

DALHOUSIE UNIVERSITY

*Dalhousie University is located in Mi'kma'ki,
the ancestral and unceded territory of the Mi'kmaq.
We are all Treaty people.*

POLI 2220 – Structures of Canadian Parliamentary Government

3 Credit Hours

Fall 2023

Class Location: Henry Hicks, Room 212

Class Meeting Time: 2:35 p.m. – 3:55 p.m. on Tuesdays and Thursdays

Instructor: Professor Kristin Good, Associate Professor and Graduate Coordinator, Department of Political Science (Cross-appointed with the Law, Justice and Society Program)

E-mail: Kristin.Good@Dal.Ca

Office: 301C Henry Hicks (located inside the Department of Political Science's main office because I am Graduate Coordinator)

Office Hours: Tuesdays and Thursdays from 1 p.m. to 2 p.m. or by appointment

Telephone: 902-494-1944

Note: My telephone is only answered when I'm in the office and I don't have voicemail. Email is my preferred mode of communication. I aim to answer emails within 24 hours on weekdays.

Calendar Description

Canadian government is dominated by prime ministers and premiers. Why this concentration of power at both the federal and provincial levels of government? Are Members of Parliament who are not in the Cabinet really "nobodies" as one recent PM characterized them? Are Cabinets themselves becoming no more than "focus groups"? Do unelected partisan aides and public service advisors have more influence than the vast majority of elected representatives? Are political parties irrelevant as vehicles for citizen engagement? Are interest groups or social movements any more relevant? Do elections matter? Are the media merely the political instruments of the business elites? These are among the issues that are examined in this course in an attempt to understand the most critical factors that shape the structuring of power in contemporary Canadian government.

PREREQUISITES: 1000-level course in Political Science or Kings FYP recommended
EXCLUSIONS: POLI 2200X/Y.06

Extended description:

This class examines Parliamentary Government in Canada within the context of the “Canadian regime,” the country’s institutional and political “ecosystem” as the authors of the course textbook describe the regime concept. Therefore, although the emphasis is on Parliament, we also examine Indigenous rights and orders of government, federalism, the courts and municipal government for instance.

Format: Lecture based (with extensive class discussion and some break out group discussions/debates)

Learning Platform: The learning platform for this course is Brightspace, which can be accessed at the following address: <https://dal.brightspace.com>

Course Objectives

Understand the foundational principles and concepts of the “Canadian regime” of parliamentary governance.

Develop knowledge of how Parliament functions within the context of the Constitution and its “pillars” including federalism, the Charter of Rights and Freedoms as well as Indigenous orders of government.

Develop a critical perspective on Canada’s constitution through critical examination of its colonial nature and constitutional orthodoxies that limit democratic and just constitutional practices.

Learn how to summarize, synthesize and analyze complex concepts and to articulate them clearly in short pieces of writing.

Contribute to citizenship through education about foundational principles of the Canadian regime and by showing how they apply to current events.

Hopefully, foster an interest in Canadian politics and fundamental constitutional debates that will lead to a desire to continuing learning beyond this course.

Course Requirements and Assessment

Assignment	Deadline	% of Final grade
Quiz	September 28 th , 2023	10%
Midterm test	November 9 th , 2023	20%
Reading Response Paper 1	October 16 th , 2023	20%
Reading Response Paper 2	November 20 th , 2023	20%
Final exam	TBD – Exam Period	30%

Quiz, Midterm Test and Final Exam

A quiz will be administered on **September 28th, 2023** and a midterm test will be held **November 9th, 2023**.

The quiz will be designed to be written in 30 minutes and will be administered at the beginning of class after attendance is taken (from 2:40-3:10 p.m.). Students will be given 45 minutes to write the quiz to allow students who may need more time to write the quiz in class and to remove time pressure from all students. The class lecture/discussion will resume after the quiz for about 30 minutes. We will start the discussion of Parliament.

