

Dalhousie University
Department of Political Science
POLI3569 Canadian Foreign Policy
Winter 2020

Tuesday/Thursday – 4:05-5:25 in McCain Arts and Social Sciences –2132

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

Instructor: Dr. Heather Smith

Office: Hicks 357

Student Hours: Monday and Wednesday 9-10:30 a.m. online via skype or face-to-face by appointment

Email: hsmith3@dal.ca

A Bit About Me

Welcome to POLI3569! I'm really looking forward to us exploring the complexities of Canadian foreign policy over the next semester. I'm a Visiting Scholar with the Department of Political Science here at Dalhousie. My home institution is the University of Northern B.C. and I'm a Professor of Global and International Studies. Canadian foreign policy one of my main areas of research. Over the years, I've done work on Canadian climate change policy, gender and Canadian foreign policy, as well as the Arctic and climate change and the Highway of Tears. Within the field, I'm considered a critical feminist scholar. I'm really looking forward to us creating a classroom that is engaging and fun!

Course Description

Drawing on Canadian foreign policy scholarship from diverse and competing perspectives, feminist and critical International Relations scholarship this course is designed to introduce students to the complexities of the creation, articulation and implementation of Canadian foreign policy. My approach is rooted in the 'everyday', and the connection of Canadian foreign policy to intersectional identities and lived realities. The course is underpinned by the theme of 'big questions' as we try to tackle the complexities of theorizing Canadian foreign policy and unpacking key contemporary questions that are central to the field. We will wrestle with diverse perspectives and challenge ourselves to reflect on 'so what and who cares?'

Course Learning Outcomes

Upon completion of this course, students should be able to:

- Reflect on and write a short essay on how Canadian foreign policy is linked to their everyday
- Demonstrate reading comprehension through applied in class activities
- Critically engage literature and unpack big questions in the assigned literature

- Reflect on their personal learning objectives and learning experiences using personal learning journal spaces
- Express big questions or debates in an innovative form of the student's choice
- Write a reflective essay that synthesizes Canadian foreign policy literature and personal reflection
- Synthesize readings and class created materials to demonstrate the big questions in the literature

Learning Management System Site Information

We will be using our Brightspace course shell regularly throughout our class and so you really want to become familiar with all that is housed in that space for you because we're going to use it a lot.

Computers in the Classroom

Where possible, please bring your computers to class. We're going to need them for the work we do collaboratively.

Communicating With Each Other

The best way to get a hold of me is using my Dalhousie email. I will aim for a 24-hour turnaround of your emails received during the work week but generally do not answer emails during the weekend. You are also more than welcome to drop-in during my online student hours on Monday or Wednesday from 9-10:30 a.m. My skype address is @doctahdawg and you'll have to be added to my contact first. You can then check if I'm online and we can chat that way. We can also meet face-to-face in my office in the Hicks Building or you can chat with me after class as well. I will use Brightspace to communicate course related items to you and so do please check Brightspace and your email regularly.

Academic Integrity and Plagiarism

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.

(read more: http://www.dal.ca/dept/university_secretariat/academic-integrity.html)

Plagiarism

While all the assessments are designed to reduce the possibility of plagiarism, it could still be possible to submit portions of the assignments that are not your own work and you are strongly encouraged to not take that path. Please make yourself familiar with the Dalhousie policies related to plagiarism and the resources available to you to avoid engaging in

plagiarism. Check out this site: https://www.dal.ca/dept/university_secretariat/academic-integrity/plagiarism-cheating.html

It's quite common for plagiarism to happen when students feel rushed and under significant pressure and sometimes they are simply not paying attention and unintentionally mispresent work or paraphrase poorly. So please give yourself the time to do your work properly, document your citations properly and if you've not sure – please ask me. I will use the plagiarism detection software if needed and you can use it too to check your work prior to submission (the latter is a vastly superior option).

