



**Faculty of Science Course Syllabus**  
**Department of Economics**  
***Econ3335.03: Environmental Economics***  
*Fall, 2020*

**Instructor:** Ruth Forsdyke, [Ruth.Forsdyke@Dal.ca](mailto:Ruth.Forsdyke@Dal.ca), room C12, Maxwell House, (902) 494-6990

**Lectures, Slides, Videos, Brightspace Questions:** Posted on Brightspace (Tues. & Thurs. am.)

**Office Hours (Prof.):** Brightspace Collaborate (*video & chat meet*), *hours to be decided*

**Teaching Assistant:** Nyasha Patience Mandeya, [ny589541@dal.ca](mailto:ny589541@dal.ca)

**Office Hours (TAs):** Brightspace Collaborate (*video or chat meet*), *hours to be decided*

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### **1\_ Course Description (Calendar)**

This course serves as an introduction to environmental economics. Topics include social decision-making, externalities and public goods, regulatory approaches (standards, charges, tradable permits), forms of value derived from the environment and measurement techniques.

### **2\_ Course Prerequisites**

ECON 2200.03 or 2220.03 with minimum grade of C.

### **3\_ Course Description (Longer)**

Although our industrial fossil fuel-powered economy has greatly increased the material affluence of much of humankind, this has been and continues to be at great cost to our natural environment. Current problems include: atmospheric greenhouse gases (GHGs) causing global warming, climate change, and ocean acidification; ozone layer depletion; health and ecosystem damaging air and water pollutants including persistent toxins, radiation, and micro-plastics; and the destruction of natural ecosystems with massive rates of biodiversity loss including species extinctions. These problems greatly compromise the health of the biosphere and, through this the human economy.

Directing our economies towards sustainability such that they “meet the needs of the present generations while not compromising those of the future” (Brundtland Report, 1987) poses a great and urgent challenge in a world in which there are many other urgent problems such as wars, endemic undernourishment, famines, deaths due to treatable diseases, uncured diseases, and high rates of illiteracy.

Part I considers environmental problems as social problems with social solutions, which work by changing private incentives so that people take into account “external costs” the costs of their decisions upon other “third” parties. We illustrate using an example of network externalities in city transport systems.

Part II investigates sustainable economic systems including a case study of the collapsed civilization of Easter Island, Malthus’s theory of population, carrying capacity and ecological footprints, “limits to growth” and circular vs. linear production systems.

Part III investigates Pigou’s framework, which illustrates that markets fail to be efficient when there are negative externalities but can be corrected with policies. The collapse of the East Coast cod fishery is explained as an “open access problem” and positive externalities are examined in the context of pollinators (ex. bees) and are related to public good provision problems. The marginal abatement cost/ marginal damage (MAC-MD) analytical framework is then developed.

Part IV investigates how environmental damages and abatement costs are measured and used in social cost benefit analysis.

Part V looks at environmental policy. First we consider decentralized solutions (property rights, liability approaches, and green goods) and show these are insufficient such that centralized government policies are required. The latter include pollution taxes, emissions and technology standards, cap and trade, and educational/moral suasion policies. Policies are then compared.

Part VI investigates global environmental problems which require global policy cooperation, for example to prevent business from relocating in “pollution havens” (countries or regions with lax environmental policies). We consider global environmental agreements and ways to alter trade agreements to protect the environment.

#### 4\_ Course Objectives/Learning Outcomes

- Explain externalities as a social cause of environmental problems and illustrate with examples.
- Use mathematical and graphical models to illustrate how markets fail to protect the environment and how environmental policy works. Be able to explain the graphs using language.
- Explain reasons for limits to growth and implications for economies.
- Explain the environmental quality – consumption benefit trade-off utilized by environmental economists and its limitations.
- Practice solving problems using microeconomics.
- Identify and understand various “welfare criteria” used to judge environmental policies, and explain the positive -normative distinction using examples to illustrate.
- Explain methods of monetizing environmental damages and abatement costs, how these are aggregated in cost benefit and cost-effective analysis and pros and cons of these methods.
- Use MAC-MD framework to determine socially efficient prices and levels of pollutants and compare environmental policies using a variety of criteria.
- Learn about a variety of environmental problems and appreciate their seriousness and urgency.
- Understand that humans depend on healthy ecosystems to have a life support system and that these are seriously compromised by current production systems.
- Improve skills in critical thinking and gain genuine confidence in your own learning ability.
- Appreciate your own environmental impact and learn ways to reduce it.

