

Dalhousie University
Political Science / Gender and Women's Studies
POLI/GWST 3426: Sex and the State
Fall 2018
Tuesdays and Thursdays, 4:05pm-5:25pm, Computer Science 127

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

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

Course Description

This course will consider the role of the state and other institutions in the social, moral and legal production and regulation of sex, gender, and sexuality, in Canada and internationally. The course is intended to encourage students to think critically and analytically about diverse individuals' and groups' experiences of and resistance to state regulation of sex, gender, and sexuality in private and public life. Topics explored in this course include (among others) the politics of consent, reproduction, sexual education and gender-based violence. 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 will be able to:

1. Explain to a friend some of the key ways the state regulates gender, sex, and sexuality.
2. Distinguish how certain groups and individuals are differently affected by state regulation of sex and sexuality and identify some power relations that might account for this differential treatment.
3. Apply the principles of intersectionality to analyze a political issue related to sex and sexuality.
4. Develop policy solutions to issues of sexual and gender injustice and recommend actions that could be taken by policy makers.
5. Reflect on how state regulation of gender, sex and sexuality has affected their own experience.

Required Text

There is no required text for the course. All readings will be available online, on Brightspace, or through the Dalhousie library system. If you do not know how to access sources through the library, here are some helpful tutorials: <https://libraries.dal.ca/help/online-tutorials.html>

Required Technology

Each student should bring an internet-capable device (laptop, tablet or smartphone) to each class to use to complete Brightspace quizzes and in-class learning activities. Please test that you can access Brightspace with your device **before class**. If you do not own one of these devices, please speak to the instructor to discuss alternate arrangements.

POLI/GWST 3426 Brightspace Site

This course relies heavily on our POLI/GWST 3426 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

Students are encouraged to bring their technology to class and use it in ways that enhance their 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 government official has said about an issue under discussion, and taking notes. Examples of inappropriate uses of technology in class include: tagging Facebook bar photos from Friday night, watching cat videos on YouTube, and texting your parents for a loan to pay your rent.

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.

Sensitive Subject Matter

Many of the topics we will be discussing in this course could be considered sensitive subject matter. It is important to take care in our discussions, recognizing that some of our classmates might have personal experience with these topics. If you feel that you will be unable to

participate in a particular class or discussions on a particular topic, please speak with the instructor as soon as possible to make alternate arrangements. Self-care is important!

Course Assessments

Attendance: 10% (8-12%)

In-Class Reading Comprehension Quizzes: 10% (8-12%)

Preparation and Participation in In-Class Learning Activities: 20% (15-25%)

Reflection Assignment (due 4pm, October 5): 10% (8-12%)

Critical Book Review (due 4pm, November 2): 15% (10-20%)

Major Project (due 4pm, November 30): 35% (30-40%)

Democratic Syllabus

Students are invited to take an active role in determining the composition of their final grade based on their personal strengths, assessment preferences, and anticipated term 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. Students can create their 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 4pm on September 21**. 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%.

Attendance

Students are expected to attend all classes. Attendance will be recorded every class.

In-Class Reading Comprehension Quizzes

Students are expected to complete the readings for each topic before the first class in that topic area. The **first 20 minutes of the first class** in each topic (indicated in the course schedule) will be devoted to an in-class Brightspace online quiz to test your comprehension of the readings for that topic. This quiz will usually take the form of multiple choice, fill in the blank, or short answer questions. There will be a total of 11 quizzes, with only the highest 10 scores counting towards your grade. **There will be no make-up quizzes for missed classes or late arrivals.**

Preparation and Participation in In-Class Learning Activities

Students 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 preparation activities listed in the syllabus, as well as bringing any writing drafts, articles, etc. that you have been asked to bring to class with you.

Reflection Assignment

Students will be asked to write a critical reflection on the first three weeks of readings. This reflection should relate the readings to your personal experience or contemporary political

events/issues. A detailed assignment description can be found in the Course Essentials folder on Brightspace.

Critical Book Review

Students will be asked to write a critical book review of an academic book of their choice relating to the themes of this course. A detailed assignment description and list of suggested books for review can be found in the Course Essentials folder on Brightspace.