The midterm test will be designed to be written in one hour. However, you will have the **entire class** to write the midterm test. This timeframe is meant to allow students who require more time to write their test to do so in class if they prefer and to take time pressure off students more generally.

The final exam will be **2 hours** in length and held in the exam period.

The quiz, test and final exam will test student knowledge of the central concepts, course readings, lectures and other course materials asking students to define and explain the significance of important concepts, or to summarize and analyse an author's argument.

The quiz will consist of multiple-choice questions and questions that ask you to define and/or explain the significance of a concept.

The midterm test will consist of short answers that ask you to define and explain the significance of a concept or to write a short essay.

The amount of time that is recommended for each section will be indicated on the quiz or test.

The final exam will consist of a first section that asks you to define and explain important concepts and an essay designed to allow you to show me what you have learned in the course.

Reading Responses on Fundamental Concepts

*******Important Note: Generative writing tools like Chat GPT, Google Translate and QuillBot (etc.) are not permitted in FASS classes, unless explicitly allowed by the course instructor. Their use is NOT permitted in this class. Using AI-powered tools constitutes an academic offense if the instructor has not explicitly sanctioned its usage.**

Reading response papers should respond to the question that is provided. They should draw upon ALL of the assigned readings and the textbook (and cite them). This is not a research essay and therefore you are not expected to identify additional sources to complete the assignment. For this reason, a bibliography isn't necessary unless the paper goes beyond the assigned readings (which isn't expected). However, **the sources listed below should be cited using Chicago Manual of Style's author-date system which means that each paraphrased idea and direct quotation requires the author's last name, the year of publication and the page number to appear in the text.**

The idea is to develop a dialogue among the authors in response to the assigned question asking, for instance, 'how would each author answer the question?' as well as 'on which points do the authors of the readings differ in their perspective and on which points do they share common ground?' What are the similarities and differences in what elements of the central concept is their focus? Another way to think about the readings is to ask oneself "what is the main contribution of this piece to understanding the main concept addressed by the reading response"?

Please note that while the first reading response paper asks you to synthesize the material and develop an argument about whether responsible government is functioning as a should, the second paper's response paper's purpose is to understand the concept of "colonialism" as it applies to the Canadian state from the perspective of Indigenous scholars. For the second paper you should identify common elements of colonialism identified by the authors but also their different foci and what it adds to our understanding of the Canadian regime.

Response papers should **be 500-600 words in length**. Choose your words carefully and make every word count. Leave time for editing.

Please submit reading responses on Brightspace by the deadline indicated above (and below).

Reading Response Evaluation Rubric

Criteria	Description of excellence
Organization (40%)	<ul style="list-style-type: none">• Thesis is clear in the first few sentences;• Argument is organized well (around a thesis);• the piece flows logically;• The thesis is “restated” in the final couple of sentences.• The final sentence has impact.• Title captures response’s essence.
Critical analysis and comprehensiveness (50%)	<ul style="list-style-type: none">• A deep level of understanding is demonstrated;• Argument is made powerfully.• The readings are synthesized and compared rather than simply described.• All sources are engaged in the piece.
Quality of writing and citation in-text (10%)	<ul style="list-style-type: none">• The style is appropriate to an academic audience;• The writing is clear and error free (no grammatical, spelling or punctuation errors were made);• Title is engaging.• Sources are cited appropriately in text (and other sources are listed in a bibliography if applicable). Additional research isn’t necessary but sources that are cited and aren’t on the syllabus should be provided in a bibliography.

Reading Response 1 - Responsible Government: What is responsible government? Is it in need of reform?

Deadline: October 13th, 2023

Response paper: What is ‘responsible government’? Is it in need of reform?

Donald Savoie – “The Centre Rules: Executive Dominance” (Chapter 3) in Bickerton, James and Alain-G. Gagnon. Eds. (2020) *Canadian Politics* (seventh edition). Toronto: University of Toronto Press.

