 2: Tuesday, Sept. 13 th	<p><i>What is love? – an ancient question</i> Required readings:</p> <ul style="list-style-type: none"> ○ Plato, <i>Symposium</i>, Complete Works (1997), pp. 458-480 <p>Optional readings:</p> <ul style="list-style-type: none"> ○ Barthes, “<i>déclaration / declaration</i>,” <i>A Lover’s Discourse</i> (2001), pp. 73-74 ○ Nina Belmonte, “Erosophia. Or: the Love/Lack of Wisdom,” <i>PhaenEx</i> (spring/summer 2017), pp. 1-17 	
Week 3: Tuesday, Sept. 20 th	<p><i>What is love? – an ancient question, cont’d</i> Required readings:</p> <ul style="list-style-type: none"> ○ Plato, <i>Symposium</i>, Complete Works (1997), pp. 480-505 <p>Optional readings:</p> <ul style="list-style-type: none"> ○ Barthes, “<i>atopos</i>,” <i>A Lover’s Discourse</i> (2001), pp. 34-36 ○ Barthes, “<i>écrire / to write</i>,” <i>ibid.</i>, pp. 97-100 	Argument Analysis assignment available on D2L
Week 4: Tuesday, Sept. 27 th	<p><i>Divine love, self-love, and shame</i> Required readings:</p> <ul style="list-style-type: none"> ○ St. Augustine, Book Two, <i>The Confessions</i> (2019), pp. 19-28 <p>Optional readings:</p> <ul style="list-style-type: none"> ○ hooks, “Destiny: When Angels Speak of Love,” <i>all about love: new visions</i> (2000), pp. 87-92 	Argument Analysis assignment due
Week 5: Tuesday, Oct. 4 th	<p><i>The history of sexuality</i> Required readings:</p> <ul style="list-style-type: none"> ○ Michel Foucault, “We ‘Other Victorians’,” <i>The History of Sexuality, vol. I</i> (1978), pp. 3-13 <p>Optional readings:</p> <ul style="list-style-type: none"> ○ Carrie Jenkins, “Love is as Love Does: Love’s Dual Nature,” <i>What Love is and What it Could Be</i> (2017), pp. 71-89 ○ Barthes, “<i>déréalité / disreality</i>,” <i>A Lover’s Discourse</i> (2001), pp. 87-92 	
Week 6: Tuesday, Oct. 11 th	<p><i>The history of sexuality, cont’d</i> Required readings:</p> <ul style="list-style-type: none"> ○ Foucault, “<i>Scientia Sexualis</i>,” <i>The History of Sexuality, vol. I</i> (1978), pp. 53-73 <p>Optional readings:</p> <ul style="list-style-type: none"> ○ Erich Fromm, “Is Love an Art?” <i>The Art of Loving</i> (1962), pp. 1-6 ○ Barthes, “<i>I-love-you</i>,” <i>A Lover’s Discourse</i> (2001), pp. 147-154 	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
<p>Week 7: Tuesday, Oct. 18th</p>	<p>Objectification – the gaze of sexual desire Required readings:</p> <ul style="list-style-type: none"> ○ Immanuel Kant, “Of Duties to The Body In Regard to The Sexual Impulse,” <i>Lectures on Ethics</i> (1997), pp. 155-160 ○ Jean-Paul Sartre, “The Look,” <i>Being and Nothingness</i> (1957), pp. 252-263 ○ Simone de Beauvoir, “The Married Woman,” <i>The Second Sex</i> (2011), pp. 439-443 <p>Optional readings:</p> <ul style="list-style-type: none"> ○ Barthes, “<i>s’abîmer</i> / to be engulfed,” <i>A Lover’s Discourse</i> (2001), pp. 10-12 ○ Barthes, “<i>rencontre</i> / encounter,” <i>ibid.</i>, pp. 197-199 ○ Evangelia Papadaki, “Sexual Objectification: From Kant to Contemporary Feminism,” <i>Contemporary Political Theory</i> 6 (2007), pp. 330-348 	
<p>Week 8: Tuesday, Oct. 25th</p>	<p>Subjectification / Subjugation – feeling sexual differences Required readings:</p> <ul style="list-style-type: none"> ○ Sartre, on sexual desire, <i>Being and Nothingness</i> (1957), pp. 382-389, 393-399 ○ de Beauvoir, “Myths: Introduction,” <i>The Second Sex</i> (2011), pp. 159-171, 179-183 <p>Optional readings:</p> <ul style="list-style-type: none"> ○ Barthes, “<i>identification</i> / identification,” <i>A Lover’s Discourse</i> (2001), pp. 129-131 ○ Barthes, “<i>vouloir-saisir</i> / will-to-possess,” <i>ibid.</i>, pp. 232-234 ○ hooks, “Romance : Sweet Love, <i>all about love: new visions</i> (2000), pp. 169-188 	<p>Media Analysis assignment available on D2L</p>
<p>Week 9: Tuesday, Nov. 1st</p>	<p>Deconstructing binary sex/gender – the sex that is not one Required readings:</p> <ul style="list-style-type: none"> ○ Luce Irigaray, “Equal or Different?” & “Sexual Difference,” <i>The Irigaray Reader</i> (1991), pp. 30-33, 165-177 <p>Optional readings:</p> <ul style="list-style-type: none"> ○ Barthes, “<i>images</i> / image,” <i>A Lover’s Discourse</i> (2001), pp. 132-133 ○ Barthes, “<i>inconnaissable</i> / unknowable,” <i>ibid.</i>, pp. 134-135 ○ Barthes, “<i>induction</i> / induction,” <i>ibid.</i>, pp. 136-137 ○ Judith Butler, “Subjects of Sex/Gender/Desire,” <i>Gender Trouble</i> (1999), pp. 3-21 	<p>Media Analysis assignment due</p>