Citation Style

For the purposes of this class, students are asked to use APA or Chicago in-text style formatting for their written work and in any instances when they are required to cite their references. More information on this style is available through the library. See: <https://libraries.dal.ca/help/style-guides.html>

Course Assessments

Classroom Activities	20%
Everyday Practice Reflective Essay	20%
Big Questions Assignment	35%
Take Home Final Exam	25%

Classroom Activities (20%)

The label of “classroom activities’ applies to a broad range of types of student engagement that will be used in class ranging from student participation in class created syllabus discussions, group activities, learning journals and individual reflective practice. All activities will be allocated time in class for completion. Please review the course outline and Brightspace shell where many (but not all) of the activities are identified

Recognizing this, the following rubric will be used to guide my evaluation of your participation in discussions, and with peers.

Class Participation Rubric¹

	A	B	C/D	F
Peer Interaction	Actively supports, engages, and listens to peers (ongoing)	Makes a sincere effort to interact with peers (ongoing)	Limited interaction with peers	Virtually no interaction with peers
Preparation	Arrives fully prepared at every class session	Arrives mostly, if not fully, prepared (ongoing)	Preparation is inconsistent	Rarely or never prepared
Participation	Plays an active role in discussions (ongoing)	Participates constructively in discussions (ongoing)	When prepared, participates constructively in discussions	Comments vague if given; frequently demonstrates lack of interest
Contribution to Class	Comments advance level and depth of dialogue	Relevant comments are based on assigned material	When prepared, Relevant comments are based on assignments	Demonstrates a noticeable lack of interest on occasion
Group Dynamics	Group dynamic and level of discussion are often better because of candidate's presence	Group dynamic and level of discussion are Occasionally better, but not worse, because of candidate's presence	Group dynamic and level of discussion are Sometimes disrupted by candidate's presence	Group dynamic and level of discussion are often disrupted by candidate's presence

Participation will be assessed as an overall grade throughout the semester and will be linked to attendance although there will be opportunities, if required by students, to complete the activities outside of class.

While most of the activities are listed in the course outline, there is a possibility of different activities being introduced based on the need of the class. Given this, the overall grade for this set of activities will be based on both specific criteria for the activities articulated in class and on Brightspace and percentage of activities completed by students. If any of the activities require citations and references, please ensure those citations and references are done correctly.

Canadian Foreign Policy and Everyday Practice Short Essay (20%)

Due January 29th by 3pm.

A grading rubric is available on Brightspace and we will discuss and review the rubric in class.

For this assignment students will be asked to reflect on the following questions:

Where is Canadian foreign policy in my every day? Do my connections to Canadian foreign

¹ Adapted from Adam Chapnick, "Creating a Class Participation Rubric" in *Teaching Professor: Tips for Encouraging Student Participation in Classroom Discussions*, n.d., p. 14-15. Available at: <http://www.bgsu.edu/downloads/provost/file116040.pdf>

policy matter? How and why?

Included in the rubric will be the following criteria. This will be a short 1500-1700 word double-spaced reflective essay. Word count will not include bibliography. The writing can be informal and narrative in form but your work will need to have proper citations and references, be linked to class readings related to everyday practice, show depth of reflection and clearly ask “so what, who cares?”

Due Wednesday January 29 at 3 p.m. via Brightspace.

Big Questions Assignment (35%)

Weeks 9 and 10 are dedicated to “Big Questions” where, through a format of their selection (where possible) students will either individually or in small groups tackle on of the following ‘big questions’.

- Should Canada genuinely commit to effective climate change reduction targets?
- Should Canada genuinely commit to a return to traditional peacekeeping?
- Should Canada stop selling arms to Saudi Arabia?
- Does social media fundamentally alter the practice of Canadian foreign policy?
- Should Canada commit to repairing and fostering our special relationship with the United States?

There are a variety of formats that students will be able to select, assuming where needed there are sufficient students to create the groups required for the format.

