DALHOUSIE UNIVERSITY

Social Media & Politics

POLI 3546

Winter 2020

Monday and Wednesdays 10:05-11:25

Studley MCCAIN ARTS&SS 1102

Instructor: Dr. Scott Pruysers
Office: Henry Hicks Building, Room 360
Office Hours: Tuesdays 10:00am-11:30am
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On weekdays, I will generally respond to your emails within 24 hours. Substantive questions are best discussed in person during office hours. Feel free to email me or to drop by during office hours to see me with any questions you may have or simply to chat about your progress in the course. This time is for you so I hope that you will use it. I look forward to getting to know you better.

Course Description

This course provides students with an introduction to politics in the digital era. Election campaigns are increasingly being fought on the internet, municipalities across the country are removing paper ballots entirely and replacing them with online voting, and citizens and voters are turning to social media (Facebook, Twitter, YouTube, etc.) more and more for opportunities to participate in, and learn about, politics. While the course explores digital politics broadly, the primary focus will be on social media, especially debates surrounding the role and importance of social media in contemporary political life. Does social media encourage individuals who would not normally participate in politics to become active? Does social media increase political knowledge via exposure to 'shared' content? Can social media be used to effectively organize social movements and spur protests? Who 'falls' for fake news and shares this content online? Is social media a threat to democracy and the integrity of elections? These are some of the questions we will address throughout the course. Weekly topics will include political communication (new and old media); digital democracy and concerns regarding the digital divide; political memes and user generated content; fake news; incivility and online polarization; the relationship between social media and political knowledge and participation; the role of social media in elections, social movements and protests; and concerns regarding privacy, surveillance, and election interference.

Required Texts

Axel Bruns, Gunn Enli, Eli Skogerbo, Anders Olof Larsson, Christian Christensen. 2017. *The Routledge Companion to Social Media and Politics*. New York: Routledge.

See course schedule for additional readings each week.

see word document in Brightspace for links to journal article readings

Course Learning Outcomes
1. Provide students with an introduction to, understanding of, the following:
   a. the changing media landscape including the intersection of old and new media
   b. the role and significance of social media in contemporary political life (elections, protests, social movements, everyday politics, etc.)
   c. the challenges associated with social media (privacy, surveillance, etc.) as well as possible threats to the democratic process (fake news, election interference, etc.)
2. Assist students in rooting their arguments in the relevant empirical literature and expose them to the fundamental arguments of scholars in the field regarding the role and influence of social media in politics.
3. Help students develop and practice critical reading and writing skills.

Class Format
The class is scheduled to meet twice a week. For the first number of weeks I will lecture on both Monday and Wednesday. After this, the typical weekly structure will include a lecture for the first class of the week (Monday) and a student (group) presentation and discussion on the second day (Wednesday). As student-centered discussions are an important component of the course, students are expected to attend having read the required readings for that week. Attendance and participation will be graded.

Course Assignments

Requirement/Assessment	Date	Weighting
Attendance & Participation	Ongoing	10%
Group Presentation and Discussion	Ongoing	25%
Social Media Reflection	January 29	15%
Test 1	February 10	10%
Test 2	March 16	10%
Social Media Campaign Document	April 1	30%

Attendance & Participation (10%)
An important component of this course will be student-centered discussions. Classroom participation provides students with the ability to interact with one another as well as critically engage with the course material. Attendance will be taken each week. Students are expected to attend having read the required materials for that week and actively participate in discussion (see Course Schedule).

