POLI 4561.03; POLI 5561.03/PUAD 6561.03
Security-Development Nexus:
Theory, Policy and Complex Operations
Winter 2020

DALHOUSIE 1818
UNIVERSITY 2018

Class Meetings: Fridays (8:30am – 11:30am) *Plus extra class on Monday, April 6 as per Registrar's Office*
Location: Mona Campbell Building – Room 1107

Instructor: Dr. Jenny Baechler
Office: **Room 3032**, 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: Mondays from 1:00pm – 3:00pm or by appointment.
Email: jenny.baechler@dal.ca

RECOGNITION OF MI'KMAQ TERRITORY

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

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, 1321 Edward Street, or email Elders@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 our capacity to contribute to the economic and human development of these countries. This course aims, first, to give students a broad understanding of the various dimensions of the security-development nexus; and second, to address significant practical implications of this nexus. An important portion of the course will examine specific case studies and feature an interagency simulation to provide students with a sense of what it is like to grapple these concepts beyond the classroom.

The first objective of this course is to give students a broad understanding of the notion of the security-development nexus, as well as the various dimensions of this nexus. Students will also be familiarized with the numerous debates, both conceptual and practical, surrounding this issue and examine promising avenues for future praxis. The second aim of this course is to address significant practical implications and applications of the security-development nexus. In this respect, a key component of this course will be the examination of specific case studies where security-development issues are paramount.

Pre-Requisites for POLI 4561: POLI 2301.03 or POLI 2302.03 or POLI 2520.03 or POLI 2530.03 INTD 2001.03 or INTD 2002.03 or by permission of instructor

Note: While this course is designed as a seminar course for graduate students from a number of academic disciplines including (Political Science, International Development Studies and Public Administration), well-prepared third and fourth-year undergraduates may be admitted with special permission from the course instructor.

LEARNING OBJECTIVES
By the end of this course students will be able to:
1. Understand and communicate core theoretical perspectives on the security-development nexus: human security, peacebuilding, stabilisation, securitization of humanitarian aid, state fragility, etc.
2. Analyze contemporary manifestations of the security-development nexus. This form of analysis will involve identifying and understanding the competing and reinforcing relationships that exist between interconnected actors, interests and operational / policy imperatives within a given context. Moreover, students will be able to discuss if and how these tensions might be reconciled.
3. Understand the practical application of theories related to the security-development nexus through administrative concepts such as: interagency approach, whole-of-government approach or civil-military coordination and/or joined-up government.
4. Select and apply effective techniques and tactics to advance an interagency approach to a policy issue characterized by 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 having read the required readings and prepared to participate in class discussions. Generally, there are four readings prescribed each week. To be well-prepared for class and the eventual mid-term, students should be, at a minimum, comfortable with the content in at least two of the required reading's each week – ideally, one article from each seminar pairing.

GRADE SCALES

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

Grade Scale (Faculty of Graduate Studies)

Letter Grade	Numeric Grade
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
F	< 70

NOTE: Graduate students must achieve a minimum, or passing, grade of B- in all classes required as part of their degree program. Any lower grade will be recorded as a failure, with the exception of those classes with an approved pass/fail grading scheme.

METHOD OF EVALUATION

Assignment	Weighting - Graduate	Weighting - Undergraduate	Due Date
Policy Briefing Note	15%	15%	Friday, January 31
Seminar Presentation & Facilitated Discussion *Students will sign up for presentation dates on the 2nd day of class.*	15%	20%	Ongoing
Midterm	20%	25%	Friday, February 28
Interagency Simulation Backgrounder (Graduate Only)	10%	-	March 6
INDIVIDUAL: Opening Brief – Actor Profile	5%	5%	March 13 (due in class)
GROUP: Presentation	15%	15%	April 6 (delivered in class)
INDIVIDUAL: Summative Reflection	5%	5%	April 6 (due in class)
Attendance & Participation	15%	15%	Ongoing
TOTAL	**100%**	**100%**	

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% per 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.

IMPORTANT DATES

Last day to add/drop classes   January 17, 2020
Last day to drop without a "W"   January 31, 2020
Last day to drop with a "W"   March 9, 2020

COURSE DELIVERABLES (DETAILS)

Attendance & Participation

Students are expected to attend every class. Attendance will be monitored on a weekly basis. In the absence of extraordinary and documented circumstances, missing more than two classes will results in a grade of 0 for participation.