“*Education is a process of living, and not a preparation for future living*” -- John Dewey.

“*The human mind is our fundamental resource*” John F. Kennedy

#### 5\_ Course Materials

##### Required Textbook:

Field, B.C. & Field M.K.(2021) *Environmental Economics: An Introduction* McGraw-Hill Education, 8th edition.

e-book is available at the following link:

[https://bookstore.dal.ca/CourseSearch/?course\[\]=SUB,FALL20,ECON,ECON3335,&](https://bookstore.dal.ca/CourseSearch/?course[]=SUB,FALL20,ECON,ECON3335,&)

(or earlier editions)

OR

Olewiler, N. & Field, B. (2015) *Environmental Economics: 4th Canadian Edition*, McGraw – Hill Ryerson, Toronto (2nd,3rd or 4th ed)

\* In past years, we have used the Canadian edition but this was not available this year, so we will use the American edition (F&F) which is similar. Either edition is fine for this course and readings are provided for both.

- Other course materials are available on *Brightspace* include slides, videos, notes for some topics, and links to internet media.

## 6\_ Course Assessment

| Component                             | Weight (% of final grade) | Date  |
|---------------------------------------|---------------------------|---|
| <i>Midterm</i>                        | 20%                       | <b>Thurs. Oct. 22<sup>nd</sup> (time TBA)</b> |
| <i>Final exam</i>                     | 40%                       | Scheduled by Registrar                        |
| <i>Assignments</i>                    | 22.5 % (best 3 out of 4)  | see Topics & Schedule table                   |
| <i>Lecture Brightspace Quizzes</i>    | 12.5 %                    | throughout course                             |
| <i>Discussion Board Participation</i> | 5%                        | throughout course                             |

\* See Course Policies (below) for information on test conflicts and writing in alternative time zones.

### Conversion of numerical grades to Final Letter Grades follows the Dalhousie Common Grade Scale

|             |            |            |   |         |
|-------------|------------|------------|---|---------|
| A+ (90-100) | B+ (77-79) | C+ (65-69) | D | (50-54) |
| A (85-89)   | B (73-76)  | C (60-64)  | F | (<50)   |
| A- (80-84)  | B- (70-72) | C- (55-59) |   |         |

## 7\_ Details on Course Work and Assessment

### **Lectures and Questions:**

Lecture slides and videos will be posted on Tuesday and Thursday morning. When you log into Brightspace, first visit announcements for new information. The videos may vary in length and may not cover all topics in the slides. To ask questions, use **Discussions** and/or visit the professor and/or TA during **Virtual Office Hours**. If your question is likely to be of general interest to the class, we prefer that you use Discussions. However, you may **email** your questions to the TAs or professor particularly if the question is not of general interest to the class.

**Midterm and Final Exam:** contain a mixture of Brightspace Quiz questions (ex. multiple choice, matching, ordering, fill in the blank) and written components (ex. graphing, microeconomic problems, short explanations and/or short essay).

**Assignments:** Your grade will be the average of the best 3 out of 4 assignments. One of the best ways to learn is to teach and you may wish to work together on assignments. However, *you must hand in an individual assignment, which must be written in your own words.* If you worked in a group, please write down other group members, names on top right hand side of assignment. Submit via **Assessments>>Assignments**.

**Practice Problem Sets:** These are provided for practice and are NOT handed in. **Answers** are posted so you can check your answers and if you get stuck, you may peak at answers to help you to see how to proceed. However, do your best to try the problem on your own before peaking at the answers.

**Lecture Brightspace Quizzes (12.5%):** Brightspace quiz questions are provided to allow you to test your knowledge as the course proceeds. You will get **3 attempts** and find out which ones you got correct after each attempt. Your grade on the quiz will be the average of all attempts.

### **Discussion Board Participation and Study Groups (5%):**

Participate in Discussion board forums such as "**Ask a Question or Make a Comment**" and "**Environmental Issues in the News**") and class exercises. These are accessed via the "Discussions" tab in Brightspace. Some discussions will be graded and other marks will be based on participation only. These include both class forums and group forums.

**Class Discussions:** All students, TAs, and the professor, may participate in the class forum. You may either use your name or participate anonymously (meaning that other class members will not know who you are but the professor and teaching assistants will know your name).

