

Dalhousie University
Political Science
POLI 2220: Structures of Canadian Parliamentary Government
Summer 2018 (Session D)
Monday, Tuesday, Wednesday and Thursday, 9:05-11:55am, Killam Library 2622

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

Instructor: Susan Manning

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Office Hours: Immediately after class, or by appointment

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Emails sent after 4pm or on the weekend/holidays will be answered the following business day.



This course is intended as an introduction to Canada's system of parliamentary government, primarily for second year Political Science students who have chosen Canadian Politics and Government as one of their two core fields for their degree. The class begins by exploring the four foundational pillars of Canada's parliamentary governance: democracy, the Constitution and Charter, federalism, and Indigenous constitutionalism and reconciliation. It then turns to Canada's central political institutions and focuses on the functions of the Crown, Executive, House of Commons, Senate, Judiciary, Public Service and Political Staff. We will emphasize the critiques of the current workings of these institutions and examine popular suggestions for reform. Interspersed throughout the course are commentaries on contemporary political issues including diversity, inclusion, feminism, and reconciliation. This is not a lecture-based course and students should expect to participate actively in class.

Course Learning Outcomes

By the end of the course, students should be able to:

1. Define core concepts in the study of Canadian politics and apply them to Canadian political institutions.
2. Use publicly available media and Government of Canada tools to support the pursuit of informed political citizenship.
3. Differentiate the roles that the Crown, Executive, House of Commons, Senate, Judiciary, Public Service and Political Staff fulfill in Canadian federalism.
4. Critique the current practices of Canada's political institutions and suggest solutions that may bring positive change.
5. Judge to what extent marginalized groups are included and excluded in Canadian parliamentary governance and suggest possible reasons for that inclusion and exclusion.
6. Develop an informed opinion on the state of Canadian democracy and express that opinion persuasively in writing.
7. Appreciate the value of studying our own country and context (for Canadian students) or the political institutions of another country (for non-Canadian students).

Required Texts

Russell, Peter H., François Rocher, Debra Thompson, and Amanda Bittner. (2016). *Essential Readings in Canadian Government and Politics* (2nd Edition). Toronto: Emond Montgomery.

[Available at the University Bookstore or online directly from the publisher. There is one copy on reserve in the Killam Library]

Forsey, Eugene. (2016). *How Canadians Govern Themselves*. Ottawa: Library of Parliament.
<https://lop.parl.ca/About/Parliament/SenatorEugeneForsey/book/preface-e.html>

Required Technology

You should bring an internet-capable device (laptop, tablet or smartphone) to each class to use to complete in-class learning activities. If you do not have access to one of these devices, please speak to the professor to discuss alternate arrangements.

POLI 2220 Brightspace Site

This course relies heavily on our POLI 2220 Brightspace site. You should check Brightspace regularly. You can access Brightspace via www.dal.ca/brightspace. You will need your Dalhousie NetID (different than your Banner or B00 number) and password to login. There is also a Brightspace app called "Brightspace Pulse" available for iOS and Android mobile devices.

Appropriate Use of Technology

You are encouraged to bring their technology to class and use it in ways that enhance your learning and participation in class activities. Examples of appropriate uses of technology include: googling information relevant to class discussions, searching Twitter to find out what a Member of Parliament has said about an issue under discussion, and taking notes. Examples of inappropriate uses of technology in class include: watching cat videos on YouTube and texting your parents for a loan to pay your rent.

Course Assessments

Participation (ongoing):	15% (12-18%)
Learning Journals (ongoing):	10% (8-12%)
Quiz 1 (May 9):	5% (4-6%)
Quiz 2 (May 16):	5% (4-6%)
Reflection Assignment (May 21):	20% (15-25%)
Op-Ed (May 27):	25% (20-30%)
Final Exam (May 28):	20% (15-25%)

Democratic Syllabus

You are invited to take an active role in determining the composition of your final grade based on your personal strengths, assessment preferences, and anticipated schedules. The default grade scheme is the first number listed for each grade component above. The acceptable range for each grade component is listed in brackets following the default grade. You can create your personal grade scheme by choosing any number within the acceptable range for each grade component, as long as the final total is 100%. Personal grade schemes have to be **submitted to Brightspace by 8pm on Wednesday, May 8**. You will be graded according to the default grade scheme if you do not submit your preferences by the deadline or your submitted personal grade scheme does not have a final total of 100%.

