

COURSE SYLLABUS



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| COURSE TITLE: | Soci 112 – Racialization and Ethnicity |
| CLASS SECTION: | 001 |
| TERM: | Fall 2024 |
| COURSE CREDITS: | 3 |
| DELIVERY METHOD(S): | In Person |

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

INSTRUCTOR DETAILS

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| NAME: | Seb Bonet |
| EMAIL: | BonetS@camosun.ca |
| OFFICE: | Paul 237 |
| HOURS: | Thursday 11.30-12.30 |

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 the sociology of "race" and ethnicity within the context of contemporary Canadian multiculturalism. Students will examine how current understandings of "race" and ethnicity affect life in Canada and how racism and ethnocentrism function within Canadian political and social life. Students will also explore the legacies of colonialism in Canada and the roles of multiculturalism and anti-racism in overcoming inequality.

PREREQUISITE(S): One of: C+ in English 12 C+ in English Studies 12 C+ in English First Peoples 12 C+ in Literary Studies 12 C in ENGL 091 and ENGL 093 C in ENGL 092 and ENGL 094 C in ENGL 092 and ENGL 095 C in ENGL 092 and ENGL 096 C in ENGL 103 and ENGL 104 C in ENGL 090 C in ENGL 142 C in ELD 092 and ELD 094 C in ELD 097 C in ELD 103 and ELD 104- Must be completed prior to taking this course.

CO-REQUISITE(S): N/A

EQUIVALENCIES: N/A

COURSE LEARNING OUTCOMES / OBJECTIVES

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

Explain the relationships among key terms related to "race" and ethnicity, including racialization, racism, ethnocentrism, and multiculturalism.

Describe how "race" and ethnicity are constructed and used within Canadian political and social life.

Recognize anti-racist principles and activities and critically analyze their use in Canadian society.

Apply a sociological perspective to ethnic and racialized inequality in Canada.

Explain the primary effects of colonialism on Canadian society in general and on Indigenous Peoples in particular.

Critically analyze ideals and practices of multiculturalism in Canada.

Clearly communicate information about, and perspectives on, "race" and ethnicity in a discipline-appropriate manner.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

All other required readings provided on course website.

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

In June of 2019, the image of Oscar Martinez and his two-year-old daughter, Valeria, who both drowned attempting to cross the Rio Grande into the United States, raced around the world. It prompted widespread mobilizations condemning border practices and denunciations of the dehumanizing implications of the image itself. Meanwhile, caravans of migrants continued to defy the web of bordering controls developed by Fortress North America.

On May 25th of 2020, amidst the Covid-19 pandemic, Black people in America rose up in the wake of the police killing of George Floyd, while the same happened in Canada following the death of Regis Korchinski-Paquet. In the Canadian context, Black activist and political commentator Desmond Cole called for the police to be disarmed and defunded, even as he questioned the Canadian tendency to fixate on America to the exclusion of our own history of white supremacy, settler colonialism, and anti-Black racism.

In 2021, the remains of 215 Indigenous children were discovered on the grounds of a former residential school in Kamloops. This horrifying re-confirmation of the genocidal foundations of Canadian settler colonialism comes even as Indigenous land defenders continue to be arrested and surveilled defending their territories from resource extraction.

Finally, in Palestine, since October 7th of 2023, the state of Israel, with the support of Canada, has been perpetrating a second Nakba. As students hold down encampments across Turtle Island, anti-war activists blockade weapons manufacturers, and anti-Zionist Jews engage in countless direct actions, Palestinian resistance to settler colonial occupation has inspired new constellations of solidarity to emerge across all manner of divisions and borders.

This course takes these tragic images and events as its point of departure. We will ask, and attempt to respond to, questions like: why is the global crisis of displacement and migration happening and intensifying? How are anti-Black racism and the afterlives of slavery continuing to shape Black life in North America? How has settler colonialism evolved into a discourse of reconciliation even as its structural imperative to maintain access to

Indigenous territory continues? And how are systems like capitalism, imperialism, white supremacy and settler colonialism entwined?