The instructor will assess participation after each class. **Your participation will be evaluated in a number of dimensions: conduct, leadership within the context of class discussions, reasoning and argumentation, listening and evidence of preparation. An evaluation rubric for class participation will be posted to Brightspace.**

How to prepare to be an engaged audience member for weekly seminar discussions?
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 & facilitated discussion:
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 17, Jan 23, Jan 31, Feb 14, March 6 and, possibly, March 27. Each team will have the responsibility of presenting topics / themes and leading a class discussion related to two assigned readings.

The group is required to:
a. Summarize the articles – a sufficient amount of context / background information and discuss the main insights or contributions presented by the author(s). Where appropriate, be sure to situate the articles within their temporal, disciplinary, methodological and geographic perspectives.
b. Alongside the peer-reviewed articles, identify an article from a press outlet, speaks to a current manifestation of the SD Nexus some place in the world (let's call this Nexus in the News!). In addition to briefly summarizing the new article, you'll look to make connections to key themes / topics identified within the peer-reviewed literature (your seminar articles). At a minimum, you'll want to discuss: *how does the current event support or contradict themes from the articles and/or how does the article allow us to better understand the nexus as it is presented in the news?*

c. Facilitate a critical discussion with the class about themes / ideas / insights that emerged in the presentation.

Each group is expected to present for a total of 30 minutes. Please be conscious about how much time you allocate 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 on the assigned readings for 10 minutes, introduce and distill insights from the 'Nexus in the News' component of the presentation for 10 minutes and facilitate a class discussion for the remaining 10 minutes.

Groups will be evaluated on:
a. Concisely summarizing the article and distilling important take-aways and key insights
b. Selecting a news article that speaks to a manifestation of the SD Nexus (Nexus in the News) and incorporating it into the presentation in a manner that continues to explore themes / topics from the peer-reviewed articles.
c. Clarity, form and public speaking skills.
d. Engaging classmates and stimulating thoughtful discussion

==A detailed evaluation rubric will be posted to Brightspace.==

Briefing Note Assignment – Due January 31

While our course is very much focused on the realms of international security and international development, the SD Nexus is not just a challenge facing the international community or communities and regions overseas. In fact, there are manifestations of the security-development nexus in communities across Canada. This assignment will give you an opportunity to examine how the nexus behaves closer to home. The choice of the issue or problem is yours – you just need to pick a concrete example of a policy issue that reflects a strong interaction between insecurity and underdevelopment. You don't need to make a case that the relationship is causal in nature – one doesn't have to cause the other – just that they co-exist and impact each other. You'll examine the policy issue using a briefing note format.

For students unfamiliar with writing a briefing note, I've provided a description of a briefing note below from an online resource at the University of Victoria.[1]

What is a briefing?
Briefings, whether in the form of briefing notes, longer briefing papers, or oral briefings, are used to keep decision makers informed about the issues they are responsible for. In government, briefings are the principal means of communication between government managers and their ministers (or other senior officials). The demands of government these days are such that senior officials must constantly learn and retain information about an enormous range of topics and issues, which change rapidly. The only way they can do this is to rely on concise, clear, reliable briefings.

What is a briefing note and when is it used?
Written briefings are usually done in the form of briefing notes. A briefing note is a short paper that quickly and effectively informs a decision-maker about an issue. A useful briefing note distills often complex information into a short, well-structured document. Briefing notes usually deal with "issues"—subjects of debate. But briefing notes are also prepared for any topic someone needs to be informed about. It might be a policy matter, a situation, a report, action by another government—in fact, anything that government deals with. Briefing notes are typically written for those senior-level decision-makers who have to keep track of many, often unrelated, issues may not be familiar with the issues and may not have any related background for whatever reason, cannot spend time doing their own research need a capsule version of the key points and considerations about an issue.

What are the characteristics of a good BN?

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[1] https://web.uvic.ca/~sdoyle/E302/Notes/WritingBriefingNotes.html

A well-prepared briefing note quickly and efficiently fills a person in on an issue. The most valuable BN is clear, concise and easy to read. To succeed, a briefing note should be:

- short: one to two pages, and always as short as possible
- concise: a short document isn't necessarily concise; concise means every word is used as efficiently as possible
- clear: keep it simple and to the point; always keep your reader firmly in mind and include only what matters to that reader
- reliable: the information in a briefing note must be accurate, sound and dependable; any missing information or questions about the information should be pointed out
- readable: use plain language and design your BN for maximum readability (use white space, subheadings, lists, font, and other means of making reading easier)

There are many ways to structure a briefing note. For this assignment and for the purpose of clarity, I'm going to suggest the following (also from the University of Victoria):