Major Project

Students will be asked to conduct research on a topic of their choice related to the themes of the course. You can choose to present the results of your research in either (a) a research paper OR (b) an op-ed and policy brief. A detailed assignment description for both options can be found in the Course Essentials folder on Brightspace.

Submission of Course Assignments

All course assignments should be submitted electronically as **Microsoft Word files** through Brightspace and may be run through a plagiarism detection software. If you do not wish to have your assignment run through a plagiarism detection software, the university allows you to choose an alternative method of attesting to the authenticity of your work. You must inform the instructor no later than two weeks after the commencement of classes (Sept. 18) of your intent to choose an alternate method.

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.

Grading rubrics for each assignment will be posted a minimum of a week in advance of the due date on the class Brightspace site.

If you feel your assignment 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.

Class Schedule

Theme	Classes	Topic
Introduction	Sept. 4	Introduction to Course and Syllabus
Theoretical Approaches	Sept. 11 & 13	Gender, Sex and Sexuality
	Sept. 18 & 20	The State, Citizenship, and Regulation
The Personal is Political	Sept. 25 & 27	Politics of Consent
	Oct. 2 & 4	Politics of Sexual Relationships
	Oct. 9 & 11	Politics of Reproduction
The Institutional is Personal	Oct. 16 & 18	Politics of Sexual Education
	Oct. 23 & 25	Politics of Sexual Health & Medicine
	Oct. 30 & Nov. 1	Politics of Sexualized and Gendered Violence
	Nov. 6 & 8	Politics of Pornography
	Nov. 20 & 22	Sexual Politics in Development Policy and Practice
	Nov. 27 & 29	Sexual Politics in Resource Extraction
Academic Skills Foundations	Sept. 6	Workshop
	Throughout	Peer Review, Group Work, In-Class Exercises

Week 1: Introduction & Academic Skills Foundations

Sept. 4 – Introduction and Course Overview

What will we be covering in the course? What are the expectations for this class? Who are my classmates?

Sept. 6 – Academic Skills Foundations Workshop

How do I find the readings? What are the assignment expectations? How do I write well? How does the instructor grade assignments?

Reading:

- (a) The assignment descriptions on Brightspace
- (b) Explore the Writing Centre's website: https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
- (c) 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/>
- (d) 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>

Week 2: Theoretical Approaches – Gender, Sex and Sexuality

Sept. 11 (**Quiz 1**) & Sept. 13

What do we mean by gender, sex and sexuality? What are the words we use to describe them? How is sex political? How do different individuals and groups experience sex and sexuality? What theoretical frameworks can we use to better understand the political aspects of gender, sex and sexuality?

Reading:

- (a) Blank, Hanne. (2014). Introduction: Sexual Disorientation. *Straight: The Surprisingly Short History of Heterosexuality*. Boston: Beacon Press [free Google Books preview OR Killam Library Reserves HQ 23 B56 2012]
- (b) Hankivsky, Olena. (2014). *Intersectionality 101*. Vancouver: Institute for Intersectionality Research and Public Policy. http://vawforum-cwr.ca/sites/default/files/attachments/intersectionality_101.pdf
- (c) Echols, Alice. (2016). Retrospective: Tangled Up in Pleasure and Danger. *Signs: Journal of Women in Culture and Society*, 42(1), 11-22. [Dalhousie Libraries E-Journal]

Preparation for In-Class Activities:

- (a) Complete the 'Power Flower' exercise posted on Brightspace before our Sept. 11 class and submit a copy on Brightspace. Bring a hard copy or electronic copy to class with you.

Week 3: Theoretical Approaches – The State, Citizenship, and Regulation

Sept. 18 (**Quiz 2**) & Sept. 20

What do we mean by the state, citizenship and regulation? How does the state regulate sex and sexuality? How might different groups and individuals be differently affected or targeted by state regulation?