As we attempt to understand these systems of racialized domination, we will also try and ground ourselves in the experiences and practices of the people resisting them. What visions of liberation and flourishing are being offered amidst resistance? We will seek to learn from land reclamation and unbordering efforts in movements for migrant justice; from the politics of abolition and transformative justice being practiced as part of Black liberation; and, from the struggles for LandBack and a free Palestine that we see in Indigenous Resurgence movements.

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

Tues, Sept 3rd:

- Course Intro: Review Syllabus and Describe Course's Big Ideas
- Video. "Lekwungen: Place to Smoke Herring" <https://vimeo.com/275788251>.

Module One: Black Feminism and the Interlocking Systems of Oppression

Thurs, Sept 5th:

- Combahee River Collective Statement. 1977. <https://www.blackpast.org/african-american-history/combahee-river-collective-statement-1977/>. Audio version, with 7 minutes of introductory commentary: <https://podcasts.apple.com/us/podcast/5-the-combahee-river-collective-statement/id1555138719?i=1000510379378>.
- OPTIONAL: Taylor, Keeanga-Yamahtta. 2017. *How We Get Free: Black Feminism and the Combahee River Collective Statement*. Introduction (p.6-18). See D2L for PDF.
- REFERENCE: Olúfẹ́mi O. Táíwò. 2020. "Being-in-the-Room Privilege: Elite Capture and Epistemic Difference" in *The Philosopher*. <https://www.thephilosopher1923.org/post/being-in-the-room-privilege-elite-capture-and-epistemic-deference>.

Tues, Sep 10th:

- Marx, Karl. 1867. *Capital – Volume One*, Part II, Chapter 6 "On the Buying and Selling of Labour-Power". <https://www.marxists.org/archive/marx/works/1867-c1/ch06.htm>.
- Empire diagram in class

Module Two: Displacement and Struggle in the Global South

Thurs, Sept 12th:

- Coulthard, Glen. 2013. "For Our Nations to Live, Capitalism Must Die". <https://unsettlingamerica.wordpress.com/2013/11/05/for-our-nations-to-live-capitalism-must-die/>.
- Kelley, Robin D.G. 2017. "What is Racial Capitalism and Why Does It Matter?". https://www.youtube.com/watch?v=--gim7W_jQQ.

- Gilmore, Ruth Wilson. 2020. "Geographies of Racial Capitalism".
<https://www.youtube.com/watch?v=2CS627aKrJI&fbclid=IwAR2699tfq2E-X3fWTdc6CjTwKcWqpVIA4AlvVUT9l0tbnkajR2EGVc9wJGc>.
- Empire Diagram in class

Tues, Sept 17th:

- Freeston, Jesse. 2015. "Resistencia: The Fight for the Aguan Valley". Film. 91 minutes.
<https://www.filmsforaction.org/watch/resistencia-the-fight-for-the-aguan-valley-2015/>
- Caribbean Research Institute. 1983. *The Future Coming Towards Us*:
<https://www.youtube.com/watch?v=7z-AxNFx88o>. Watch first half in class.

Module Three: Border Imperialism, Precarious Labouring, and Racialized Reproduction

Thurs, Sept 19th:

- Esteva, Gustavo. 2011. "Dealing with our own Shit". <https://dark-mountain.net/dealing-with-our-own-shit/>.
- Caribbean Research Institute. 1983. *The Future Coming Towards Us*:
<https://www.youtube.com/watch?v=7z-AxNFx88o>. Watch second half in class.

Tues, Sept 24th:

- Walia, Harsha. 2013. "Dismantling Imagined, Militarized, and Colonial Borders" on *For the Wild Podcast*. <https://forthewild.world/listen/harsha-walia-on-dismantling-imagined-militarized-and-colonial-borders-211>. 58 minutes.
- Black, Stephanie. 2001. *Life and Debt*. Watch first half in Class.