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
<p>Week 10: Tuesday, Nov. 8th</p>	<p>Friendship Required readings:</p> <ul style="list-style-type: none"> ○ Aristotle, <i>Nicomachean Ethics</i> (2004), VIII.1-9, IX.1, pp. 143-155, 164-165 ○ Friedrich Nietzsche, aphorisms 14 and 61, <i>The Gay Science</i> (1974), pp. 88-89, 124 <p>Optional readings:</p> <ul style="list-style-type: none"> ○ Barthes, “<i>connivance / connivance</i>,” <i>A Lover’s Discourse</i> (2001), pp. 65-66 ○ Barthes, “<i>pourquoi / why</i>,” <i>ibid.</i>, pp. 186-187 ○ Sukaina Hirji and Meena Krishnamurthy, “What is romantic friendship?” <i>New Statesman</i>, URL: https://newstatesman.com/ideas/agora/2021/11/what-is-romantic-friendship 	
<p>Week 11: Tuesday, Nov. 15th</p>	<p>Un/Thinking compulsory sex and gender Required readings:</p> <ul style="list-style-type: none"> ○ Pryzbylo, “Introducing Asexuality, Unthinking Sex,” <i>Introducing the New Sexuality Studies</i> (2016), pp. 181-191 <p>Optional readings:</p> <ul style="list-style-type: none"> ○ Barthes, “<i>issues / outcomes</i>,” <i>A Lover’s Discourse</i> (2001), pp. 142-143 ○ Barthes, “<i>seul / alone</i>,” <i>ibid.</i>, pp. 210-213 ○ Nietzsche, aphorisms 57-60, 279, 334, 339, 363, 370, <i>The Gay Science</i> (1974) ○ Paul Preciado, excerpt from <i>Can the Monster Speak?</i> (2021), pp. 17-53 	
<p>Week 12: Tuesday, Nov. 22nd</p>	<p>Loving the nonhuman Required readings:</p> <ul style="list-style-type: none"> ○ Donna Haraway, excerpts from <i>The Companion Species Manifesto</i> (2003), pp. 6-14, 26-39 <p>Optional readings:</p> <ul style="list-style-type: none"> ○ Barthes, “<i>magie / magic</i>,” <i>A Lover’s Discourse</i> (2001), pp. 163-164 ○ George Tanabe Jr., “Myōe’s Letter to the Island,” <i>Buddhism in Practice</i> (2007), pp. 88-91 	
<p>Week 13: Tuesday, Nov. 29th</p>	<p>Ethical nonmonogamy / decolonizing sexuality Required readings:</p> <ul style="list-style-type: none"> ○ Alexis Shotwell, “Ethical polyamory, responsibility, and significant other-ness,” <i>Desire, Love, and Identity</i> (2016), pp. 1-9 <p>Optional readings:</p> <ul style="list-style-type: none"> ○ Barthes, “<i>retentissement / reverberation</i>,” <i>A Lover’s Discourse</i> (2001), pp. 200-201 ○ Kim TallBear, “Making Love and Relations Beyond Settler Sex and Family,” <i>Making Kin Not Population</i> (2018), pp. 145-164 	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 14: Tuesday, Dec. 6 th	<p><i>Political love – solidarity and redemption</i> Required readings:</p> <ul style="list-style-type: none"> ○ Jennifer Nash, “Practicing Love: Black Feminism, Love-Politics, and Post-Intersectionality,” <i>Meridians</i> (2011), pp. 1-24 <p>Optional readings:</p> <ul style="list-style-type: none"> ○ Fromm, “Love, the Answer to the Problem of Human Existence,” <i>The Art of Loving</i> (1962), pp. 7-35 ○ Hooks, “Healing: Redemptive Love,” <i>all about love: new visions</i> (2000), pp. 209-221 	Final Essay topics available on D2L
Final Exam period: Dec. 12-20 th	<i>No in-class exam</i> – write your final essay and upload it to D2L once completed (but by no later than 11:59pm on Dec. 13 th).	Final Essay due Dec. 13th