**Study Group Discussions:** Students will enrol in study groups. You may choose to work with students you know. If you do not pick a group, the professor will put you in a group. In study group discussions, anonymous comments are not allowed but only other group members, the professor and teaching assistants will be able to see your comments. Some basic assignment and test questions will relate to your topic.

**Virtual Office Hours:** These will be held by both the Professor and the teaching assistant and will be run using Collaborate Virtual Rooms assessable via Brightspace. These will be scheduled via a Doodle Poll link that will be sent via "Announcements". If you are unable to make these hours and have a question, please email the professor or TA to set up an appointment.

**Virtual Rooms (Collaborate):** These are used for office hours and meetings and allow students to interact via video, audio, and chat. You may arrange to meet with study group members via audio, video and chat to study together virtually. A room will be open all the times for meetings.

## 8\_ Course Schedule & Topics (tentative as time permits)

Readings either F&F or O&F (for details, see required textbook above)

- **F&F** refers to **Field and Field (2021) (paper or e-book)**

- **O&F** refers to **Olewiler & Field, (Canadian Ed.)**

- “\*\*” = highly recommended background reading, “no \*\*” = supplementary background reading such as papers referred to in slides. Background readings will help you to place lecture material into a broader context. Focus on material covered in slides.

| Week   | Lecture Topic  | Readings  |
|--|--|---|
| <b>Part I: Introductory</b>                  |  |   |
| 1 (Sept 8 -11)                               | L1) Introduction: What is Environmental Economics? Why is it important? How will we study it.<br>- Types of Problems, Social Source of the Problem, Externalities, | * <b>F&amp;F, ch. 1, ch.2 (pg. 27-38)</b> or<br>* <b>O&amp;F, ch. 1 (4<sup>th</sup> ed. pg. 1-16, 27-38)</b><br><b>(3<sup>rd</sup> ed. pg. 1-15, 25-35)</b><br>- Harden, Garrett (1960) The Tragedy of the Commons  |
|  | L2) Environmental Problems as Social Problems (Network externalities in city transport)  | * online note<br>* <b>F&amp;F or O&amp;F, Ch. 2, Fig. 2.1</b> (compare with Daly Diagram)   |
| <b>Part II: Sustainable Economic Systems</b> |  |   |
| 2 (Sept 14 -18)                              | L3) Collapse: Case Study Easter Island   | * Diamond, Jared (1995) <b>Easter’s End</b> , <i>Discover Magazine</i> <a href="http://discovermagazine.com/1995/sep/eastersend543">http://discovermagazine.com/1995/sep/eastersend543</a><br>- Diamond, Jared (2005) Collapse: How Societies Choose to Fail or Succeed, Ch. 2 “Twilight at Easter”<br>- Brander, James and Taylor, S.M. (Mar. 1998) The Simple Economics of Easter Island: A Ricardo-Malthus Model of Renewable Resource Use, <i>American Economic Review</i> , 88(1), pg 119 – 138 (difficult math but quite readable).   |
|  | L4) Limits to Growth, 1st Linear vs. Circular Economies, and Misperceptions.   | * <b>F&amp;F, ch. 2 (pg. 22-32)</b> or <b>O&amp;F, Ch. 1, pg. 15-19, Ch. 2</b><br>* Annie Leonard, The Story of Stuff (Video, 20 min.) <a href="http://www.storvofstuff.com/">http://www.storvofstuff.com/</a><br>- Daly, Herman (1999) Uneconomic Growth in Theory and in Fact, <i>The First Annual Feasta Lecture</i> , Trinity College Dublin. <a href="http://www.feasta.org/documents/feastareview/daly.htm">http://www.feasta.org/documents/feastareview/daly.htm</a><br>- Boulding, Kenneth (1966) The Economics of Coming Space Ship Earth, in Daly, Herman and Kenneth Townsend, |