Thurs, Sept 26th:

- McNally, David and Sue Ferguson. 2015. "Precarious Migrants: Gender, Race and the Social Reproduction of a Global Working Class". See D2L for PDF.
- OPTIONAL: Ashley Bohrer. "Wages for Immigration! Labour and Social Reproduction Under Contemporary Capitalism" in Spectre. See D2L for PDF.
- Black, Stephanie. 2001. *Life and Debt*. Watch second half in Class.

Tues, Oct 1st:

- Diez, Diego Quemada. 2013. *Jaula De Oro*. See D2L for file.
- OPTIONAL: Pitkin, Daisy. 2022. *On The Line: A Story of Class, Solidarity, and Two Women's Epic Fight to Build a Union*. p.1-44. See D2L for PDF.

Thurs, Oct 3rd:

- Empire Diagram in class
- No readings (work on your papers!)

(Take-Home Paper #1 Due Sunday, Oct 6th at midnight; upload to D2L)

Module Four: Anti-Black Racism, Abolition and Transformative Justice

Tues, Oct 8th:

- Frederick Douglass. 1845. *The Narrative of the Life of Frederick Douglass*, Ch1-5. <https://docsouth.unc.edu/neh/douglass/douglass.html>.
- Youssef, Sharif. 2017. "The Great Dismal Swamp" from *99% Invisible*. <https://99percentinvisible.org/episode/great-dismal-swamp/>. Listen in class.

For Reference:

- Fanon, Frantz. 1952. "The Lived Experience of the Black Man" in *Black Skin, White Masks* (89-119). <http://www.campusincamps.ps/wp-content/uploads/2015/10/Fanon-The-Lived-Experience-Of-The-Black-Man.pdf>.
- W.E.B. DuBois. 1920. "The Souls of White Folk" p.923-938. [https://loa-shared.s3.amazonaws.com/static/pdf/Du Bois White Folk.pdf](https://loa-shared.s3.amazonaws.com/static/pdf/Du%20Bois%20White%20Folk.pdf).
- Cesaire, Aime. 1950. "Discourse on Colonialism". https://files.libcom.org/files/zz_aime_cesaire_robin_d.g_kelley_discourse_on_colbook4me.org_.pdf

Thurs, Oct 10th:

- King Jr, Martin Luther. 1963. "Letter From a Birmingham Jail". https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html.

Tues, Oct 15th:

- King Jr, Martin Luther. 1967. "Beyond Vietnam" or "A Time To Break Silence". <https://www.americanrhetoric.com/speeches/mlkatimetobreaksilence.htm>. 56 minutes or transcript through link.
- OPTIONAL: King Jr, Martin Luther. 1968. "I've Been to the Mountaintop". <https://www.youtube.com/watch?v=gC6qxf3b3FI>. 43 minutes.

Thurs, Oct 17th:

- Khan-Cullors, Patrisse and Asha Bandele. 2017. *When They Call You a Terrorist*. Foreword and Ch.1-4. See D2L for PDF.

Tues, Oct 22nd:

- Khan-Cullors, Patrisse and Asha Bandele. 2017. *When They Call You A Terrorist*. Excerpts. Ch.5-7. See D2L for PDF.

Thurs, Oct 24th:

- Mingus, Mia. "What is Transformative Justice?" <https://transformharm.org/transformative-justice-a-brief-description/>
- Rachel Zellars and Naava Smolash. "If Black Women Were Free" from *Briarpatch Magazine*. <https://briarpatchmagazine.com/articles/view/if-black-women-were-free>. Part One and Two.
- Mingus, Mia. "The Four Parts of Accountability and How to Give a Genuine Apology". <https://leavingevidence.wordpress.com/2019/12/18/how-to-give-a-good-apology-part-1-the-four-parts-of-accountability/>

Module Five: Multiculturalism in Canada

Tues, Oct 29th:

- Maynard, Robyn. 2017. *Policing Black Lives*. Chapter 2.
- Sook-Lee, Min. 2016. "Migrant Dreams" https://www.youtube.com/watch?v=vRBhZ_YbfJM. 90 mins. Watch first half in Class (and second half next class)

Thurs Oct 31st:

- Maynard, Robyn. 2017. *Policing Black Lives*. Chapter 6 and Conclusion.
- Sook-Lee, Min. 2016. "Migrant Dreams" https://www.youtube.com/watch?v=vRBhZ_YbfJM. 90 mins. Watch second half in class.

