



**Faculty of Science: Department of Economics
Course Syllabus**

ECON2216.03 (2026, Summer): The Economics of Global Warming

Instructor: Ruth Forsdyke, Ruth.Forsdyke@Dal.ca,

Teaching Assistant (TA): Abdelaziz Elherbawy, a.elherbawy@dal.ca

Lecture Slides & Videos: An announcement, slides, videos, and other materials are posted on Brightspace based on the schedule on this course syllabus.

Online Office Hours:

Instructor (Ruth): Tues., Thurs. 11am - 12 noon

TA (Abdelaziz): **TBA**

Note: If you need help and are unable to attend these office hours, please ask under Brightspace "**Discussions**" or email us. If the answer is too complicated to answer by email, an online meeting can be set up.

Note: Although this course is taught online, the **final exam is on paper, in-person**. A remake has been scheduled for the end of August for students who are unable to make the final exam.

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: **ECON2216.03** or **ECON/PHYC2850.06** provides knowledge and skills that will be built upon or complement **upper level environmental stream** courses including: **Econ3335: Environmental Economics**, **ECON3332: Resource Economics**, and **ECON3350: Social Cost Benefit Analysis**.

Course Objectives/Learning Outcomes:

1. Understand the basic science of greenhouse gases (GHGs) including their causes, impacts and ways to reduce them.
2. Understand the GHG problem is not only technical but is also social due to “externalities” and requires both technical and social solutions.
3. Understand key categories of net abatement costs, climate change impacts and damages, the magnitude of estimates, estimation methods, and that there is uncertainty.
4. Understand policy solutions including abatement of GHGs, and adaption to climate changes.
5. Conceptually understand GHG prices (called "carbon prices"), how their magnitude is determined, the basis for recommendations regarding how fast to reduce (abate) GHG emissions, and reasons for disagreements.
6. Overview of role of climate economy models called integrated assessment models (IAMs) and understand their role in objective 5.
7. Practice algebraic and graphical problem solving skills by applying economics in the context of the global warming problem.
8. Learn about GHG related issues for a specific country that you choose (ex. climate change impacts, abatement options, costs, and policy options and actions).
9. Learn how to find scientifically valid information on the GHG problem for a specific country and manipulate this data using Microsoft Excel, and interpret this data.
10. Learn and practice critical thinking, writing, and communicating.
11. Understand ethical and moral dimensions the GHG problem and its solutions.
12. Understand that country pledges to reduce emissions made under the Paris Agreement by members of the United Nations Framework Convention on Climate Change (UNFCCC) are insufficient to meet the Paris Agreement temperature target, and that current policy is not on track to meet these pledges.
13. 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*

Brightspace Learning Management System:

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.

Course Assessment & Schedule of Due Dates:

* your final grade will be the highest grade out of scheme 1 or scheme 2. You do not need to let me know as the highest grade will automatically be calculated. Details are after the chart.

Component	Grading Weights		Submission Method	Due Date
	Scheme 1	Scheme 2		
Country Poster & Video Project)	35%	27%		
Assn 1: Country	Best 4 out of 5 (16 %)	Best 4 out of 5 (16 %)	- submit a PDF to dropbox under " assessments ">>" assignments "	Fri., May 15
Assn 2: Country				Fri., May 22
Assn 3: Country				Fri., May 29
Assn 4: Country				Fri., June 5
Assn 5: Country				Fri., June 12
Assn 6: Poster (using information from Assn 1-5)(mandatory)	8 %	8%	- submit a PDF of the poster and video (if applicable) to the dropbox under " assessments ">>" assignments "	Fri., June 19
Assn 7: Video of poster (optional) (~5 minutes)	8 %	0%	and to the Mock UNFCCC poster portal under " Discussions "	Mon., June 22
Assn 8: Attend online poster & video session, evaluate a sample of posters & do a self reflection	3 %	3%	method TBA	Tues. June 23rd - Wed., June 24th (you "visit" and evaluate some posters within this time period)(asynchronous)
Brightspace Quiz (BS) Component	20%	20%		
Assn 1: (BS Quiz)	Best 5 out of 6		- submit under " assessments ">>" quizzes ". - may contain written response which involves uploading a PDF or JPEG.	Fri., May 15
Assn 2: (BS Quiz)				Fri., May 22
Assn 3: (BS Quiz)				Fri., May 29
Assn 4: (BS Quiz)				Fri., June 5
Assn 5: (BS Quiz)				Fri., June 12
Assn 6: (BS Quiz)				Fri., June 19
Final Exam	45%	53%	- on paper, in person, Rowe Building, room 1020 , - locations of makeup exam TBA	Friday, June 26, 2pm - 5 pm , - for those unable to attend, there will be an in-person makeup final exam on August 26th, 9 am to noon,
Total	100%	100%		