Reading:

- (a) Connell, R.W. (1990). The State, Gender and Sexual Politics: Theory and Appraisal. *Theory and Society*, 19(5), 507-544. [Dalhousie Libraries E-Journal]
- (b) Philosophy Bro. (2018). Biopower and You: A General Summary According to Michel Foucault. <https://www.philosophybro.com/archive/biopower-and-you-a-general-summary-according-to>
- (c) Richardson, Eileen H., and Bryan S. Turner. (2001). Sexual, Intimate or Reproductive Citizenship?. *Citizenship Studies*, 5(3), 329-338. [Dalhousie Libraries E-Journal]
- (d) Smith, Miriam. (2007). Queering Public Policy: A Canadian Perspective. In Michael Orsini & Miriam Smith (Eds.), *Critical Policy Studies* (pp. 91-109). Vancouver: UBC Press. [Brightspace]

Preparation for In-Class Activities:

- (a) Brainstorm a list of institutions, organizations, agencies, etc. that may have a role in the regulation of gender, sex and sexuality. Submit your list on Brightspace before our Sept. 18 class and bring a hard copy or electronic copy to class with you.

Week 4: The Personal is Political – Politics of Consent

Sept. 25 (Quiz 3) & Sept. 27

What do we mean by consent? How are different understandings of consent related to different power structures in society? How does/should the state regulate consent and under what circumstances?

Reading:

- (a) Beres, Melanie A. (2007). 'Spontaneous' Sexual Consent: An Analysis of Sexual Consent Literature. *Feminism & Psychology*, 17(1), 93-108. [Dalhousie Libraries E-Journal]
- (b) Halley, Janet. (2016). The Move to Affirmative Consent. *Signs: Journal of Women in Culture and Society*, 42(1), 257-279. [Dalhousie Libraries E-Journal]
- (c) Hunt, Kalev. (2009). Saving the Children: (Queer) Youth Sexuality and the Age of Consent in Canada. *Sexuality Research & Social Policy*, 6(3), 15-33. [Dalhousie Libraries E-Journal]

Week 5: The Personal is Political – Politics of Sexual Relationships

Oct. 2 (Quiz 4) & Oct. 4

REMINDER: Reflection Assignment due Friday, October 5 at 4pm.

How does/has the state regulate(d) sexual relationships? Who gets to participate in sexual relationships and in what way(s)? What relationships of power shape those experiences?

Reading:

- (a) Gaucher, Megan. (2016). Monogamous Canadian Citizenship, Constructing Foreignness, and the Limits of Harm Discourse. *Canadian Journal of Political Science*, 49(3), 519-538. [Dalhousie Libraries E-Journal]
- (b) Thompson, Debra. (2009). Racial Ideas and Gendered Intimacies: The Regulation of Interracial Relationships in North America. *Social and Legal Studies*, 18(3), 353-371. [Dalhousie Libraries E-Journal]
- (c) Smith, Miriam. (2011). Canada: The Power of Institutions. In Manon Tremblay, Carol Johnson and David Paternotte (Eds.), *The Lesbian and Gay Movement and the State: Comparative Insights into a Transformed Relationship* (pp. 73-88). Farnham, Surrey: Ashgate. [Brightspace]

Week 6: The Personal is Political – Politics of Reproduction

Oct. 9 (Quiz 5) & Oct. 11

How does the state regulate reproduction? Who gets to reproduce and in what way(s)? Who is often discouraged or prevented from reproducing and what relationships of power shape that experience?

Reading:

- (a) Cattapan, Alana. (2016). Precarious Labour: On Egg Donation as Work. *Studies in Political Economy*, 97(3), 234-252. [Dalhousie Libraries E-Journal]
- (b) Malacrida, Claudia. (2009). Performing Motherhood in a Disablist World: Dilemmas of Motherhood, Femininity and Disability. *International Journal of Qualitative Studies in Education*, 22(1), 99-117. [Dalhousie Libraries E-Journal]
- (c) Stote, Karen. (2012). The Coercive Sterilization of Aboriginal Women in Canada. *American Indian Culture and Research Journal*, 36(3), 117-150. [Dalhousie Libraries E-Journal]
- (d) Trace, Kaleigh. (2014). So You're Having an Abortion (in Halifax, Nova Scotia). *The Fucking Facts*. <https://thefuckingfacts.com/2014/01/28/so-youre-having-an-abortion-in-halifax-nova-scotia/>

Preparation for In-Class Activities:

- (a) Find the nearest abortion provider or fertility clinic to your hometown. Explore their website (or the information available about them online) and make a list of 5 key facts that you would want a friend to know if they were considering abortion or having fertility troubles. A list of abortion providers in Canada is maintained by the Abortion Rights Coalition of Canada (<http://www.arcc-cdac.ca/home.html>) and a list of fertility clinics can be found on <http://www.fertilityclinics.ca/>. Submit your list of 5 key facts to

Brightspace before our Oct. 11 class and bring a hard copy or electronic copy to class with you.

