

Course Type: Lecture / Seminar

Credit Hours : 3

Class Meetings: Wednesdays (11:30am – 2:30pm): McCain Building – Room 2176

Instructor: Dr. Jenny Baechler

Office: **Room 3012**, Marion McCain Building (third floor, inside the Russian Studies suite)
Room 3034, Kenneth Rowe Management Building (office is located within the School of Public Administration which can be found just at the top of the stairs on the third floor).

Office Hours: Wednesdays 3:00 – 4:30pm or by appointment. *My goal is to hold weekly office hours in my McCain Building office. At other times during the week you're more likely to find me in the Rowe Building.*

Email: jenny.baechler@dal.ca

COURSE DESCRIPTION AND OBJECTIVES

Security and development are indissolubly linked: development is compromised when security remains problematic, while a secure environment requires some form of sustainable development. Two of the principle manifestations of this 'security-development nexus' have been intrastate wars and collapsed states. In 2011, for example, none of the states emerging from civil war had reached any of the Millennium Development Goals set by the United Nations. Moreover, the security-development relationship conditions our capacity to develop effective policies on how and whether to intervene in 'fragile' or 'collapsed' states where the security environment is highly problematic and challenges the capacity of organizations and individuals to contribute to the economic and human development of these countries. The class is devoted to enhancing our understanding of the political, economic, ethical, legal, and social ramifications of conceptualizing and implementing policies that focus on an integrated understanding of security and development.

LEARNING OBJECTIVES

- To become familiar with the major academic debates surrounding the security-development nexus
- To identify the broader policy developments and implications of the security development nexus
- To strengthen your ability to concretely synthesize, analyze and critique academic scholarship
- To enhance your skills in public speaking academic research and writing
- To provide you with an opportunity to consider the practical and operational challenges of working in the security-development nexus.

FORMAT

This is a three-hour seminar style course, held once a week, which will be primarily divided into a lecture and discussion. Students are expected to come fully prepared for each seminar, and actively and thoughtfully participate in the discussions. Each week, we will critically reflect and discuss the assigned readings. In particular, we will dissect the central arguments, key concepts, theoretical or conceptual frameworks, empirical evidence, and/or policy implications outlined in the readings.

REQUIRED READINGS

To eliminate the high price of textbook and reading packages, all of the required readings will be posted in Brightspace. Where possible the weblinks exist as permalinks – meaning that you will be taken into the Dal Library website where you can download the article as a PDF.

Readings are listed in the 'Class Schedule and Readings' section of the syllabus. Please follow the course schedule to download the correct reading. Over the course of the semester, I may also revise assigned readings, lecture topics, and assignments. Any changes to the course schedule or readings will be announced at least one week in advance.

It should be noted that this course is considered a heavy reading course. The seminar style requires that students arrive to class each evening having read the prescribed readings and prepared to participate in class discussions.

Grade Scale (Undergraduate)

Letter Grade	Numeric Grade	Definition
A+	90-100	Excellent
A	85-89.9	
A-	80-84.9	
B+	77-79.9	Good
B	73-76.9	
B-	70-72.9	
C+	65-69.9	Satisfactory
C	60-64.9	
C-	55-59.9	
D	50-54.9	Marginal Pass
F	0 – 49.9	Inadequate

COURSE REQUIREMENTS (OVERVIEW)

Course Requirements	% of Grade	Due Date (All assignments are to be uploaded to Brightspace)
Class Participation	15%	Evaluated throughout
Seminar Presentation	15%	Ongoing – students will sign up for topics that determine their group and presentation date.
Midterm	20%	Wednesday, February 28 (in-class)
Interagency Simulation INDIVIDUAL: Opening Brief – Actor Profile (5%) Group – Report (10%) Group – Presentation (5%) INDIVIDUAL: Summative Reflection (5%)	25%	March 14 (due in class) April 4 (due in class) April 4 (delivered in class) April 4 (due in class)
Research Paper	25%	Tuesday, April 10 by 4pm (submit electronically)
TOTAL	100%	

REMINDER: Last day to drop winter term courses without a "W" is February 5.