Participation

You are expected to attend all classes. Attendance will be recorded every class. You are expected to come to class prepared to participate actively in class discussions and activities. This includes having the required technology in class with you (and making sure it is charged), doing the readings and any preparation activities listed in the syllabus, as well as bringing any writing drafts, etc. that you have been asked to bring to class with you. Participation will be assessed as an overall grade over the summer session. A detailed rubric can be found in the Course Essentials folder on Brightspace.

Learning Journals

You will write 5 learning journals over the course of the term. These should be 200-300 words each and must be submitted by 8pm on day of the class that is the focus of your journal. A

detailed assignment description and explanation of grading can be found in the Course Essentials folder on Brightspace.

Quiz 1 and Quiz 2

There will be two quizzes during the term. These be written in class during the last 30 minutes of the class on May 9 and May 16. Quiz 1 will cover the material from May 6-9 and Quiz 2 will cover the material from May 13-16. Quizzes will be a combination of multiple choice and short answer questions. Keeping up with the reading is the key to your success on these quizzes.

Critical Reflection Assignment

You will write a 3-4 page critical reflection assignment drawing upon the course topics and readings. A detailed assignment description and rubric can be found in the Course Essentials folder on Brightspace.

Op-Ed

You will write a 750-1200 word op-ed on a set topic. A detailed assignment description and rubric can be found in the Course Essentials folder on Brightspace.

Final Exam

You will write a final exam in our last class. The exam will cover material from all topics discussed in the course, including material that appeared on the quizzes.

Student Absences

Given the compressed timeframe of the summer session, attending all classes is essential to your success in this course. Participation (including attendance) is a large portion of your overall grade in the course. If you miss class, it is important to talk to the instructor about potential accommodations to support you to succeed in the course.

Submission of Course Assignments

All course assignments should be **submitted electronically through Brightspace by 8pm on the due date**. They may be run through a plagiarism detection software. Late assignments will not be accepted without a valid reason. If you are not going to be able to complete your assignment on time, please contact the instructor as soon as possible (**before** the due date) to discuss alternate arrangements.

Grading

All course assessments will be graded in accordance with Dalhousie University's undergraduate grade scale. See https://www.dal.ca/campus_life/academic-support/grades-and-student-records/grade-scale-and-definitions.html for an explanation of the grade scale.

If you feel your assignment or exam has been graded unfairly, you are encouraged to discuss your concerns with the instructor. This discussion should happen in person, not via email. Please prepare a 250 word explanation outlining why you believe your assignment has been graded unfairly and bring this with you to the meeting. The instructor may choose to raise (or in some cases, lower) your grade after reviewing your work.

Classroom Environment

This course relies on a significant amount of in-class discussion and participation. We are all responsible for creating a positive learning environment. Please take care to engage in classroom discussion in ways that are both professional and respectful of a range of life experiences and perspectives. If there is something that the instructor can do or change to better facilitate your learning, please do not hesitate to speak to them.

Class Schedule

Theme	Classes	Topic
Introduction	May 6	Introduction to Course and Syllabus Writing Workshop
Foundations of Canadian Government	May 7	Democratic Values, the Constitution & the Charter
	May 8	Federalism
	May 9	Indigenous Constitutionalism & Reconciliation
Central Political Institutions	May 13	Crown
	May 14	Executive
	May 15	House of Commons
	May 16	Senate
	May 22	Judiciary
	May 23	Public Service & Political Staff
Contemporary Political Issues	May 21	Field Visit – Province House
	May 27	Feminism and Canadian Government

Monday, May 6: Introduction & Writing Workshop

Who are my classmates and instructor? What will we be covering in the course? What are the expectations for this class? How do I write well? What are the assignment expectations?

