

Winter Term 2018

## Political Science 3569: Canadian Foreign Policy

Lecture Time: Tuesday & Thursday, 10:05 – 11:25am

Location: McCain Arts & SS, Rm. 2198

Course Instructor: David Beitelman

Office: Henry Hicks Building 357

Office Hours: Tuesday & Thursday, 12:00 – 1:00pm, or by appointment

Contact: [d.beitelman@dal.ca](mailto:d.beitelman@dal.ca)

**Overview:** Political Science 3569: Canadian Foreign Policy, is a seminar course designed to expose students to a range of approaches and issues in Canadian foreign policy. The course will examine the historical context, theoretical approaches, and foreign policy making processes of Canadian foreign policy, before applying them to a range of cases and issue areas. We will explore Canada's relationship with the United States, its attempts to develop new relationships in the Asia-Pacific region (especially with China), its environmental and Arctic policies, the importance of multilateralism and alliances vis-à-vis the UN and NATO, Canada's recent history as a peacekeeper and peacemaker, its approach to human security and refugees, and its foreign aid and development assistance policies. By the end of the course, students should be equipped with the knowledge and skills necessary to think critically about contemporary Canadian foreign policy.

As a seminar course, students will engage in guided discussions about what drives Canadian foreign policy, who decides the foreign policy agenda, how effective Canada has been implementing and managing its foreign policies, and how Canada fits into the international system.

**Course Readings:** Assigned readings will be available online via the course's Brightspace page (<https://dal.brightspace.com>), or through the university's online catalogue ([www.libraries.dal.ca](http://www.libraries.dal.ca)). There are no 'recommended readings' – all readings listed in the syllabus are **required** and students are expected to come to class ready to discuss and reflect critically on the assigned material.

**Course Expectations:** This is a seminar class, which means the emphasis is on student-driven discussion. The starting expectation, therefore, is that you will come to class and engage your colleagues in discussions about the course material. My role as the instructor is to provide you with the appropriate context for those discussions and to provoke you into thinking about the material in novel ways. *Class attendance, participation, and preparation are the basic requirements to succeed in this course.*

Brightspace is an integral part of the course and will be used to communicate important information to students (announcements, assignment instructions, class cancellations, etc.). It is the student's responsibility to stay up to date, so be sure to check the course page regularly.

Key dates are included on the syllabus and any changes will be announced well in advance. It is the responsibility of the student to ensure they are aware of important dates (assignment deadlines, etc.) and complete assignments on time. Late assignments will be subject to penalty (as detailed below).

### **Course Breakdown:**

Participation: 20% (attendance and participation)

Think Piece: 20% (5-8 pages)

Policy Brief: 20% (3-5 pages)

Paper Outline: 10% (3-5 pages)

Final Paper: 30% (12-15 pages)

**Feb. 1, 2018**

**March 1, 2018**

**March 15, 2018**

**April 12, 2018**

### **Participation**

As noted above, this is a seminar course and depends on the active participation of students to be successful. You are expected to attend classes regularly and be prepared to discuss the assigned readings. Participation is calculated based on attendance, active participation, and quality (that is, what you say is as important as how often you say it).

I understand that some students are not comfortable engaging in discussions. I do my best to create and maintain a comfortable, safe, and encouraging environment for students to share their ideas. Some students will be better informed than others, which can be intimidating to those who are new to the subject/material. You are not expected to be experts! Being informed can be as easy as reading the newspaper (or, more likely, credible online sources like the CBC, *Globe & Mail*, *National Post*, etc.). Learning to overcome that initial fear of 'looking stupid' or speaking publicly is important and will serve you well in your careers, no matter what you end up doing. Seminar classes are where you develop those skills and build your confidence.