Group Presentation & Discussion (25%)
Starting in week 5 of the course, the Wednesday class each week will be devoted to student presentations. In groups (~ 4 or 5 students per group), students will present on a specific case study (recent election, social movement, etc.) regarding the intersection of social media and politics. Presentations should include a discussion of the case in question (i.e., background and context, etc.), an explanation of the outcome of the case, examples of how social media was used (i.e., show YouTube videos, tweets, etc.), and an analysis of the use, role, and effectiveness of social media (drawing on academic literature) in the particular case. Where possible, presentations should make connections to course material and major themes. Topics for presentation will be discussed in class and posted online but include elections, referendums, and social movements such as the 2012 US election, the Brexit campaign, Idle no More, the Arab Spring protests, and so on. Presentations should be approximately 40-45 minutes. In addition to the group presentation, each group will develop a

series of discussion questions relating to their specific case to lead the remainder of the class.

Reflection (15%)

In his New Yorker article, "[Small Change. Why the Revolution will not be Tweeted](#)", Malcolm Gladwell is critical of those who argue that social media is profoundly changing political life. The purpose of this assignment is to read the article and respond to Gladwell in a short (**5-6 page double spaced**) reflection. What does social media add to our democratic politics? What, if anything, does it take away? What are the major concerns regarding the use (and abuse) of social media in Canadian politics and elections? Importantly, is Gladwell correct in his assessment? The reflection is due in hardcopy the class of January 29.

Tests (10% each)

There will be two in class tests (February 10 and March 16). The tests will cover all assigned readings, lectures, and presentations up to the date of the test. The tests will consist of two parts: a section in which students will be asked to define and explain the significance of key terms/concepts, and a short essay question.

Social Media Campaign Document (30%)

The major individual assignment for this course is a social media campaign document. Imagine the following hypothetical scenario: It has only been a few months since the 2019 general election but there is a by-election in the Halifax electoral district. You are tasked with developing an online strategy document for your preferred (fictional) candidate/party in the election. Each assignment must include at least 4 types of original content that you create from the following list:

- YouTube video (2+minutes)
- Political meme (x5)
- Facebook post (x5)
- Tweet (x10)
- Blog post (700 words)
- Website
- Infographic regarding a particular policy
- Op-ed for an online news outlet (500 words)
- Instagram post (x7)

In addition to creating your unique social media content, students will need to discuss the overall strategy of their social media campaign, drawing on course readings as well as original research. The strategy portion of the assignment (**6-8 pages double spaced)** should consider questions such as Why these forms of social media over others? Who was the intended audience? What was the primary message (were some messages better suited for different forms of media/social media)? What was the overall campaign strategy? This assignment is due April 1.

Course Schedule and Readings

January 6: Introduction

- Granovetter, Mark. 1973. "The Strength of Weak Ties." *American Journal of Sociology* 78(6):1360–1380.

- Chapter 2. "Evolution or Revolution – Why Facebook and Twitter Matter?" In *Tweeting to Power*. Oxford: Oxford University Press.

January 8: What is Social Media & Is it Political?
- Carr, Caleb, and Rebecca Hayes. 2015. "Social Media: Defining, Developing, and Divining." *Atlantic Journal of Communication*, 23(1): 46-65.
- Textbook Chapter 3. Where There Is Social Media There Is Politics

January 13: Old Media
- Blumler, Jay, and Dennis Kavanagh. 1999. "The Third Age of Political Communication: Influences and Features, Political Communication." 16(3): 209-230.
- LaMarre, Heather, Kristin Landreville, and Michael Beam. 2009. "The Irony of Satire: Political Ideology and the Motivation to See What You Want to See in The Colbert Report." *The International Journal of Press/Politics* 14(2): 212–231.

January 15: Old Media Meets Social Media
- Textbook: Chapter 2: Network Media Logic: Some Conceptual Considerations
- Van Dijck, Jose, and Thomas Poell. 2013. "Understanding social media logic." *Media and Communication* 1(1): 2-14.

January 20: Digital Divide and Online Politics
- Small, Tamara, Harold Jansen, Frederick Bastien, Thierry Giasson, and Royce Koop. 2014. "Online Political Activity in Canada: The Hype and the Facts." *Canadian Parliamentary Review* 37(4):9-16.
- Goodman, Nicole, Michael McGregor, Jerome Couture, and Sandra Breux. 2018. "Another Digital Divide? Evidence that Elimination of Paper Voting Could Lead to Digital Disenfranchisement." *Policy and Internet* 10: 164-184.

