

COURSE SYLLABUS



COURSE TITLE: HIST-103: World Civilizations, Post 1450

CLASS SECTION: 001-A & B

TERM: Winter 2023

COURSE CREDITS: 3

DELIVERY METHOD(S): Lecture/Online

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: Chris Morier

EMAIL: morier@camosun.ca

OFFICE: Young 320 (ph: 250-370-3518)

HOURS: Tuesdays Through Fridays, 11:30 am until 1:30 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

After 1450 CE, World Civilizations entered a new era, as contacts and conflicts became more global. This course examines Western notions of industry, business, and power that challenged older cultural traditions. Students establish connections with World Civilizations prior to 1450 and study the basis for the global interconnectedness of the 21st century.

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. Examine how different cultures can understand one another through shared historical information.
2. Study the phenomenon of change in human experience, how change connects the past to the present.
3. Recognize that world history cannot be seen merely as a mirror reflecting Western viewpoints and cultures.
4. Examine how economies, cultures, diplomacy, politics, etc. are shaped by developments around the world, how an international context is key to understanding local and national affairs.
5. Recognize that key aspects of the past and present have been shaped by global forces--exchanges of foods, technologies, religions, ideas, diseases, etc.
6. Focus on the activities of human civilizations rather than human history as a whole, where civilization is defined as "a form of human social organization that arises from the capacity of certain peoples to produce food surpluses beyond their basic needs, and to develop a variety of specialized occupations, a heightened social differentiation on a class and gender basis, intensified economic exchanges between social groups, an regional and long-distance trading networks. Surplus agricultural production spurs the growth of large towns and then cities inhabited by merchants, artisans, ritual specialists, and political leaders. Both specialization and town life contribute to an increase in creativity and innovation that have been characteristic of all civilizations." Peter Stearns et al. *World Civilizations, the Global Experience*. New York: Harper Collins, 1992.
7. Compare different civilizations through time.
8. Examine contacts between cultures and the responses adopted by each to those contacts.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Jerry H. Bentley and Herbert F. Ziegler, *Traditions and Encounters: A Global Perspective of the Past*. Volume 2, From 1500 to the Present, 7th edition (2021). Available in the Camosun Bookstore, or via the Bookstore's website. There are both physical copies and digital copies available.

I have also placed a physical copy of this text in the Reserve section of the library. It can be borrowed for two-hour stretches.

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.

Students are advised to consult the course outline regularly, as well as to check the Hist 103 D2L site daily, to stay abreast of class announcements, deadlines, and other information.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 1 (Jan 9-13)	Tues, 10 Jan - Welcome To Hist 103! Thurs, 12 Jan – Seminar: Breaking the Ice (no readings)	
Week 2 (Jan 16-20)	Tues, 17 Jan - Lecture: Transoceanic Encounters and Global Connections Thurs, 19 Jan – Seminar: Readings: Chapter 22 in <i>Traditions and Encounters</i>	
Week 3 (Jan 23-27)	Tues, 24 Jan - Lecture: The Transformation of Europe / New Worlds Thurs, 26 Jan – Seminar: Readings: Chapters 23-24 in <i>Traditions and Encounters</i>	
Week 4 (Jan 30 – Feb 3)	Tues, 31 Jan - Lecture: Africa and the Atlantic World Thurs, 02 Feb – Seminar: Readings: Chapter 25 in <i>Traditions and Encounters</i>	
Week 5 (Feb 6-10)	Tues, 07 Feb - Lecture: Tradition and Change in East Asia Thurs, 09 Feb – Seminar: Readings: Chapter 26 in <i>Traditions and Encounters</i>	Term Paper Proposal Due on Tuesday, 07 February
Week 6 (Feb 13-17)	Tues, 14 Feb - Lecture: The Islamic Empires Thurs, 16 Feb – Seminar: Readings: Chapter 27 in <i>Traditions and Encounters</i>	
Week 7 (Feb 20-24)	Reading Break: No Lectures/Readings This Week	
Week 8 (Feb 27 – Mar 3)	Tues, 28 Feb – **Two-Hour In-Class Midterm Exam** Thurs, 02 Mar – Seminar: Readings: Chapter 28 in <i>Traditions and Encounters</i>	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 9 (Mar 6-10)	Tues, 07 Mar - Lecture: Industrialism / The Americas and Independence Thurs, 09 Mar – Seminar: Readings: Chapters 29-30 in <i>Traditions and Encounters</i>	
Week 10 (Mar 13-17)	Tues, 14 Mar - Lecture: Societies at Crossroads / Global Empires Thurs, 16 Mar – Seminar: Readings: Chapters 31-32 in <i>Traditions and Encounters</i>	
Week 11 (Mar 20-24)	Tues, 21 Mar - Lecture: The Great War Thurs, 23 Mar – Seminar: Readings: Chapter 33 in <i>Traditions and Encounters</i>	Term Paper Due on Tuesday, 21 March
Week 12 (Mar 27-31)	Tues, 28 Mar - Lecture: Age of Anxiety / Asia, Africa, and Latin America Thurs, 30 Mar – Seminar: Readings: Chapter 34 in <i>Traditions and Encounters</i>	
Week 13 (Apr 3-7)	Tues, 04 Apr - Lecture: World War Two and the Cold War Thurs, 06 Apr – Seminar: Readings: Chapters 35-36 in <i>Traditions and Encounters</i>	
Week 14 (Apr 10-14)	Tues, 11 Apr - Lecture: The End of Empire / A World Without Borders Thurs, 13 Apr – Seminar: Readings: Chapters 37-38 in <i>Traditions and Encounters</i>	
Final Exam Period (Apr 17-25)	**Final Exam** - Date TBA	

