

UNIVERSITY OF VICTORIA
BRITISH COLUMBIA IN THE 20TH CENTURY

HISTORY 324C A01

Spring 2020
Mondays, 2:30 pm - 5:20 pm
Classroom Elliot 160

INSTRUCTOR: Benjamin Isitt, PhD
Office: Clearihue B234
Office Hours: Mondays, 1:30 pm – 2:20 pm
Email: isitt@uvic.ca

TERRITORIAL ACKNOWLEDGEMENT

I acknowledge with respect the Lekwungen peoples on whose traditional territory the university stands and the Songhees, Esquimalt, and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

COURSE DESCRIPTION

This course examines the history of British Columbia in the twentieth century, from the indigenous land question, the establishment of political parties, and the rise of an industrial economy prior to the First World War to the emergence of new social movements, neoliberal politics, and debates over natural resources by the century's end. Emphasis will be placed on themes including indigenous rights, labour, ethnicity and gender, and the environment. Class meetings will combine multi-media lectures with films and discussions of course readings. Evaluation will be based on discussion of readings and written engagement of course themes in the literature review, research essay, and final take-home exam.

LEARNING OUTCOMES

You will:

- Engage ideas, trends, and themes that have shaped modern British Columbia, including indigenous rights, labour, ethnicity and gender, the environment, and social movements.
- Critically evaluate historical materials and contextualize these materials in broader patterns and trends.
- Present historical ideas and arguments in verbal and written form.

- Develop expertise locating, analyzing, and presenting archival materials.
- Develop expertise on a specific topic in twentieth-century British Columbia history.
- Connect course themes to contemporary public policy debates.
- Gain an understanding of the role of human agency as well as structural factors in the process of historical change.

REQUIRED READING

There are no textbooks to purchase for this course. Required weekly readings for discussion are indicated in this syllabus and have been posted to the Coursespaces website.

PREREQUISITES:

There are no prerequisites for this course.

COURSE REQUIREMENTS AND GRADING STRUCTURE

Participation	25%	All Term
Literature Review	15%	February 7
Research Essay	40%	March 13
Final Take-Home Exam	20%	April 6

Participation – 25%

All Term

I expect you to attend each scheduled class. Participation means active listening, completing assigned readings in advance of each week’s discussion, and critically engaging the readings and lecture material so you are able to contribute meaningfully to discussions. Prior to each class meeting, you are required to post one (1) question relating to each assigned reading to Coursespaces, to demonstrate your familiarity with the reading and prepare for the discussion. Half of the participation grade is based on attendance and active listening. Unexcused absences will result in a loss of a portion of this grade.

Literature Review – 15%

Due by Email:

February 7

You will write a 3-page paper critically engaging secondary sources (academic journal articles or scholarly books) relating to the topic of your Research Essay. If you have questions about the selection of articles or books for this assignment, please ask me. Your literature review can later be revised and incorporated into your Research Essay, helping ground your primary-source research in the existing scholarly literature.

Research Essay – 40%

Select Topic by: January 24
Essay Due by Email: March 13

You will write a research essay, 12-15 pages long, critically engaging a controversy in 20th century BC history, with your research focused on the use of primary source material. This primary source material could be articles in newspapers on microfilm in the UVic Library or the BC Archives, or a collection of original archival documents in the UVic Special Collections or the BC Archives. You are required to send me an email by January 24 indicating your topic and which body of primary sources you intend to use. Your research essay is due by email no later than March 13. Essays will be evaluated based on the selection and engagement of primary source material; discussion of the historical controversy and its connection to course themes; and writing, structure, and style.

Final Take-Home Exam – 20%

Pick up in class: March 30
Due by Email: April 6

The take-home exam will evaluate your command of course themes and the extent to which you draw from course materials: lectures, readings, and class discussions. No additional materials should be used in writing the exam and evidence of their use may result in a mark of zero. The exam will be distributed in class on March 30. Submit your Take-Home Exam by email by Monday April 6 at 12 Noon.