Reading: None

In-Class Activities:

- Introductions and community building
- Review syllabus
- Writing workshop

Writing Resources:

- The assignment descriptions on Brightspace
- Explore the Writing Centre's website: https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
- Gurman, Elissa. (2017). "How to write an essay for university or college that earns top marks." *Maclean's*. Available online: <http://www.macleans.ca/education/how-to-write-an-essay-for-university-or-college-that-earns-top-marks/>
- The Oatmeal's Grammar Comics, available online: <http://theoatmeal.com/comics/ie>; <http://theoatmeal.com/comics/semicolon>; <http://theoatmeal.com/comics/misspelling>; <http://theoatmeal.com/comics/apostrophe>

Tuesday, May 7: Foundations of Canadian Government – Democratic Values, Constitution & Charter

What are the differences between responsible and representative government? How are diversity and inclusion democratic values? What do I think the most important democratic values are? What was in the original 1867 Constitution? Why did we move to the second Constitution Act in 1982? What have been the effects of the Charter on the practice of Canadian government?

Reading:

- Forsey, Eugene A. (2016). "Introduction," "Chapter 2: A Federal State," and "Chapter 9: Living Government." In *How Canadians Govern Themselves*.
- Young, Lisa. (2016). "Value Clash: Parliament and Citizens After 150 Years of Responsible Government." In *Essential Readings in Canadian Government and Politics*, 104-111.
- Russell, Peter H. (2016). "The Political Purposes of the Canadian Charter of Rights and Freedoms." In *Essential Readings in Canadian Government and Politics*, pp. 330-342.
- Young, Iris Marion (2000). *Inclusion and Democracy*. Oxford: Oxford University Press. Pages 16-26. [Brightspace]

In-Class Activities:

- Mini lecture(s)

- Small group exercises and large group discussions
- Writing
- Using Government of Canada tools to support our learning

After Class Activities:

- Write Learning Journal (Must do 5 of these)

Wednesday, May 8: Foundations of Canadian Government – Federalism

How is federalism understood differently by different actors? What are the differences between federal and provincial governments? Is federalism an effective method for managing regionalism and territorial diversity?

Reading:

- Forsey, Eugene A. (2016). "Chapter 3: Powers of the National and Provincial Governments." In *How Canadians Govern Themselves*.
- Gibbins, Roger. (2016). "Federalism and Regional Alienation." In *Essential Readings in Canadian Government and Politics*, 299-305.
- Taylor, Charles. (2016). "Shared and Divergent Values." In *Essential Readings in Canadian Government and Politics*, 54-62.
- Simeon, Richard, and Ian Robinson. (2016). "The Dynamics of Canadian Federalism." In *Essential Readings in Canadian Government and Politics*, 306-311.

In-Class Activities:

- Mini lecture(s)
- Debate
- Small group exercises and large group discussions
- Using Government of Canada tools to support our learning

After Class Activities:

- Write Learning Journal (Must do 5 of these)

Thursday, May 9: Foundations of Canadian Government – Indigenous Constitutionalism & Reconciliation

What are the key treaties and legislation that shape Indigenous sovereignty, governance and rights in Canada and Mi'kmak'i? How do understandings of Indigenous constitutional orders challenge our assumptions about the foundations of Canadian government? Why are Indigenous people underrepresented in Canadian political institutions? What might be needed to achieve reconciliation in Canada?

Reading:

- Indigenous Foundations. (2009). "Royal Proclamation, 1763." Available online: http://indigenousfoundations.web.arts.ubc.ca/royal_proclamation_1763/