Ian Brodie. 2018. *At the Centre of Government: The Prime Minister and the Limits on Political Power*. Montreal and Kingston: McGill-Queen’s University Press. [read Chapter 1 entitled “Governing from the Centre: How We Came to See the PM as a Dictator,” and Chapter 8 “Democratizing or Bureaucratizing the Constitution?”]

Brent Rathberger, 2014. “Parliament: A Broken Institution,” (Chapter 4) in his *Irresponsible Government: The Decline of Parliamentary Democracy in Canada*. Toronto: Dundurn Press.

Jonathan Malloy. 2023. “Historical Foundations and the Competing Logics” (Chapter 2) of his *The Paradox of Parliament*. Toronto: UTP.

Reading Response 2 - Colonialism: What do Indigenous scholars mean by the idea that the Canadian constitution is “colonial” in nature? What is “settler colonialism”? What does this mean for the Canadian regime?

Deadline: November 20th, 2023

Please note that this paper isn’t meant to consider alternative opinions. Rather, the goal is to understand and engage with the ideas and central concepts (colonialism and settler colonialism) in this work and to describe them accurately.

Newhouse, David, and Yale Belanger. 2020. “The ‘Canada Problem’ in Indigenous Politics.” In *Visions of the Heart: Issues Involving Indigenous Peoples in Canada*, fifth edition, Eds. Gina Starblanket and David Long, 34-58. Oxford: Oxford University Press.

Borrows, John. 2017. “Canada’s Colonial Constitution.” In *The Right Relationship: reimagining the implementation of historical treaties*, Eds. Michael Coyle and John Borrows, 17-38. Toronto: University of Toronto Press.

Pamela Palmater. 2014. “Genocide, Indian Policy, and Legislated Elimination of Indians in Canada,” *Aboriginal Policy Studies* 3, 3: 27-54.

Heather Dorries, Robert Henry, David Hugill, Tyler McCreary, and Julie Tomiak. 2019. "Introduction: Settler City Limits" in their edited *Settler City Limits: Indigenous Resurgence and Colonial Violence in the Urban Prairie West*. Winnipeg: University of Manitoba Press.

Policy on Late Assignments and Missed Quizzes, Tests and Exams

I require students who miss assignment deadlines and tests due to illness (including the quiz, midterm test, and research essay) to fill out a Student Declaration of Absence form that is available on the course's Brightspace. A maximum of two such forms can be submitted in this course before a medical certificate would be required. This form applies to absences of 3 days or less. Longer absences for medical or family emergencies will require other documentation and should be discussed as soon as possible with the instructor. Students who miss tests and assignment deadlines will be required to either write a make-up quiz or test at a later date or to submit their assignment upon their return in the case of the reading response papers. Make-up quizzes and midterm tests will be scheduled as soon as possible after the date they were held.

If a Student Declaration of Absence is not provided, a grade of zero will be assigned to the quiz and midterm test. In the case of late reading responses, a penalty of 2% per day will be applied. All course requirements other than the final exam (which will be scheduled during the official exam period) must be fulfilled by the final day of classes which is **Wednesday, December 6th, 2023 (our class is not held on this day but this is the final day of classes for the term)**.

If a student must miss the final exam **due to a medical or family emergency**, they should contact the instructor. Documentation would be required to write the make-up exam, which is would take place **date set by the Department of Political Science (in early January 2024)**.

Travel plans are NOT a legitimate reason to miss a final exam.

Other Class Policies to Note (See also Section B of this syllabus below)

Response papers for the class must be submitted on Brightspace and may be verified for plagiarism using Dalhousie's approved detection software. Please familiarize yourself with Dalhousie University's policies concerning academic integrity in Section B of the syllabus (under university statements).

As mentioned above, generative writing tools like Chat GPT, Google Translate and QuillBot (etc.) are not permitted in FASS classes, unless explicitly allowed by the course instructor. Their use is NOT permitted in this class. Using AI-powered tools constitutes an academic offense if the instructor has not explicitly sanctioned its usage.