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|  |  | <i>Valuing the Earth, Economics, Ecology, Ethics</i> , pg. 297-310.<br><a href="http://www.ub.edu/prometheus21/articulos/obsprometheus/BOULDING.pdf">http://www.ub.edu/prometheus21/articulos/obsprometheus/BOULDING.pdf</a>   |
| 3 (Sept 21 -25)  | L5) Malthusian Dilemma, Steady States, Carrying Capacity, and Ecological Footprints, Donut Economics | * Rees, William E. (2006), <i>Ecological Footprints and Bio-Capacity: Essential Elements in Sustainability Assessment</i><br><a href="http://www.ecoglobe.ch/footprint/e/rees2006.htm">http://www.ecoglobe.ch/footprint/e/rees2006.htm</a><br>- Malthus, Thomas (1778) <i>An Essay On the Principle of Population</i><br><a href="https://www.econlib.org/library/Malthus/malPop.html">https://www.econlib.org/library/Malthus/malPop.html</a><br>- Arrow, Kenneth et. al. (1996) Economic Growth, Carrying Capacity and the Environment, <i>Ecological Applications</i> , 6(1), pg. 13-14.  |
| <b>Part III – Externalities, Key Concepts and Analytical Framework</b> |  |  |
|  | L6) Private Efficiency and Markets   | * <b>F&amp;F (ch. 3, ch. 4, pg. 60 - 65)</b> or <b>O&amp;F 4th ed. (ch. 3 &amp; ch. 4, pg. 57 - 61)</b>  |
| <b>Assn 1 Due (Sept 24th, 11:59 pm)</b>                                |  |  |
| 4 (Sept 28 -Oct 2)   | L7a) Negative Externalities and Market Failure (Social Efficiency) {Case study: Agriculture}         | * <b>F&amp;F, ch. 4</b> or <b>O&amp;F, ch. 4</b><br>* Stavins, R. & Fullerton, D. (1998) How Economists see the Environment, <i>Nature</i> , 395, 433- 434.<br><a href="http://works.bepress.com/cgi/viewcontent.cgi?article=1019&amp;context=don_fullerton">http://works.bepress.com/cgi/viewcontent.cgi?article=1019&amp;context=don_fullerton</a><br>- Pigou, A.C. (1952) <i>The Economics of Welfare</i> , Transaction Publishers, New Brunswick, New Jersey, <a href="http://books.google.com/books?id=bQUdtmh7uxQC&amp;printsec=frontcover#v=onepage&amp;q=&amp;f=false">http://books.google.com/books?id=bQUdtmh7uxQC&amp;printsec=frontcover#v=onepage&amp;q=&amp;f=false</a><br>- Balmford A., Green R., Phalen, B. (2012) What Conservationists Need to Know About Farming, <i>Proceedings of the Royal Society</i> , B, 279, pg. 2714-2724.<br>- Pimenthal, David (2005) “Environmental and Economic Costs of the Application of Pesticides Primarily in the United States”, <i>Environment, Development and Sustainability</i> , 7, 229-252 <a href="#">link to paper</a><br>- Bourguet, D. & Guillemaud, T.(2016) The Hidden and External Costs of Pesticide Use, <i>Sustainable Agriculture Reviews</i> , 19. <a href="#">link to paper</a><br>- Rachel Carson (1962) Silent Spring-1, <i>The New Yorker</i> <a href="https://www.newyorker.com/magazine/1962/06/16/silent-spring-part-1">https://www.newyorker.com/magazine/1962/06/16/silent-spring-part-1</a> |
|  | L7b) Negative Externalities and Market Failure cont'd.   |  |
| 5 (Oct 5 - 9)  | 8a) Open Access Problems (Case Study, The Collapse of the East Coast Cod Fishery)                    | * <b>F&amp;F, Ch. 4, pg. 70-72</b> or <b>O&amp;F, ch. 4, pg. 65 - 67</b><br>* Harden, Garrett (1960) “ Tragedy of Freedom on a Commons” <a href="http://dieoff.org/page95.htm">http://dieoff.org/page95.htm</a> {please read at least the first 5 paragraphs}  |
|  | 8b) Open Access Problems cont'd  | * H. Scott Gordon (1954) pg. 88-99 A Common Property Resource: The Fishery, <i>The Journal of Political Economy</i> , 62 (2), pg. 124-142 [lecture mainly based on this paper] <a href="http://faculty.arts.ubc.ca/gmunro/472gord.pdf">http://faculty.arts.ubc.ca/gmunro/472gord.pdf</a><br>Reed, W.J. (1991) Discussion: Bioeconomics. An Essay on the Classic Papers of H. Scott Gordon, Milner B. Schaeffer and Harold Hotelling, <i>Bulletin of Mathematical Biology</i> , 53(1/2), pg. 217-229 [for math students] <a href="http://www.springerlink.com/content/254r23683x643x48/">http://www.springerlink.com/content/254r23683x643x48/</a>  |
| <b>Assn 2 Due (Oct 8, 11:59 pm)</b>                                    |  |  |
| 6 (Oct 12 - 16)  | 9) External Benefits and Market Failure (Case Study, Bees, Butterflies and Other Insects)            | * <b>F&amp;F, pg. 67-68</b> or <b>O&amp;F, pg. 72-73</b>   |
|  | 10) Public Goods (Case Study, Nature Conservatories, Information)                                    | * <b>F&amp;F, Ch. 4, pg. 68 - 73</b> or <b>O&amp;F, Ch. 4, pg. 68 - 73</b>   |
| 7 (Oct 19 - 23)  | 11a) MAC MD Framework (Case Study, Persistent Toxins)  | * <b>F&amp;F</b> or <b>O&amp;F, Ch. 5</b>  |
| <b>Midterm Exam (Thurs, Oct 22nd, L1-L10)</b>                          |  |  |