SOURCES AND CITATION

Wikipedia and other non-academic online sources are not appropriate sources for the Literature Review, Research Essay or Final Take-Home Exam. Evidence of use of these sources will result in a mark of zero. I am very familiar with Wikipedia entries and other online sources relating to BC history. To avoid the appearance of plagiarism, please confine information in your Final Take-Home Exam answers to materials used in class.

All sources require proper citation using the *Chicago Manual of Style* (footnotes). See the UVic History Department Style Guide on Coursespaces for details.

STYLE

Written assignments – the Literature Review, Research Essay and Final Take-Home Exam – should be submitted double-spaced, using 12-point font, with 1” margins.

COURSE OUTLINE AND MEETING SCHEDULE

*** Note: The meeting schedule and assigned readings are subject to change. The latest version of the schedule and readings can be found on Coursespaces. Any revisions to readings will be posted at least one week prior to the class meeting in which those readings are assigned.*

Week 1 – Course Introduction

January 6

Film: “Invasion” (2019)

Week 2 – The Indigenous Land Question and Political Economy of BC

January 13

Readings:

Tennant, Paul. “Native Indian Political Organization in British Columbia, 1900-1969: A Response to Internal Colonialism.” *BC Studies*, 55 (Autumn 1982): 3-49.

Robin, Martin. “British Columbia: The Company Province.” In Martin Robin, ed., *Canadian Provincial Politics: The Party Systems in the Ten Provinces*, Second Edition (Scarborough: Prentice-Hall, 1978), 28-60.

Film: “The Edge of the World: BC’s Early Years” (2010) (Excerpt)

Week 3 – Class Conflict, Labour Protest, and Radical Politics

January 20

Readings:

DOCUMENT: Kavanagh, J. *The Vancouver Island Strike*. Vancouver: British Columbia Miners Liberation League, n.d. (c. 1913).

Hinde, John R. “‘Stout Ladies and Amazons’: Women in the British Columbia Coal-Mining Community of Ladysmith, 1912-14.” *BC Studies*, 114 (Summer 1997): 33-57.

Film: “For Twenty Cents A Day” (1979)

* Submit your Essay Topic in a short email no later than January 24 *

Week 4 – Race Relations in Early 20th Century BC

January 27

Readings:

Roy, Patricia E. "British Columbia's Fear of Asians, 1900-1950." *Histoire Social / Social History*, 13, no. 25 (May 1980): 161-72.

Morse, Eric W. "Some Aspects of the Komagata Maru Affair, 1914." *Report of the Annual Meeting of the Canadian Historical Association*, 15, no. 1 (1936): 100-108.

Stanley, Timothy. "White Supremacy, Chinese Schooling, and School Segregation In Victoria: The Case of the Chinese Students' Strike, 1922-23." *Historical Studies in Education / Revue D'histoire De L'éducation*, 2, no. 2 (Fall 1990): 287-305.

Film: "Continuous Journey" (2016)

Week 5 – The Second World War on the Home Front

February 3

Readings:

Ward, W. Peter. "British Columbia and the Japanese Evacuation." *Canadian Historical Review*, 57, no. 3 (September 1976): 289-308.

Russell, Peter A. "BC's 1944 'Zombie' Protests Against Overseas Conscription." *BC Studies*, 122 (Summer 1999): 49-76.

* Submit your Literature Review by email no later than Friday, February 7 *

Week 6 – Challenging Capitalist Modernity during the "Long Boom"

February 10

Readings:

Resnick, Phillip. "The Political Economy of BC – A Marxist Perspective." In Paul Knox and Phillip Resnick, eds., *Essays in BC Political Economy* (Vancouver: New Star, 1974): 3-12.

Martin, Eryk. "Canadian Communists and the Politics of Nature in British Columbia, 1936-1956." *Twentieth Century Communism*, 5, no. 5 (June 2013): 104-125.

Stanton, John. *Never Say Die! The Life and Times of John Stanton, A Pioneer Labour Lawyer*. Ottawa: Steel Rail, 1987. Chapters 10-11 (pp. 123-148).