1. **Issue (or Topic, Purpose):** A concise statement of the issue, proposal or problem. This section should explain in one or two lines why the BN matters to the reader. It sets out in the form of a question or a statement what the rest of the note is about.
2. **Background:** The details the reader needs in order to understand what follows (how a situation arose, previous decisions/problems, actions leading up to the current situation). Typically, this section gives a brief summary of the history of the topic and other background information. What led up to this problem or issue? How has it evolved? Do not repeat information that you're including in the Current Status section.
3. **Current Status:** Describes only the current situation, who is involved, what is happening now, the current state of the matter, issue, situation, etc. *It is in this section that you want to be clear that you're looking at a cross-cutting issue – an intersection of underdevelopment and insecurity.*
4. **Key Considerations:** A summary of important facts, considerations, developments—everything that needs to be considered now. While you will have to decide what to include and what to leave out, this section should be as unbiased as possible. Your aim is to present all the details required for the reader to be informed or to make an informed decision. Keep the reader's needs uppermost in your mind when selecting and presenting the facts. Remember to substantiate any statements with evidence and to double check your facts. Additional details may be attached as appendices.
5. **Options (or Next Steps):** Basically, observations about the key considerations and what they mean; a concise description either of the options and sometimes their pros and cons or of what will happen next.
6. **Conclusion and/or Recommendations:** Conclusions summarize what you want your reader to infer from the BN. Many readers jump immediately to this section, so be sure it covers the points you most want your reader to be clear about. Do not introduce anything new in the Conclusion. If you are including a recommendations section, it should offer the best and most sound advice you can offer. Make sure the recommendation is clear, direct and substantiated by the facts you have put forward.

Formatting notes: 5-page maximum - single spaced - font size 11 or 12. 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. I'm expecting a brief anchored in solid evidence. As such, you'll certainly have sources / data to cite. If the in-text citation style of APA lends itself to a cumbersome briefing note, you can use a citation style that allows for footnotes. Charts / graphs may be useful; however, they should not replace sound analysis.

A detailed evaluation rubric will be posted to Brightspace.

Midterm

Students will have 2 hours to complete the midterm in class. The midterm will have two parts:

- **Short answer questions (50%).** Discuss the significance of four of the following concepts noted below. Provide a definition of each concept / term and briefly discuss how it informs or reflects our understanding of the relationship(s) that exist between the worlds of global security and global development.
- **Essay question (50%).** You will be provided with 3-5 essay questions and you will have to answer one of them.

Interagency Simulation – Joint Assessment of Conflict and Stability (JACS)

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 over two full classes in March – the 13th and 20th.

In addition to participating in the simulation, students will submit deliverables prior to the simulation and upon completing the simulation. Teams will also deliver a final presentation that outlines conclusions and recommendations to emerge from the simulation. **In order to submit the assignments associated with the simulation, students have to participate fully in both simulation days.**

In addition to strong writing, analytical, role-playing and reflection 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.

More detailed information about the simulation and the various course assignments associated with the simulation will be covered in class on January 31st.

COURSE SCHEDULE AND READINGS

> **Class #1: January 10 – Welcome!**
> - **Course Introduction:** overview of course syllabus and assignments
> - **Course Admin:** Sign up for seminar presentation timeslots
> - **Security-Development Nexus Foundations:** Key terms, concepts and actors
> - *A closer look: theoretical models of the Nexus*

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*

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

Supplementary Readings – *These two articles present more info about alternate perspectives on some of the topics talked about in class.*

- Reid-Henry, S. (2011). Spaces of security and development: An alternative mapping of the security–development nexus. *Security Dialogue*, 42: 97-104.
- 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.

Class #2: January 17 - Historical Perspectives: Exploring early articulations of the relationship between security and development

- Perspectives from the field of Peace Studies
- 1990's and the 'New World Order'
- Human Security
- State Fragility

Required readings: Seminar Presentation #1:
- Gasper, Des (2005). Securing Humanity: Situating 'Human Security' as Concept and Discourse. Journal of Human Development, Vol. 6, No. 2.
- Breslin, Shaun & Christou, George (2015). Has the human security agenda come of age? Definitions, discourses and debates, Contemporary Politics, 21:1, 1-10.