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

DESCRIPTION	WEIGHTING
Research Paper Proposal (due Tues, 07 Feb)	5%
Midterm Exam (Tues, 28 Feb)	25%
Research Paper (due Tues, 21 Mar)	25%
Seminar Participation (Weeks 2-14, ongoing)	20%
Final Exam (date TBA)	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](#) policy for more information.

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

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

COURSE GUIDELINES & EXPECTATIONS

Assignment/Assessment Details

Research Paper Proposal (5% of final grade)

This assignment is **due on Tuesday, 07 February**. If late, it will be penalized at a rate of 10% per day overdue.

Possible essay topics are listed in the pages to follow. I've also prepared an essay sign-up sheet – no more than two students will be allowed to write on a single topic. You will choose one of these topics (or discuss an alternative topic with me) and write a paper on it. But first, you will submit a paper proposal, in which you will

provide some possible lines of enquiry for your paper. Your proposal will also include a preliminary bibliography for your essay.

The proposal should be approximately 500 words. In three or four paragraphs, you will identify the topic that you have decided to research, and you will discuss some of your options. Based on your early investigation, what issues or arguments might your essay address? Are there competing or controversial interpretations of the topic? Have historians' views of the topic changed or evolved over time?

Your proposal will also include references to three academic, secondary sources that you will consult in preparing your essay. These three sources will not include generic websites, general History textbooks, or the textbook for this class. In the end, your paper will employ at least five secondary sources. Your proposal therefore reports on a work-in-progress.

I have provided you with an example of a Research Paper Proposal (found in "Content" on the Hist 103 D2L site). Note that the proposal should indicate that you've not only located some academic sources, but that you've started to evaluate the information you've uncovered.

The purpose of this assignment is to initiate the preparation of your research paper - to encourage you to commit to a topic, to do some preliminary research, and to present some possible directions that your essay might take. In the end, your research paper may or may not pursue the options presented or outlined in your proposal – after all, your own thinking on the topic will evolve as you uncover new sources and arguments.

Midterm Exam (25% of final grade)

A two-hour in-class midterm exam is scheduled for Week Eight of the class (Tuesday, 28 February). The exam is worth 25% of your final grade. We will discuss the exam in more detail in class as the big day gets closer. There is an exam template posted on D2L as well.

Seminar Participation (20% of final grade)

You will be assigned to a seminar group, and your group will meet thirteen times over the Winter term. Participation marks are worth 20% of your final grade. Marks will be calculated on Thursday, 13 April (after the last seminar).

Seminars are a crucial element of this course. The study of History requires an appreciation of differing points of view and varying interpretations of evidence. It also requires the ability to critically analyze another person's theories or arguments. The seminars are where these skills are practiced.

Each week, you will read a chapter or two from the textbook. Posted on D2L is a comprehensive Seminar Guide, which provides sample questions, topics for consideration, and even role-play scenarios. Students are also encouraged to bring their own questions and observations to seminar; indeed, independent thinking and personal opinions are what make these seminars dynamic and interesting.