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan 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
Presentation	10%
Argument Analysis (due Tuesday, Sept. 27 th)	20%
Media Analysis (due Tuesday, Nov. 1 st)	25%
Final Essay (due Tuesday, Dec. 13 th)	35%
Participation	10%
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>

COURSE GUIDELINES & EXPECTATIONS

1. COVID-19 Guidelines

Although COVID-19 restrictions have been eased, this doesn't that the virus has disappeared. What it *does* mean is that experts now consider the public health risk to be small enough to be manageable by individuals. Different people face different decisions when it comes to managing their individual risk portfolios. Thus, it should go without saying that I expect all students to be respectful of one another's personal health choices. For up-to-date information on the college's COVID-19 guidelines, please use the following link: <https://camosun.ca/about/covid-19-updates>

2. Course Delivery and Attendance

As soon as you register, you'll have access to the course website on D2L. Please familiarize yourself with the course website. This is where you'll find all of the course readings, and submit your assignments.

Students are expected to attend lecture and seminar each week. No excuse is necessary if you are unable to attend, but regular non-attendance will negatively impact your Participation grade (discussed further below). Please ensure that you are caught up on the required reading(s) before each meeting.

It is very important to attend the first class. Failure to do so will result in your being automatically dropped. Waitlisted students are also welcome to attend the first class. If you are unable to attend the first class, please let me know as soon as possible.

3. Academic Integrity

You are welcome and encouraged to discuss course material with others in your class, and work together to solve problems. However, the work you turn in must be your own. If you are ever unsure about what constitutes a violation of academic integrity, please consult the college's Academic Integrity Policy (available at <http://camosun.ca/about/policies/>).

4. Late Submissions and Extensions

Late work is penalized at 10% per day up to a maximum of 5 days, after which point it will no longer be accepted. However, I know that things do not always go according to plan. *By default, each student is welcome to two day's worth of penalty-free extensions.* This means that you can take two extra days to complete one assignment, or have one extra day on two different assignments. *The only caveat is that you must let me know before the due date if you are using an extension. Otherwise, your work will be counted as a late submission.*

5. Communication and Office Hours

Email is my preferred method of communication, especially for any official requests. If you ask me a question over email, you can expect a reply within about 1 working day. If you don't hear back from me after that time, please feel free to try me again, in case your message went astray. When you address me (over email or otherwise), please do so as either Professor (Prof.) Gavin, or Anthony. If you are ever nervous about sending me an email, please feel free to include a picture of a cute animal or hilarious meme with your request. This will not affect whether I'll be able to help with your request, but it does provide a nice icebreaker.

I will be available for office hours on Wednesdays and Fridays from 2:30-4:00pm. Priority will be given to students with scheduled appointments, but drop-ins are also welcome. My office is located in the Young Building, Room 312. I am also available for online appointments via Zoom (in which case, you'll need to schedule an appointment, so I can send you the Zoom invite). If neither of these options works for you, please feel free to suggest an alternative. Appointments can be scheduled in 15 minute blocks. If you are working with a study group and would like to attend office hours as a group, simply designate one person to reserve the appointment and let me know who else will be attending.