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)		

Details on Course Work and Assessment

Background Media (ex. Readings & videos): are posted on the first page of the slides and/or in the module folder containing the lesson topic, or as a component of an assignment question. These may help provide context to slides but use the slides and videos to guide your learning focus. These readings would be useful to know about if you wish to continue to learn about climate change science and economics after the course.

Lecture Slides/Videos: and other material will be posted based on the schedule under course content below. When you log into Brightspace, first visit announcements for new information. The videos vary in length and may not cover all topics in the slides as **slides are updated more often than videos**.

To ask questions, use "Discussions" and/or visit **Office Hours**. If your question is likely to be of general interest to the class, **please 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.

The Final Exam: is **in-person and on paper**. For students who are not in Halifax during the summer, a final exam remake is offered in the last week of August (see above schedule). Details on format, content, and practice questions will be provided on a final exam review sheet with practice Brightspace quiz questions.

Assignments: Weekly assignments are **due every Friday** (except for during the last week of class) with the **optional video being due on the Monday (in the last week of class)**, and the **poster and video assessment, self-reflection due on Wednesday (last week of class)**. There are **two components to assignments**: 1) the **country project component** and 2) the **Brightspace Quiz components** with details as follows:

1) Country Project Component:

Your first task is to sign up for a country with **each student working on a different country**. During the first 5 assignments, you'll gather information including data (such as greenhouse gas (GHG) emissions and key drivers of these emissions, and descriptive information such as climate change impacts on your country, abatement options, and policies in place, or planned). Your grade on the first 5 assignments the **best 4 out of 5**. In assignment 6, you will put these together in a **poster** and you may choose to do an **optional video**. The poster and optional video (if you did one) will be posted to the "**Mock UNFCCC Committee of Parties (COP) Poster and Video Session**" portal under "**Discussions**" to be held asynchronously on Tuesday and Wednesday of the last week of class. Prior to this, you'll sign up to visit a sample of posters and videos and will evaluate these including asking questions, and leaving comments on discussions. Your poster (and optional video score) will be based on a weighted average of

student evaluations, the TA's evaluation, and the professor's evaluation. There will be a "self-reflection" component of the evaluations.

2) Brightspace (BS) Quiz Components: Your grade will be the best 5 out of 6 BS quizzes. These will mainly be on the topics of the week, but may refer to previous weeks. Some quizzes may contain written responses in which case, you may be required to upload graphs, diagrams, math problems, or and writing. While working through BS quizzes, it is recommended that you take paper notes. For example, if you are interpreting areas on a graph, or doing some algebra (for example to find a carbon price) it is recommended that you plot the graph by hand and do the algebra carefully and tidily on paper. This should help you to learn and make it easier to review later.

Practice Problems: Some problems are provided for practice and do not need to be 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 as you should learn more.

Discussion Board: Participate in Discussion board forums by means such as asking a question, making a comment, relating class content to real world events (ex. link to news article with brief explanation), or responding to posts made by the professor, TAs, or other students, and making helpful posts. For forums other than the UNFCCC Poster and Video Session, you may either use your name or participate anonymously (in which case other class members will not know your name BUT the professor and teaching assistant(s) will know your name).

Online Office Hours: See schedule at the top of the course syllabus. Instructions on how to access the office hours will be provided.