Film: "Working People" (2014) (Excerpt)

*** Reading Week (No Class) ***

February 17-21

Week 7 – Human Rights during the Cold War

February 24

Readings:

Lambertson, Ross. “The Black, Brown, White and Red Blues: The Beating of Clarence Clemons.” *Canadian Historical Review*, 85, no. 4 (December 2004): 755-776.

Dominique Clément, *Canada’s Rights Revolution: Social Movements and Social Change, 1937-82*. Vancouver, UBC Press, 2008. Chapter 5, “The British Columbia Civil Liberties Association” (pp. 61-96).

Film: “The Spirit Wrestlers” (2002)

Week 8 – The 1960s Counterculture and New Social Movements

March 2

Readings:

Harding, James. “The New Left in British Columbia.” In *The New Left in Canada*, edited by Dimitrios I. Roussopoulos (Montreal: Black Rose, c1970): 17-40.

Sethna, Christabelle and Steve Hewitt. “Clandestine Operations: The Vancouver Women’s Caucus, the Abortion Caravan, and the RCMP.” *Canadian Historical Review*, 90, no. 3 (September 2009): 463-496.

Film: “Direct Action: Ann Hansen and the Squamish Five” (2002)

Week 9 – Social Democracy and Neoliberalism since the 1970s

March 9

Readings:

Barrett, Dave and William Miller. *Barrett: A Passionate Political Life*. Vancouver: Douglas and McIntyre, 1995. Chapter 6, “The Queen Gave Us the Whole Bag.”

Resnick, Phillip. “Social Democracy in Power: The Case of British Columbia.” *BC Studies*, 35 (Summer 1977): 3-20.

Film: CBC Archives: “How the West Was Won” (1952-1996)

* Submit your Research Essay by email no later than Friday, March 13 *

Week 10 – Indigenous Resurgence since the 1960s

March 16

Readings:

Point, Stephen. “Understanding Native Activism.” *BC Studies*, 89 (Spring 1991): 124-129.

Blomley, Nicholas. “‘Shut the province down’: First Nations blockades in British Columbia, 1984-1995,” *BC Studies* 111 (Autumn 1996): 5-35.

Roth, Christopher F. “Without Treaty, without Conquest: Indigenous Sovereignty in Post-Delgamukw British Columbia.” *Wicazo Sa Review*, 17, no. 2 (Autumn 2002): 143-165.

Film: “Athlii Gwaii: The Line at Lyell” (2003)

Week 11 – Environmentalism and Social Movements to the Present

March 23

Readings:

Zelko, Frank. “Making Greenpeace: The Development of Direct Action Environmentalism in British Columbia.” *BC Studies*, 142/143 (Summer/Autumn 2004): 197-239.

Clapperton, Jonathan. “Environmental Activism as Anti-Conquest: The Nuuchahnulth and Environmentalists in the Contact Zone of Clayoquot Sound,” in *Environmental Activism on the Ground: Small Green and Indigenous Organizing*, edited by Jonathan Clapperton and Liza Piper (Calgary: University of Calgary Press, 2018): 181-205.

DOCUMENT: MacIsaac, Ron and Anne Champagne, eds. *Clayoquot Mass Trials: Defending the Rainforest*. Gabriola Island: New Society Publishers, 1995. Selected Pages.

Film: “The Road Stops Here” (1991)

Readings:

Carroll, William K. and R.S. Ratner. “Ambivalent Allies: Social Democratic Regimes and Social Movements.” *BC Studies*, 154 (Summer 2007): 41-66.

* Pick up the Final Take-Home Exam in class on Monday, March 30 *

* Submit your Final Take-Home Exam by email no later than Monday April 6 @ 12 Noon *

* Late assignments will not be accepted *

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GRADING TEMPLATE / RUBRIC FOR RESEARCH ESSAY - HSTR 324C

Selection and Engagement of Sources

/ 20

- Select primary sources from newspapers on microfilm or archives
- Assess an appropriate number of sources
- Engage the sources critically
- Effectively integrate the sources into your research essay

Writing and Structure

/ 10

- Write in sound academic prose (avoid use of jargon, slang, etc)
- Employ good grammar and sentence structure
- Logical organization of material
- Provide introduction, main body, and conclusion