Please **DO NOT record the lectures**. The classes are not set lectures but will combine some lecture material with discussion and are not being delivered with recording in mind.

Course Agenda and Materials

Course Textbook (required for purchase): Patrick Malcolmson, Richard Myers, Gerald Baier and Thomas M.J. Bateman. 2021. *The Canadian Regime: An Introduction to Parliamentary Government in Canada* (seventh edition). Toronto: University of Toronto Press.

Please note: links to or pdfs of all learning material that is listed below but is not in the textbook will be available on the course Brightspace platform. Please note as well that I **may add short journalistic articles covering current events that are related to the central concepts of the course to the required reading materials.**

Some Important Dates:

For a complete list of important dates refer to the following webpage:

https://www.dal.ca/academics/important_dates.html

Fall 2023

September 5 – Classes begin

October 4 – Last day to drop Fall term classes without “W”

October 9 – University Closed -Thanksgiving Day

November 2– Last day to drop Fall term classes with a “W”

November 13-17 – Fall Study Break

November 13 –University Closed – In lieu of Remembrance Day

December 5 – NO CLASS since Monday classes will be held

December 6 – last day of classes

December 8-19 – Exam Period

Module 1: Introduction to the Class and to the Canadian “Regime” of Parliamentary Government

Goals and key concepts: Introduce concept of Canada as a political “regime”; discuss key regime principles; equality and liberty; concept of tyranny of the majority; concept of citizenship and consent and how this relates to settler colonialism. Discuss the nature of Canadian political identity and begin to explore whether Canadian political institutions are well-suited to governing Canada and begin to assess Canadian democracy.

Required reading:

The Canadian Regime – Chapter 1

(Classes: September 5 and 7)

Module 2: The Constitution

Goals and key concepts: Discuss constitutions and their functions; types of constitutional rules; overview of the Canadian constitution; rights of Indigenous peoples in Canada and competing constitutional orders; constitutional amendments; judicial review; constitutional history since 1982.

Required reading:

The Canadian Regime – Chapters 2

(Classes: September 12 and 14)

Module 3: Responsible Government

Goals and key concepts: Understand the origins of responsible government; conventions of responsible government; responsible government as “cabinet government”?; majority and minority governments; forming a ‘government’; institutional implications of responsible government; comparing Westminster parliamentary government to American system and municipalities.

Required reading:

The Canadian Regime – Chapter 3

Donald Savoie – “The Centre Rules: Executive Dominance” (Chapter 3) in Bickerton, James and Alain-G. Gagnon. Eds. (2020) *Canadian Politics* (seventh edition). Toronto: University of Toronto Press.

(Classes: September 19 and 21)

Module 4: The Crown and Its Servants

Goals and key concepts: The Crown; the Governor General and their functions; the Cabinet and cabinet committee system; the PM; Prime Ministerial government?; the civil service; the federal Crown.

Required reading:

The Canadian Regime – Chapter 4

Lagassé, Philippe. 2016. “The Crown and Prime Ministerial Power.” [*Canadian Parliamentary Review* 39\(2\): 17-23.](#)

Tom Flanagan. 2009. “Only Voters Have the Right to Decide on the Coalition,” *The Globe and Mail*, January 9th.

Multi-authored article. 2009. “What Happens Next If PM Loses Vote on Coming Budget?,” *Toronto Star*, January 23, 2009.

Optional for class but must be read for reading response assignment (due on October 16th):

Ian Brodie. 2018. *At the Centre of Government: The Prime Minister and the Limits on Political Power*. Montreal and Kingston: McGill-Queen’s University Press. [read **Chapter 1** entitled “Governing from the Centre: How We Came to See the PM as a Dictator”]

Ian Brodie. 2018. *At the Centre of Government: The Prime Minister and the Limits on Political Power*. Montreal and Kingston: McGill-Queen’s University Press. [read Chapter 8 “Democratizing or Bureaucratizing the Constitution?”]