Table 1: Course Content and Schedule:

- topics and dates are tentative as time permits.
- **background readings** include sections of *The Economics of Climate Change* by Nicholas Stern referred to as "Stern Review" (SR), reports from the United Nations International Panel on Climate Change (IPCC), and United Nations Environmental Program (UNEP) and more, provided on Brightspace.
- it is unlikely that you would be able to read a large fraction of the background readings during the time frame of the course. However, try to read some of them in part or in whole even if you just skim through and read interesting sections to see what they are about, and look at the figures to understand what they are trying to convey. The readings may also be useful to help you to understand specific sections of the lecture slides and videos that need more clarification, and help to put them into a broader context. Sometimes, BS quizzes will contain questions on the background readings, so you'll need to read sections of these readings.
- Global warming economics **news events** will posted on Discussions boards so you can better link the course material with reality.
- some lectures indicated below cover more than one day.

Parts	Date	Lecture # & Topic	Background Readings
Week 1:			
Part I: Intro and Science	Mon. May 11	L1_A&B_Greenhouse gases (GHGs) as a Social Problem with Social Solutions - Sources, Kaya identity, IPAT, Externalities in Open Access Context	- Stern Review of Economics of Climate Change (SR) (Executive Summary) & - IPCC (2022) 6th Assessment Report WGIII Mitigation Summary for Policy Makers
	Tues. May 12		
	Wed. May 13	L2_Climate Change Science (GHGs as a technical problem)	SR, Ch. 1, <i>Climate Change Science</i> or Kopp & Hsiang (2018) <i>An Economists Guide to Climate Change Science</i> - IPCC (2018) Special Report 1.5 degrees - IPCC (2021) <i>Summary for Policy Makers, 6th Assessment Report, The Physical Science Basis Climate Change Science</i>
	Thurs. May 14		
	Fri. May 15		
Week 2:			
Part II: Markets & Policies that Directly Target Goods and Services	Mon May 18	L3_Markets & Welfare Analysis	
	Tues May 19	L4_Market Failure due to Externalities	- SR Ch. 2 (pg. 25 & key message box, pg. 23), - Stavins & Fullerton “How Economists See the Environment”
	Wed May 20	L5_A&B_Policies that Directly Target Goods Markets Pigou taxes (ex. on fuel), quotas, subsidies, technology, performance, design standards, feed in tariffs, fossil fuel divestment, rations, moral suasion, Jevon's paradox, war-footing approaches	- SR, Ch. 13, Towards a Goal for Climate Change Policy - SR, Ch. 2, Climate Change Ethics
	Thurs May 21		
	Fri May 22		
Week 3:			
Part III: MAC MD Framework, Policies that Directly Target Emissions	Mon May 25	L6_Socially Efficient Emissions (MACs and MD framework)	- SR, Section 2.2, pg. 24 – 28
	Tues May 26	L7_Policies that Directly Target GHG Emissions - Carbon Taxes, Emissions standards, Abatement Subsidies & Standards	- SR, Ch. 14, - SR. 17.3, Policy regulation and Standards, Direct Control - World Bank (2019) <i>State and Trends in Carbon Pricing</i>
	Wed May 27		
Part IV: Measurement (Damages & Abatement Costs) & Climate Economy Models	Thurs May 28	L8_Emissions Scenarios - Special Report Emissions Scenarios (SRES), - Representative Concentration Pathways (RCPs), - Shared Socioeconomic Pathways (SSPs)	- SR, Ch. 7, Projecting Growth of GHG Emissions, Kaya Identity, section 7.3 – 7.4, - RCPs and SRES: http://www.ipcc.ch/ipccreports/sres/emission/index.php?idp=2 - Understanding Shared Socioeconomic Pathways (SSPs) https://climatedata.ca/resource/understanding-shared-socio-economic-pathways-ssps/
	Fri May 29		
Week 4:			
	Mon		- SR, Ch. 3, 4, 5.