- Debate – three students per side – debate to run 30 minutes total and will take place in class.
- Play – scripted – three-four students in the play – play to run 30 minutes in length and will take place in class.
- News Panel – like the ‘At Issue’ panel on the C.B.C – three panelists plus a moderator – to run 20-30 minutes in length and will take place in class.
- Academic Panel – a panel of three academics discussing a topic based on their perspectives – three panelists, moderated by instructor – to run 30 minutes and will take place in class.
- Video – scripted, to be 15-20 minutes – could be done solo or in teams of 2. The video would be shown in class.
- Individual research paper (3500-4000 words in length on one of the topics above).

Students will sign up for two formats and groups (where required) will be assigned. All efforts will be made to ensure students will get their first choice of format. Students choosing the non-long research paper format will have a choice of two of the above topics. Those topics will be selected after the format is determined. Students who select the long paper format will have a choice of any of the five topics listed above.

Regardless of the format, all forms will be based on Canadian foreign policy scholarship and/or other pertinent scholarship, offer diverse perspectives and/or counterpoints to your

central argument, show critical thinking and the ability to ‘unpack’ a complicated question with contested concepts, and ask ‘so what and who cares’.

With the exception of the individual research paper, grading will be divided between the delivery of research via the innovative format and a short reflective paper. The innovative formats will be given a group-based grade out of 25%. There will also be a short individual reflective paper of 1300-1500 words graded out of 10%.

Short papers will be due Wednesday, March 25.

The individual research paper will be worth 35%. This paper will be 3500-4000 words in length not including references.

We will discuss evaluation rubrics and more detailed criteria for the various formats after formats and topics have been selected.

Note that students adopting the innovative formats will be required to assign one scholarly reading, per group, to their classmates. *Those readings are due to the instructor by February 10.*

Take Home Final Exam (25%)

There will be a take home final exam. Students will be given five days to complete the exam which will emphasize the student’s ability to synthesize readings and class created materials to demonstrate the ability to unpack big questions or debates in the literature and reflect on class material and experiences. There will be two question. This exam will be worth 25% of your final grade. More details will be available upon release of the exam on April 14 at 9 a.m. **Exam will be due April 17 at 4:30 p.m. via Brightspace.**

Attendance

Class attendance will be taken regularly because it’s hard to participate if you’re not in the class but there is no attendance grade per se. Attendance just helps me to track who is in class and who isn’t on a given day.

Late or Missed Academic Requirements, Student Absences and Late Penalties

Please remember in all these cases, if you are struggling in the class, for any reason and/or if you face a family or personal crisis and may require more significant accommodation, please do arrange to chat with me. In some cases, I may ask for documentation, but I am always willing to find ways to support your successful completion of the course.

Students are responsible for their class attendance, participation and timely submission of assignments. However, sometimes we are sick and can’t attend class or ‘life gets in the way’. In these cases, students are encouraged to follow the Dalhousie “Missed or Late Academic

Requirements due to Student Absence” policy whereby:

“Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor **by email prior** to the academic requirement deadline or scheduled time and by submitting a completed Student Declaration of Absence to their instructor in case of missed or late academic requirements. Two separate Student Declaration of Absence forms may be submitted per course during a term. And they are to be submitted via Brightspace.

(read

more:

[https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/policy-repository/StudentAbsenceRegulation\(OCT2017\)v2.pdf](https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/policy-repository/StudentAbsenceRegulation(OCT2017)v2.pdf)”

I will accommodate ‘Student Declaration of Absence forms’ in cases related to “Class Activities” participation. Accommodations will vary according to the assessment but may include a one-on-one conversation with the instructor about missed content.

In terms of the Student Big Questions Assignment – in the event of an unexpected absence on the day of your presentation, please contact me immediately to discuss your options.

Take Home Exam – The take home exam will be released to students on April 14 and will be due later than 4:30pm April 17 via Brightspace. You can of course submit it earlier than April 17. If you are unable to submit on this day, given extenuating circumstances, please contact me.

Required Texts

There are no required texts for this class. All readings will either be uploaded into Brightspace, available online or available through the Dalhousie library data bases.