- (b) Indigenous Foundations. (2009). "The Indian Act." Available online: http://indigenousfoundations.web.arts.ubc.ca/the_indian_act/
- (c) Royal Commission on Aboriginal Peoples. (2016). "People to People, Nation to Nation." In *Essential Readings in Canadian Government and Politics*, 63-69.
- (d) Hill, Susan M. (2008). "'Travelling Down the River of Life Together in Peace and Friendship Forever': Haudenosaunee Land Ethics and Treaty Agreements as the Basis for Restructuring the Relationship with the British Crown." In *Lighting the Eighth Fire: The Liberation, Resurgence, and Protection of Indigenous Nations*, edited by Leanne Betasamosake Simpson, 23-45. Winnipeg: Arbeiter Ring Publishing. [Brightspace]
- (e) Ladner, Kiera L. (2009). "Take 35: Reconciling Constitutional Orders." In *First Nations, First Thoughts: The Impact of Indigenous Thought in Canada*, edited by Annis May Timpson, 279-300. Vancouver: UBC Press. [Brightspace]

Reminder: Quiz 1 is today!

In-Class Activities:

- Mini lecture(s)
- Video
- Small group exercises
- Quiz

After Class Activities:

- Write Learning Journal (Must do 5 of these)
- Peer Review, Part 1: Decide which contemporary political event will be the focus of your reflection and find 2 news sources on that event. Submit them in the Brightspace dropbox before our class on May 13 and be prepared to talk about them in class.

Monday, May 13: Central Political Institutions – Crown

What purpose does the Crown and Governor General serve in Canadian governance? Under what circumstances might Parliament be prorogued or dissolved? Who makes that decision and why? What is the relationship between the Crown and Prime Minister? What is the Crown's role in Indigenous treaties?

Reading:

- (a) Forsey, Eugene A. (2016). "Chapter 6: The Institutions of Our Federal Government." In *How Canadians Govern Themselves*. [read only Section 6.1: The Queen]
- (b) MacDonald, Nicholas A., and James W.J. Bowden. (2011). "No Discretion: On Prorogation and the Governor General." *Canadian Parliamentary Review*, 34(1), 7-16. http://www.revparl.ca/34/1/34n1_11e_MacDonald-Bowden.pdf
- (c) Lagassé, Philippe. (2016). "The Crown and Prime Ministerial Power." *Canadian Parliamentary Review*, 39(2), 17-23. http://www.revparl.ca/39/2/39n2e_16_Lagasse.pdf

- (d) Clibbon, Jennifer. (2012, May 22). "The 'Special Relationship' of Native Peoples and the Crown." *CBC News*. <http://www.cbc.ca/news/canada/the-special-relationship-of-native-peoples-and-the-crown-1.1189032>

In-Class Activities:

- Mini lecture(s)
- Small group exercises (simulation)
- Peer Review, Part 1

After Class Activities:

- Write Learning Journal (Must do 5 of these)

Tuesday, May 14: Central Political Institutions – Executive

Why is there so much executive dominance in Canada's political system? Is this a good thing or a bad thing? How is Cabinet structured? Who is represented in Cabinet? What are the powers of the Prime Minister? How has the Charter affected executive dominance?

Reading:

- (a) Forsey, Eugene A. (2016). "Chapter 6: The Institutions of Our Federal Government." In *How Canadians Govern Themselves*. [read only Section 6.5: The Prime Minister and Section 6.6: The Cabinet]
- (b) Savoie, Donald. (2016). "The Rise of Court Government in Canada." In *Essential Readings in Canadian Government and Politics*, 97-103.
- (c) Aucoin, Peter, Mark Jarvis, and Lori Turnbull. (2016). "Democratizing the Constitution: Reforming Responsible Government." In *Essential Readings in Canadian Government and Politics*, 121-126.
- (d) White, Graham. (2005). "Cabinet Government in Canada: An Executive Summary." In *Cabinets and First Ministers*, 29-63. Vancouver: UBC Press. [Read only pages 29-54; Brightspace]

In-Class Activities:

- Mini lecture(s)
- Small group exercises
- Writing
- Using Government of Canada tools to support our learning

After Class Activities:

- Write Learning Journal (Must do 5 of these)
- Peer Review, Part 2: Submit an outline of your reflection paper (bullet points are fine) in the Brightspace dropbox before our May 15 class. Be prepared to talk about your plan in class.