REMINDER: Last day to drop winter term classes with a "W" is March 12.

LATE SUBMISSIONS

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 penalty of 5% / day. Students who miss the deadline for an assignment on account of illness are expected to hand the assignment in within one week of their return to class, with a medical certificate in hand, per academic regulations in the Dalhousie Calendar.

COURSE REQUIREMENTS (DETAILS)

Participation

The instructor will assess participation / attendance after each class. A final score out of 10 will reflect an overall assessment of the student’s contribution and engagement in every class.

Numeric Grade	PARTICIPATION: Evaluation Criteria
9 – 10	Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.); offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further; contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.; demonstrates ongoing very active involvement.
8	Demonstrates good preparation: knows case or reading facts well, has thought through implications of them; offers interpretations and analysis of case material (more than just facts) to class; contributes well to discussion in an ongoing way; responds to other students' points, thinks through own points, questions others in a constructive way; offers and supports suggestions that may be counter to the majority opinion; demonstrates consistent ongoing involvement.
6 - 7	Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them; offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class); does not offer to contribute to discussion, but contributes to a moderate degree when called on; demonstrates sporadic involvement.
4 - 5	Present, not disruptive; tries to respond when called on but does not offer much; demonstrates very infrequent involvement in discussion.
0	Misses more than three classes without a valid reason.

How to prepare for the seminar discussion?

Students are strongly encouraged to reflect upon and write out the answers to the following questions before they come to the seminar. Although you will not be asked to submit these answers, this will help you during the seminar discussions. Have these questions with you as you review the required material:

- What are your main observations and impressions about the article?
- What is the main argument the author(s) outlines in the article?
- Were you convinced by the argument? Why or why not?
- What evidence does the author(s) draw upon (i.e., conceptual, theoretical, empirical to advance her/his argument)?
- How does the argument in the article relate to other readings reviewed in the course and / or the broader course topic?
- Do you have any questions about the article?

Some students may find it helpful to identify a quote, idea and/or concept in the article that they want to discuss in class. Perhaps you agree or disagree with this or perhaps you simply found it helpful to your understanding of the topic.

Seminar presentation: The course instructor will assign students to small groups (2-3) students and each group will be assigned to one of the following classes: Jan 24, Jan 31, Feb 7, Feb 14, March 7 or March 28. Each team will have the responsibility of presenting topics / themes and leading a class discussion related to two of the supplementary readings.

Once groups have been formed and your dates assigned (this will happen by January 18), please select three readings (your two top choices and a third, alternate, choice) from the list of supplementary readings noted for your assigned date. Submit these to the course instructor over email by Friday, January 20. *Please note, if you are presenting on January 24 there is no choice with respect to readings so you can begin preparing right away.*

The group is required to:

- a. Summarize the article, focusing on the main contribution outlined by the author(s)
- b. Facilitate a critical discussion with the class about the topic this is reviewed.

The groups are strongly encouraged to conduct additional research about the topic that they select in order to generate a meaningful discussion with their peers.

Each group is expected to present for a total of 15 minutes. Please be conscious about how much time you allocated for each activity as points will be deducted if you go under or over the time. Time management is important component of public speaking, especially in academic settings. Groups are encouraged to present for 6-7 minutes and generate a discussion for 8-9 minutes.

Groups will be evaluated on:

- a. Concisely summarizing the article
- b. Outlining an discussing the main contributions of the authors
- c. Stimulating thoughtful discussion
- d. Creativity
- e. Clarity, form and public speaking skills.

Midterm

Students will have 90 minutes to complete the midterm in class. You will be asked to:

- Identify and state the significance of 4 key terms or concepts that have been discussed in class (50%)
- Write one short essay (50%)

Research paper

Students will be asked to choose an essay topic that is related to the security-development nexus. This may be a topic that was discussed and presented during the class or not. If you choose a topic that was not covered during the seminar, please get approval from the instructor before you begin.

Students will draw upon a contemporary case study to help develop and advance their argument. Your case study can be: (a) an actor; (b) institution; (c) law; (d) policy prescription or (e) a previous or ongoing humanitarian crisis. When selecting your case study you should think about the security-development praxis (discourse and practice) has changed or been influenced by the chosen case study. You should articulate why this is an important case study to consider when discussing the topic and what lessons we have (or can) learn from the case study.

