DALHOUSIE UNIVERSITY

Social Media & Politics

POLI 3546

Fall 2020

Online (with a *few* synchronous components)

Instructor: Dr. Scott Pruysers
Office: Henry Hicks Building, Room 360
Office Hours: Tuesdays 11:35am-12:35pm
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On weekdays, I will generally respond to your emails within 24 hours. Substantive questions are best discussed during regularly scheduled office hours. Live office hours will be held once a week online via Collaborate Ultra in Brightspace.

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. In addition to the assigned course textbook there are a series of additional required readings each week (mix of journal articles and book chapters).

see word document in Brightspace for links to journal article readings

see uploaded readings in Brightspace for non-textbook book chapter pdfs

Course Learning Outcomes
1. Provide students with an introduction to, and 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
A series of video lectures for the week will be uploaded to Brightspace on the Monday of each week. These videos can be viewed online and at your own pace, but should be viewed in conjunction with assigned course readings. Once a week I will hold live office hours during our regularly scheduled class time (Tuesdays 11:35am-12:35pm) to answer questions and discuss course content with students.

Course Assignments

Requirement/Assessment	Date	Weighting
Online Participation	Ongoing	10%
Group Presentation/Discussion	October 8	15%
Social Media Reflection	September 29	15%
Test 1	October 15	15%
Test 2	November 19	15%
Social Media Campaign Document	December 3	30%

Participation (10%)
An important component of ensuring that the course has a sense of community (despite being conducted online) is frequent online participation, discussion, and student engagement. As student presentations begin in week 6 (see below), a series of discussion questions will be posted online each week and students are expected to actively engage in discussion having read the required materials and carefully watched the lecture/student presentation for the week. This kind of participation provides students with the ability to interact with one another as well as critically engage with the course material. A series of netiquette guidelines for the course as well as details regarding participation expectations will be posted on Brightspace.

Group Presentation & Discussion (15%)
Students (in groups of approximately 5) will present on a specific case study (recent election, social movement, etc.) regarding the intersection of social media and politics. Presentations should include a brief 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. Presentations should be approximately 15-20 minutes in length and will be posted on Brightspace for the rest of the class to view. In addition to the group presentation, each group will develop a series of online discussion questions relating to their specific case and will be responsible

for facilitating online discussion (i.e., responding to questions, probing further, etc.) for that week. Groups will be established during the first week of class, and a topic-specific meeting space will be available through Brightspace for students to meet and record their presentations. A grading rubric and further instructions can be found on Brightspace. Presentations are due October 8 and will be released to the class once a week for viewing.

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 reflection (**3-4 page double spaced**). How important is social media in contemporary political life, and importantly, is Gladwell correct in his assessment 10 years later? The reflection is to be submitted via Brightspace on September 29.

Tests (15% each)
There will be two in class tests (October 15 and November 19). The tests will cover all assigned readings, lectures, and any videos 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. Tests will be 'open book' and submissions will be open via Brightspace for a 24-hour period.

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 year 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/ad (30 seconds+)
- TikTok video (x2)
- Political meme (x5)
- Facebook post (x5)
- Tweet (x10)
- Blog post (700 words)
- Campaign 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 (**5 pages double spaced)** should draw on the academic literature and 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 December 3 and will be submitted via Brightspace.

Course Schedule and Readings

Week 1: Introduction & What is 'social media'?
Week of September 7-11
- Chapter 2. "Evolution or Revolution – Why Facebook and Twitter Matter?" In *Tweeting to Power*. Oxford: Oxford University Press.
- 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

Week 2: Old Media and Media Logic
Week of September 14-18
- 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.
- 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.

Week 3: The Digital Divide
Week of September 21-25
- 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.
- Seong-Jae Min. 2010. "From the Digital Divide to the Democratic Divide: Internet Skills, Political Interest, and the Second-Level Digital Divide in Political Internet Use." *Journal of Information Technology & Politics* 7(1): 22-35.

Week 4: Memes and User Generated Content (UGC)
Week of September 28 to October 2
- 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.
- Lalancette, Mireille, Tamara Small, and Maxime Pronovost. 2019. "Trolling Stephen Harper: Internet memes as online activism." In *What's Trending In Canadian Politics? Understanding Transformations in Power, Media, and the Public Sphere*. Vancouver: UBC Press.

*September 29: Reflection due via Brightspace

Week 5: Fake News and Polarization
Week of October 5-9
- 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.*
- 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.

*October 8: All Group Presentations to be submitted via Brightspace

Week 6: Participation
Week of October 12-16
- 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.
- 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

*October 15: Test 1 released online at 9:00am (students have 24 hours to submit via Brightspace)
*Occupy Wall Street group leading weekly online discussion

Week 7: Mobilization and Protests
Week of October 19-23
- 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.
- 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.
- 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.

*Arab Spring Group leading weekly online discussion

Week 8: Control and Surveillance
Week of October 26-30
- 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.*

*Idle No More Group leading weekly online discussion

Week 9: Elections
Week of November 2-6
- 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

*Canadian Election (2015) Group leading weekly online discussion

Fall Break

Week 10: Election Interference and Threats
Week of November 16-20
- 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.
- Chapter 5. "Cambridge Hyperbolytica." In *Outnumbered: From Facebook and google to fake news and filter bubbles – the algorithms that control our lives.*

*November 19: Test 2 released online at 9:00am (students have 24 hours to submit via Brightspace)
*Brexit Group leading weekly online discussion

Week 11: Documentary
Week of November 23-27
- We will watch a documentary as a class using our assigned timeslot for the week (Tuesday and Thursday 11:35am-12:55pm)
- Details will be posted on Brightspace.

