



**Faculty of Science: Department of Economics**  
**Course Syllabus**  
**ECON2216.03: The Economics of Global Warming**  
**Winter, 2026**

*Dalhousie University acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People and pays respect to Indigenous knowledge held by the Mi'kmaq People, and to the wisdom of their Elders past and present. The Mi'kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people.*

*Dalhousie University also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.*

**Instructor:** Ruth Forsdyke, [Ruth.Forsdyke@Dal.ca](mailto:Ruth.Forsdyke@Dal.ca),

**Lectures:** Tues, Thurs 10:05 am - 11:25 am (LSC-Psychology, room 4260)

**Office Hours (Professor):**

Tues, Thurs 3:00 pm - 4:20 pm, room C12, Economics Department, 6220 University Ave.

**Teaching Assistant (TA):** Afia Asare, [wq201924@dal.ca](mailto:wq201924@dal.ca), Office Hours (TBA)

If you have questions and are unable to attend these office hours, please email us to set up an appointment. Appointments may be online via "**Collaborate**" under "**Brightspace**">> "**Content**".

**Course Delivery:** In person, lectures not recorded.

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## **Part A: Course Information**

### **Course Description:**

This course uses economic principles to investigate such questions as: What are the benefits and costs of various time paths for abating emissions? How do we value the well-being of future generations? How do we balance helping the poor with environmental sustainability? What policies can align incentives with environmental sustainability?

### **Course Prerequisites and Exclusions:**

PREREQUISITES: ECON 1101.03 with minimum grade of C.

EXCLUSIONS: ECON2850.06, PHYC2850.06

**Note:** "**PHYC2800: Climate Change**" is a course on climate change science which complements ECON2216. **ECON2216.03** provides knowledge and skills that will be built upon or complement **upper level environmental stream** Economics courses including: **Econ3335: Environmental Economics**, **ECON3332: Resource Economics**, and **ECON3350: Social Cost Benefit Analysis**.

## Course Objectives/Learning Outcomes:

1. Understand basic science of greenhouse gases (GHGs) including their causes, impacts, ways to reduce them, and adaptation possibilities.
2. Understand the social causes of the GHG problem due to “externalities” and that solutions are both technical and social.
3. Understand key categories of net abatement costs, climate change impacts and damages, ways these are quantified and monetized, and limitations of these measures.
4. Understand policy solutions to mitigate and adapt to climate change and pros and cons.
5. Practice problem solving skills by applying economics in the context of global warming.
6. Apply basic linear algebra to find model variables such as socially efficient carbon prices and gain skills plotting graphs and using these to evaluate and compare policies.
7. Learn how to find scientifically valid information including numerical data related to the GHG problem.
8. Learn how to analyze data using Excel.
9. Learn and practice critical thinking, writing, and communicating.
10. Understand ethical and moral dimensions of the GHG problem including criteria to judge policy alternatives, while considering the concept of "climate justice".
11. Understand the seriousness and urgency of the GHG problem and how you can help.

*“The human mind is our fundamental resource.”* John F. Kennedy  
*“Planet Earth, creation, the world in which civilization developed, the world with climate patterns that we know and stable shorelines, is in immanent peril. The urgency of the situation crystallized only in the past few years.”* James Hansen, 2009, Storms of My Grandchildren

## Sample Course Materials Available Through Brightspace

- Online material for the course is available in "Brightspace" under “Content”, “Discussions”, “Announcements” and “Assessments”.

Students are responsible for checking **“Announcements”** regularly to be sure not to miss important information.

[Stern, Nicolas \(2006\) \*The Economics of Climate Change: The Stern Review\* \(SR\) \(online\)](#)

[UN IPCC \(Oct, 2018\) Special Report: Global Warming of 1.5OC: Summary For Policy Makers](#)

[UNEP Emissions Gap Report \(2021\) Executive Summary](#)

[UN IPCC Summary for Policy Makers 6<sup>th</sup> Assessment Report](#)

[Key Takeaways from COP 27: What did COP27 achieve and what needs to happen next?](#)

## Course Assessment:

### 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)		

There are two course assessment schemes as indicated below.

Your grade for both schemes will be calculated and you will receive the higher of the two grades.

Component	Scheme 1 (weights %)	Scheme 2 (weights %)	Date
Assignments	24	24	- best 3 out of 4. Submit via Brightspace under "assessments" >>"assignments or/and "assessments">>"quizzes"
Midterm Exam	25	22	- in person (in class/ paper) Date: Thurs. Feb. 26th
Final Exam	51	44	- in person, on paper, scheduled by the Registrar
Participation	0	10	based on attendance, and engagement including participation in in-class exercises, discussions, in-class work such as worksheets, surveys, breakout group questions, and, short written reflections, paying attention.