That said, the onus is on you. I will not usually randomly call on someone or otherwise put them on the spot (though it may happen on occasion). Active participation is the name of the game. *If you are unable/unwilling to participate in class due to a medical and/or psychological issue, please tell me as soon as possible so we can figure out other ways for you to engage and earn your participation grade.*

### **Think Piece**

Students will select readings from one of the classes and write a critical review. Additional research is not required, but can be used to supplement/support arguments. The purpose is to understand and critically engage with various approaches and arguments surrounding a single issue/topic in Canadian foreign policy. You should be thinking critically about each article, including the arguments and analytical methods used. You don't have to agree with any of the readings, but you should be advancing a central argument (for example, *Article A* does a good job of *Y* but misses *Z*, while *Article B* does a good job of *Z* but misses *Y* and *X*). How are the readings similar/different? Do they agree on the issues/approaches? Any common themes? Which argument is most convincing to you, and why? These questions are just examples – how you choose to evaluate and engage with the material is up to you.

This is **not** an opinion piece/editorial. The tone and approach should be academic and citations/support for your arguments is expected. If you're not sure of what this looks like, refer to article/book reviews in academic journals like *International Journal*, *Canadian Foreign Policy Journal*, *Canadian Journal of Political Science*, etc. You are also encouraged to discuss your approach with me in advance. Additional resources and references may be made available on the course Brightspace page. Late assignments (anytime after official class time) are subject to a 3% penalty, per day.

## **Policy Brief**

Learning how to introduce, evaluate, and analyze a complex topic in a condensed and succinct way is an important skill set. Whether you are hoping to pursue a career in business, law, or government, the ability to translate academic insight and analysis into easily-digestible, short reports is essential. It is also a difficult skill to master. You will need to convey a lot of complex information in a very short amount of space.

You will pick an issue/topic from the syllabus that is ***different*** from the one chosen for the think piece *or* final paper, identify an appropriate government agency/department/ministry that would be responsible for that issue, and write from the perspective of an analyst providing background and advice to your leadership. Be clear to identify which organization you are representing, and be sure that you are familiar with that organization's mandate and how it fits into the Canadian foreign policy process.

Students will draw on newspaper articles, think tank analyses/reports, and academic articles to provide them with the background information required to: briefly summarize the issue, present a brief background for context, outline existing approaches to dealing with the issue (including what has worked/not and why), and provide recommendations on what steps/options your organization should take moving forward (including the identification of possible risks associated with those approaches). Lastly, you should identify which, if any, other agencies/departments/ministries should be consulted/coordinated with in order to effectively address this issue.

Note: In normal circumstances, you would not usually include footnotes or other citations in a policy brief. However, to maintain academic integrity, appropriate citations are expected. You do not need to say 'according to *Author X*', as you might in a formal paper, but you do need to reference any materials from which you are drawing information/arguments.

Additional resources and references may be made available on the course Brightspace page. Late assignments (anytime after official class time) are subject to a 3% penalty, per day.

## **Paper Outline**

The purpose of this outline is to ensure you have started to think about, and research, your final paper. It also provides me with an opportunity to ensure you are on the right track and provide critical feedback before the final paper is submitted. This process will make the writing of the final paper easier, because you will have started to think about/work on the paper earlier, and produce a better final product, because you will have received feedback prior to submission.

In the outline, you will identify a topic selected from the syllabus that is ***different*** from those chosen for think piece *or* policy brief. You are expected to outline the issue and approach/argument you intend on taking. You should also include an outline of the structure of the argument/paper. Lastly, students will outline and briefly discuss some of the initial research they have identified and are considering using. This is like an annotated bibliography, though structurally and stylistically different. Importantly, these should not be sources drawn from the syllabus (though you are welcome to use those as supplementary resources).

There is no minimum number of sources. Part of the evaluation of research papers is the quality of the research! If you use too few sources, it will limit the quality and depth of your argument. If you

are using too many sources, it likely means you are engaging those sources superficially. You are also expected to be able to assess the reliability/credibility of sources. This outline will help you understand and execute the research process.

Late assignments (anytime after official class time) are subject to a 3% penalty, per day.

### **Final Paper**

Building on the feedback you receive from your outline, students will produce a substantial research paper on a topic/issue covered during the term. You will be assessed on the quality of your argument, your research effort, style, structure, and originality. Doing well on this assignment will require a sustained effort on your part: giving yourself time to write, edit, and refine will be a deciding factor in the quality of the paper you produce. Your paper should have a clear thesis as well as an overview of the paper/structure of your argument.