*#MeToo Group leading weekly online discussion

Week 12: Wrap up and Review
Week of November 30 to December 4
- Jonathan Haidt and Tobias Rose-Stockwell. 2019. "The Dark Psychology of Social Networks." *The Atlantic.* https://www.theatlantic.com/magazine/archive/2019/12/social-media-democracy/600763/

- Zack Beauchamp. 2019. "Social Media is Rotting Democracy From Within." *Vox Media.* https://www.vox.com/policy-and-politics/2019/1/22/18177076/social-media-facebook-far-right-authoritarian-populism

*December 3: Social Media Campaign Document due via Brightspace
*Black Lives Matter Group leading weekly online discussion

Additional Suggested Readings (not required)
- "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.
- Textbook Chapter 5. Third Space, Social Media, and Everyday Political Talk
- Textbook Chapter 1: Politics in the Age of Hybrid Media: Power, Systems, and Media Logics
- Textbook Chapter 10: All Politics is Local: Anonymous and the Steubenville Rape Cases

Resources for Student Presentations
The following readings are <u>not</u> required for lecture or tests but are meant to help students with their group presentations

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.

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.

#MeToo
- Mendes, K., Ringrose, J., & Keller, J. 2018. "#MeToo and the promise and pitfalls of challenging rape culture through digital feminist activism." *European Journal of Women's Studies 25*(2): 236–246.
- Ying Xiong, Moonhee Cho, Brandon Boatwright. 2019. "Hashtag activism and message frames among social movement organizations: Semantic network analysis and thematic analysis of Twitter during the #MeToo movement." *Public Relations Review* 45(1):10-23.
- Jaffe, Sarah. 2018. "The Collective Power of #MeToo." Dissent 65(2): 80-87.

- Lydia Manikonda, Ghazaleh Beigi, Huan Liu, and Subbarao Kambhampati. 2018. "Twitter for Sparking a Movement, Reddit for Sharing the Moment: #metoo through the Lens of Social Media." https://arxiv.org/abs/1803.08022
- Rituparna Bhattacharyya. 2018."# Metoo Movement: An Awareness Campaign." *International Journal of Innovation, Creativity and Change.* https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3175260

Canadian Election 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.

Black Lives Matter
- Jelani Ince, Fabio Rojas & Clayton A. Davis. 2017. "The social media response to Black Lives Matter: how Twitter users interact with Black Lives Matter through hashtag use." *Ethnic and Racial Studies* 40(11):1814-1830.
- Carney, Nikita. 2016. "All Lives Matter, but so Does Race: Black Lives Matter and the Evolving Role of Social Media." *Humanity & Society* 40(2): 180–199.
- Mundt, M., Ross, K., & Burnett, C. M. 2018. "Scaling Social Movements Through Social Media: The Case of Black Lives Matter." *Social Media + Society*. Online First.
- Gallagher, R. J., Reagan, A. J., Danforth, C. M., & Dodds, P. S. 2018. "Divergent discourse between protests and counterprotests: #BlackLivesMatter and #AllLivesMatter." PLoS ONE, 13, e0195644.
- Kate Keib, Itai Himelboim, Jeong-Yeob Han. 2018. "Important tweets matter: Predicting retweets in the #BlackLivesMatter talk on twitter." *Computers in Human Behavior* 85: 106-115.
- Yang, G. 2016. "Narrative agency in hashtag activism: The case of #BlackLivesMatter." *Media and Communication* 4:13–17.

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/

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- 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	

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.

University Statements
Academic Integrity http://www.dal.ca/dept/university_secretariat/academic-integrity.html

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.

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

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students 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).

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

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.

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, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

(read more: http://www.dal.ca/cultureofrespect.html)

Recognition of Mi'kmaq Territory

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Contact the program at elders@dal.ca.

University Policies and Programs

Important Dates in the Academic Year (including add/drop dates)
http://www.dal.ca/academics/important_dates.html

University Grading Practices: Statement of Principles and Procedures
https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html

Scent-Free Program
http://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html

Learning and Support Resources

General Academic Support – Advising

https://www.dal.ca/campus_life/academic-support/advising.html
 (Halifax)

https://www.dal.ca/about-dal/agricultural-campus/student-success-centre/academic-support.html
 (Truro)

Fair Dealing Guidelines
https://libraries.dal.ca/services/copyright-office/guidelines/fair-dealing-guidelines.html

Dalhousie University Library http://libraries.dal.ca

Indigenous Students
https://www.dal.ca/campus_life/communities/indigenous.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

Student Health Services
https://www.dal.ca/campus_life/health-and-wellness.html

Counselling

https://www.dal.ca/campus_life/health-and-wellness/frequently-asked-questions-august-2017.html

Copyright Office
https://libraries.dal.ca/services/copyright-office.html

E-Learning website
http://www.dal.ca/dept/elearning.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

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