Course Schedule

Week One: Monday, January 6

Topic: Welcome/Introductions/Review of Syllabus

Activities: Welcome and collaborative creation and delivery of a syllabus quiz

Readings: No readings today

Week One: Wednesday, January 8

Topic: Thinking Theoretically About Canadian Foreign Policy and Why Study Canadian Foreign Policy?

Activities: Mini lecture, learning journal I and collaborative creation of class contract and

asking ourselves ‘what’s a big question?’

Readings: No readings today

Week Two: Monday January 13

Topic: Thinking Theoretically About Canadian Foreign Policy

Activities: Mini-lecture, class discussions and submission of images that reveal your feelings about doing academic reading.

Student Preparation for class: Please come to class having reviewed the articles and please bring any questions you might have or send them to be in advance if you prefer. Images of having to do a reading for class due Tuesday

Readings:

Heather A. Smith, “Unlearning: A Messy and Complex Journey with Canadian Foreign Policy” *International Journal*, (2017), Vol. 72(2) 203–216.

Paul Gecelovsky and Christopher J Kukucha, “Canadian Foreign Policy: A Progressive or Stagnating Field Of Study?” *Canadian Foreign Policy*; Spring 2008; 14, 2, 109-119.

Elizabeth Dauphinee, (2010). “The Ethics of Autoethnography”. *Review of International Studies*, 36, 799-818 doi:10.1017/S0260210510000690

Week Two: Wednesday, January 15

Topic: Thinking Theoretically About Canadian Foreign Policy

Activities: We’re going to begin a series of activities designed to support your practicing about how to effectively and efficiently review academic articles. These activities will be based on the Dauphinee article above.

Student preparation for class: please ensure that you’ve sent an image of how you feel about doing academic reading and please take some time to reflect on your process of engaging in academic reading.

Additional activity of note: Sign up for ‘Big Questions’ innovative assignments will begin. There will be a small amount of class time for this and students can also email the instructor.

Week Three: Monday, January 20

Topic: Thinking Theoretically About Canadian Foreign Policy

Activities: Mini-lecture/s and class discussions

Readings:

David R. Black and Heather A. Smith, "Still Notable: Reassessing Theoretical "Exceptions" Canadian Foreign Policy Literature" *International Journal*, 69, 2 (2014), 133-151.

Jean Christophe Boucher, (2014) "Yearning For a Progressive Research Program in Canadian Foreign Policy" *International Journal*, 69 (2): 213-151.

Hayden King, (2017) "The Erasure of Indigenous Thought in Foreign Policy", July 31, available on the Open Canada website at: <https://www.opencanada.org/features/erasure-indigenous-thought-foreign-policy/>

Additional activity of note: Sign up for "Big Questions" assignment will close. There will be a small amount of class time for this activity.

Week Three: Wednesday, January 22

Topic: Thinking Theoretically About Canadian Foreign Policy

Student preparation for class: We're going to begin a series of activities designed to support your learning about how to effectively and efficiently review academic articles. Our focus will be on the Boucher article above. Please ensure you've also had a look at the resources on Brightspace.

Additional Activity of note: Big Questions groups and formats will be shared and topics will be selected.

Week Four: Monday, January 27

Topic: Everyday Practice

Activities: Mini-lecture/s and classroom discussion

Readings:

Adam Crawford and Steven Hutchinson, (2016). "Mapping the Coutours of 'Everyday Security': Time, Space and Emotion" *British Journal of Criminology*, 56, 1184-1202.

Cynthia Enloe (2004) "Silences, Margins and Bottom Rungs" in *The Curious Feminist*, pp. 19-42, available at: https://biblioteca-alternativa.noblogs.org/files/2012/07/The_Curious_Feminist.pdf

Week Four: Wednesday, January 29

Topic: Everyday Practice

Student preparation for class: submit your “Canadian Foreign Policy and Everyday Practice” assignment in advance of class and be ready to chat, in class, about your ideas.

Assignments: Canadian Foreign Policy and Everyday Practice Assignment due by 3 p.m.

Asking Some Big Questions

Week Five: Monday, February 3

Topic: Do Minority Governments Matter to Canadian Foreign Policy?