Making deadlines is important and I expect you to meet them. The paper is to be submitted electronically as a word document (via Brightspace) and in hardcopy (to the dept. of political science). Papers are required to be submitted electronically as a word doc (via Brightspace) *and* in hard copy **no later than Thursday, April 12, 2018, at 3:30pm**. Papers received after this time will be subject to a penalty of 3% PER DAY. E.g., if you submit your paper at 3:40pm on April 12, you will be penalized 3%.

**Important:** Adhering to these instructions is important! It tells me you're paying attention and can follow instructions. The paper should be 12 – 15 pages, using standard margins and font (e.g., 12pt. Arial or Times New Roman), double-spaced. Pages should be numbered. You can use whichever citation style you prefer, so long as it is done properly (e.g., in-text citations before the period, footnotes after the period, etc.) and consistently – consult a style guide. Regardless of which style you choose, cite page numbers whenever possible (even if using in-text citations). If you are using footnotes (Chicago style) and include complete bibliographic information, a works cited page is not required. If you are using in-text citations or use incomplete footnotes, a properly formatted and complete works cited is required. Use of direct quotations should be kept to a minimum. If you use block quotations, be sure to format appropriately. Title pages, table of contents, headers, etc. are not required. Just ensure your name and a title for the paper are clearly visible on the first page.

If you have questions about any of the assignments or instructions provided above, just ask!

The grading thresholds for this course are:

90 - 100 = A+	85 - 89.9 = A	80 - 84.9 = A –
77 - 79.9 = B+	73 - 76.9 = B	70 - 72.9 = B -
65 - 69.9 = C+	60 - 64.9 = C	55 - 59.9 = C -
50 - 54.9 = D	50 > F	

**Communicating with me:** I am readily accessible via email and respond to emails received during the week promptly. Emails received during weekend hours may not be responded to until Monday.

I am happy to answer any questions or concerns you may have at any time throughout the term, either during schedule office hours, by appointment, or via email.

**Disclaimer:** This syllabus is intended as a general guide to the course. The instructor reserves the right to reschedule or revise assigned readings, assignments, lecture topics, etc., as necessary.

*Additional information about course policies, university guidelines, and resources for students are provided at the end of the syllabus.*

## Weekly Readings & Topics

**January 9:** Introduction to the course; no readings.

**January 11:** Canadian Foreign Policy in Context

Kim Richard Nossal, Stéphane Roussel and Stéphane Paquin, “Power & Status: Canada’s International Influence,” in *The Politics of Canadian Foreign Policy*, (Montreal & Kingston: McGill-Queen’s University Press, 2015): 60 - 87.

Dennis Stairs, “Myths, morals, and reality in Canadian foreign policy,” *International Journal* (Spring 2003): 239 – 256.

Bessma Momani, “Canadian Foreign Policy from the Roaring 1990s,” *International Journal* 72:2 (2017): 192 – 202.

**January 16 & 18:** Theoretical Approaches to Canadian Foreign Policy

Brian Bow, “Paradigms & paradoxes: Canadian foreign policy in theory, research, and practice,” *International Journal* (Spring 2010): 371 – 380.

David R. Black & Heather A. Smith, “Still notable: Reassessing theoretical “exceptions” in Canadian foreign policy literature,” *International Journal* 62: 2 (2014): 133 – 151.

Jean-Christophe Boucher, “Yearning for a progressive research program in Canadian foreign policy,” *International Journal* 69:2 (2014): 213 – 228.

David G. Haglund, “The paradigm that dare not speak its name: Canadian Foreign Policy’s uneasy relationship with realist IR theory,” *International Journal* 72:2 (2017): 230 – 242.

**January 23:** Feminist Approaches to Canadian Foreign Policy

Vivien Hughes, “Women, Gender, and Canadian Foreign Policy, 1909-2009,” *British Journal of Canadian Studies*, 23:2 (2010): 159 – 178.

Claire Turenne Sjolander, "Canadian Foreign Policy: Does gender matter?," *Canadian Foreign Policy Journal* 12:1 (2005): 19 – 31.

Andrea Lane, "Special men: The gendered militarization of the Canadian Armed Forces," *International Journal* 72: 4 (2017): 463 – 483.