Wednesday, May 15: Central Political Institutions – House of Commons

What is the structure of the House of Commons (HOC)? Who is represented? What is the role of Members of Parliament? How does party discipline affect the functioning of the HOC? Is the HOC democratic? What reforms have been proposed for the HOC and how effective might they be? How does legislation develop within the HOC? How does our understanding of the HOC change when we see it as a workplace?

Reading:

- (a) Forsey, Eugene A. (2016). "Chapter 6: The Institutions of Our Federal Government." In *How Canadians Govern Themselves*. [read only Section 6.3: The House of Commons, Section 6.4: Political Parties, and Section 6.7: The Speakers]
- (b) Forsey, Eugene A. (2016). "Chapter 7: What Goes on in Parliament." In *How Canadians Govern Themselves*.
- (c) Smith, Jennifer. (1999). "Democracy and the Canadian House of Commons at the Millennium." *Canadian Public Administration*, 42(4), 398-421. [Read only pages 402-408] <https://doi-org.ezproxy.library.dal.ca/10.1111/j.1754-7121.1999.tb02034.x>
- (d) Rempel, Michelle. (2018). "Parliament's #MeToo Moment." *Convivium*. <https://www.convivium.ca/articles/parliament%E2%80%99s-metoo-moment>
- (e) Bittner, Amanda, and Melanee Thomas. (2017). "Moms in Politics: Work is Work." *Canadian Parliamentary Review*, 40(3), 16-22. http://www.revparl.ca/40/3/40n3e_17_Thomasbittner.pdf

In-Class Activities:

- Mini lecture(s)
- Small group exercises
- Videos
- Writing
- Using Government of Canada tools to support our learning
- Peer Review, Part 2

After Class Activities:

- Write Learning Journal (Must do 5 of these)

Thursday, May 16: Central Political Institutions – Senate

What is the structure of the Senate? Who is represented? What is the role of Senators? How does party discipline affect the functioning of the Senate? Is the Senate democratic? What reforms have been proposed for the Senate and how effective might they be? Does the Senate do a good job in representing diversity? Do we still need the Senate?

Reading:

- (a) Forsey, Eugene A. (2016). "Chapter 6: The Institutions of Our Federal Government." In *How Canadians Govern Themselves*. [read only Section 6.2: The Senate]

- (b) Kinsella, Noël A. (2014). "The Senate – An Essential House of Parliament." *Canadian Parliamentary Review*, 37(1), 11-15. http://www.revparl.ca/37/1/37n1e_14_kinsella.pdf
- (c) Senators. (2016). "Referendum on the Future of the Senate: A Round Table." In *Essential Readings in Canadian Government and Politics*, 112-120.
- (d) Griffith, Andrew. (2017). "Diversity in the Senate." *Policy Options*. Available online: <http://policyoptions.irpp.org/magazines/february-2017/diversity-in-the-senate/>
- (e) Morden, Michael. (2016). "Indigenizing Parliament: Time to Re-Start a Conversation." *Canadian Parliamentary Review*, 39(2), 24-33. http://www.revparl.ca/39/2/39n2e_16_Morden.pdf

Reminder: Quiz 2 is today!

In-Class Activities:

- Mini lecture(s)
- Small group exercises
- Videos
- Debate
- Using Government of Canada tools to support our learning
- Quiz

After Class Activities:

- Write Learning Journal (Must do 5 of these)

Tuesday, May 21: Contemporary Political Issues – Field Visit: Province House

Our class will be meeting at Province House (1726 Hollis Street) and participating in a guided tour of the legislature at **9:30am**. You will have to go through a security screening before the tour and **everyone who is over the age of 19 must present government-issued photo ID (passport, driver's license, etc.)**. Please arrive at least **10 minutes early**. This activity counts towards your participation mark so make sure to be present!

After Class Activities:

- Write Learning Journal (Must do 5 of these)
- Submit Reflection Assignment by 8pm

Wednesday, May 22: Central Political Institutions – Judiciary

What is the structure of the Supreme Court? What role does it play in Canadian government? What is meant by the Charter Revolution? Is Charter dialogue enough to counter the Charter Revolution? Are judges too activist in our political system? What are some of the landmark decisions that have come out of the Supreme Court and how have they affected Canadian governance?