|   |   |  |
|---|---|--|
| 8 (Oct 26 - 30)                               | L11b) MAC MD Framework cont'd   | * <b>F&amp;F, Ch. 5, ch. 11 (standards, pg. 194-201), Ch. 12 (taxes and subsidies, pg. 212-218)</b><br><b>O&amp;F, Ch. 5, ch. 11 (standards, pg. 203-212), ch. 12 (taxes and subsidies, pg. 225-231)</b>   |
| <b>Part IV: Social Cost Benefit Analysis</b>  |   |  |
|   | L12a) Social Cost Benefit Analysis (Case Study, 3 Gorges Dam)   | <b>F&amp;F or O&amp;F (ch. 6, Benefits Valuation, O&amp;F, ch.7, Cost Valuation O&amp;F, ch. 8.)</b><br>* Morimoto, R & Hope (2003) Applying a CBA Model to the Three Gorges Dam Project in China, Judge Institute of Management, University of Cambridge, Trumpington St. Cambridge UK.<br>* Dong, Yanyan (Sept, 2010) Contingent Valuation of Yangtze Finless Porpoises in Poyang Lake, China,<br>* Lavaine, Emmanuelle (January, 2013) The Price of Pollution and Health: An Hedonic Approach, preliminary, Paris School of Economics.  |
| 9 (Nov 2 - 6)                                 | L12b) Social CBA cont'd   |  |
| <b>Part V: Policy Analysis</b>                |   |  |
|   | L13) Criteria for Policy Analysis & Decentralized Policies I (Coasian Property Rights Solutions)                | <b>F&amp;F or O&amp;F (Ch. 9, Ch. 10)</b><br>Bentham, Jeremy (1789) <i>The Principles of Morals and Legislation</i> (1789) Ch I, p. 1-5<br><a href="http://books.google.ca/books?id=EfQJAAAAIAAJ&amp;printsec=frontcover&amp;dq=the+principles+of+morals+and+legislation&amp;source=bl&amp;ots=nByXL8ngMA&amp;sig=bywMPtoXgaTnxUz-ReWfB2h3Abo&amp;hl=en&amp;ei=f34jTfLxFIH78Ab6-unsDQ&amp;sa=X&amp;oi=book_result&amp;ct=result&amp;resnum=3&amp;ved=0CCgQ6AEwAg#v=onepage&amp;q&amp;f=false">http://books.google.ca/books?id=EfQJAAAAIAAJ&amp;printsec=frontcover&amp;dq=the+principles+of+morals+and+legislation&amp;source=bl&amp;ots=nByXL8ngMA&amp;sig=bywMPtoXgaTnxUz-ReWfB2h3Abo&amp;hl=en&amp;ei=f34jTfLxFIH78Ab6-unsDQ&amp;sa=X&amp;oi=book_result&amp;ct=result&amp;resnum=3&amp;ved=0CCgQ6AEwAg#v=onepage&amp;q&amp;f=false</a><br>Happiness (and how to measure it), <i>The Economist</i> , (Dec. 19th, 2006)<br><a href="http://www.economist.com/node/8450035?story_id=8450035">http://www.economist.com/node/8450035?story_id=8450035</a> |
| <b>Assn 3 due (Thurs. Nov. 5th, 11:59 pm)</b> |   |  |
| 10 (Nov 9 - 13)                               | L14) – Decentralized Policies II (Liability Approaches, Green Goods and Moral Suasion)                          | <b>F&amp;F or O&amp;F, Ch. 10</b><br>* Ronald H. Coase (1960) The Problem of Social Cost, <i>Journal of Law and Economics</i> , pg. 1-44<br>Movie clip, <i>A Civil Action</i>  |
|   | L15a) Cap and Trade (US SO <sub>2</sub> market) How it works.   | <b>F&amp;F or O&amp;F, Ch. 13</b>  |
| 11 (Nov 16 - 20)                              | L15b) Cap and Trade (monetary cost effectiveness)<br>L15c) Cap and Trade (other centralized Policy Comparisons) | <b>F&amp;F, ch. 11 (standards, 200-211), ch. 12 (taxes, 218-233), ch. 13 (cap &amp; trade, 243-249) or</b><br><b>O&amp;F, ch. 11 (standards, 211-222), ch. 12 (taxes, 231-242), ch. 13 (cap &amp; trade, 248-257)</b>  |
| 12 (Nov 23 - 27)                              | L16) Policy Comparisons Under Uncertainty   | <b>O&amp;F, ch. 14 (will be posted)</b><br>* Weitzman, M.L. (1974) Prices vs. Quantities, <i>Review of Economics Studies</i> , pg. 477 -491<br><a href="http://scholar.harvard.edu/weitzman/files/prices_vs_quantities.pdf">http://scholar.harvard.edu/weitzman/files/prices_vs_quantities.pdf</a>   |
| <b>Part VI – Cross Boundary Pollution</b>     |   |  |
|   | L17a) Environmental Problems as Prisoner's Dilemmas   | <b>F&amp;F, Ch. 19, O&amp;F, ch. 20</b><br>Barrett, Scott (Spring, 1990) The Problem of Global Environmental Protection, <i>Oxford Review of Economic Policy</i> , 6(1), pg. 68 - 79   |
| <b>Assn 4 due (Thurs. Nov. 26, 11:59 pm)</b>  |   |  |
| 13 (Nov 30-Dec 4)                             | L17b) Environmental Problems as Prisoner's Dilemmas<br>L18) Trade and the Environment                           | slides   |
| 14 (Dec 7 - 8)                                | Review  |  |