Activities: Mini-lecture/s and classroom discussion

Student preparation for class: please reflect on the question of ‘what do I assume to be the impact of minority government on Canadian Foreign Policy?’

Readings:

Kim Richard Nossal, (2007) “Defense Policy and the Atmospherics of Canada-U.S. Relations: The Case of the Harper Conservatives” *American Review of Canadian Studies*. Mar2007, Vol. 37 Issue (1), 23-34.

Rebecca Tiessen, (2015) “Gender Essentialism in Canadian Foreign Aid Commitments to Women, Peace, and Security” *International Journal*, Vol. 70(1) 84–100.

Week Five: Wednesday, February 5

Topic: Do Minority Governments Matter to Canadian Foreign Policy?

Activities: In class review of key documents representing Trudeau government in majority and minority to see if they provide us insights into our big question.

We will also do a quick check in on the student big question groups.

Week Six: Monday February 10

Topic: Canada is Back and Branding?

Activities: Mini-lecture/s and class discussions

Readings:

Heather Exner-Pirot, (2018) "Friend or Faux? Trudeau, Indigenous issues and Canada's brand", *Canadian Foreign Policy Journal*, Vol. 24 (2), 165-181, DOI: 10.1080/11926422.2018.1461667

Stephen Brown, (2018) "All About That base? Branding and the Domestic Politics of Canadian Foreign Aid", *Canadian Foreign Policy Journal*, 24:2, 145-164, DOI: 10.1080/11926422.2018.1461666

Assignment: Student assigned readings for "Big Questions" assignment due.

Week Six: Wednesday, February 12

Topic: Canada is Back and Branding

Activities: Wrap up "Big Question" discussion, Stop, Start, Continue – mid-semester reflection (see: <https://www.humber.ca/centreforteachingandlearning/instructional-strategies/teaching-methods/classroom-strategies-designing-instruction/activities-and-games/stop-start-continue.html>)

We'll also do an in class learning journal and we will also check in on "Big Question" groups"

Week Seven: Monday, February 24

Topic: Gender and Canadian Foreign Policy – So What?

Activities: Mini-lecture, reflective writing and class discussion

Readings:

Leigh Spanner, (2017), "Governing "Dependents": The Canadian Military Family and Gender: A Policy Analysis" in *International Journal*, Vol. 72(4) 484–502.

Government of Canada, (2017). *Canada's Feminist International Assistance Policy*. http://international.gc.ca/world-monde/issues_development-enjeux_developpement/priorities-priorites/policy-politique.aspx?lang=eng#5

Laura Kane, (2019.) "Hatred of women creeping into public debate, Trudeau tells equality conference" *Globe and Mail*, 3 June, available at: <https://www.theglobeandmail.com/canada/article-hatred-of-women-creeping-into-public-debate-trudeau-tells-equality-2/>

Laura Nacyte (2018) "[Canada's Feminist International Assistance Policy: Security for whom?](https://blogs.lse.ac.uk/gender/2018/01/22/canadas-feminist-international-assistance-policy-security-for-whom/)" Available at: <https://blogs.lse.ac.uk/gender/2018/01/22/canadas-feminist-international-assistance-policy-security-for-whom/>

Student preparations for class: As you do your readings, please reflect on the following

questions: What surprises me about these readings and why? What are the 'big questions' that arise for me in these readings? Do these readings connect to my every day?

Week Seven: Wednesday, February 26

Topic: Gender and Canadian Foreign Policy

Activities: Content mapping across the week's readings.

Student preparations for class: Please consider the questions noted above for Monday and also ask yourself "what are the big questions that arise in each of the assigned readings for this week?".

Week Eight: Monday, March 2

Topic: Indigenous Peoples and Canadian Foreign Policy – So what?

Activities: Mini-lecture/s and class discussion

Student preparations for class: As you do your readings, please reflect on the following questions: What surprises me about these readings and why? What are the 'big questions' that arise for me in these readings? Do these readings connect to my every day?