Tues, Nov 5th:

- Wong, David. 2012. *Escape to Gold Mountain*. See D2L for PDF.
- Syed Hussan. 2024. "The Anti-Immigrant Backlash Arrives in Canada". Aug 16, 2024. 30 minutes. <https://breachmedia.ca/theshow>.

Module Six: Reconciliation and Indigenous Resurgence

Thurs, Nov 7th:

- Feltes, Emma and Coulthard, Glen. 2021. "Introduction: The Constitution Express Revisited" in *BC Studies*. <https://ojs.library.ubc.ca/index.php/bcstudies/article/view/196799/191646>
- Lapointe, Janelle. 2024. "Economic Reconciliation is a False Promise For Indigenous Peoples" in *The Breach*. <https://breachmedia.ca/economic-reconciliation-is-a-false-promise-for-indigenous-peoples/>.

Tues, Nov 12th:

- Hubbard, Tasha. 2019. *We Will Stand Up*. <https://www.nfb.ca/film/nipawistasowin-we-will-stand-up/>.

Thurs, Nov 14th:

- Keefer, Tom. 2014. "A Short Introduction to the Two Row Wampum" in *Briarpatch*. <https://briarpatchmagazine.com/articles/view/a-short-introduction-to-the-two-row-wampum>.
- Simpson, Leanne. 2013. "Dancing the World Into Being". Interview by Naomi Klein. <https://www.yesmagazine.org/social-justice/2013/03/06/dancing-the-world-into-being-a-conversation-with-idle-no-more-leanne-simpson>.

For Reference:

- Wickham, Molly. 2022. "Talk at First Peoples House" https://drive.google.com/file/d/14kolM2fzA0MztPgYA26FzucIm4_GaLif/view. From 11 minutes to end.

Tues, Nov 19th:

- Tallbear, Kim. *For the Wild*. "Reviving Kinship and Sexual Abundance". Podcast. <https://forthewild.world/listen/kim-tallbear-on-reviving-kinship-and-sexual-abundance-157>.
- Hunt, Sarah. 2015. "Violence, Law, and the Everyday Politics of Recognition". See D2L for PDF.

Thurs, Nov 21st:

- Weder, Julia. 2023. "The Petraeus Playbook". <https://worldbeyondwar.org/petraeusplaybook/>.
- Forrester, Brett. 2022. "Behind the Thin Blue Line". <https://www.aptnnews.ca/ourstories/cirg/>.

For Reference:

- Woodside, John. 2024. "After Promise to End Subsidies, Feds Loan Coastal Gaslink up to \$200 Million". <https://www.nationalobserver.com/2024/07/23/news/feds-loaning-coastal-gaslink-200-million>.
- Stanley, Anna. 2020. "Coastal Gaslink and Canada's Pension Fund Colonialism" <https://theconversation.com/coastal-gaslink-and-canadas-pension-fund-colonialism-132396>.

Tues, Nov 26th:

- Vowel, Chelsea. 2020. "An Open Letter to an Angry White Settler". <https://apihtawikosisan.com/2020/02/an-open-letter-to-angry-settlers/>

Module Seven: Solidarity and Looming Fascism

Thurs, Nov 28th:

- Small, Rachel and Simon Black. 2023. "Shut Down the War Machine" in *Upping the Anti* #23 (p.80-95). <https://uppingtheanti.org/journal/article/23-shut-down-the-war-machine>.

For Reference:

- Kui, T.Y. 2024. "The Campaign to Smear Pro Palestine Protests" in *Briarpatch*. 16 min read. <https://briarpatchmagazine.com/articles/view/the-campaign-to-smear-pro-palestine-protests>.

Tues, Dec 3rd:

- Klein, Naomi. 2023. *Doppelganger*. Ch 6 and 7 (p.94-135). See D2L for PDF.