The essay should be well researched with a clearly articulated argument that is demonstrated or supported by a case study. You will be evaluated on your ability to communicate an in-depth understanding of the issue by using your case study.

The final essay should be 12-16 pages double-spaced, which is between 3,000 to 4,000 words. Charts / graphs may be useful; however, they should not replace sound analysis. **It is due on Tuesday, April 10 @ 4pm and must be submitted electronically.** Please make sure that your essay uses size 12 font, standard margins and APA citation style (6th edition). The Dalhousie library has multiple resources to support your use of APA citation – please visit: <https://libraries.dal.ca/help/style-guides.html> .

You may also find the Dalhousie Libraries subject guides helpful:

- Political Science: <http://dal.ca.libguides.com/c.php?g=257013>
- International Development Studies: <http://dal.ca.libguides.com/IDS>
- Public Administration: <http://dal.ca.libguides.com/publicAdmin>

Interagency Simulation – Joint Assessment of Conflict and Stability

It is essential for international actors to understand the specific context in each country, and develop a shared view of the strategic response required.

- Principles for Good International Engagement in Fragile States and Situations, OECD, 2007

A Joint Analysis of Conflict and Stability (JACS) is a strategic assessment used to underpin UK National Security Council Strategies. It was introduced by the UK's Building Stability Overseas Strategy (BSOS) in 2011 as a tool to strengthen cross-government approaches to tackling overseas conflict and instability and to "identify the situation-specific interventions that will be most likely to succeed in helping to prevent conflict and build stability". We will focus on the JACS model, but it is worth noting that the US has a similar tool called the Interagency Conflict Assessment Framework (ICAF). ICAF enables a team comprised of a variety of United States Government agency representatives ("interagency") to assess conflict situations systematically and collaboratively and prepare for interagency planning for conflict prevention, mitigation and stabilization.

The simulation (our efforts to simulate the JACS process) will take place in March. **A detailed overview of the drivers, merits and challenges of a joint assessment tool will be discussed in the supplementary, online lecture that will be available to you over the reading week.** We will devote two full classes to the simulation in mid-March. In addition to participating in the simulation, students will complete two short individual reflections (one before the simulation begins and one at the conclusion of the simulation). Teams will also submit a final report that will be built on both activities undertaken in-class during the simulation and supplementary research completed outside of class.

In addition to strong writing and analytical skills, a key point of evaluation for the assignment will be your ability to examine a conflict from multiple perspectives; **to identify and understand the relationships that exist between security, development, political, economic and environmental issues.** You do not need to use peer reviewed journals for this assignment; however, I expect that you will still have to leverage a good amount of information and data to conduct a thorough analysis. Wikipedia is not an acceptable source for this kind of analysis; although, you may find that it directs you towards other sources that may be more reliable. I recommend you look into the vast repositories of publications that are available through organizations such as the UN Peacebuilding Commission, Project Ploughshares, United Nations Development Program, World Bank, Amnesty International, Care, Oxfam, the Failed States Index. I've posted links to some of these organizations in the resource folder in BbLearn.

Formatting notes for the Final Report: 7 page maximum - single spaced - Times New Roman preferred (font size 11 or 12). Appendices are allowed. I would expect the majority of the assignment to be written in paragraph-form; however, there may times when a bullet list is suitable. I recommend headings to help divide the assignment up in a way that is easy to read. APA citation style (6th edition). Charts / graphs may be useful; however, they should not replace sound analysis.

COURSE SCHEDULE AND READINGS

Class #1: January 17 – Welcome!

- **Course Introduction: overview of course syllabus and assignments**
- **Perceptions of security and development as terms, concepts, modes of engagement and worldviews**
- **A closer look: the concept of state fragility**

Required Readings – Students do not need to read these sources prior to class; however, it will be assumed that students will read them in preparation for the midterm

- 2011 World Development Report: Conflict, Security and Development - Part 1 (pg. 49 – 93)
- Ikpe, Eka (2007) 'Challenging the discourse on fragile states', *Conflict, Security & Development*, 7:1, 85 – 124.
- Dorff, R. H. (2005). Failed States After 9/11: What Did We Know and What Have We Learned. *International Studies Perspectives*, 6, 20-34.