Students who miss more than three seminars will forfeit their entire participation mark. Your mark will be based upon the frequency of your participation in discussions, and the quality of your contribution. To participate well means demonstrating that you have read the assigned articles carefully; that you have identified the salient points of the articles; and that you are prepared to discuss your ideas in a small-group setting.

Lively and rewarding seminars require the contribution and participation of all group members. Keep in mind, though: while spirited debate will be encouraged, any form of disrespect for your classmates will not be tolerated.

My role in the seminars is mostly as an observer. I will listen in on groups, make notes on students' participation, and occasionally interject with a comment or question if the discussion needs a boost. Feel free to ask me a question if your group is stuck on something. I encourage you to make the most of these seminars – they're much more interactive and inclusive than lectures, and the participation grade is a substantial portion of your final mark.

Research Paper (25% of final grade)

The essay is due on **Tuesday, 21 March**. If late, it will be penalized at a rate of 5% per day overdue.

This research essay will be between 1500-2000 words in length. Your paper must be double-spaced, on one side of the page only, and should have a cover page with a title and your student identification. Bibliographies should be placed on a separate page at the end of the essay. Never delete your essay from your computer, and keep all of your research notes, rough drafts, and essay outlines – I may ask to see this stuff.

An essay is a short literary composition having an analytical, interpretive, and critical purpose. A good essay is a coherent expression of ideas on a single theme, and it is organized carefully in sentences and paragraphs. Marks will be deducted for poor organization, ungrammatical writing, and for frequent spelling errors. To ensure correct spelling and syntax, do not rely on word-processing spell checkers or grammar checkers.

In developing your arguments, you will necessarily be depending on and sometimes borrowing evidence and ideas from others. When you quote directly the words of another author, you must put those words between quotation marks ("...") and cite the exact source of the quotation in a footnote or endnote. Try not to use too many direct quotations. Quote another author only when his or her words are essential, in order to convey his or her exact meaning. If you paraphrase another author, or borrow an idea or conclusion, you must also acknowledge your debt in a footnote or endnote. It is also a good idea to use a footnote if you cite statistics or other evidence that is not common knowledge.

You must consult at least five secondary sources (books and/or articles) in preparing your paper. **Be especially wary of Internet sources – legitimate academic work is okay, but online encyclopedias, generic websites, and material with no author's name attached should be avoided.** Please speak with me if you're having any difficulties with sources.

An effective essay is much more than a summary of the evidence and interpretations of other authors. You must write in your own words, and develop your own answer to the question chosen. Your answer may agree with the interpretation of another author; if so, you must still say what evidence persuaded you that their interpretation or conclusion was accurate. A perceptive essay will recognize that different historians may have applied different methods or alternative sources. There may even be multiple answers to the question that you are addressing. If so, a good essay will acknowledge these variations.

Essays must contain footnotes or endnotes. You may **not** use the social science format for citations (i.e. parenthetical references to authors in the text of the essay). The format of footnotes must be consistent. Essays must also include a Bibliography listing all sources used in preparing the essay. For footnote/endnote and bibliographic format, refer to the Camosun History Style Guide, which is posted on D2L.

AN IMPORTANT NOTE ABOUT PLAGIARISM: This disclaimer applies to all written work that you will submit in History 103. As stated above, you must give proper credit to borrowed ideas or quotations that you use in your essay. To falsely claim authorship of someone else's ideas or words is called plagiarism. Plagiarism is a type of theft, and in this course it will result, at the very least, in a mark of zero for the assignment. Similar penalties will be applied to any student who buys, borrows, or re-submits a previously-completed History paper. The 'Net has also become a popular tool for dishonest students who want to cut corners on assignments. Keep in mind

that Internet sources must appear in papers' Bibliographies as well. I reserve the right to check any assignment with plagiarism detection devices including electronic search engines designed for this purpose. Please consult with me if you are unsure about proper documentation of your sources.

LATE PENALTIES AND SUBMITTING YOUR ASSIGNMENTS: Assignment due dates are firm. Please note: computer problems will not be accepted as a valid reason for a late essay. Late papers will be graded thoroughly, but due to time constraints, they may not have extensive instructor comments. No assignment will be accepted after Thursday April 13th. Please do not hesitate to contact me if you're having any problems with the assignments.