Week 7: The Institutional is Personal – Politics of Sexual Education

Oct. 16 (Quiz 6) & Oct. 18

What forms does sexual education take? What is (or should be) included in sexual education curricula and what is left out? What power relations shape our experiences of sexual education?

Reading:

- (a) Geise, Rachel. (2014). The Talk. *The Walrus*. <https://thewalrus.ca/the-talk/>
- (b) Sanjakdar, Fida. (2014). Sacred Pleasure: Exploring Dimensions of Sexual Pleasure and Desire from an Islamic Perspective. In Lousia Allen, Mary Lou Rasmussen, and Kathleen Quinlivan (Eds.), *The Politics of Pleasure in Sexuality Education: Pleasure Bound* (pp. 95-114). New York: Routledge. [Brightspace]
- (c) Trace, Kaleigh. (2014). And the Warmth Spread Over Us. *Hot, Wet & Shaking: How I Learned to Talk About Sex* (pp. 15-30). Halifax: Invisible Publishing. [Brightspace]
- (d) Connell, Catherine, and Sinikka Elliot. (2009). Beyond the Birds and the Bees: Learning Inequality Through Sexuality Education. *American Journal of Sexuality Education*, 4(2), 83-102. [Dalhousie Libraries E-Journal]

Preparation for In-Class Activities:

- (a) Submit an outline for your book review on Brightspace before our Oct. 18 class. Bullet points are fine. Bring a hard copy to class with you for discussion.

Week 8: The Institutional is Personal – Politics of Sexual Health & Medicine

Oct. 23 (Quiz 7) & Oct. 25

What are some of the barriers or challenges to accessing sexual health services for marginalized groups? Why are some sexualized bodies treated differently than others in the health care field? How can we make sexual health and medicine more inclusive?

Reading:

- (a) Grabham, Emily. (2007). Citizen Bodies, Intersex Citizenship. *Sexualities*, 10(1), 29-48. [Dalhousie Libraries E-Journal]
- (b) Mulé, Nick J. et. al. (2009). Promoting LGBT Health and Wellbeing Through Inclusive Policy Development. *International Journal for Equity in Health*, 8(18), 1-11. [Dalhousie Libraries E-Journal]
- (c) Labuski, Christine. (2014). *It Hurts Down There: The Bodily Imaginaries of Female Genital Pain*. Albany: SUNY Press. [Brightspace; read pages 55-67, 136-151]

Preparation for In-Class Activities:

- (a) Find a news article about some aspect of sexual health and medicine. Submit a copy on Brightspace by our Oct. 25 class and bring a hard copy or electronic copy with you to class.

Week 9: The Institutional is Personal – Politics of Sexualized & Gendered Violence

Oct. 30 (**Quiz 8**) & Nov. 1

REMINDER: Critical Book Review due Friday, November 2 at 4pm.

How does the state regulate sexualized and gendered violence? How do some groups experience of sexualized or gendered violence differently? How do we or should we conceptualize sexualized and gendered violence?

Reading:

- (a) Bettcher, Talia Mae. (2007). Evil Deceivers and Make-Believers: On Transphobic Violence and the Politics of Illusion. *Hypatia: A Journal of Feminist Philosophy*, 22(3), 43-65. [Dalhousie Libraries E-Journal]
- (b) Gilson, Erinn Cunniff. (2016). Vulnerability and Victimization: Rethinking Key Concepts in Feminist Discourses on Sexual Violence. *Signs: Journal of Women in Culture and Society*, 42(1), 71-98. [Dalhousie Libraries E-Journal]
- (c) Kuokkanen, Rauna. (2008). Globalization as Racialized, Sexualized Violence. *International Feminist Journal of Politics*, 10(2), 216-233. [Dalhousie Libraries E-Journal]

Preparation for In-Class Activities:

- (b) Submit a brief description (100 words) of the topic you have chosen for your major project on Brightspace before our Oct. 30 class. Bring a hard copy to class with you for discussion.