Supplementary Readings

- Jones, G.A. & Rodgers, D. (2011). The World Bank's World Development Report 2011 on conflict, security and development: a critique through five vignettes. *Journal of International Development*, 23(7), 980-995.
- Englebert, P. & Tull, D. (2008). Postconflict Reconstruction in Africa. Flawed Ideas about Failed States. *International Security*, Vol. 32, No. 4, pp. 106–139

Class #2: January 24 - Examining the complexity of the relationship(s) between security and development

Required Readings:

- Fukuda-Parr, Sakiko (2010). Poverty and Violent Conflict: Re-thinking Development in *Security & Development: Searching for Critical Connections*, eds. Tschirgi, Necla, Lund, Michael S. and Mancinci, Francesco. Lynne Reinner Publishers, Inc: Boulder, Colorado, 447 pages.
- Stewart, F. (2004). Development and security. *Conflict, Security and Development* , 4 (3)
- Stern, M., & Öjendal, J. (2010). Mapping the security—development nexus: conflict, complexity, cacophony, convergence? *Security Dialogue*, 41(1), 5---29.

Supplementary Readings:

- Chandler, D. (2007). The security-development nexus and the rise of 'anti-foreign policy'. *Journal of International Relations and Development*, 10(4), 362-386.
- Reid-Henry, S. (2011). Spaces of security and development: An alternative mapping of the security–development nexus. *Security Dialogue*, 42: 97-104.

Class #3: January 31

- **Historical Perspectives: Exploring early articulations of the relationship between security and development**
- ***A closer look: the concept of human security***

Required Readings:

Hettne, B. (2010). Development and Security: Origins and Future. *Security Dialogue*; vol 41, no. 31.

Gasper, Des (2005). Securing Humanity: Situating 'Human Security' as Concept and Discourse. *Journal of Human Development*, Vol. 6, No. 2.

World Bank – Paul Collier (2003). Breaking the Conflict Trap. **Chapter 1 – Civil War as Development in Reverse**. Civil War and Development Policy (2003).

Supplementary Readings and Resources:

Paris, R. (2001). Paradigm Shift or Hot Air? *International Security*, Vol. 26, No. 2 (Fall 2001), pp. 87–102.

Grayson, K. (2004b). Branding 'Transformation' in Canadian Foreign Policy: Human Security. *Canadian Foreign Policy* , 11 (2), 41-68.

Rubenstein, R. E. (2006). Basic Human Needs: The Next Steps in Theory Development. *International Journal of Peace Studies* , 6 (1).

Burton, J. W. (1998). Conflict Resolution: The Human Dimension. *International Journal of Peace Research* , 3 (1).

World Bank – Paul Collier (2003). Breaking the Conflict Trap. **Chapter 3 – What makes a country prone to civil war**. Civil War and Development Policy (2003).

Galtung, J. (1969). Violence, Peace and Peace Research. *Journal of Peace Research*, 6 (3), 167-191.

Class #4: Thursday, February 7 - Re-thinking Security

A Closer Look: Stabilization

Required Readings:

Mac Ginty, R., (2012). Against Stabilization. *Stability: International Journal of Security and Development*. 1(1), pp.20–30. DOI:

Dennys, C., (2013). For Stabilization. *Stability: International Journal of Security and Development*. 2(1), pp. 1-14.1.

Felbab-Brown, V., (2012). Slip-Sliding on a Yellow Brick Road: Stabilization Efforts in Afghanistan. *Stability: International Journal of Security and Development*. 1(1), pp.4–19. DOI: <http://doi.org/10.5334/sta.af>

Supplementary Readings and Resources:

Chandler, D. (2007). The security-development nexus and the rise of 'anti-foreign policy'. *Journal of International Relations and Development*, 10, 362-386.

Beall, J., Goodfellow, T., & Putzel, J. (2006). Introductory article: on the discourse of terrorism, security and development. *Journal of international development*, 18(1), 51-67.