### **January 25:** Critical Approaches to Canadian Foreign Policy

Mark Neufeld, "Democratization In/Of Canadian Foreign Policy: Critical Reflections," in *Readings in Canadian Foreign Policy: Classic Debates and New Ideas* (2<sup>nd</sup> Edition), Duane Bratt & Christopher J. Kukucha, editors, (Oxford University Press, 2011): 109 – 121.

Andrew F. Cooper & P. Whitney Lackenbauer, "The Achilles' Heel of Canadian Good International Citizenship: Indigenous Diplomacies and State Response," in *Readings in Canadian Foreign Policy: Classic Debates and New Ideas* (2<sup>nd</sup> Edition), Duane Bratt & Christopher J. Kukucha, editors, (Oxford University Press, 2011): 175 – 189.

Heather A. Smith, "Unlearning: A messy and complex journey with Canadian Foreign Policy," *International Journal* 72:2 (2017): 203 – 216.

### **January 30 & February 1:** FP Process – the PMO, Bureaucracy, & Legislature

**\*Think Piece due Feb 1\***

Nelson Michaud, "The Prime Minister, PMO, and PCO: Makers of Canadian Foreign Policy?" in *Handbook of Canadian Foreign Policy*, Patrick James, Nelson Michaud, & Marc J. O'Reilly, editors (Oxford: Lexington Books, 2006): 30 – 56.

Kim Richard Nossal, Stéphane Roussel and Stéphane Paquin, "The Foreign Policy Bureaucracy," in *The Politics of Canadian Foreign Policy*, (Montreal & Kingston: McGill-Queen's University Press, 2015): 261 – 285.

John English, "The Member of Parliament and Foreign Policy," in *Readings in Canadian Foreign Policy: Classic Debates and New Ideas* (2<sup>nd</sup> Edition), Duane Bratt & Christopher J. Kukucha, editors, (Oxford University Press, 2011): 228 – 238.

### **February 6 & 8:** Canada & the United States

Brian Bow & Adam Chapnick, "Teaching Canada-US relations: Three great debates," *International Journal* 71:2 (2016): 291 – 312.

Don Barry, "Managing Canada – US Relations in the Post-9/11 Era: Do We Need a Big Idea?," in *Readings in Canadian Foreign Policy: Classic Debates and New Ideas* (2<sup>nd</sup> Edition), Duane Bratt & Christopher J. Kukucha, editors, (Oxford University Press, 2011): 130 – 151.

Earl Fry, "The Canada-US relationship one decade after 9/11," *International Journal* (Autumn 2012): 879 – 893.

Andrew Richter, "From Trusted Ally to Suspicious Neighbor: Canada-U.S. Relations in a Changing Global Environment," *American Review of Canadian Studies* 35:3 (2005): 471 – 502.

### **February 13 & 15: Canada & the Asia-Pacific**

Mary M. Young & Susan J. Henders, "'Other diplomacies' and the making of Canada-Asia relations," *Canadian Foreign Policy Journal* 18:3 (2012): 375 – 388.

Kim Richard Nossal & Leah Sarson, "About face: explaining changes in Canada's China policy, 2006 – 2012," *Canadian Foreign Policy Journal* 20:2 (2014): 146 – 162.

Wenran Jiang, "Seeking a strategic vision for Canada-China relations," *International Journal* (Autumn 2009): 891 – 909.

James Manicom, "Canadian debates about China's rise: Whither the 'China threat'?" *Canadian Foreign Policy Journal* 18:3 (2012): 287 – 300.

### **February 20 & 22: READING WEEK – NO CLASS**

### **February 27 & March 1: Trade & Economic Policy**

#### **\*Policy Brief due March 1\***

Christopher J. Kukucha, "International relations theory and Canadian foreign trade policy," *International Journal* 69:2 (2014): 198 – 212.

Elizabeth Smythe, "Canada and the Negotiation of Investment Rules: Open for Whose Business?" in *Readings in Canadian Foreign Policy: Classic Debates and New Ideas* (3<sup>rd</sup> Edition), Duane Bratt & Christopher J. Kukucha, editors, (Oxford University Press, 2015): 415 – 433.