## Details on Course Work and Assessment

**Lectures and Questions:** You are encouraged to ask questions during or after class, on the discussion board, and during office hours. If your question is likely to be of general interest to the class, you may wish to ask in class or on the Discussion board to help other students. Alternatively, ask during office hours. You may **email** your questions to the TA or professor particularly if it is of a private nature or is not likely to be of general interest to the class, and does not require a lengthy answer. Rapidity of responses to email questions depends on email volumes. Questions which require lengthy detailed answers will not be addressed by email and should be asked in class or during office hours.

**Participation:** The participation grade will be based on taking attendance for some classes and class engagement. Engagement includes paying attention (such as by taking notes, trying questions in class as the professor works through them, answering and asking questions), and

participating in in-class discussions, exercises like breakout groups, worksheets, surveys, and reflections. A good example of "not paying attention" is sitting in the backrow so the laptop screen cannot be seen, and constantly scrawling on laptop, phone, or e-pad while barely looking at the board or teacher.

**Midterm and Final Exam:** The midterm is held in class during the regular class time and the final exam is scheduled by the Registrar and both are on campus and on paper.

**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 using your own ideas 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 Brightspace "**Assessments>>Assignments**" and/or "**Assessments>>Quizzes**".

**Practice Problems:** These are provided for practice and are NOT to be handed in. **Answers** will be posted so that you can check your answers. If you get stuck, peak at answers to help you to see how to proceed. However, I recommend that you try your best to solve the problem on your own before peaking at the answers. This method will, hopefully, enable you to become good at solving problems!

**Discussion Board:** You are encouraged to participate in online forums such as "**Ask a Question or Make a Comment**" and "**Global Warming in the News**". These are accessed via the "Discussions" tab in Brightspace. You may participate by using your real name or anonymously (meaning that other students will not know who you are but the professor and teaching assistants will know your name).

**Office Hours:** The office hours listed at the top of the syllabus are "in person" and are **"drop-in"** meaning that **you do not need to make an appointment**. If you are unable to make these hours but have a question, please email the professor or TA to set up an appointment. "By appointment office hours" can either be virtual via "Collaborate" (please see below) or in person dependent upon availability. Dependent upon Covid conditions, office hours may be moved entirely Online.

**Virtual Rooms (Collaborate):** These may be used for "by appointment office hours" and meetings and allow students to interact via video, audio, and chat. A room will be open all the time for meetings and can be accessed via "**content**">> "**office hours and virtual meeting rooms**". You may wish to meet with classmates in these rooms.

**Math Background:** Students should be familiar with basic algebra like solving equations to find unknowns, the rules of exponents, natural logarithms, and the key concepts learned in **1000-level "Principles of microeconomics"** including demand and supply, marginal versus total benefits and costs, consumer surplus, producer surplus, and private surplus.

## Course Content:

- topics and dates are tentative as time permits.
- recommended background readings include sections from the Stern Review of Climate Change (SR)
- other supplementary readings will be added to Brightspace as the term progresses.
- some lectures indicated below cover more than one day.

Lecture # and Topic	Background Readings
<b>Part I: Introductory</b>	
L1 Introduction & GHGs as a social problem with social solutions.	- slides, SR (Executive Summary) & IPCC Special Report 1.5 degrees - UNIPCC (2021) Summary for Policy Makers, 6th Assessment Report, The Physical Science Basis
L2 Climate Change as a Technical Problem with Technical Solutions (Science)	- slides, SR, Ch. 1, <i>Climate Change Science</i> or Kopp & Hsiang (2018) <i>An Economists Guide to Climate Change Science</i>
<b>Part II: Markets and Policies that Directly Target Goods &amp; Services</b>	
L3 Markets & Welfare Analysis	- slides
L4 Market Failure due to Externalities	- slides, SR Ch. 2 (pg. 25 & key message box, pg. 23), Stavins & Fullerton "How Economists See the Environment"
L5 Policies that Directly Target Goods Markets (Pigou tax, subsidies, quotas, technology, performance, design standards, feed in tariffs, fossil fuel divestment, rations, moral suasion).	- slides - Ch. 2 SR, Climate Change Ethics
<b>Part III: Emissions, MAC MD Framework, Policies that Directly Target Emissions</b>	
L6 Emissions Scenarios, Projections & Options for GHG Emissions Reductions (Kaya Identity)	- slides, Kaya Identity: SR Ch. 7, section 7.3 – 7.4, RCPs and SRES: <a href="http://www.ipcc.ch/ipccreports/sres/emission/index.php?idp=2">http://www.ipcc.ch/ipccreports/sres/emission/index.php?idp=2</a> - SR, Ch. 13, Towards a Goal for Climate Change Policy
L7 Socially Efficient Emissions Levels/ One Period MAC MD Framework	- slides, SR, Section 2.2, pg. 24 – 28
L8 Shifts MACs and MDs related to Emissions Scenarios, RCPs, Jevons Paradox	- slides
L9 Policies that Directly Target GHGs Part I (Carbon Taxes, Emissions standards, Abatement Subsidies & Standards)	- slides, SR, Ch. 14, World Bank (2025) <i>State and Trends in Carbon Pricing</i>
<b>Part IV: Measurement of Damages &amp; Abatement Costs and IAMs</b>	
L10 Damages and their Measurement	- slides, sections from SR, Ch. 3, 4, 5.
L11 Abatement Costs and their Measurement	- slides, SR, Ch. 9, 10
L12 Integrated Assessment Models (Climate Economy Models) and Discounting	- slides, SR, Ch. 2 (section 2.4, technical details in appendix), Nordhaus, Satoru, (2013) DICE 13R: Introduction and Users Manual
<b>Part V: Cap &amp; Trade and Broader Policy</b>	
L13 Cap & Trade & Policy Comparisons	- slides, SR Ch. 15
L14 Global Agreements and Carbon Border Tariffs	- slides, UNEP Emissions Gap Report (2025)
L15 Adaptation Policy and Geoengineering	- slides, SR, Ch. 18 - 20
L16 Green New Deal, Short Run Macroeconomic fiscal and monetary policy.	- slides, Harris, J. (2009) Ecological Macroeconomics, Consumption, Investment and Climate Change, <i>Real World Econ. Rev.</i> , 50(1), pp. 34-48 SR, Section 17.4,
L17 Problem of Public Misunderstanding	- slides

