

# COURSE SYLLABUS



COURSE TITLE: HIST-106: Age of Crisis: World History 1900-1945

CLASS SECTION: 001

TERM: Fall 2021

COURSE CREDITS: 3

DELIVERY METHOD(S): In-Person / on campus

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](#).

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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

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NAME: Dr. Christian Lieb

EMAIL: [LiebC@camosun.bc.ca](mailto:LiebC@camosun.bc.ca)

OFFICE: Young 323 (Lansdowne)

HOURS: Monday and Wednesday 12:30-2:30, Wednesdays 5:00-6:00, or by appointment

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

## CALENDAR DESCRIPTION

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This course examines the growing challenge to European global dominance, even as European economics, politics and culture became entrenched. The emergence of ideologies that shaped the world, including nationalism, anti-imperialism, fascism and communism is studied.

### PREREQUISITE(S):

One of:

- C+ in English 12
- C in Camosun Alternative

### CO-REQUISITE(S):

Not Applicable

### EXCLUSION(S):

Not Applicable

## COURSE LEARNING OUTCOMES / OBJECTIVES

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Through reading textbooks and primary source materials, hearing faculty lectures, participating in seminars, writing papers, making presentations, and performing tests, students will:

1. Gain an international perspective on critical events, themes, and issues of this period, including modernization, westernization, war, revolution and counter-revolution, economic development and barriers to it, economic systems such as capitalism and socialism, ideologies and ideological conflict, national culture and the impact on it of global culture and economics, colonization and decolonization, technological change and its impact on society, and the human impact on the world environment.
2. Reassess and challenge Western perspectives on critical events and issues of this period.
3. Compare, contrast and integrate Western and non-Western outlooks and perspectives on critical events and issues of this period, such as those mentioned above.

Upon completion of the course the student will be able to:

1. Think critically about historical issues and writing by evaluating the arguments put forward by historians, weighing the evidence they present and making judgements about the strength of their arguments.
2. Appreciate history as a distinct academic discipline, understanding its unique outlook, scope and methods and what distinguishes it from other disciplines.
3. Use history to confront the issues of today's world, establishing a context for the present and comprehending the accomplishments, failures, tensions and issues of the present era.
4. Have increased skills in research, writing and written and oral communication.

## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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- 1) Textbook: Dan Allosso and Tom Williford, *Modern World History*

<https://open.umn.edu/opentextbooks/textbooks/modern-world-history-2021>  
(open source free textbook)

- 2) Discussion Articles and Primary Sources on D2L course page – see schedule

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

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


### **Week 1 (Sept. 6-12)**

**Wed. Sept. 8:** Introduction and course business

**Lecture:** The Causes of European Ascendancy in the 19<sup>th</sup> Century

### **Week 2 (Sept. 13-19)**

**Wed. Sept. 15: Lecture:** The Decline of Non-Western Powers: China and the Ottoman Empire

 Allosso and Williford, *Modern World History*, p. 180-213

**Discussion #1: The Effects of Industrialization (Group A)**

📖 Allosso and Williford, *Modern World History*, p. 214-219 (primary documents)

👉 **Paper due on Wednesday Sept. 15 at Midnight (Reading Response #1, Option 1).**

**Week 3 (Sept. 20-26)**

**Wed. Sept. 22: Lecture:** The Emergence of the United States as a Great Power / Rising Tensions between the Great Powers in the 1890s

📖 Allosso and Williford, *Modern World History*, p. 222-259

**Discussion #1: The Effects of Industrialization (Group B)**

📖 Allosso and Williford, *Modern World History*, p. 214-219 (primary documents)

👉 **Paper due on Wednesday Sept. 15 at Midnight (Reading Response #1, Option 1).**

**Week 4 (Sept. 27-Oct. 3)**

**Wed. Sept. 29: Lecture:** Imperialism in Africa and Asia

📖 Allosso and Williford, *Modern World History*, p. 259-275

**Discussion #2: Western Imperialism (Group A)**

📖 Allosso and Williford, *Modern World History*, p. 276-282 (primary documents)

📖 David Killingray and Martin Plaut, "Race and Imperialism in the British Empire: A Lateral View," *South African Historical Journal* 72, no. 1 (2020): 1-28.