January 22: Memes, User Generated Content (UGC), And Citizen Journalism
- Ostman, Johan. 2012. "Information, expression, participation: How involvement in user-generated content relates to democratic engagement among young people." *New Media and Society* 14: 1004-1021.
- Chapter 6. "US Memes on Donald Trump and Hillary Clinton in 2016." In *Internet Memes and Society*. New York: Routledge.

January 27: Information, knowledge, and fake news
- Gary King, Jennifer Pan, and Margaret E. Roberts. 2017. "How the Chinese Government Fabricates Social Media Posts for Strategic Distraction, not Engaged Argument." *American Political Science Review* 111(3): 484-501.
- Guess, Andrew, Jonathan Nagler, and Joshua Tucker. 2019. "Less Than You Think: Prevalence and Predictors of Fake News Dissemination on Facebook." *Science Advances*.
- McCoy, Terrance. 2016. "Inside a Long Beach Web Operation that makes up stories about Trump and Clinton: What they do for clicks and cash." *LA Times*.

January 29: Trolls, incivility, and polarization

- Spohr, Dominic. 2017. "Fake news and ideological polarization: Filter bubbles and selective exposure on social media." *Business Information Review 34*(3):150–160.
- Rheault, Ludvic, EricaRayment, and Andreaa Musulan. 2019. "Politicians in the line of fire: Incivility and the treatment of women on social media." *Research & Politics*. Online First.

==**Reflection due in class**==

February 3: Activism and Engagement
- Textbook Chapter 19. Cyberactivism in China: Empowerment, Control, and Beyond
- Chapter 2. "#stopslacktivism: Why Clicks, Likes, and Shares Matter." In *Beyond Slacktivism*. Switzerland: Palgrave Macmillan.
- Boulianne, Shelley. 2015. "Social media use and participation: a meta-analysis of current research." *Information, Communication & Society* 18(5): 524-53.

February 5: Presentation (Brexit)
- Bossetta, Michael, Anamaria Segesten, and Hans-Jorg Trenz. 2018. "The Brexit Battle on Facebook: assessing Echo Chambers and Polarization."*LSE Blog*.

==February 10: Test in class==

February 12: Presentation (Occupy Wall Street)
- Tremayne, Mark. 2014. "Anatomy of Protest in the Digital Era: A Network Analysis of Twitter and Occupy Wall Street." *Social Movement Studies* 13(1):110-126.

February 17-19: BREAK

February 24: Mobilization, Social Movements and Protests
- Textbook Chapter 13. Social Media Use during Political Crises: The Case of the Gezi Protests in Turkey
- Bond, R. M., Fariss, C. J., Jones, J. J., Kramer, A. D., Marlow, C., Settle, J. E., and Fowler, J. H. 2012. "A 61-million-person experiment in social influence and political mobilization." *Nature* 489(7415): 295-298.

February 26: Presentation (Arab Spring)
- Wolfsfeld, Gadi, Elad Segev, and Tamir Sheafer. 2013. "Social Media and the Arab Spring: Politics Comes First." *The International Journal of Press/Politics* 18(2):115–137.

March 2: Control, privacy, regulation, censorship, and surveillance
- Chapter 2. "The Surveillance Machine." In *Antisocial Media: How Facebook Disconnects Us and Undermines Democracy.* Oxford: Oxford University Press.
- McKelvey, Fenwick. 2018. "Protecting our information in the age of data-driven politics." *Policy Options*
- Zuckerberg, Mark. 2019. "Four Ideas to Regulate the Internet." *Facebook Newsroom*.
- Zhong, Raymond. 2019. "TikTok Blocks Teen Who Posted About China's Detention Camps." *New York Times*.