(Class: September 26)

PLEASE NOTE – a Quiz will be held in class on September 28th

Module 5: Parliament

Goals and key concepts: The role of Parliament; Parliamentary Calendar; House of Commons (Membership, Officers and Business); Rules of Procedure of H of C; Backbenchers; reform; The Senate and reform.

Required reading:

The Canadian Regime – Chapter 5

Brent Rathberger, 2014. “Parliament: A Broken Institution,” (Chapter 4) in his *Irresponsible Government: the Decline of Parliamentary Democracy in Canada*. Toronto: Dundurn Press.

Jonathan Malloy. 2023. “Historical Foundations and the Competing Logics” (Chapter 2) of his *The Paradox of Parliament*. Toronto: UTP.

Note: There will be a guest speakers on October 5 (James Charlton, Chief Clerk, Nova Scotia House of Assembly) and October 10 (Senator Wanda Bernard)

(Classes: October 3rd, 5th, 10th and 12th).

PLEASE NOTE: Reading Response #1 is due on October 16th. We will discuss the reading material and the assignment in class on October 12th as well as “debrief” on our two guest speakers’ talks.

Module 6: Elections and Political Parties

Goals and key concepts:

Elections and representation; representation and diversity; SMP and its effects; campaigns and political information; electoral reform and other electoral systems. Understand the role of parties in the Canadian “regime”; Five functions of parties; ideology and the concept of left and right; Canada’s major parties and party systems; organization of political parties in Canada; party finance.

Required reading:

The Canadian Regime – Chapter 6 and 7

(Classes: October 17th and 19th)

Module 7: Federalism and the Federal Principle

Goals and key concepts: What is federalism?; why federalism; quasi-federal design; historical development of federalism; fiscal federalism; other orders of government – territorial and municipal; Indigenous self-government and federalism, treaty federalism; challenges (including colonialism) and contemporary debates.

Required reading:

The Canadian Regime – Chapter 8

Martin Papillon – “The Two Faces of Treaty Federalism,” (Chapter 11) in Bickerton, James and Alain-G. Gagnon. Eds. (2020) *Canadian Politics* (seventh edition). Toronto: University of Toronto Press.

(Classes: October 24 and October 26)

In-class review and midterm test – October 31st (possible catch up on material and review) and November 2nd (Midterm test)

Module 10: Municipal Government

Goals and key concepts: What is a municipality?; Purpose of municipalities; constitutional status; local government forms; weak mayors; compare councils’ structures and functioning with other orders of government; debate about strong mayors; municipalities and the federal principle; critical analysis of concept of “creatures of provinces”.

Magnusson, Warren. 2005. “Are Municipalities Creatures of the Provinces?,” *Journal of Canadian Studies*. Spring, 39, 2: 5-29.

Taylor, Zack and Martin Horak. 2022. “Strong Mayor Powers in Ontario are a Gross Violation of Democratic Principles.” *Policy Options*, December 16, 2022.

Taylor, Zack. 2023c. “Strong(er) Mayors in Ontario – What Difference Will They Make? – Introduction.” In *Strong(er) Mayors in Ontario – What Difference will They Make?* Edited by Zack Taylor, 13-15, Toronto: Institute on Municipal Finance and Governance, (IMFG) Forum, No. 13.

Good, Kristin R., 2021. *Reconsidering the Constitutional Status of Municipalities: From Creatures of the Provinces to Provincial Constitutionalism*, Essay no. 8, Montreal, Institute for Research on Public Policy. Available online: <https://centre.irpp.org/research-studies/reconsidering-the-constitutional-status-of-municipalities-from-creatures-of-the-provinces-to-provincial-constitutionalism/>

(Classes: November 7th and 9th, 2003)

November 13-17, 2023 – Fall Study Break

Module 11: The Courts and the Charter

Goals and key concepts: Court system; How are judges appointed?; What is a Charter of Rights?; Politics of the Charter; Remedies; Section 1; Section 33; the Charter and Parliament; Dialogue theory.