👉 **Paper due on Wednesday Sept. 29 at Midnight (Reading Response #1, Option 2).**

**Week 5 (Oct. 4-10)**

**Wed. Oct. 6: Lecture:** The Road to World War I

📖 Allosso and Williford, *Modern World History*, p. 286-290

**Discussion #2: Western Imperialism (Group B)**

📖 Allosso and Williford, *Modern World History*, p. 276-282 (primary documents)

📖 David Killingray and Martin Plaut, "Race and Imperialism in the British Empire: A Lateral View," *South African Historical Journal* 72, no. 1 (2020): 1-28.

👉 **Paper due on Wednesday Oct. 6 at Midnight (Reading Response #1, Option 2).**

**Week 6 (Oct. 11-17)**

**Wed. Oct. 13: Lecture:** The War Years, 1914-1918

📖 Allosso and Williford, *Modern World History*, p. 291-314.

👉 **Midterm Exam questions will be posted on D2L at 11:00 am on Wednesday Oct. 13 – the seminar time slot (8:00-8:50 pm) this week may be used as exam time.**

**Week 7 (Oct. 18-24)**

👉 **Midterm Exam due for online submission on D2L at noon Oct. 18**

**Wed. Oct. 20: Lecture:** Making Peace / The Russian Revolution

📖 Allosso and Williford, *Modern World History*, p. 315-321.

**Discussion:** Midterm Exam review.

**Week 8 (Oct. 25-31)**

**Wed. Oct. 27: Lecture:** The Middle East after World War I / Japan and China, 1912-1937

📖 Allosso and Williford, *Modern World History*, p. 321-329 and 367-375

**Discussion #3: World War I (Group A)**

**ON D2L:** 📖 Adam Hochschild, "'I Tried to Stop the Bloody Thing': In World War I, Nearly as Many British Men Refused the Draft—20,000—as Were Killed on the Somme's

First Day. Why Were Those Who Fought for Peace Forgotten?" *American Scholar* 80, no. 2 (Spring 2011): 51– 63.

☞ **Paper due on Wednesday Oct. 27 at Midnight (Reading Response #2, Option 1).**

### Week 9 (Nov. 1-7)

**Wed. Nov. 3: Lecture:** The Great Depression and its Global Impact

📖 Allosso and Williford, *Modern World History*, p. 333-361

**Discussion #3:** World War I (**Group B**)

**ON D2L:** 📖 Adam Hochschild, “‘I Tried to Stop the Bloody Thing’: In World War I, Nearly as Many British Men Refused the Draft—20,000—as Were Killed on the Somme’s First Day. Why Were Those Who Fought for Peace Forgotten?” *American Scholar* 80, no. 2 (Spring 2011): 51– 63.

☞ **Paper due on Wednesday Nov. 3 at Midnight (Reading Response #2, Option 1).**

### Week 10 (Nov. 8-14)

**Wed. Nov. 10: Lecture:** The Rise of Fascism and National Socialism in the 1930s

📖 Allosso and Williford, *Modern World History*, p. 361-366

**Discussion #4:** Middle Eastern Questions (**Group A**)

**ON D2L:** 📖 Akram Fouad Khater, *Sources in the History of the Modern Middle East* (2<sup>nd</sup> Ed., Boston, MA: Wadsworth Cengage Learning, 2011), p. 104-118. (primary sources)

☞ **Paper due on Wednesday Nov. 10 at Midnight (Reading Response #2, Option 2).**

### Week 11 (Nov. 15-21)

**Wed. Nov. 17: Lecture:** The Causes of World War II

📖 Allosso and Williford, *Modern World History*, p. 379-388

**Discussion #4:** Middle Eastern Questions (**Group B**)

**ON D2L:** 📖 Akram Fouad Khater, *Sources in the History of the Modern Middle East* (2<sup>nd</sup> Ed., Boston, MA: Wadsworth Cengage Learning, 2011), p. 104-118. (primary sources)