Piazza, J. A. (2006). Rooted in Poverty? Terrorism, Poor Economic Development and Social Cleavages. *Terrorism and Political Violence*, 18, 159-177.

Menkhaus, K. (2004b). Vicious circles and the security development nexus in Somalia. *Conflict, Security and Development*, 4 (2)

Krause, K. & Jutersonke, O. (2005). Peace, Security and Development in Post-Conflict Environments. *Security Dialogue* vol. 36, no. 4.

Haysom, S. & Jackson, A., (2013). 'You don't need to love us': Civil-Military Relations in Afghanistan, 2002–13. *Stability: International Journal of Security and Development*. 2(2), p.Art. 38. DOI: <http://doi.org/10.5334/sta.by>

Class #5: February 14 - The evolution of Humanitarianism

A Closer Look: the securitization of the humanitarian space

Required Readings:

Stoddard, A. & Harmer, A. (2006). Little Room to Maneuver: The Challenges to Humanitarian Action in the New Global Security Environment. *Journal of Human Development*, Vol. 7, No. 1.

Stephen Baranyi (2014) Canada and the security-development nexus in Haiti: the “dark side” or changing shades of gray?, *Canadian Foreign Policy Journal*, 20:2, 163-175.

Collinson, S., Elhwawary, S., & Muggah, R. (2010). States of fragility: stabilization and its implications for humanitarian actions. *Disasters*, 34(3), S275-S296.

Supplementary Readings:

Smith, M. G. (2008). Military intervention and humanitarian assistance. *Global Change, Peace & Security*, 20(3), 243-254.

Shah, Kamil. (2009) 'The Failure of State Building and the Promise of State Failure: reinterpreting the security-development nexus in Haiti', *Third World Quarterly*, 30: 1, 17 — 34

Kent, Randolph (2007). The governance of global security and development: convergence, divergence and coherence, *Conflict, Security & Development*, 7:1, 125 – 165

OECD. (2003). A Development Co-operation Lens on Terrorism Prevention. Key Entry Points for Action. Paris: Organization for Economic Cooperation and Development.

Howell, J., & Lind, J. (2009). Changing Donor Policy and Practice in Civil Society in the Post 9/11 Aid Context. *Third World Quarterly*, 30 (7), 1279-1296.

Manning, R. & Trzeciak-Duval (2010). Situations of fragility and conflict: aid policies and beyond. *Conflict, Security & Development* 10:1.

DFID. (2005). Fighting poverty to build a safer world. A strategy for security and development. London: Department for International Development.

February 21 – Reading Week – NO CLASS

Our online make-up class will be available over Reading Week. It will take three hours to watch the video. It does not need to be completed in a single sitting. It is not essential that you complete the online class over reading week. It must be completed by March 14 when we start our in-class simulation.

Class #6: February 28

- Midterm (90 minutes)
- Responding to the SD Nexus – examining the lexicon of coordination

Required Readings:

Cedric de Coning and Karsten Friis (2011). Coherence and Coordination The Limits of the Comprehensive Approach. *Journal of International Peacekeeping* 15, 243–272.

Shemella, P. (2006). Interagency coordination: the other side of CIMIC. *Small wars & Insurgencies*, 17(4), 449-457.

Class #7: March 7 – Responding to the SD Nexus

- Insights from Public Administration
- *A Closer Look: Whole-of-Government*

Responding to the SD Nexus

Required Readings:

McGuire, M. (2006). Collaborative Public Management: Assessing what we know and how we know it. *Public Administration Review* (Special Issue (December), 33-43.

Pollitt, C. (2003). Joined-up Government: a Survey. *Political Studies Review*, 1, 34-49.

OECD. (2006). *Whole of Government Approaches to Fragile States*. Paris: Organization for Economic Cooperation and Development.

Supplementary Readings:

Bakvis, H., & Juillet, L. (2004). *The Horizontal Challenge: Line Departments, Central Agencies and Leadership*. Ottawa: Canada School of Public Service.