Readings:

Colleen Bell and Kendra Schreiner, (2018) "The International Relations of Police Power in Settler Colonialism: The "Civilizing" Mission of Canada's Mounties" *International Journal*, Vol. 73(1) 111-128.

Jennifer Adese, (2012) "Colluding with the Enemy? Nationalism and Depictions of "Aboriginality" in Canadian Olympic Moments" *American Indian Quarterly* (Fall) vol. 36, (4) 479-502.

Andrew Nikiforuk, (2019) "When Indigenous Assert Rights, Canada Sends Militarized Police" in *The Tyee*, 17 January. Available at: <https://thetyee.ca/Analysis/2019/01/17/Indigenous-Rights-Canada-Militarized-Police/>

Week Eight: Wednesday, March 4

Topic: Indigenous Peoples and Canadian Foreign Policy

Activities: Reflective writing based on question above and content mapping across several weeks' worth of readings.

Student preparation for class: please ensure you have access to all the class readings and if

you have time reflect on the following question: what are the big questions that arise in each of the assigned readings for this week? Can I identify big questions for previous weeks?

Student Big Questions Weeks

Week Nine: Monday, March 9

Topic: Student Big Questions Week – topic TBD

Activities:

Student preparation for class:

Readings: Readings assigned by student groups presenting today

Week Nine: Wednesday, March 11

Topic: Student Big Questions Week – topic TBD

Activities:

Student preparation for class:

Readings: Readings assigned by student groups presenting today

Week Ten: Monday, March 16

Topic: Student Big Questions Week – topic TBD

Activities:

Student preparation for class:

Readings: Readings assigned by students presenting today

Week Ten: Wednesday, March 18

Topic: Student Big Questions Week – Topic TBD

Activities:

Student preparation for class:

Readings: Readings assigned by students presenting today

Week Eleven: Monday, March 23 and Wednesday March 25 – no classes this week but the short papers associated with your “Big Question” Assignment are due **Wednesday, March 25 by midnight**.

Week Twelve: Monday, March 31

Topic: Wrap Up

Activities: Reflection on our learning and learning journal

Student preparation for class: Please review the video and reading below.

Readings:

CPAC (2019) “Directions for Canadian Foreign Policy After the 2019 Federal Election” available at: <https://www.cpac.ca/en/programs/public-record/episodes/66116513/>

Jocelyn Coulon, (September 25, 2019), “A fix-it guide for Canada’s next foreign minister” on OpenCanada (September 25), available at: <https://www.opencanada.org/features/a-fix-it-guide-for-canadas-next-foreign-minister/>

Week Twelve: Wednesday, April 1

Topic: Wrap Up

Activities: Reflections on our learning and learning journal

Student preparation for class: Please take some time to review your first learning journal. Have you met your learning goals? Why or why not?

Learning and Support Resources For Students

- General Academic Support – Advising
Halifax: https://www.dal.ca/campus_life/academic-support/advising.html
Truro: <https://www.dal.ca/about-dal/agricultural-campus/student-success-centre/academic-support.html>
- Fair Dealing Guidelines <https://libraries.dal.ca/services/copyright-office/guidelines/fair-dealing-guidelines.html>
- Black Students https://www.dal.ca/campus_life/communities/black-student-advising.html
- International Students https://www.dal.ca/campus_life/international-centre.html

- Indigenous Students https://www.dal.ca/campus_life/communities/indigenous.html
 - The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Contact the elders at the Indigenous Student Centre (1321 Edward Street), by email at elders@dal.ca or by phone at 902-494-6803.
- 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
- Library <http://libraries.dal.ca>
- Copyright Office <https://libraries.dal.ca/services/copyright-office.html>
- E-Learning website <http://www.dal.ca/dept/elearning.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
- Student Finance page: https://www.dal.ca/admissions/money_matters.html

University Policies, Statements, Guidelines

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate. <https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog>

This course also functions with the following statements in mind:

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. (read more: 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. (read more at: 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.

(read more: 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.

(read more: <http://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 University's Grading Practices Policy
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>