Citation and Style

/ 5

- Provide attribution of source material in footnotes
- Ensure proper formatting of footnotes
- Include Bibliography with all works cited
- Ensure proper formatting of bibliography
- Assignment is free of typos and other errors

TOTAL

/ 35

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Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119
Phone: 250.721.8021
Email: svpcoordinator@uvic.ca
Web: www.uvic.ca/svp

Statement from The History Undergraduate Society (THUGS)

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Counselling Services - *Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.* <https://www.uvic.ca/services/counselling/>

Health Services - *University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.* <http://www.uvic.ca/services/health/>

Centre for Accessible Learning - *The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations* <https://www.uvic.ca/services/cal/>. *The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.*

Elders' Voices - *The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.* <https://www.uvic.ca/services/indigenous/students/programming/elders/index.php>



The History Undergraduate Society (THUGS) is run by UVic history students to enhance the experience of all history undergrads. THUGS is the place for you to get involved with your peers and be part of a fun and inclusive community. We provide opportunities to interact with fellow history students and faculty members through social & academic events. Frequent events include social walks, movie nights & special lectures. THUGS also publishes an annual peer-reviewed journal, *The Corvette*. Follow us on social media to find out about upcoming events and feel free to send an email to thugs.uvic@gmail.com with any questions.

Do you need advice on an assignment? Well look no further!

THUGS organizes weekly peer help sessions! Anyone is welcome to come to these sessions and talk to upper level history students about anything from how to cite a history essay to advice on life as a history student at UVic. THUGS peer helping also offers to arrange times to meet with students who are unable to attend weekly sessions.

Like THUGS peer helping on Facebook for more information and if you have any questions email thugspeerhelping@gmail.com

PRINCIPLES OF ACADEMIC INTEGRITY

Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. It is expected that students, faculty members and staff at the University of Victoria, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research and service. Any action that contravenes this standard, including misrepresentation, falsification or deception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our community. This policy is designed to ensure that the university's standards are upheld in a fair and transparent fashion. Students are responsible for the entire content and form of their work. Nothing in this policy is intended to prohibit students from developing their academic skills through the exchange of ideas and the utilization of resources available at the university to support learning (e.g., The Centre for Academic Communication). Students who are in doubt as to what constitutes a violation of academic integrity in a particular instance should consult their course instructor.

Academic Integrity Violations

Plagiarism

A student commits plagiarism when he or she:

- submits the work of another person in whole or in part as original work
- gives inadequate attribution to an author or creator whose work is incorporated into the student's work, including failing to indicate clearly (through accepted practices within the discipline, such as footnotes, internal references and the crediting of all verbatim passages through indentations of longer passages or the use of quotation marks) the inclusion of another individual's work
- paraphrases material from a source without sufficient acknowledgment as described above.

The university reserves the right to use plagiarism detection software programs to detect plagiarism in essays, term papers and other work.

Unauthorized Use of an Editor

An editor is an individual or service, other than the instructor or supervisory committee, who manipulates, revises, corrects or alters a student's written or non-written work.

The use of an editor, whether paid or unpaid, is prohibited unless the instructor grants explicit written authorization. The instructor should specify the extent of editing that is being authorized.

Review by fellow students and tutoring that do not include editing are normally permitted. In addition to consulting with their instructors, students are encouraged to seek review of and feedback on their work that prompts them to evaluate the work and make changes themselves.

Multiple Submission

Multiple submission is the resubmission of work by a student that has been used in identical or similar form to fulfill any academic requirement at UVic or another institution. Students who do so without prior permission from their instructor are subject to penalty.