Class #8: March 14 - *Interagency Simulation (Joint Analysis of Conflict and Stability) Part 1*

No Readings assigned to this week. However, to fully participate in the simulation students must have completed the following in advance of class:

- Watched the online, supplementary lecture (available as early as Reading Week)
- Completed the Opening Brief – Actor Profile (2 pages – details available over Reading Week)
- Researched answers to the questions asked in advance of the class (3-5 pages – details available over Reading Week)

Class 9: March 21 - *Interagency Simulation - Joint Analysis of Conflict and Stability) Part 2*

No Readings assigned to this week. However, to fully participate in the simulation students must have completed the following in advance of class:

- Researched answers to the questions asked in advance of the class (3-5 pages – details on March 14)

Class #10: March 28 – Organizational responses to the SD Nexus

- Coordinating bodies within governments and international organizations (Case Study: PSOPs in Canada / Stabilization Unit in the UK)
- Advancing the idea of a skill profile for a ‘whole-of-government’ practitioner

Required Readings:

Desrosiers, M. E. (2009). Canada and the Bureaucratic Politics of State Fragility. *Diplomacy and Statecraft*, 20 (4), 659-678.

Bensahel, N. (2007). Organising for Nation Building. *Survival*, 49(2), 43-76.

Hrychuk, H. (2009). Combatting the security development nexus? Lessons learned from Afghanistan. *International Journal*, Summer, 825=842.

Supplementary Readings:

TBA

Class #11: April 4

Simulation Presentations – Closing Reflection and Report Due

Future of the SD Nexus

- Lemay-Herbert, N. (2014). Resistance in the Time of Cholera: The Limits of Stabilization through Securitization. *International Peacekeeping*, 21(2), pp.198-213.
- Chandler, D. (2015). Rethinking the conflict-poverty nexus: From securitizing intervention to resilience. *Stability: International Journal of Security and Development*, 4(1).

UNIVERSITY REGULATIONS

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests, quizzes and exams should make their request to the Office of Student Accessibility & Accommodation (OSAA) prior to or at the outset of each academic term (with the exception of X/Y courses). Please see www.studentaccessibility.dal.ca for more information and to obtain Form A: Request for Accommodation.

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

INFORMATION ON PLAGIARISM

Proper documentation is required on all writing assignments. Failure to document sources constitutes plagiarism and can result in severe academic penalty. You should keep your rough notes and be prepared to defend your work orally. Consult a writing/style manual for acceptable citation styles.

Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a serious academic offence which may lead to loss of credit, suspension or expulsion from the University, or even to the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived.

At Dalhousie there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Intellectual Honesty contained in the Calendar or on the Online Dalhousie website. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand.

UNIVERSITY POLICIES, STATEMENTS, GUIDELINES and RESOURCES for SUPPORT

This course is governed by the academic rules and regulations set forth in the [University Calendar](#) and the Senate.

University Statements

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. Click [here](#) to read more.

Accessibility

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD). Click [here](#) to read more.

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. Click [here](#) to read more.

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). Click [here](#) to read more.

Recognition of Mi'kmaq Territory

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

University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates)
http://www.dal.ca/academics/important_dates.html
- University Grading Practices: Statement of Principles and Procedures
https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-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 - Academic Advising:
https://www.dal.ca/campus_life/academic-support/advising.html
- Copyright and Fair Dealing: <https://libraries.dal.ca/services/copyright-office/fair-dealing/fair-dealing-guidelines.html>
- Libraries: <http://libraries.dal.ca>
- Student Health Services: https://www.dal.ca/campus_life/health-and-wellness/health-services.html
- Counselling and Psychological Services: https://www.dal.ca/campus_life/health-and-wellness/counselling.html
- Black Student Advising: https://www.dal.ca/campus_life/communities/black-student-advising.html
- Aboriginal Student Centre: https://www.dal.ca/campus_life/communities/native.html
- ELearning Website: <https://www.dal.ca/dept/elearning.html>
- Student Advocacy Services: <https://www.dsu.ca/services/community-student-services/student-advocacy-service>
- Dalhousie Ombudsperson: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html
- Writing Centre: https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
- Studying for Success program and tutoring: https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html