March 4: Presentation (Migration Crisis)
- Ekman, Mattias. 2018. "Anti-refugee Mobilization in Social Media: The Case of Soldiers of Odin." *Social Media & Society*. Online First.

March 9: Election Campaigns
- Textbook Chapter 23. Social Media in the UK Election Campaigns 2008-14: Experimentation, Innovation and Convergence
- Textbook Chapter 24. Compulsory Voting, Encouraged Tweeting? Australian Elections and Social Media
- Textbook Chapter 31. Comparing Facebook and Twitter during the 2013 General Election in Italy
- Textbook Chapter 26: Social Media Incumbent Advantage: Barack Obama's and Mitt Romney's Tweets in the 2012 US Presidential Election Campaign

March 11: Presentation (US 2012 Election)
- Gulati, Girish., and Christine Williams. 2013. "Social Media and Campaign 2012: Developments and Trends for Facebook Adoption." *Social Science Computer Review 31*(5): 577–588.

March 16: Test in class

March 18: Presentation (Idle No More)
- Vincent Raynauld, Emmanuelle Richez & Katie Boudreau Morris. 2018. "Canada is #IdleNoMore: exploring dynamics of Indigenous political and civic protest in the Twitterverse." *Information, Communication & Society* 21(4): 626-64.

March 23: Election Interference and Related Concerns
- Kim, Young Mie, et al. 2018. "The Stealth Media? Groups and Targets behind Divisive Issue Campaigns on Facebook." *Political Communication*. Online First.
- Chapter 1. "How Do We Know That Russian Spies and Saboteurs (aka Hackers and Trolls) Intervened in the 2016 Presidential Election?" In *Cyberwar: How Russian Hackers and Trolls Helped Elect a President*. Oxford: Oxford University Press.

March 25: Presentation (Canada 2015)
- Croskill-Killin, Julie, and Tamara Small. 2018. "The National Message, the Local Tour: Candidates' Use of Twitter during the 2015 Canadian Election." In *Political Elites in Canada: Power and Influence in Instantaneous Times* (edited by Alex Marland, Thierry Giasson and Andrea Lawlor). Vancouver: UBC Press.

March 30: Documentary Shown in Class
- Chapter 5. "Cambridge Hyperbolytica." In *Outnumbered: From Facebook and google to fake news and filter bubbles – the algorithms that control our lives.*

April 1: Review
Social Media Campaign Document is due in class**

Suggested Readings

- "Chronology." In *Encyclopedia of Social Media and Politics*. London: Sage.
- "Web 2.0." In *Encyclopedia of Social Media and Politics*. London: Sage.
- Chapter 14. "Online news creation and consumption: implications for modern democracies." In *Routledge Handbook of Internet Politics*. New York: Routledge.
- Chapter 4. "Cybercascades." In *#Republic: Divided Democracy in the Age of Social Media*. Princeton: Princeton University Press.
- Chapter 1. "A Society Searching." In *Algorithms of Oppression: How Search Engines Reinforce Racism*. New York: New York University Press.
- Pennycook, Gordon, and David Rand. 2019. "Who falls for fake news? The roles of bullshit receptivity, overclaiming, familiarity, and analytic thinking." *Journal of Personality*. Online First.
- Cantijoch, Marta, David Cutts, and Rachel Gibson. 2016. "Moving slowly up the ladder of political engagement: A 'spill-over' model of internet participation." *The British Journal of Politics and International Relations*, 18(1):26-48.
- Pond, Phillip, and Jeff Lewis. 2019. "Riots and Twitter: connective politics, social media and framing discourses in the digital public sphere." *Information, Communication & Society,* 22(2): 213-231.
- Textbook Chapter 5. Third Space, Social Media, and Everyday Political Talk

Resources for Group presentations
The following readings are <u>not</u> required for lecture but are meant to help students with their group's presentation