Final Exam (25% of final grade)

There will be a three-hour final exam in April (the final exam period runs from April 17-25). The test will be non-cumulative. I have no control over when the exam will take place, **so do not make summer plans until you have your exam date!** The exam is worth 25% of your final grade.

History 103 Essay Topics

Chp 22

1. Trading-post empires provided the most prominent spaces for cross-cultural interactions between Europeans, Africans, and Asians. Trading posts also limited European intrusion into Africa and Asia, especially in contrast to the settlement empires of the Americas. What characterized the relations between, for example, the Portuguese and the inhabitants of the Indian Ocean basin? Why were Europeans confined to such posts?
2. For millennia, humans had generally relied on locally tended crops and foraged foods for their sustenance. How did the Columbian exchange alter those traditional foodways? What new crops and animals traveled between the eastern and western hemispheres – and what were the consequences?

Chp 23

1. Until the early sixteenth century, most of Europe was culturally united by the common practice of Roman Christianity. As a result of the Reformation, however, European peoples formed new identities and traditions based on their practice of either reformed Roman Catholicism or the various Protestant faiths. What made it possible for well-established traditions to change over time, and how were new traditions created?
2. In the early modern era, Europeans consolidated previous economic developments into a new and profitable system of capitalism, where the central organizing form became the market. Capitalism provided the key tools for more efficient forms of overseas expansion. What were the signal capitalist institutions that underpinned overseas endeavours? How in turn did imperial expansion promote the further growth of capitalism?

Chp 24

1. Spaniards Hernan Cortes and Francisco Pizarro initiated the contacts with Mexico and Peru that resulted in the collapse of those previously strong imperial states. What was the nature of the initial relations between those Spaniards, the Aztecs, and the Incas? What factors altered the balance of power in these encounters?
2. Indigenous Mexican women and indigenous religious beliefs faced real challenges upon the arrival of the conquistadores and their Christian faith. How did European men and Christianity alter the fate of indigenous women and religion? How does the Virgin of Guadalupe speak to the survival of both?

Chp 25

1. The Portuguese attempted to establish a colony in Angola in the seventeenth century to promote an even more robust slave trade. Their efforts did not go uncontested, however. What role did Queen Nzinga play in this conflict? What was the outcome of her efforts?
2. The horrors of the institution of slavery made the preservation of African culture extremely difficult for those enslaved. African traditions nonetheless survived in blended or creole forms of culture in the Americas. What forms of culture best expressed this fusion? How did language and music in particular embody creole customs?

Chp 26

1. Women had for long centuries lived under the strictures of a Confucian society. How did Confucian ideals in the Ming and Qing dynasties affect attitudes about women? What did the practice of foot binding suggest about gender relations in late Imperial China?
2. The Jesuits came to Japan in 1549 and enjoyed some success in their early efforts to convert the Japanese to Christianity. Their continued success over time had major repercussions for Japanese converts. How and why did the Tokugawa *bakufu* respond to this Christian influence? What measures did the Japanese government take to stem the conversions?

Chp 27

1. An overarching feature of all three Islamic empires was the ethnic and religious diversity of the subject populations. What measures did the rulers of the Ottoman, Safavid, and Mughal states take to maintain harmony among the different ethnic and religious communities?
2. Muslims evinced a generalized wariness about knowledge deriving from European contacts. One notable exception to this was Piri Reis, an Ottoman cartographer. Why did he draw on European sources for his maps? Why were maps seen as so strategically useful in an age of cross-cultural contacts?

Chp 28

1. North Atlantic political economies were organized at least in part around the institution of slavery. How did political revolutions in the Atlantic Ocean basin affect or alter the institution of slavery and the lives of slaves? What were the long-term consequences of revolutionary ideologies for peoples of colour?
2. The Napoleonic wars that followed the French Revolution brought both French troops and revolutionary ideals to the regions of Europe involved in those wars. What ideals were exported from France? How did clashes between the French and other peoples of Europe, such as the Italians and Germans, reshape the nationalist sentiments of those peoples?