## 9\_ How to Learn in this Course

- read through course syllabus to get an overview of what lies ahead.
- make a schedule, write down due dates in your planner and set aside times to study.
- Manage your time and avoid distractions such as social media while studying.
- After logging into Brightspace, check **Announcements** for new information.
- do all assignments
- watch videos and work through slides. Take notes organizing the material in a manner that makes sense to you and relates material to prior knowledge. Charts, flow charts and mind maps may be helpful. Work through the mathematical problems and write down and/or talk through the method used. Make summaries to identify key points.
- read the text book chapters for overview and to understand concepts in lecture slides.
- do Brightspace Quiz problems.
- After working through similar examples in the slides, put in a good effort to do the practice problems on your own. If you get stuck, peak at the solution and then try on your own again. Repeat as necessary. Note down where you went wrong in your initial attempt.
- relate course concepts to other things you know.
- ask questions while studying, in office hours and on discussion boards.
- start studying early for tests. Do review sheet problems.
- explain concepts to yourself and students (orally and using words). Test yourself.
- If you are having trouble focussing your study, please visit office hours for advice.

## 10\_ Course Policies

**Exam Conflicts & Time Zones:** In cases of *conflicts on midterms and finals and time zones* which make it difficult to write at the same time as the other students, please email the professor to arrange to write an alternative test at an alternative time on the same day.

**Late or Missed Midterms or Assignments:** If you miss a midterm or assignment due to illness, as soon as possible, inform the professor via email and submit a **Declaration of Absence (DOA)** form available at: [https://www.dal.ca/dept/university\\_secretariat/policies/academic/missed-or-late-academic-requirements-due-to-student-absence.html](https://www.dal.ca/dept/university_secretariat/policies/academic/missed-or-late-academic-requirements-due-to-student-absence.html)

In the case of a *missed midterm or more than one missed assignment*, other evaluation components will be given higher weight. There is no make-up midterm.

If the *final exam is missed due to illness*, please obtain a doctor's note or medical certificate containing a clearly written doctor or nurse's name, contact phone number and evidence of illness. Please inform the professor by email as soon as possible to arrange to write an alternative exam.