Brexit

- Bastos, Marco T., and Dan Mercea. 2019. "The Brexit Botnet and User-Generated Hyperpartisan News." *Social Science Computer Review* 37(1): 38–54.
- Hänska, Max and Stefan Bauchowitz. 2017. "[Tweeting for Brexit: How Social Media Influenced the Referendum](#)." LSE Online Research.
- Del Vicario, Michela, Fabiana Zollo, Guido Caldarelli, Antonio Scala, and Walter Quattrociocchi. 2017. "Mapping Social Dynamics on Facebook: The Brexit Debate." *Social Networks* 50: 6-16.
- Lomas, Natasha. 2018. "[It's Official: Brexit Campaign Broke the Law – With Social](#) Media's Help." *Tech Crunch*.
- Sloam, J. (2018) #Votebecause: Youth mobilization for the referendum on British membership of the European Union. *New Media & Society,* 20(11), 4017-4034.

Occupy Wall Street

- Penney, Joel, and Caroline Dadas. 2014. "(Re)Tweeting in the Service of Protest: Digital Composition and Circulation in the Occupy Wall Street Movement." *New Media & Society* 16(1): 74–90.
- Theocharis, Yannis, Will Lowe, Jan W. van Deth, and Gema García-Albacete. 2015. "Using Twitter to mobilize protest action: online mobilization patterns and action repertoires in the Occupy Wall Street, Indignados, and Aganaktismenoi movements." *Information, Communication & Society* 18(2):202-220

- Gleason, Benjamin. 2013. "#Occupy Wall Street: Exploring Informal Learning About a Social Movement on Twitter." *American Behavioral Scientist 57*(7): 966–982.
- DeLuca, Kevin, Sean Lawson, and Ye Sun. 2012. "Occupy Wall Street on the Public Screens of Social Media: The Many Framings of the Birth of a Protest Movement." *Communication, Culture and Critique* 5(4): 483–509.
- Agarwal, S. D., Barthel, M. L., Rost, C., Borning, A., Bennett, W. L., & Johnson, C. N. (2014). Grassroots organizing in the digital age: Considering values and technology in Tea Party and Occupy Wall Street. Information, Communication & Society, 17(3), 326–341.
- Thorson, K., Driscoll, K., Ekdale, B., Edgerly, S., Thompson, L. G., Schrock, A., Swartz, L., Vraga, E. K., & Wells, C. 2013. "YouTube, Twitter, and the Occupy Movement: Connecting content and circulation practices." *Information, Communication, & Society* 16(3): 421-451.

Arab Spring
- Haque Khondker, Habibul. 2011. "Role of the New Media in the Arab Spring." *Globalizations* 8(5): 675-679.
- Francesca Comunello and Giuseppe Anzera. 2012. "Will the revolution be tweeted? A conceptual framework for understanding the social media and the Arab Spring." Islam and Christian–Muslim Relations 23(4): 453-470.
- Markham, Tim. 2014. "Social media, protest cultures and political subjectivities of the Arab spring." *Media, Culture & Society 36*(1): 89–104.
- Bruns, A., Highfield, T., & Burgess, J. 2013. "The Arab Spring and Social Media Audiences: English and Arabic Twitter Users and Their Networks." *American Behavioral Scientist 57*(7):871–898.

Migration Crisis
- Michailidou, Asimina (2017). Twitter, Public Engagement and the Eurocrisis: More than an Echo Chamber? In: *Social Media and European Politics* ed. by Mauro Barisione et al., 241–266. Basingstoke: Palgrave Macmillan.
- Boukala, S. & Dimitrakopoulou, D. (2018) Absurdity and the "Blame Game" Within the Schengen Area: Analyzing Greek (Social) Media Discourses on the Refugee Crisis. *Journal of Immigrant & Refugee Studies,* 16(1-2), 179-197.
- Ferra, I. & Nguyen, D. (2017) #Migrantcrisis: "tagging" the European migration crisis on Twitter. *Journal of Communication Management*, 21(4), 411-426.
- Ademmer, E., Leupold, A., & Stöhr, T. (2019). Much ado about nothing? The (non-) politicisation of the European Union in social media debates on migration. *European Union Politics*, *20*(2), 305–327.