☞ **Paper due on Wednesday Nov. 17 at Midnight (Reading Response #2, Option 2).**

### Week 12 (Nov. 22-28)

**Wed. Nov. 24: Lecture:** World War II: Axis Advances, 1937-1942

📖 Allosso and Williford, *Modern World History*, p. 388-402

**Discussion #5:** Global War and Genocide (**Group A**)

**ON D2L:** 📖 Tracey J. Kinney (Ed.), *Conflict and Cooperation: Documents in Modern Global History* (2<sup>nd</sup> Ed., Don Mills, Ont.: Oxford University Press, 2010), p. 159-188 (primary sources)

### Week 13 (Nov. 29-Dec. 5)

**Wed. Dec. 1: Lecture:** World War II: Allied Victories and the End of the War, 1943-1945

📖 Allosso and Williford, *Modern World History*, p. 403-434

**Discussion #5:** Global War and Genocide (**Group B**)

**ON D2L:** 📖 Tracey J. Kinney (Ed.), *Conflict and Cooperation: Documents in Modern Global History* (2<sup>nd</sup> Ed., Don Mills, Ont.: Oxford University Press, 2010), p. 159-188 (primary sources)

### Week 14 (Dec. 6-12)

**Wed. Dec. 8 Lecture:** The Emergence of the Post-World War II global order

**Discussion:** Course Review for Final Exam

☞ **Final Exam questions will be posted on D2L at noon on Dec. 8, 2021.**

**Dec. 13-11, 2021: FINAL EXAM PERIOD –**

☞ **Final Exam is due online at Midnight on Dec. 15, 2021.**

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

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| DESCRIPTION         | WEIGHTING |
|---------------------|-----------|
| Discussion Groups   | 20%       |
| Reading Analysis #1 | 15%       |
| Midterm             | 25%       |
| Reading Analysis #2 | 15%       |
| Final Exam          | 25%       |
|                     | 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

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☞ Course Description:

This course is an introductory overview of twentieth-century World History from 1900-1945. We will start with a survey of the world in 1900, including the dominance of several European powers in world affairs, the emergence of new powers like the United States and Japan, and the decline of older powers including the Ottoman Empire and China. From there, we will follow the course of world history through World War I and the interwar period. Events like the beginning of the Great Depression in 1929 led to a radicalization of politics in many parts of Europe and beyond,

setting the stage for the outbreak of World War II. The course will finish with the end of the war in 1945.

### ☞ **Course Requirements:**

As preparations for each week, you are expected to read the assigned sections in the textbook, Dan Allosso and Tom Williford, *Modern World History* <https://open.umn.edu/opentextbooks/textbooks/modern-world-history-2021>. During the term, you will be required to attend the scheduled discussion sessions and provide a one to two-page commentary for each of these seminars for which you are not writing a Reading Analysis. You must also submit a total of two more detailed reading analyses (out of four options – see schedule above). In addition, there will be an online midterm exam in October and the online final exam due in the first week of the exam period in December (see assignment details below – and dates in the schedule above).

#### 1) **Discussion Groups (20% of final grade):**

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

- **Briefly summarize the primary sources / academic journal articles (what do they tell us about the topic?)**
- **Identify the main arguments and themes of the readings**
- **Write a short paragraph in which you outline the most important question(s) that the readings raised for you – these will be helpful to start the discussions.**

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

The discussion groups count for 20% of the final grade in the course. You will receive 30% of the discussion grade by being physically present, 30% will be based on the discussion paper (full marks for all papers that fully cover the above points), and 40% will be based on the quality and frequency of your oral participation (with an emphasis on contributions that demonstrate critical engagement with the material).

To ensure discussions are effective, students must read and think about the assigned material in advance of coming to class and bring the short paper – see instructions above. In class, students will not only discuss the content of the material but more importantly will discuss their interpretations of the assigned material, the authors’

thesis and main points, and, where applicable, the sources and evidence the authors used to make their arguments – see the questions associated with the readings either at the end of the assigned sections, or on D2L.