Thurs, Dec 5th:

- Last Class
- **Final Paper Due by Class Time**

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

| DESCRIPTION | WEIGHTING |
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| <p><u>Participation</u> – I cannot underline enough that attending class, doing the readings, and participating in discussion will help you internalize the material and improve the two papers and final exam you will also be evaluated on. Consequently, I urge you to participate to the fullest extent you can. I dearly enjoy discussing these ideas and on my end will strive to create a respectful, curious and welcoming environment for you to share a-ha moments, be perplexed, frustrated and more. Your participation grade will be based half on your attendance and half on my assessment of the quality of your engagement. This does not mean speaking first, last, loudest, longest or most. Instead, it means coming prepared to class, engaging and contributing with sincerity and respect, and supporting fellow students to do the same.</p> | <p>20%</p> |
| <p><u>Take-Home Paper #1</u> – This take-home paper will ask you to connect the theoretical framework we will be calling Empire, to the films we watch in class. You will be asked to make visible the ways Empire shows up in the lives of Honduran peasants struggling to reclaim land and cooperativize labour; Black Grenadans pursuing their revolution; Jamaicans contending with structural adjustment programs or Guatemalan migrants fleeing precarity to make their way North. In other words, you will use the conceptualization of Empire to shed light on what is going on in the films. Your response must be 1000 words or less, double-spaced and use 12-point font. No PDFs please! You will upload it to D2L by Oct 6th by class time.</p> | <p>25%</p> |
| <p><u>Take Home Paper #2</u> – Choose one of the following two prompts and respond in 1000 words or less:</p> <p>1) What lessons for political struggle do the Black liberation thinkers we read in this section offer? (Please feel free to draw deeply from the Combahee River Collective Statement and also <i>The Future Coming Towards Us</i> from early in the course)</p> <p>2) How does transformative justice differ from punitive justice?</p> <p>I want to stress that especially with the second question there may be a temptation to reach for AI. I will be looking for responses that quote from the texts we've read and that show you thinking in your own words (please use 'I' statements in this paper).</p> <p>Please upload your paper to D2L by November 3rd by class time.</p> | <p>25%</p> |

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| <p><u>Final Paper</u> - You will choose one of the following two prompts and write a response in 1200 words or less, double-spaced, using 12-point font. It will be due to Brightspace on the last day of class, Dec 5th.</p> <p>(1) Living treaty begins from ourselves. I invite you to write about the intimate scale and how colonialism, resurgence and decolonization are thought and felt there.</p> <p>(2) Or, write in the personal register about any part of the course and how some of the ideas in it arise in your own life in embodied and relational ways.</p> <p>(3) What lessons for political struggle do the Indigenous thinkers we read in this course offer?</p> | 30% |
| 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](https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf) policy for more information. <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

Class Attendance

While attendance is not taken every class, attendance over the course is expected, and a significant portion of your participation grade is linked to making it to class. Send me a note if you can't make it, and if that happens over an extended period we can discuss ways to make up for missed participation.

Deadlines

I do not take away marks for late papers. The deadlines are there to keep you moving through the course and I do expect you to do your best to meet them. However, if you're struggling or life is happening to you, the last thing I want you to do is to plagiarize in order to meet a deadline. All this said, the later you submit your paper the less time I will give to providing feedback; I too want to move through the semester. Finally, the end of the semester is a hard deadline. I have to submit grades so I can only push your evaluation back so far.

SCHOOL OR DEPARTMENTAL INFORMATION

School of Arts & Science

Campus location

Fisher 104

Office hours: 8am-4:30pm

Location link

[Lansdowne Campus](#)

[250-370-3298](tel:250-370-3298)

artsci@camosun.ca

[Peter Ove](#) | Chair, Social Science: OveP@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 camosun.ca/services.

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

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| Registration | camosun.ca/registration-records/registration |
| Technology Support | camosun.ca/services/its |
| Writing Centre | camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills |

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 <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

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: <https://camosun.ca/services/academic-supports/accessible-learning>

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. Please visit <https://camosun.ca/sites/default/files/2021-07/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: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and camosun.ca/services/sexual-violence-support-and-education. 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 <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.