Week 10: The Institutional is Personal – Politics of Pornography

Nov. 6 (**Quiz 9**) & Nov. 8

How does the state regulate pornography and erotica? What are some of the potential harms and the potential positives of pornography and erotica for marginalized groups? What are some of the power relationships implicated in the production of pornography and erotica?

Reading:

- (a) MacKinnon, Catherine. (1989). Sexuality, Pornography, and Method: "Pleasure under Patriarchy." *Ethics*, 99(2), 314-346. [Dalhousie Libraries E-Journal]
- (b) Cruz, Ariane. (2013). Pornography: A Black Feminist Woman Scholar's Reconciliation. In Tristan Taormino, Constance Penley, Celine Parrenas Shimizu, and Mireille Miller-Young (Eds.), *The Feminist Porn Book: The Politics of Producing Pleasure* (pp. 215-227). New York: The Feminist Press at CUNY. [Novanet E-Book]

- (c) Taormino, Tristan. (2013). Calling the Shots: Feminist Porn in Theory and Practice. In Tristan Taormino, Constance Penley, Celine Parrenas Shimizu, and Mireille Miller-Young (Eds.), *The Feminist Porn Book: The Politics of Producing Pleasure* (pp. 255-264). New York: The Feminist Press at CUNY. [Novanet E-Book]
- (d) Neville, Lucy. (2018). 'The Tent's Big Enough for Everyone': Online Slash Fiction as a Site for Activism and Change. *Gender, Place & Culture*, 25(3), 384-398. [Dalhousie Libraries E-Journal]

Preparation for In-Class Activities:

- (a) Submit a one page outline of your major project before our Nov. 8 class. Bring a hard copy to class with you for discussion.

Week 11: Study Break – No Class

This is a good time to catch up on reading and get a head start on your remaining assignment!

Week 12: The Institutional is Personal – Sexual Politics in Development Policy & Practice

Nov. 20 (**Quiz 10**) & Nov. 22

How are sexual politics implicated in global development policy and practice? Whose bodies are included and excluded in global development and what relationships of power shape that inclusion or exclusion?

Reading:

- (a) Tiessen, Rebecca. (2015). 'Walking Wombs': Making Sense of the Muskoka Initiative and the Emphasis on Motherhood in Canadian Foreign Policy. *Global Justice: Theory Practice Rhetoric*, 8(1), 74-93. [Open Access Online Journal]
- (b) Corrêa, Sonia, and Susie Jolly. (2008). Development's Encounter with Sexuality: Essentialism and Beyond. In Andrea Cornwall, Sonia Corrêa, and Susie Jolly (Eds.), *Development with a Body: Sexuality, Human Rights & Development* (pp. 22-42). London: Zed Books. [Brightspace]

Preparation for In-Class Activities:

- (a) Submit at least 2 pages of draft writing for your major project before our Nov. 22 class. Bring a hard copy to class with you for discussion.

Week 13: The Institutional is Personal – Sexual Politics in Resource Extraction

Nov. 27 (**Quiz 11**) & Nov. 29

REMINDER: Major Project due Friday, November 30 at 4pm.

How are sexual politics implicated in resource extraction in Canada and internationally? Who receives the benefits of resource extraction and who bears more of the costs? What is the role of the state in regulating resource extraction?

Reading:

- (a) Albin-Lackey, Chris. (2011). *Gold's Costly Dividend: Human Rights Impacts of Papua New Guinea's Porgera Gold Mine*. New York: Human Rights Watch.
<https://www.hrw.org/sites/default/files/reports/png0211webwcover.pdf>
- (b) Nightingale, Elana, et al. (2017). The Effects of Resource Extraction on Inuit Women and Their Families: Evidence from Canada. *Gender & Development*, 25(3), 367-385.
[Dalhousie Libraries E-Journal]

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.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Student Accessibility Centre and/or make arrangements to discuss with the instructor.

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

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>