Reading:

- (a) Forsey, Eugene A. (2016). "Chapter 5: The Rule of Law and the Courts." In *How Canadians Govern Themselves*.
- (b) Morton, F.L. and Rainer Knopff. (2016). "Judges and the Charter Revolution." In *Essential Readings in Canadian Government and Politics*, 361-372.
- (c) McLachlin, Beverly. (2016). "Courts, Legislatures and Executives in the Post-Charter Era." In *Essential Readings in Canadian Government and Politics*, 353-360.
- (d) Hogg, Peter W. and Allison A. Bushell. (2016). "The Charter Dialogue Between Courts and Legislatures or Perhaps the Charter of Rights Isn't Such a Bad Thing After All." In *Essential Readings in Canadian Government and Politics*, 343-352.

In-Class Activities:

- Mini lecture(s)
- Small group exercises
- Court case studies
- Using Government of Canada tools to support our learning

After Class Activities:

- Write Learning Journal (Must do 5 of these)
- Peer Review, Part 3: Submit an outline or draft of your op-ed assignment in the Brightspace dropbox before our May 23 class. Be prepared to talk about it in class.

Thursday, May 23: Central Political Institutions – Public Service & Political Staff

What is the role of the public service and political staff in policy-making? Does the current state of the public service reflect the principle of impartial public administration? Are political staff fundamentally undemocratic? Do staff have too much political power?

Reading:

- (a) Aucoin, Peter. (2012). "New Political Governance in Westminster Systems: Impartial Public Administration and Management Performance at Risk." *Governance*, 25(2), 177-199. <https://doi-org.ezproxy.library.dal.ca/10.1111/j.1468-0491.2012.01569.x>
- (b) Brodie, Ian. (2012). "In Defense of Political Staff." *Canadian Parliamentary Review*, 35(3), 33-39. http://www.revparl.ca/35/3/35n3_12e_Brodie.pdf
- (c) *Radwanski, Adam. (2015, May 29). "Harper's enforcer: Meet Jenni Byrne, the most powerful woman in Ottawa." *Globe and Mail*. <https://www.theglobeandmail.com/news/politics/meet-the-woman-driving-harpers-re-election-campaign/article24699535/>
- (d) *Taber, Jane. (2016, January 9). "PMO's Katie Telford: 'People underestimate her, and that has worked to her advantage.'" *Globe and Mail*. <https://www.theglobeandmail.com/news/politics/globe-politics-insider/pmos-katie-telford-justin-trudeaus-chief-of-staff/article28076954/>

*If you encounter a subscription firewall when trying to access this article, you can also find it through the Dalhousie Libraries' Factiva database. See <https://dal.ca.libguides.com/c.php?g=257137&p=1717018>

In-Class Activities:

- Mini lecture(s)
- Small group exercises
- Videos
- Media article review
- Using Government of Canada tools to support our learning
- Peer Review, Part 3

After Class Activities:

- Write Learning Journal (Must do 5 of these)
- Prepare two Jeopardy-style multiple choice questions from two different course topics that we could use in a Jeopardy-style review in class. Submit these by 8pm on in the Dropbox on Brightspace.

Monday, May 27: Contemporary Political Issues – Feminism & Canadian Government

How has the feminist movement been integrated in Canadian government? What is the difference between gender mainstreaming and intersectional approaches to diversity and inclusion? What is gender-based analysis? Is it effective? What are some of the key political issues for Canadian women and LGBTQ+ people? Are our political institutions representative of Canada's gender and sexual diversity?