*Late assignments* receive a *maximum penalty of 5% per day*, unless the student submits a DOA form and *will not be accepted after answers have been posted on the Brightspace*.

Students are responsible for checking Brightspace "Announcements" regularly. Important information to guide your learning as well as occasional corrections to assignments or test review questions is posted there.

### Online Access:

When connecting to online resources, you are responsible for observing any applicable laws of the country you are connecting from.

You are responsible to establish whether you have access to all course material as soon as the term begins and before the ADD/DROP date (September 18th, 2020). If you do not have access to certain material, inform the instructor as soon as possible.

Alternative access methods are not guaranteed.

## 11\_ University Policies and Statements

This course is governed by the academic rules and regulations set forth in the University Calendar and by Senate

### Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

**Information:** [https://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](https://www.dal.ca/dept/university_secretariat/academic-integrity.html)

### Accessibility

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (Canada and Nova Scotia).

**Information:** [https://www.dal.ca/campus\\_life/academic-support/accessibility.html](https://www.dal.ca/campus_life/academic-support/accessibility.html)

### Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

**Code:** [https://www.dal.ca/dept/university\\_secretariat/policies/student-life/code-of-student-conduct.html](https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html)

### Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness

**Statement:** <http://www.dal.ca/cultureofrespect.html>

### Recognition of Mi'kmaq Territory

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office (Rm 3037, McCain Building), e-mail ([elders@dal.ca](mailto:elders@dal.ca)) or leave message (902-494-6803).

**Information:** [https://www.dal.ca/campus\\_life/communities/native.html](https://www.dal.ca/campus_life/communities/native.html)

### Important Dates in the Academic Year (including add/drop dates)

[https://www.dal.ca/academics/important\\_dates.html](https://www.dal.ca/academics/important_dates.html)

### University Grading Practices

[https://www.dal.ca/dept/university\\_secretariat/policies/academic/grading-practices-policy.html](https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html)

### Missed or Late Academic Requirements due to Student Absence (policy)

[https://www.dal.ca/dept/university\\_secretariat/policies/academic/missed-or-late-academic-requirements-due-to-student-absence.html](https://www.dal.ca/dept/university_secretariat/policies/academic/missed-or-late-academic-requirements-due-to-student-absence.html)

## 12\_ Student Resources and Support

### Advising

**General Advising** [https://www.dal.ca/campus\\_life/academic-support/advising.html](https://www.dal.ca/campus_life/academic-support/advising.html)

**Science Program Advisors:** <https://www.dal.ca/faculty/science/current-students/academic-advising.html>

**Indigenous Student Centre:** [https://www.dal.ca/campus\\_life/communities/indigenous.html](https://www.dal.ca/campus_life/communities/indigenous.html)

**Black Students Advising Centre:** [https://www.dal.ca/campus\\_life/communities/black-student-advising.html](https://www.dal.ca/campus_life/communities/black-student-advising.html)

**International Centre:** [https://www.dal.ca/campus\\_life/international-centre/current-students.html](https://www.dal.ca/campus_life/international-centre/current-students.html)

## **Academic supports**

**Library:** <https://libraries.dal.ca/>

**Writing Centre:** [https://www.dal.ca/campus\\_life/academic-support/writing-and-study-skills.html](https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html)

**Studying for Success:** [https://www.dal.ca/campus\\_life/academic-support/study-skills-and-tutoring.html](https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html)

**Copyright Office:** <https://libraries.dal.ca/services/copyright-office.html>

**Fair Dealing Guidelines** <https://libraries.dal.ca/services/copyright-office/fair-dealing.html>

## **Other supports and services**

**Student Health and Wellness Centre:** [https://www.dal.ca/campus\\_life/health-and-wellness/services-support/student-health-and-wellness.html](https://www.dal.ca/campus_life/health-and-wellness/services-support/student-health-and-wellness.html)

**Student Advocacy:** <https://www.dsu.ca/services/community-student-services/student-advocacy-service>

**Ombudsperson:** [https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html)

## **Safety**

**Biosafety:** <https://www.dal.ca/dept/safety/programs-services/biosafety.html>

**Chemical Safety:** <https://www.dal.ca/dept/safety/programs-services/chemical-safety.html>

**Radiation Safety:** <https://www.dal.ca/dept/safety/programs-services/radiation-safety.html>

**Scent-Free Program:** <https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>