Asa McKercher & Leah Sarson, "Dollars and sense? The Harper government, economic diplomacy, and Canadian foreign policy," *International Journal* 71:3 (2016): 351 – 370.

Stephen McBride, "Canada's Policy Response to the Global Financial Crisis," in *Readings in Canadian Foreign Policy: Classic Debates and New Ideas* (3<sup>rd</sup> Edition), Duane Bratt & Christopher J. Kukucha, editors, (Oxford University Press, 2015): 400 – 414.

### **March 6:** Environmental Policy

Heather A. Smith, "Political parties and Canadian climate change policy," *International Journal* (Winter 2008-09): 47 – 66.

Ahmad Shafiqul Huque & Nathan Watton, "Federalism and the Implementation of Environmental Policy: Changing Trends in Canada & the United States," *Public Organization Review* 10:1 (2010): 71 – 88.

Deniel Henstra, "Climate Adaptation in Canada: Governing a Complex Policy Regime," *Review of Policy Research* 34:3 (May 2017): 378 – 399.

### **March 8:** Arctic Policy

#### **\*Michael Byers Guest Lecture\***

Rob Huebert, "Canadian Arctic sovereignty and security in a transforming circumpolar world," in *Readings in Canadian Foreign Policy: Classic Debates and New Ideas* (2<sup>nd</sup> Edition), Duane Bratt & Christopher J. Kukucha, editors, (Oxford University Press, 2011): 348 – 371.

Andrea Charron, "Arctic Security: Keeping NATO out, Russia and China Down, and the United States In," in *Beyond Afghanistan: An International Security Agenda for Canada*, James Ferguson & Francis Joseph Furtado, editors (UBC Press, 2016): 97 – 109.

Michael Byers, "Cold peace: Arctic cooperation and Canadian foreign policy," *International Journal* (Autumn 2010): 899 – 912.

### **March 13 & 15:** Multilateralism – the UN and NATO

#### **\*Paper Outline due March 15\***

Tom Keating, "Multilateralism: Past Imperfect, Future Conditional," *Canadian Foreign Policy Journal* 16:2 (Spring 2010): 9 – 25.

Adam Chapnick, "Canada's Failed Campaign for the UN Security Council: 10 Unanswered Questions," *Policy Options* (February 2011): 59 – 63.

Alexander Moens, "NATO: Canada's Indispensable Alliance," in *Beyond Afghanistan: An International Security Agenda for Canada*, James Ferguson & Francis Joseph Furtado, editors (UBC Press, 2016): 80 – 94.

Douglas Alan Ross, "NATO in Canadian Foreign Policy: From 'Atlanticist' Fear and Hope to A Future of Environmental Crisis and 'Civilizational Rallying'?" in *Readings in Canadian Foreign Policy: Classic Debates and New Ideas* (2<sup>nd</sup> Edition), Duane Bratt & Christopher J. Kukucha, editors, (Oxford University Press, 2011): 193 – 209.



### **March 20 & 22:** Canada at War – Afghanistan & Peacekeeping

Christopher Kirkey & Nicholas Ostroy, “Why Is Canada in Afghanistan? Explaining Canada’s Military Commitment,” *American Review of Canadian Studies* 40:2 (2010): 200 – 213.

Alexander Moens, “Afghanistan and the revolution in Canadian foreign policy,” *International Journal* (Summer 2008): 569 – 586.

Michael Byers, “After Afghanistan: Canada’s Return to UN Peacekeeping,” *Canadian Military Journal* 13:1 (Winter 2012): 33 – 39.

Michael K. Carroll, “Peacekeeping: Canada’s past, but not its present and future?” *International Journal* 71:1 (2016): 167 – 176.

Jack L. Granatstein, “The Harmful Idealization of Peacekeeping,” in *Whose War is it?: How Canada Can Survive in the Post-9/11 World* (Toronto: Harper Collins, 2007): 17 – 49.

### **March 27 & 29:** Human Security & Responsibility to Protect (R2P)

Roland Paris, “Human Security: Paradigm Shift or Hot Air?” *International Security* 26:2 (2001): 87 – 102.