Finally, my pronouns are he/him/his. If you think I am unlikely to know the name you would prefer to be called, or the pronouns that I should use for you through the entry that I will see for you on D2L and your college registration, please don't hesitate to make me aware.

6. Basis of Evaluation

- **Presentation: 10%**

Choose any one of the **optional** readings on the course syllabus. *A signup sheet will be available on D2L until the end of the first week.* You are responsible for giving a short **in-class presentation** (~5-10 mins) in the week that your chosen reading is assigned. Your goal is to relate your reading to the main reading(s) for that week. Ask yourself, how do these texts complement—or contradict—each other?

There are 32 optional readings total (not including the first week). This means that it may be necessary to double-up on presenters for certain readings, depending on how many students end up registered (course registration caps at 35). If doubling-up is necessary, please be strategic with your choices. Avoid doubling-up on readings that are less than 5 pages in length, as this may leave either presenter with little to say. Conversely, for readings of 10 pages or longer, the class would likely benefit from having multiple presenters. Lastly, if you sign-up for the same reading as someone else, please make an effort to contact them— or me (in which case, I will put you in contact with each other)—to mitigate any overlap between your presentations.

- **Argument Analysis: 20%**

Write an **argument analysis** for the assigned excerpt from one of our required readings. Your analysis should be roughly **1-2 pages in length**. Please use a 12-pt Times New Roman font, double spaced.

Point-form is acceptable for the purpose of this assignment.

*Importantly, the aim of your analysis is **not** to criticize, but to **formally reconstruct the argument in logical terms**.* Start by identifying the author’s main conclusion(s), then locate any supporting premises—then, reconstruct the logical inferences (or “steps” in the argument) which lead from the premises to the conclusion(s). Further instruction will accompany the assignment handout.

The assignment will be posted after class in the third week. One week later due by the start of class the following week, on **Tuesday, Sept. 27th**.

- **Media Analysis: 25%**

Choose a popular song, movie, or TV show, on the topic of love and/or sexuality. Then, **drawing on at least two required readings**, analyze whatever piece that you chose. Your media analysis should be roughly **3-4 pages in length**. Please use a 12-pt Times New Roman font, double spaced.

Your goal is to “deconstruct” whatever song / movie / TV show that you chose. In the words of Jacques Derrida (father of deconstruction), to “deconstruct” a text (or artwork) means to “carry out a [historical and philosophical] analysis of [the] trajectory through which its concepts have been built, used and legitimized.” In other words, to put whatever piece that you chose into conversation with the readings, ask yourself: *in what way(s) does the history of our thinking about love and/or sexuality explain how this particular song / movie / TV show explores these topics?*

The assignment will be posted after class in the eighth week—it is due by the start of class the following week, on **Tuesday, November 1st**.

(Continued on the next page...)

- **Final Essay: 35%**

I will upload a list of final essay topics on the last day of class. Choose **any one** of these topics and write a short **philosophical essay**, of roughly **6-8 pages in length**. Please use a 12-pt Times New Roman font, double spaced.

Generally speaking, each topic will ask you to do two things: (1) *compare/contrast* the arguments of two (or more) different thinkers (what do they share in common? how do they differ?); and (2) *evaluate* their arguments (which is logically stronger? which is more convincing and why?). Further instruction will accompany the assignment handout.

The list of topics will be posted after the last class—your final essay is due by no later than 11:59pm on **Tuesday, December 13th**.

*Note: you may also wish **to write on a topic of your own choosing**. You are free to do so; however, if you do, I ask that you arrange to discuss your proposed topic with me by no later than **November 29th**.*

- **Participation: 10%**

Each week you'll have the opportunity to earn a participation point. Earning 10 of these points will get you full marks for participation.

The surest way to earn your participation point each week is to engage in in-class discussions. However, I recognize that there are multiple other ways to participate, and that some students may face barriers to in-class participation. Hence, email exchanges, office hours appointments, or even a quick chat after class can all count towards your participation grade. Since these things can be difficult to keep track of, participation grades are subject to a final adjustment before final grades are released.

SCHOOL OR DEPARTMENTAL INFORMATION

School of Arts & Science

Camosun College Lansdowne
School of Arts & Science | Fisher 104
3100 Foul Bay Rd
Victoria BC V8P 5J2

Office Hours: 8:30am-4:30pm

General inquiries

Phone: 250-370-3298

Email: artsci@camosun.ca

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.