Required readings: Seminar Presentation #2:
- Dorff, R. H. (2005). Failed States After 9/11: What Did We Know and What Have We Learned. International Studies Perspectives , 6, 20-34.
- Englebert, P. & Tull, D. (2008). Postconflict Reconstruction in Africa. Flawed Ideas about Failed States. International Security, Vol. 32, No. 4, pp. 106–139

Class #3: International responses to insecurity, instability and fragility since 9/11
SPECIAL DATE – Thursday, January 23 (8:30am – 11:30am).
SPECIAL LOCATION: Room 3089 of the Rowe Management Building

- A tapestry of international interventions: from peacekeeping to complex peace operations
- A closer look at peacebuilding and stabilization
- The War on Terror: counter-terrorism, counter-insurgency, provincial reconstruction teams

Required Readings:

Required readings: Seminar Presentation #3:

- 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.
- John Karlsrud (2019) From Liberal Peacebuilding to Stabilization and Counterterrorism, International Peacekeeping, 26:1, 1-21.

Required readings: Seminar Presentation #4:
- 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.

Class #4: Friday, January 31 – Changing nature of the humanitarian space since 9/11
- Foundations of humanitarianism – principled humanitarian aid
- Practical challenges to humanitarian action
- Securitization of the humanitarian space
- Re-purposing official development assistance (ODA)

Required Readings: Seminar Presentation #5
- 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., pp 23-41.
- Collinson, S., Elhwawary, S., & Muggah, R. (2010). States of fragility: stabilization and its implications for humanitarian actions. Disasters, 34(3), S275-S296.

Required Readings - Seminar Presentation #6
- 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.
- Stoddard, A et al, (2017) Out of Reach: How Insecurity Prevents Humanitarian Aid from Accessing the Neediest. Stability: International Journal of Security & Development, 6(1): 1, pp. 1–25.

February 7 – MUNRO DAY (UNIVERSITY HOLIDAY) – NO CLASS

Class #5: February 14 – SD Nexus as a Driver of Organizational Reform
- Public sector organizations: structure, accountability and funding
- Dedicated stabilization units and Pooled Funding in Canada, the UK and the USA
- United Nations Reform related to Peace & Security Architecture

Required readings - Seminar Presentation #8
- Shemella, P. (2006). Interagency coordination: the other side of CIMIC. Small wars & Insurgencies, 17(4), 449-457.
- Bensahel, N. (2007). Organising for Nation Building. Survival, 49(2), 43-76.

Required readings - Seminar Presentation #8
- Kent, Randolph (2007). The governance of global security and development: convergence, divergence and coherence, Conflict, Security & Development, 7:1, 125 – 165
- Rotmann, P. (2016) Toward a Realistic and Responsible Idea of Stabilisation. Stability: International Journal of Security & Development, 5(1): 5, pp. 1-14.

February 21 – UNIVERSITY READING WEEK – NO CLASS

Class #6: February 28
- **Midterm (2 Hours)**

Required Readings - No readings assigned for today

Class #7: March 6 – Navigating within the Nexus
- Public sector organizations: culture, process and people
- Organizational tools that facilitate cross-departmental coordination: training and assessments
- Prep for next week's simulation

Required readings: Seminar Presentation #9
- Robert Rubinstein (2003). Cross-Cultural Considerations in Complex Peace Operations. Negotiation Journal. Volume 19, Issue 1, pp 29–49.
- Molenveld, A. et al. (2019). Images of Coordination: How Implementing Organizations Perceive Coordination Arrangements. Public Administration Review, Vol. 80, Iss. 1, pp. 9–22.

Required readings: Seminar Presentation #10
- Mele, Valentina & Cappellaro, Giulia (2018). Cross-level coordination among international organizations: Dilemmas and practices. *Public Administration*. 96:736–752.
- Williams, Paul (2013). We are all boundary spanners now? *The International Journal of Public Sector Management*; Vol. 26, Iss. 1 : 32-17.

Class #8: March 13 – *Interagency Simulation Joint Analysis of Conflict and Stability: Part 1*

No Readings assigned to this week.

All students will submit their Actor Profile and at the beginning of class

Graduate students will submit their backgrounder assignment at the beginning of class

Class #9: March 20 - *Interagency Simulation Joint Analysis of Conflict and Stability: Part 2*

No Readings assigned to this week.

Class #10: March 27: Alternate depictions or interpretations of the nexus

Required readings: Seminar Presentation #11
- Chandler, D. (2015). Rethinking the Conflict-Poverty Nexus: From Securitising Intervention to Resilience. Stability: International Journal of Security & Development, 4(1): 13, pp. 1-14.
- Harald, Jon & Lie, Sande (2017). From humanitarian action to development aid in northern Uganda and the formation of a humanitarian-development nexus, Development in Practice, 27:2, 196-207.

Class #11: April 6 – Simulation Presentations
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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.

SECTION B: 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&load useredits=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.[2]

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

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[2] 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/.

remain in the classroom, undisturbed, so that students who require their use will be able to fully participate.

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