US 2012
- Groshek, J., & Al-Rawi, A. (2013). Public Sentiment and Critical Framing in Social Media Content During the 2012 U.S. Presidential Campaign. *Social Science Computer Review*, *31*(5), 563–576.
- Hong, Sounman, and Diniel Nadler. 2012. "Which Candidates do the Public Discuss Online in an Election Campaign?" *Government Information Quarterly* 29: 455-461.
- Yang, H. "Chris," & DeHart, J. L. (2016). Social Media Use and Online Political Participation Among College Students During the US Election 2012. *Social Media + Society*.

- Lai, Sarah. 2012. "With The Help of Digital Infrastructure, Obama Wins Re-election" by Sarah Lai Stirland. *Tech President.*

Idle No More

- Callison, C., & Hermida, A. (2015). Dissent and resonance: #IdleNoMore as an emergent middle ground. Canadian Journal of Communication, 40(4), 695–716.
- Dahlberg-Grundberg, M. D., & Lindgren, S. (2015). Translocal frame extensions in a networked protest: Situating the #IdleNoMore hashtag. IC Revista Científica de Información y Comunicación, 11, 49–77.
- Donkin, K. (2013). "Social media helps drive Idle No More movement." *Toronto Star.*
- Tupper, J. (2014). Social media and the Idle No More movement: Citizenship, activism and dissent in Canada. Journal of Social Science Education, 13(4), 87–94.
- Lesley J. Wood. 2015. "Idle No More, Facebook and Diffusion." *Social Movement Studies*, 14:5, 615-621.
- Moscato, Derek. 2016. 'Media Portrayals of Hashtag Activism: A Framing Analysis of Canada's #Idlenomore Movement." Journalism.

Canada 2015

- Croskill-Killin, Julie, and Tamara Small. 2018."The National Message, the Local Tour: Candidates' Use of Twitter during the 2015 Canadian Election." In *Political Elites in Canada: Power and Influence in Instantaneous Times* (edited by Alex Marland, Thierry Giasson and Andrea Lawlor). Vancouver: UBC Press.
- Croskill-Killin, Julie, and Tamara Small. 2015. "All Politics is Not Local: Local Candidate Tweeting in the 2015 Election." In Canadian Election Analysis 2015: Communication, Strategy, and Democracy (edited by Alex Marland and Thierry Giasson). UBC Press/Samara.
- Small, Tamara. 2016. "Two Decades of Digital Party Politics in Canada: An Assessment." *Canadian Political Parties in Transition: Recent Evolution and New Agendas for Research, 4th Edition* (edited by Alain-G. Gagnon and A. Brian Tanguay). Toronto: University of Toronto Press.
- McKelvey, F., Côté, M. & Raynauld, R. (2018) Scandals and Screenshots: Social Media Elites in Canadian Politics. In Alex Marland, Thierry Giasson & Andrea Lawlor (Eds.), Political Elites in Canada: Power and Influence in Instantaneous Times. Vancouver: UBC Press.