David Bosold & Wilfried von Bredow, “Human security: A radical or rhetorical shift in Canada’s foreign policy?” *International Journal* (Autumn 2006): 829 – 844.

Marie-Joëlle Zahar, “Intervention, prevention, and the “responsibility to protect”?: Considerations for Canadian foreign policy,” *International Journal* (Summer 2005): 723 – 734.

Tom Pierre Najem, Walter C. Soderlund, E. Donald Briggs, & Sarah Cipkar, “Was R2P a viable option for Syria? Opinion content in the *Globe and Mail* and the *National Post*, 2011-2013,” *International Journal* 71:3 (2016): 433 – 449.

### **April 3 & 5:** Foreign Aid & Development Assistance

Stephen Brown, “Aid Effectiveness and the Framing of New Canadian Aid Initiatives,” in *Readings in Canadian Foreign Policy: Classic Debates and New Ideas* (2<sup>nd</sup> Edition), Duane Bratt & Christopher J. Kukucha, editors, (Oxford University Press, 2011): 469 – 483.

Molly den Heyer, “Power and Policy: Lessons from Aid Effectiveness,” in *Rethinking Canadian Aid*, Stephen Brown, Molly den Heyer, & David R. Black, editors (University of Ottawa Press, 2014): 67 – 81.

Jean-Sebastien Rioux, “Canadian Official Development Assistance Policy: Juggling the National Interest and Humanitarian Impulses,” in *Handbook of Canadian Foreign Policy*, Patrick James, Nelson Michaud, & Marc J. O’Reilly, editors (Oxford: Lexington Books, 2006): 211 – 234.

Dragana Bodruzic, "Promoting international development through corporate social responsibility: the Canadian government's partnership with Canadian mining companies," *Canadian Foreign Policy Journal* 21:2 (2015): 129 – 145.

**April 10:** Open Discussion

**\*No Assigned Readings\***

Open format class to discuss anything we didn't get to cover, things you want to go back to, current events/issues in Canadian foreign policy, and/or the final paper.

**NOTE: Final paper is due April 12**

### **General policies concerning assignments, deadlines, and grades**

The University Calendar makes plain that "[s]tudents are expected to complete class work by the prescribed deadlines. Only in special circumstances (e.g. the death of a close relative) may an instructor extend such deadlines." **Late assignments will be assessed a late penalty at the instructor's discretion.** Students who miss an assignment deadline on account of illness are expected to hand it in within one week of their return to class, with a medical certificate in hand, per academic regulations in the Dalhousie Calendar.

New university policy for 2017-18: Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time and by submitting a completed Student Declaration of Absence to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term.

[https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university\\_secretariat/policy-repository/StudentAbsenceRegulation\(OCT2017\)v2.pdf](https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/policy-repository/StudentAbsenceRegulation(OCT2017)v2.pdf)

Assignments not submitted directly to the professor must be submitted in person to the Political Science office between 9:00 and 4:00 on weekdays. (If you submit a paper at the department office, be sure to ask to have it stamped with the date and time.) Neither the professor nor the Department can assume responsibility for assignments submitted by mail, fax, or email.

**Plagiarism** (intentionally or unintentionally representing other people's ideas as your own) is a serious violation of academic ethics, and will be taken very seriously in this class. For more information on

what counts as plagiarism, and how to avoid it, refer to the university's academic integrity site (<http://academicintegrity.dal.ca/>).

Students are expected to carefully read the academic regulations in the University Calendar, and to make sure that they understand those which might pertain to them. In order to be fair to all students, all of the University's regulations, and all of the course policies outlined above, will be strictly enforced.

### **Additional information on policies and resources**

#### University resources

- Catalogue of student services: [https://www.dal.ca/current\\_students.html](https://www.dal.ca/current_students.html)
- Library online research guides: <http://dal.ca.libguides.com/>
- 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)

#### Deadlines and submission requirements

The University Calendar makes plain that “[s]tudents are expected to complete class work by the prescribed deadlines. Only in special circumstances (e.g. the death of a close relative) may an instructor extend such deadlines.” If you miss the term paper deadline on account of illness, you must hand it in within one week of your return to class, with a copy of a medical certificate, per academic regulations in the Dalhousie Calendar.