Falsifying Materials Subject to Academic Evaluation

Falsifying materials subject to academic evaluation includes, but is not limited to:

- fraudulently manipulating laboratory processes, electronic data or research data in order to achieve desired results
- using work prepared in whole or in part by someone else (e.g. commercially prepared essays) and submitting it as one's own
- citing a source from which material was not obtained
- using a quoted reference from a non-original source while implying reference to the original source
- submitting false records, information or data, in writing or orally

Cheating on Work, Tests and Examinations

Cheating includes, but is not limited to:

- copying the answers or other work of another person
- sharing information or answers when doing take-home assignments, tests or examinations except where the instructor has authorized collaborative work
- having in an examination or test any materials or equipment other than those authorized by the examiners
- accessing unauthorized information when doing take-home assignments, tests or examinations
- impersonating a student on an examination or test, or being assigned the results of such impersonation
- accessing or attempting to access examinations or tests before it is permitted to do so

Students found communicating with one another in any way or having unauthorized books, papers, notes or electronic devices in their possession during a test or examination will be considered to be in violation of this policy.

Aiding Others to Cheat

It is a violation to help others or attempt to help others to engage in any of the conduct described above.

Procedures for Dealing with Violations of Academic Integrity

Procedures for determining the nature of alleged violations involve primarily the course instructor and the Chair. Procedures for determining an appropriate penalty also involve Deans, the Vice-President Academic and Provost and, in the most serious cases, the President.

Allegations

Alleged violations must be documented by the instructor, who must inform the Chair. The Chair shall then inform the student in writing of the nature of the allegation and give the student a reasonable opportunity to respond to the allegation. Normally, this shall involve a meeting between the instructors, the Chair, the student and, if the student requests in advance, another party chosen by the student to act as the student's adviser. If the student refuses to provide a response to the allegation or to participate in the process, the Chair may proceed to make a determination.

Determining the Nature of the Violation

The Chair shall make a determination as to whether compelling information exists to support the allegation.

Determining Appropriate Penalties

If there is compelling information to support the allegation, the Chair shall contact the Office of the Registrar to determine if the student's record contains any other confirmed academic integrity violations.

If there is no record of prior violations, the Chair shall make a determination with respect to the appropriate penalty, in accordance with this policy.

Referral to the Dean

Where there have been one or more prior violations and the Chair has determined that compelling information exists to support the allegation, the Chair shall forward the case to the Dean (or the Dean's designate. In the Faculties of Humanities, Science and Social Sciences, the designate may be the Associate Dean Academic Advising). In situations where the student is registered in more than one faculty, the case will be forwarded to the Dean responsible for the course. The Chair may submit a recommendation to the Dean with respect to a proposed penalty.

Letters of Reprimand

Any penalty will be accompanied by a letter of reprimand which will be written by the authority (Chair, Dean, President) responsible for imposing the penalty. The letter of reprimand will be sent to the student and a copy shall be included in the record maintained by the Office of the Registrar.

Rights of Appeal

Students must be given the right to be heard at each stage, and have the right to appeal decisions in accordance with university policy, procedures and regulations. A student may:

- appeal a decision made by the Chair to the Dean of the faculty in which the student is registered within 21 business days of the date of the Chair's decision.
- appeal a decision made by the President under the provisions of section 61 of the University Act to the Senate Committee on Appeals in accordance with the Senate Committee on Appeals' Terms of Reference and Procedural Guidelines. Deans who receive an appeal of the decision of a Chair should attempt to make a finding with respect to the appeal within 21 business days. In the case of a successful appeal, any penalty will be rescinded.

Penalties

Penalties for First Academic Integrity Violation

In situations where a determination is made that a student has committed a first academic integrity violation, the following penalties will normally be imposed. The penalties for violations relating to graduate dissertations, theses or final projects are different than those for other violations.

Plagiarism

Single or multiple instances of inadequate attribution of sources should result in a failing grade for the work. A largely or fully plagiarized piece of work should result in a grade of F for the course.

Unauthorized Use of an Editor

Unauthorized use of an editor should result in a failing grade for the work. In situations where unauthorized use of an editor to extensively edit work results in a student submitting work that could be considered that of another person, penalties for plagiarism may apply.

Multiple Submission without Prior Permission

If a substantial part of a piece of work submitted for one course is essentially the same as part or all of a piece of work submitted for another course, this should result in a failing grade for the assignment in one of the courses. If the same piece of work is submitted for two courses, this should result in a grade of F for one of the courses. The penalty normally will be imposed in the second (i.e., later) course in which the work was submitted.