Reading:

- Smith, Miriam. (2011). "Canada: The Power of Institutions," In *The Lesbian and Gay Movement and the State: Comparative Insights into a Transformed Relationship*, edited by Manon Tremblay, Carol Johnson and David Paternotte, 73-88. Farnham: Ashgate. [Brightspace]
- Scala, Francesca, and Stephanie Paterson. (2017). "Gendering Public Policy or Rationalizing Gender? Strategic Interventions and GBA+ Practice in Canada." *Canadian Journal of Political Science*, 50(2), 427-442. <http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1017/S000842391700022>
- Hankivsky, Olena. (2014). *Intersectionality 101*. Vancouver: Institute for Intersectionality in Public Policy. http://vawforum-cwr.ca/sites/default/files/attachments/intersectionality_101.pdf [Read pages 2-13]

In-Class Activities:

- Mini lecture(s)
- Small group exercises
- Videos
- Writing

- Using Government of Canada tools to support our learning

After Class Activities:

- Write Learning Journal (Must do 5 of these)
- Submit Op-Ed Assignment by 8pm.

Tuesday, May 28: Final Exam

Our final exam will be written in class.

Summary of All Deadlines

Deadline	Task / Assignment
May 7, 8pm	Write Learning Journal (Must do 5 of these)
May 8, 8pm	Write Learning Journal (Must do 5 of these)
May 9, in class	Quiz 1
May 9, 8pm	Write Learning Journal (Must do 5 of these)
May 13, 9am	Peer Review, Part 1: Decide which contemporary political event will be the focus of your reflection assignment and find 2 news sources on that event. Submit them in the Brightspace dropbox before our class on May 13 and be prepared to talk about them in class.
May 13, 8pm	Write Learning Journal (Must do 5 of these)
May 14, 8pm	Write Learning Journal (Must do 5 of these)
May 15, 9am	Peer Review, Part 2: Submit an outline of your reflection paper (bullet points are fine) in the Brightspace dropbox before our May 15 class. Be prepared to talk about your plan in class
May 15, 8pm	Write Learning Journal (Must do 5 of these)
May 16, in class	Quiz 2
May 16, 8pm	Write Learning Journal (Must do 5 of these)
May 21, 8pm	Write Learning Journal (Must do 5 of these)
May 21, 8pm	Reflection Assignment
May 22, 8pm	Write Learning Journal (Must do 5 of these)
May 23, 9am	Peer Review, Part 3: Submit an outline or draft of your op-ed assignment in the Brightspace dropbox before our May 23 class. Be prepared to talk about it in class.
May 23, 8pm	Write Learning Journal (Must do 5 of these)
May 23, 8pm	Prepare two Jeopardy-style multiple choice questions from two different course topics that we could use in a Jeopardy-style review in class. Submit these by 8pm on in the Dropbox on Brightspace
May 27, 8pm	Write Learning Journal (Must do 5 of these)
May 27, 8pm	Op-Ed Assignment
May 28, in class	Final Exam

University Policies

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.

http://www.dal.ca/dept/university_secretariat/academic-integrity.html

Accessibility

The Advising and Access Centre and the Student Success Centre (Agricultural Campus) serve as Dalhousie's centres for expertise on student accessibility and accommodation. Our work is governed by Dalhousie's Student Accommodation Policy to best support the needs of Dalhousie students. Our team work with students who request accommodation as a result of: disability, religious obligation, an experienced barrier related to any other characteristic protected under Canadian Human Rights legislation.

https://www.dal.ca/campus_life/academic-support/accessibility.html

Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html

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.

<http://www.dal.ca/cultureofrespect.html>

Learning and Support Resources

- General Academic Support – Advising https://www.dal.ca/campus_life/academic-support/advising.html

- Fair Dealing Guidelines <https://libraries.dal.ca/services/copyright-office/guidelines/fair-dealing-guidelines.html>
- Resources for Black Students https://www.dal.ca/campus_life/communities/black-student-advising.html
- Resources for International Students https://www.dal.ca/campus_life/international-centre.html
- Resources for Indigenous Students https://www.dal.ca/campus_life/communities/indigenous.html
- Student Health Services http://www.dal.ca/campus_life/health-and-wellness/health-services.html
- Counselling https://www.dal.ca/campus_life/health-and-wellness/counselling.html
- Writing Centre https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
- Faculty or Departmental Advising Support: Studying for Success Program http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html
- 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 <http://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>