Essays not submitted directly to the professor must be submitted in person to the Political Science office (if the office is open, hand the paper to the secretary, and ask to have it stamped with date and time; if the office is not open, put the paper in the after-hours drop-box). Neither the professor nor the Department can assume responsibility for papers submitted by mail, fax, or email. Do not submit papers to teaching assistants.

Note that the deadline to drop the course *without* a “W” on your transcript is February 5; the deadline to drop the course *with* a “W” is March 12. For more information on dropping courses, see: [https://www.dal.ca/campus\\_life/academic-support/selecting-your-classes/dropping-classes.html](https://www.dal.ca/campus_life/academic-support/selecting-your-classes/dropping-classes.html)

#### Accommodation Statement

Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit [www.dal.ca/access](http://www.dal.ca/access) for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 902-494-2836 for more information or send an email to [notetaking@dal.ca](mailto:notetaking@dal.ca)

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.

### 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.

At university, we advance knowledge by building on the work of other people. Academic integrity means that we are honest and accurate in creating and communicating all academic products. Acknowledgement of other people's work must be done in a way that does not leave the reader in any doubt as to whose work it is. Academic integrity means trustworthy conduct such as not cheating on examinations and not misrepresenting information. It is the student's responsibility to seek assistance to ensure that these standards are met.

We must all work together to prevent academic dishonesty because it is unfair to honest students. The following are some ways that you can achieve academic integrity; some may not be applicable in all circumstances.

- Make sure you understand Dalhousie's policies on academic integrity (<http://academicintegrity.dal.ca/Policies/>)
- Do not cheat in examinations or write an exam or test for someone else
- Do not falsify data or lab results
- Be sure not to plagiarize, intentionally or unintentionally, for example...
  - Clearly indicate the sources used in your written or oral work. This includes computer codes/ programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images
  - Do not use the work of another from the Internet or any other source and submit it as your own
  - When you use the ideas of other people (paraphrasing), make sure to acknowledge the source
  - Do not submit work that has been completed through collaboration or previously submitted for another assignment without permission from your instructor (These examples should be considered only as a guide and not an exhaustive list.)

If you are ever unsure about any aspect of your academic work, contact the professor or TA. For more information and advice, consult:

- Academic Integrity website <http://academicintegrity.dal.ca/>: links to policies, definitions, online tutorials, tips on citing and paraphrasing
- Writing Centre ([http://www.dal.ca/campus\\_life/student\\_services/academic-support/writing-and-study-skills.html](http://www.dal.ca/campus_life/student_services/academic-support/writing-and-study-skills.html)): assistance with learning to write academic documents, reviewing papers for discipline-specific writing standards, organization, argument, transitions, writing styles and citations
- Dalhousie Libraries Workshops (<http://libraries.dal.ca/>): online tutorials, citation guides, Assignment Calculator, RefWorks
- Dalhousie Student Advocacy Service (<http://studentservices.dal.ca/services/advocacy.html>): assists students with academic appeals and student discipline procedures.
- Senate Office (<http://senate.dal.ca>): list of Academic Integrity Officers, discipline flowchart, Senate Discipline Committee

Instructors are required to report every suspected offence. The process is outlined in the Faculty Discipline Flow Chart

([http://senate.dal.ca/Files/AIO\\_/AcademicDisciplineProcess\\_Flowchart\\_updated\\_July\\_2011.pdf](http://senate.dal.ca/Files/AIO_/AcademicDisciplineProcess_Flowchart_updated_July_2011.pdf))

and includes the following:

- Each Faculty has an Academic Integrity Officer (AIO) who receives allegations from instructors
- Based on the evidence provided, the AIO decides if there is evidence to proceed with the allegation and you will be notified of the process
- If the case proceeds, you will receive a PENDING grade until the matter is resolved
- If you are found guilty of an offence, a penalty will be assigned ranging from a warning, to failure of the assignment or failure of the class, to expulsion from the University. Penalties may also include a notation on your transcript that indicates that you have committed an academic offence. Updated August 2011.