Chp 29

1. Most families had for long centuries lived according to the rhythms of nature and agrarianism. The age of industrialization introduced a machine-driven world and radically altered family life. What transformations occurred once factories organized life and work? Did changes equally affect men, women, and children?
2. The reconfiguration of an industrial economy resulted in the formation of antagonistic social and economic classes. What confrontations took place between industrial-capitalists and the working class? What institutions and ideologies arose to represent these opposing classes?

Chp 30

1. For millennia, indigenous peoples throughout the Americas had established their own cultural and economic patterns of life. What happened to those traditions after the consolidating nation-states in North America and Latin America committed to an expansion of their territories? How did indigenous peoples resist such conquest?

2. The nineteenth century witnessed a mass migration of Asians and Europeans to the Americas. How did those migrants contribute to a redefinition of work and culture in the Americas? How in turn did their experience in the Americas – North, Central, and South – change migrants and their cultural practices?

Chp 31

1. Ottoman, Russian, and east Asian political leaders, long secure in their traditions, suddenly took up reform efforts in the nineteenth century to shore up the strength and the viability of their societies. How did those reforms challenge traditional precepts, and how effective were they?
2. In 1853 Commodore Matthew Perry sailed into Edo Bay and inaugurated a new era in Japan's history. Why did the arrival of American forces prompt change in Japan? In what ways did the Japanese respond?

Chp 32

1. The building of empires stretched back historically as far as the beginning of written history. How did the co-called new imperialism of the nineteenth and twentieth centuries differ from earlier imperial traditions?
2. Oceania had remained largely outside the purview of European and American imperialists until the nineteenth century. What resulted once European and American traders, missionaries, and settlers arrived on the shores of islands as far afield as Australia and Hawai'i? How did the indigenous peoples respond to these intruders?

Chp 33

1. Before the Great War, Europeans in battle usually adhered to certain military traditions and had expectations that conflicts could be settled quickly. How did the Great War alter time-honoured military codes of conduct and dash hopes for a quick end to the war? What role did new technologies play in the process of changing the understanding of war?
2. Many observers considered the Great War a civil war among Europeans. How did the war draw in peoples outside Europe, and what form did contacts between Europeans, Asians, and Africans take?

Chp 34

1. The Great Depression radically transformed the role of government in nations as divergent as the Soviet Union and the United States, and the people had more contact with government representatives and programs than ever before. How did the Great Depression reconfigure the relationships between governments and citizens?
2. In the years following the Great War, new political ideologies emerged in European societies. What were those new ideologies, and how did they overturn traditional ideals of political democracy and capitalism?

Chp 35

1. In the period before, during, and after the Great War, Chinese political thinkers and leaders questioned contemporary Chinese political and cultural practices. How did Chinese nationalism and communism promote challenges to long-standing Chinese political and cultural traditions, such as those pertaining to peasants and women?
2. During the Great War, Europeans relied on the military service and conscripted labour of many in their colonial empires. How did African participation in the Great War, for example, alter African expectations for their political future?

Chp 36

1. Many observers during World War II acknowledged the significant role women played in the war effort. Traditionally bound to the home, women worked both on the home front and in the armed

forces to support their nations' fight. In what ways did women transform their roles during the war? What sorts of jobs symbolized those changes?

2. The very definition of the cold war meant that the two superpowers, the United States and the Soviet Union, avoided direct military confrontations and struggled instead on a largely ideological plane. Why did this "cold" version of the war turn potentially so hot in Cuba in 1962? What made this superpower contest in Cuba so frightening?

Chp 37

1. Mohandas Gandhi embodied the modern principle of nonviolence, which had a deep and long history of acceptance in Indian society. What happened to this traditional belief as India gained its independence from Great Britain?
2. Given the multiple encounters between Muslims, Europeans, Americans, and Israelis in the decades after World War II, Muslims turned away from the peoples and ways of life outside the Islamic sphere. How did that rejection of the non-Muslim world manifest itself?

Chp 38

1. The process of globalization as it relates to culture has often been reduced to the notion of the Americanization of the globe – or to the idea of a "McWorld," given the spread of McDonald's restaurants around the world. Was it possible for people outside the United States to use American cultural products in their own culturally specific ways?
2. Despite the major transformations in the lives of women after World War II, the practice of limiting the freedom of women persisted in many areas of the world. Why was the feminism evident in Europe and the Americas less effective and applicable elsewhere? How did women in Asia and Africa experience both freedom and subjugation?

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](#) (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.