Required reading:

The Canadian Regime – Chapters 9 and 10

(Classes: November 21 and 23)

Module 12: Education in Democratic Citizenship: Improving Canada's Democracy?

Goals: Reflect on the importance to citizenship of understanding Canada's political institutions and regime principles; does quality information exist to provide Canadians with an education in democratic citizenship?; assess the state of Canadian parliamentary democracy; what avenues for political participation exist in the Canadian system; what paradoxes and tensions exist within Canada's institutional matrix and Constitution and how might they be resolved or managed?

Required reading:

The Canadian Regime – Chapter 11

(Class: November 28th).

PLEASE NOTE - November 30th – review for final exam

Undergraduate Courses Grading Scale and Definitions

Grade	GPA		Definition	
A+	4.30	90-100	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
A	4.00	85-89		
A-	3.70	80-84		
B+	3.30	77-79	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
B	3.00	73-76		
B-	2.70	70-72		
C+	2.30	65-69	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
C	2.00	60-64		
C-	1.70	55-59		
D	1.00	50-54	Marginal Pass	Evidence of minimally acceptable familiarity with subject matter,

				critical and analytical skills (except in programs where a minimum grade of "C" or "C+" is required).
F	0.00	0-49	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.
INC	0.00		Incomplete	
W	Neutral and no credit obtained		Withdrew after deadline	
ILL	Neutral and no credit obtained		Compassionate reasons, illness	
P	Neutral		Pass	
TR	Neutral		Transfer credit on admission	

Pending

Neutral

Grade not
reported

SECTION B: UNIVERSITY STATEMENTS

Territorial Acknowledgement:

The Dalhousie University Senate acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People and pays respect to the Indigenous knowledges 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.¹

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

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.”

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. 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.

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](#) (for all courses offered by Dalhousie with the exception of Truro)
- the [Student Success Centre in Truro](#) for courses offered by the Faculty of Agriculture

¹ The Dalhousie University Senate also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.

For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit <https://native-land.ca/>.

Your classrooms may contain accessible furniture and equipment. It is important that these items remain in place, undisturbed, so that students who require their use will be able to fully participate.

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).

Code of Student 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.

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.

Originality Checking Software (Mandatory to include if being used)

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.

Student Use of Course Materials

These course materials are designed for use as part of the Course Code 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.

SECTION C: UNIVERSITY POLICIES, GUIDELINES, AND RESOURCES FOR SUPPORT

Dalhousie courses are governed by the academic rules and regulations set forth in the [Academic Calendar](#) and the [Senate](#).

Important student information, services and resources are available as follows:

University Policies and Programs

- [Important Dates in the Academic Year](#) (including add/drop dates)
- [Classroom Recording Protocol](#)
- [Dalhousie Grading Practices Policy](#)
- [Grade Appeal Process](#)
- [Sexualized Violence Policy](#)
- [Scent-Free Program](#)

Learning and Support Resources

- Academic Support - Advising [Halifax](#), [Truro](#)
- [Student Health & Wellness Centre](#)
- [On Track](#) (helps you transition into university, and supports you through your first year at Dalhousie and beyond)
- [Indigenous Student Centre](#). See also: [Indigenous Connection](#).
- 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.
- [Black Student Advising Centre](#)
- [International Centre](#)
- [South House Sexual and Gender Resource Centre](#)
- [LGBTQ2SIA+ Collaborative](#)
- [Dalhousie Libraries](#)
- [Copyright Office](#)
- [Dalhousie Student Advocacy Service \(DSAS\)](#)
- [Dalhousie Ombudsperson](#)

- [Human Rights & Equity Services](#)
- [Writing Centre](#)
- [Study Skills/Tutoring](#)

Please note that I (Kristin Good) am the Department of Political Science's Graduate Coordinator and could advise you on how to plan for graduate studies in political science. Dr. Peter Arthur, is our department's Undergraduate Advisor. He can be reached at peter.arthur@dal.ca