Supplemental Blogs and Resources

Other relevant source of information and commentary about social media and politics are available at the following sites:

- ePolitics. www.epolitics.com
- Social Advocacy and Politics. www.socialmediatoday.com/special-columns/Social-Advocacy-&-Politics
- Pew Institute - https://www.pewinternet.org/topics/social-media/
- Statista https://www.statista.com/topics/3723/social-media-and-politics-in-the-united-states/
- Infogagement https://medium.com/infogagement
- Twiplomacy https://twiplomacy.com

- GovLoop https://www.govloop.com
- E-diplomacy https://www.diplomacy.edu/e-diplomacy
- Digiblog https://digdipblog.com

University Grading Policy

Grade	Grade Point Value	Percentage	Definition	
A+ A A-	4.30 4.00 3.70	90-100 85-89 80-84	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
B+ B B-	3.30 3.00 2.70	77-79 73-76 70-72	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
C+ C C-	2.30 2.00 1.70	65-69 60-64 55-59	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
D	1.00	50-54		Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of 'C' is required).
FM	0.00		Marginal Failure	Available only for Engineering, Health Professions and Commerce.
F	0.00	0-49	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.
INC	0.00		Incomplete	
W	Neutral and no credit obtained		Withdrew after deadline	
ILL	Neutral and no credit obtained		Compassionate reasons, illness	
P	Neutral		Pass	
TR	Neutral		Transfer credit on admission	

Pending	Neutral		Grade not Neutral and no credit obtained reported	

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, available at
https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=81&chapterid=4424&loaduseredits=False

University Statements

- Territorial Acknowledgement:

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people.[1]

- Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. (read more: https://www.dal.ca/dept/university_secretariat/academic-integrity.html

- Accessibility

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus 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).

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Study Accessibility Centre: https://www.dal.ca/campus_life/academic-support/accessibility.html

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.

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

- 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. (read more: https://www.dal.ca/dept/university_secretariat/policies/student-life/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. Dalhousie is strengthened in our diversity and dedicated to achieving equity. We are committed to being a respectful and inclusive community where everyone feels welcome and supported, which is why our university prioritizes fostering a culture of diversity and inclusiveness.
(read more: https://www.dal.ca/cultureofrespect.html

University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates) http://www.dal.ca/academics/important_dates.html
- Dalhousie Grading Practices Policy https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html
- Grade Appeal Process https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html
- Sexualized Violence Policy https://www.dal.ca/dept/university_secretariat/policies/human-rights---equity/sexualized-violence-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 – Advising https://www.dal.ca/campus_life/academic-support/advising.html
- Student Health & Wellness Centre https://www.dal.ca/campus_life/health-and-wellness.html
- On Track (helps you transition into university, and supports you through your first year at Dalhousie and beyond https://www.dal.ca/campus_life/academic-support/On-track.html
- Indigenous Student Centre https://www.dal.ca/campus_life/communities/indigenous.html
- Elders-in-Residence (The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the Indigenous Student Centre or contact the program at elders@dal.ca or 902-494-6803.)

https://medicine.dal.ca/departments/core-units/global-health/diversity/indigenous-health/elders-in-residence.html

- Black Student Advising Centre: https://www.dal.ca/campus_life/communities/black-student-advising.html
- International Centre https://www.dal.ca/campus_life/international-centre.html
- South House Sexual and Gender Resource Centre https://southhousehalifax.ca/
- LGBTQ2SIA+ Collaborative - https://www.dal.ca/dept/hres/education-campaigns/LGBTQ2SIA-collaborative.html
- Library http://libraries.dal.ca
- Copyright Office https://libraries.dal.ca/services/copyright-office.html
- Dalhousie Student Advocacy Services http://dsu.ca/dsas
- Dalhousie Ombudsperson https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html
- Human Rights and Equity Services https://www.dal.ca/dept/hres.html
- Writing Centre https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
- Study Skills/Tutoring: https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html
- Faculty or Departmental Advising Support: See https://www.dal.ca/faculty/arts/programs.html for links to departmental websites and information about advising

Safety

- Biosafety https://www.dal.ca/dept/safety/programs-services/biosafety.html
- Chemical Safety https://www.dal.ca/dept/safety/programs-services/chemical-safety.html
- Radiation Safety https://www.dal.ca/dept/safety/programs-services/radiation-safety.html
- Laser Safety https://www.dal.ca/dept/safety/programs-services/radiation-safety/laser-safety.html