The class will be divided into Groups A and B for the discussions so that only half the students are present in the regular classroom each Wednesday (groups will be decided in the first lecture). There will be a break-out room for the students who are not in the group for that week's discussion, so that you can use the third hour of the class to do discussion readings or to work on the response paper for the following week. Details to follow on the first day.

## 2) **Reading Analysis (30% - 2x15%)**:

You will be writing two reading analyses (750-1000 words each). You will have the choice to write on one of the two assigned sets of readings before the midterm and one of the two options after the midterm exam. The deadline for the readings analysis is the week when those documents are assigned (see course schedule below and D2L for details). In each of the two analyses, you will be asked to:

- Identify the main themes - what exactly ties the documents together?
- Briefly summarize the content (i.e. what does it tell you about the topic)
- In the next section, please identify what types of sources the author used and discuss how convincingly the article was supported with specific evidence.
- Each of these topics will have a short introduction and guiding questions on D2L (see the weekly entries for more details). Please answer these questions in your response, supported by specific evidence from the reading.
- All information taken from the documents need to be properly footnoted with the exact page number for the source of the details – see History Department Style Guide on D2L.

Guiding questions will be posted on D2L in the weekly schedule (unless they are already provided at the end of the readings), so please make sure to look for those. This will help you to focus your thoughts for the reading of sources and will train you to identify the main arguments and factual evidence presented in the texts. For an excellent grade, the document analysis should be clear and well-written, show a strong understanding of the content of the reading, include your own thoughts and analysis, support your response with specific evidence from the documents, and cite that evidence with footnotes. **As academic papers, these assignments will require proper Chicago Style (Turabian) footnoting – please see the History Department Style Guide on D2L for more details.**

**Please be aware that students are expected to read all assigned readings, even though you are only required to respond to two of them with these document analyses.** All the assigned readings are fair game for the exams.

## 3) **Midterm Exam (25%)**:

In lieu of the regular midterm exam we will have two 500-word essay responses that will include questions on material from lectures and the textbook covered to that point in the course and potentially also the discussion readings. The aim will be to combine your textbook and discussion article readings and the material from the Powerpoint lectures to demonstrate contextual

understanding of developments relevant to the course. The questions for the two answers will be posted on D2L five days before the due date and students will submit their responses online through the **D2L submission box at noon on Monday October 18, 2021** – please combine the two responses into a single Word or PDF document.

4) **Final Exam (25%)**:

Similar to the Midterm exam, in the final exam, you will be asked to identify the contexts of the major themes covered in the lectures, textbook and discussion readings, and to discuss these with reference to significant names, dates and locations in the take-home exam. As with the Midterm, context and questions will be posted on D2L – in this case, a week prior to the due date.

**The Final Exam is due in the D2L submission box at Midnight, Wednesday December 15, 2021.**

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

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

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

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

What is plagiarism?

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

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

## STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.



## Standard Grading System (GPA)

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

### SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

|                                     |   |
|-------------------------------------|---|
| Academic Advising                   | <a href="http://camosun.ca/advising">http://camosun.ca/advising</a>                       |
| Accessible Learning                 | <a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a> |
| Counselling                         | <a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>                 |
| Career Services                     | <a href="http://camosun.ca/coop">http://camosun.ca/coop</a>                               |
| Financial Aid and Awards            | <a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>               |
| Help Centres (Math/English/Science) | <a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>               |
| Indigenous Student Support          | <a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>                   |
| International Student Support       | <a href="http://camosun.ca/international/">http://camosun.ca/international/</a>           |
| Learning Skills                     | <a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>           |
| Library                             | <a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>     |
| Office of Student Support           | <a href="http://camosun.ca/oss">http://camosun.ca/oss</a>                                 |
| Ombudsperson                        | <a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>                           |
| Registration                        | <a href="http://camosun.ca/registration">http://camosun.ca/registration</a>               |
| Technology Support                  | <a href="http://camosun.ca/its">http://camosun.ca/its</a>                                 |
| Writing Centre                      | <a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>           |

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

### Academic 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](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto: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.