## Course Policies:

1) Students are responsible for ***checking the final exam schedule prior to booking any flights***. Due to challenging logistics, there are ***no early exams under ANY circumstances***.

2) ***Late or Missed Midterms or Assignments***: If you miss a midterm due to illness, as soon as possible, inform the professor via email and attach a **Student Declaration of Absence (DOA)** form. **DOA forms may only be used for the midterm but NOT for the final exam.** These are 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)

3) If you submitted a DOA, in the case of a ***missed midterm***, the ***entire test weight will be moved to the final exam***. There will be ***no make-up midterm***.

4) If the ***final exam is missed*** due to illness, death in the family, or other traumatic circumstances, please inform the professor by email as soon as possible to arrange to write an alternative exam. **It is unacceptable to start the exam and then claim you are ill, and leave and request a re-write because you have seen the exam and hence have an unfair advantage over other students.**

5) ***Late assignments*** receive a ***maximum penalty of 5% per day***, and ***will NOT be accepted after answers have been posted on the Brightspace***.

6) 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.

7) ***Online Access***: When connecting to online resources, you are ***responsible for observing any applicable laws of the country you are connecting from***.

8) You are responsible for ***establishing whether you have access to all course material as soon as the term begins and before the ADD/DROP date***. If you cannot access certain material, inform the instructor as soon as possible. Alternative access methods are not guaranteed.

9) ***If you are sick***, it is recommended that you take a ***covid test***. If you are sick, it's recommended that you rest at home and find out what you missed via emailing other students (or TA or professor if you do not know other students) and catch up via online content. You are encouraged to email us to set up an online office hour appointment. If you feel sick and for some reason decide to write a test, or attend class, ***please wear a mask***.

10) ***Academic Integrity***: Please see University Policy Statements on Academic Integrity below -- You are advised to read about what constitutes ***plagiarism*** at the link given. Note that communicating with anyone other than the professor, TA, or exam invigilators during midterms or final exams is considered to be a violation of academic integrity. Specific details on issues of academic integrity, will be included with individual assignments, tests, and midterms, and will be discussed in class. If you have questions, please ask the professor.

11) **Gifts** may be a conflict of interest, so please do NOT give either the professor or the teaching assistant gifts. If you want to thank us by email, a small written card, or dropping by the office, AFTER you receive your grade, that is fine.

### **How to Learn in this Course:**

- read through the course syllabus to get an idea of what lies ahead.
- attend class -- if you have to miss a lecture, due to illness, for example, find out what you missed and if there is an available video, watch it.
- attending class will help you to establish a rhythm and reduce chances of falling behind.
- taking notes in class requires thinking about and engaging with the lecture and may help you to pay attention.
- Trying the problems while the teacher does them on the board is an excellent way to "learn by doing".
- 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-- start early -- if you get stuck, come and ask for help during office hours. Other students may also be helpful!
- read and work through the readings (as able) using the lectures material to guide your focus. Taking notes may help you to organize 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. It may help to make summaries to identify key points.
- 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. Ask questions.
- 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.
- explaining concepts to yourself and friends (orally using words) can be a great way to learn. Test yourself.
- If you are having trouble focussing your study, please visit office hours for advice.