	June 1 Tues June 2	L9_Damages (Impacts from the GHGs and their Measurement)	- IPCC (2022) Summary for Policy Makers in Climate Change: Impacts, Adaptation and Vulnerability (pg. 5 - 19, 28 - 33)
	Wed June 3	L10_Abatement Costs & their Measurement	- SR, Ch. 9, 10
	Thurs June 4		
	Fri June 5		
	Week 5:		
	Mon June 8	L11_Climate Economy Models & Discounting	- SR, Ch. 2 (section 2.4, appendix), - Nordhaus, Sztorc, (2013) DICE 13R: Introduction and Users Manual (extra reading for broad overview)
	Tues June 9		
Part V: Cap and Trade, REDD & Policy Comparisons	Wed June 10	L12_Cap & Trade & Policy Comparisons - carbon sinks - Reducing Emissions from Deforestation and Forest Degradation - Payment for ecosystem services (PES) - biodiversity conservation, essential for mitigation and adaptation. - carbon leakage & loopholes	- SR, Ch. 15_Carbon Pricing and Emissions Markets in Practice - SR, 14.3 Delivering Carbon Reductions Efficiently.
	Thurs. June 11		
	Fri June 12		
Week 6:			
Part VI: Global Agreements, Adaptation, Geoengineering, Public Misunderstanding	Mon June 15	L13_Global Agreements and Carbon Border Tariffs - prisoners' dilemmas - abatement as a public good	- UNEP Emissions Gap Report (2025) Executive Summary, "Off target: Continued Collective Inaction puts global temperature goals at risk" - SR, ch. 21,22
	Tues June 16		
	Wed June 17	L14_Adaptation Policy and Geoengineering - adaptation needed in addition to mitigation, not as a substitute - geoengineering, a scary approach of last resort	- SR, Ch. 18, 19, 20 - IPCC, Summary for Policy Makers in Climate Change 2022: Impacts, Adaptation and Vulnerability (pg. 20 -27)
	Thur June 18		
	Fri June 19		
Week 7:			
	Mon June 22	L15_Wrapup & The problem of public misunderstanding	- UNEP Emissions Gap Report (2025) Executive Summary "Off target: Continued Collective Inaction puts global temperature goals at risk" - SR, 17.4, Policy Responses, Information Policy
Study and Poster Sessions	Tues June 23	poster & video sessions & study	
	Wed June 24		
	Thurs June 25	study	

Final Exam	Fri June 26		
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Course Policies:

Missed Assignments: If you miss more than one BS quiz assignment due to illness, as soon as possible, inform the professor via email and submit a **Student 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

In the case of **more than one missed assignment**, other evaluation components will be given higher weight. If the **final exam is missed due to illness**, the exam will be written at the time of the makeup exam scheduled above. In the case of the **poster or video**, you will need to complete and submit these, but you should still submit a DOA form.

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*. You may submit a **maximum** of 2 DOA forms.

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.

You are **responsible for checking the exam schedule prior to booking flights**.

IMPORTANT! Exams will not be set early under any circumstances.

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 for establishing whether you have access to all course material as soon as the term begins and before the ADD/DROP date. If you do not have access to certain material, please inform the instructor as soon as possible to see if anything can be done. Note however that alternative access methods are not guaranteed.

Please do NOT give the professor or TA **gifts** as this may create a **conflict of interest**.

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 or artificial intelligence other than the professor, TA, or exam invigilators during 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. If you have questions, please ask the professor. During the exams, smart watches and phones must be kept in bags at the front of the room and must not be brought to the washroom under any circumstances.

Sample Course Materials Available Through Brightspace

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

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

[UNIPCC \(2022\) Summary for Policy Makers in *Climate Change 2022: Impacts, Adaptation and Vulnerability*](#)

[UNEP Emissions Gap Report \(2024\) Executive Summary](#)

[UN IPCC Summary for Policy Makers. In *Climate Change 2021, The Physical Science Basis Key Takeaways from COP 27: What did COP27 achieve and what needs to happen next?*](#)

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 posted 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. Practice plotting graphs and use them to predict changes in variables like socially efficient carbon prices, and work through mathematical problems and write down and/or talk through the method used. Make summaries to identify key points.
- do the practice problems on your own. If you get stuck, peak at the solution, try to understand it, and then try on your own again. Repeat as necessary. Note down where you went wrong in your initial attempt. Experiment with the models by changing the numbers. Ask questions in the office hour.
- 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 practice problems.
- explain concepts to yourself and friends (orally and using words). Test yourself.
- If you are having trouble focussing your study, please visit office hours for advice.
- ask questions on the discussion boards and in office hours and tutorials.

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. Additional information regarding the Indigenous Student Centre can be found at: 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

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) 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

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

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

Classroom Recording Protocol:

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

Grade Appeal Process: 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

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

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

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

Indigenous Student Centre: 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 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

International Centre: 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

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

Study Skills/Tutoring: 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>