Falsifying Materials

If a substantial part of a piece of work is based on false materials, this should result in a failing grade for the work. If an entire piece of work is based on false materials (e.g., submitting a commercially prepared essay as one's own work), this should result in a grade of F for the course.

Cheating on Exams

Any instance of impersonation of a student during an exam should result in a grade of F for the course for the student being impersonated, and disciplinary probation for the impersonator (if he or she is a student). Isolated instances of copying the work of another student during an exam should result in a grade of zero for the exam. Systematic copying of the work of another student (or any other person with access to the exam questions) should result in a grade of F for the course. Any instance of bringing unauthorized equipment or material into an exam should result in a grade of zero for the exam. Sharing information or answers for take-home assignments and tests when this is clearly prohibited in written instructions should result in a grade of zero for the assignment when such sharing covers a minor part of the work, and a grade of F for the course when such sharing covers a substantial part of the work.

Collaborative Work

In cases in which an instructor has provided clear written instructions prohibiting certain kinds of collaboration on group projects (e.g. students may share research but must write up the results individually), instances of prohibited collaboration on a substantial part of the work should result in a failing grade for the work, while instances of prohibited collaboration on the bulk of the work should result in a grade of F for the course. In situations where collaborative work is allowed, only the student or students who commit the violation are subject to penalty.

Violations Relating to Graduate Dissertations, Theses or Final Projects

Instances of substantial plagiarism, falsification of materials or unauthorized use of an editor that affect a minor part of the student's dissertation, thesis or final project should result in a student being placed on disciplinary probation with a notation on the student's transcript that is removed upon graduation, and being required to rewrite the affected section of the dissertation, thesis or final project. While the determination of the nature of the offence will be made by the Chair, this penalty can only be imposed by the Dean. Instances of plagiarism, falsification of materials or unauthorized use of an editor that affect a major part of the student's dissertation, thesis or final project should result in the student being placed on disciplinary

probation with a notation on the student's transcript that is removed upon graduation, and rejection of the dissertation, thesis or final project, and the student being required to rewrite the work in its entirety. While the determination of the nature of the offence will be made by the Chair, this penalty can only be imposed by the Dean. The penalties for violations relating to graduate dissertations, theses or final projects may apply where a violation occurs in submitted drafts, as well as in the final version of a dissertation, thesis or final project.

Particularly Unusual or Serious Violations

In the case of a first-time violation that is particularly unusual or serious (e.g. falsification of research results), the Chair may refer the case to the Dean, with a recommendation for a penalty more severe than those normally imposed for a first violation.

Penalties for Second or Subsequent Academic Integrity Violation Repeat Violations

Any instance of any of the violations described above committed by a student who has already committed one violation, especially if either of the violations merited a grade of F for the course, should result in the student being placed on disciplinary probation. Disciplinary probation will be recorded on the student's transcript. The decision to place a student on disciplinary probation with a notation on the student's transcript that is removed upon graduation can only be made by the Dean.

In situations where a student commits two or more major academic integrity violations, the student may be placed on disciplinary probation with a permanent notation on the student's transcript.

The decision to place a student on disciplinary probation with a permanent notation can only be made by the Vice-President Academic and Provost (or delegate), upon recommendation of the Dean. In making this decision, the Vice-President Academic and Provost will consider factors such as the nature of the major violations, and whether there has been an interval between violations such that learning could have taken place. If a student on disciplinary probation commits another violation, this should result in the student's permanent suspension. This decision can only be taken by the President, on the recommendation of the Dean.

In situations where a graduate student who has been placed on disciplinary probation after a first offence commits a second offence, the student should be subject to permanent suspension. This decision can only be taken by the President, on the recommendation of the Dean.

Non Course-Based Penalties

If a student has withdrawn from a course or the university, or is not registered in a course associated with a violation, this policy must still be followed. If a determination is made that compelling information exists to support the allegation against a student, a letter of reprimand and, if appropriate, a more serious penalty in this policy should be imposed, although no course-based penalty may be imposed.

HISTORY GRADES		
% Mark	Letter Grade	Point Average
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	0