## **Part B: University Policies and Statements**

### **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 or e-mail the Indigenous Student Centre at 1321 Edward St or [elders@dal.ca](mailto:elders@dal.ca). Additional information regarding the Indigenous Student Centre can be found at: [https://www.dal.ca/campus\\_life/communities/indigenous.html](https://www.dal.ca/campus_life/communities/indigenous.html)

### **Internationalization**

At Dalhousie, 'thinking and acting globally' enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated

toward solving problems that extend across national borders.” Additional internationalization information can be found at: <https://www.dal.ca/about-dal/internationalization.html>

### **Academic Integrity**

At Dalhousie University, we are guided in all our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all 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. Additional academic integrity information can be found at: [https://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](https://www.dal.ca/dept/university_secretariat/academic-integrity.html)

### **Accessibility**

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion, please contact the Student Accessibility Centre ([https://www.dal.ca/campus\\_life/academic-support/accessibility.html](https://www.dal.ca/campus_life/academic-support/accessibility.html)) for all courses offered by Dalhousie with the exception of Truro. For courses offered by the Faculty of Agriculture, please contact the Student Success Centre in Truro (<https://www.dal.ca/about-dal/agricultural-campus/student-success-centre.html>)

### **Conduct in the Classroom – Culture of Respect**

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

### **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 (Strategic Priority 5.2). Additional diversity and inclusion information can be found at: <http://www.dal.ca/cultureofrespect.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. The full Code of Student Conduct can be found at:

[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)

### **Fair Dealing Policy**

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie. Additional information regarding the Fair Dealing Policy can be found at: [https://www.dal.ca/dept/university\\_secretariat/policies/academic/fair-dealing-policy-.html](https://www.dal.ca/dept/university_secretariat/policies/academic/fair-dealing-policy-.html)

### **Originality Checking Software**

The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the Student Submission of Assignments and Use of Originality Checking Software Policy. Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work and must inform the instructor no later than the last day to add/drop classes of their intent to choose an alternate method. Additional information regarding Originality Checking Software can be found at: <https://www.dal.ca/about/leadership-governance/academic-integrity/faculty-resources/ouriginal-plagiarism-detection.html>

### **Student Use of Course Materials**

Course materials are designed for use as part of this course at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g. uploading to a commercial third-party website) may lead to a violation of Copyright law.

## **Part C: Student Resources and Support**

### **University Policies and Programs**

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

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

Classroom Recording Protocol:

[https://www.dal.ca/dept/university\\_secretariat/policies/academic/classroom-recording-protocol.html](https://www.dal.ca/dept/university_secretariat/policies/academic/classroom-recording-protocol.html)

Dalhousie Grading Practices Policies:

[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)

Grade Appeal Process: [https://www.dal.ca/campus\\_life/academic-support/grades-and-student-records/appealing-a-grade.html](https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html)

Sexualized Violence Policy: [https://www.dal.ca/dept/university\\_secretariat/policies/health-and-safety/sexualized-violence-policy.html](https://www.dal.ca/dept/university_secretariat/policies/health-and-safety/sexualized-violence-policy.html)

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

## **Learning and Support Resources**

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

General Academic Support – Advising (Truro): <https://www.dal.ca/about-dal/agricultural-campus/ssc/academic-support/advising.html>

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

On Track (helps you transition into university, and supports you through your first year at Dalhousie and beyond): [https://www.dal.ca/campus\\_life/academic-support/On-track.html](https://www.dal.ca/campus_life/academic-support/On-track.html)

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

Indigenous Connection: <https://www.dal.ca/about-dal/indigenous-connection.html>

Elders-in-Residence (The Elders in Residence program provides students with access to First Nations elders for guidance, counsel, and support. Visit the office in the Indigenous Student Centre or contact the program at [elders@dal.ca](mailto:elders@dal.ca) or 902-494-6803:

<https://cdn.dal.ca/content/dam/dalhousie/pdf/academics/UG/indigenous-studies/Elder-Protocol-July2018.pdf>

Black Student 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.html](https://www.dal.ca/campus_life/international-centre.html)

LGBTQ2SIA+ Collaborative: <https://www.dal.ca/dept/vpei/edia/education/community-specific-spaces/LGBTQ2SIA-collaborative.html>

Dalhousie Libraries: <http://libraries.dal.ca/>

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

Dalhousie Student Advocacy Services: <https://www.dsu.ca/dsas?rq=student%20advocacy>

Dalhousie 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)

Human Rights and Equity Services: <https://www.dal.ca/dept/hres.html>

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)

Study Skills/Tutoring: [http://www.dal.ca/campus\\_life/academic-support/study-skills-and-tutoring.html](http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html)

Faculty of Science Advising Support: <https://www.dal.ca/faculty/science/current-students/undergrad-students/degree-planning.html>

## **Safety**

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

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

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

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