POLI 3569

CANADIAN FOREIGN POLICY

ONLINE-ONLY VERSION, WINTER 2021
Professor Brian Bow (brian.bow@dal.ca)

UPDATED JANUARY 10

The purpose of this course is to provide a basic overview of Canada's political and diplomatic relations with the rest of the world. There will be some attention to specific policy questions here and there, but most of the course is organized around "bigger" debates about how to think about how Canada fits into the world, what it can and should try to accomplish, and who gets to make those choices. The first part of the course—Module 1, below—lays out the conventional history of Canada's foreign relations, emphasizing the way that past developments shape current and future decisions. Module 2 looks at a variety of different critiques of this conventional view (realist, neomarxist, feminist, postcolonial, etc.), to try to give you a sense of the main theoretical debates. Module 3 shifts the focus to the political structures of foreign policy decision-making in Canada (e.g., parliament, bureaucracy, provinces, etc.). And Module 4 wraps things up by connecting the previous debates to some difficult foreign policy choices facing Canada today (e.g., relations with China, climate change, trade, arms exports, etc.).

Basic format of the course

As with almost all Dalhousie courses this year, POLI 3569 for Winter 2021 is going to be **online only**. Most parts of the course are asynchronous (i.e., students engage with the course material on their own time, within weekly sections); however, unlike some other courses, POLI 3569 provides a **choice between synchronous and asynchronous options** for some course components.

Lectures will be recorded and students will watch them on their own schedules, keeping up with the rest of the class on a week-by-week basis. In most weeks, at the end of each week, students will have a choice between two different ways to engage with the course material for that week: participation in a **seminar-style discussion** with the professor and other students, via the Zoom video-meeting platform (i.e., synchronous option) OR participation in a loosely-moderated **student discussion board**, via the Brightspace site (i.e., asynchronous option). In four of the weeks (i.e., Week 1, Week 4, Week 8, Week 12), there will be no Zoom meeting and no discussion board—students will write an **online quiz**, instead. There will be no major exams. Each student will write a medium-sized **term paper**, to be uploaded to the Brightspace site at the end of the term. Each of these components is explained below, and further details will be made available on the course website.

All of this is a little more **complicated** than the traditional version of the course, so I'll post regular updates and reminders (in the "Announcements" area of the course website), and I encourage you to email me any time you have a question, about any aspect of the course.

Technical stuff

Dalhousie has adopted **Brightspace** (BS) as a learning management system (LMS); that's where you'll find the "course website," mentioned above. BS uses **Panopto** for pre-recorded video and audio recordings, and Collaborate Ultra for

synchronous video meetings. We will be using Collaborate Ultra for office hours meetings, but, at least at first, we will be using a different video-meeting platform—**Zoom**—for synchronous class meetings, because it allows for group discussion *with video* for a larger group. If I decide that Zoom isn't working out for us, for whatever reason, then we'll revert to using Collaborate Ultra, through the BS site. In general my preference is to try to minimize the number of different software platforms you need to learn how to use, but we should all recognize that it may be necessary to change platforms and experiment with using them in different ways, until we've figured out what works best for this class.

The university has made a substantial investment in **staff and software to support the transition to online instruction** for this year, and I'm counting on that investment to help all of us when we need it. If you have a technical problem with BS, with any of the associated software, or with your computer, please begin by emailing the university IT department's **Help Desk, at helpdesk@dal.ca**. For more info about the Help Desk: https://www.dal.ca/dept/its/help.html. If the Help Desk is overwhelmed and slow to reply, or if you're not finding their help very helpful, please send me an email to let me know, and I'll try to help.

Beyond the Help Desk, it's not entirely clear what the division of labour is between different support offices, so I've listed as many of them as I can, with links and contact info, below. I've also provided links to the technical support pages for Panopto, Collaborate Ultra, and Zoom. I think it might be a matter of trial-and-error in the early part of the semester; if one office/site is slow to reply, or can't answer your questions effectively, try one of the others. Response times may be slow across the board, especially in the first two weeks of January and right before and after the winter break.

- Information Technology Services (ITS): https://www.dal.ca/dept/its/current.html
- Panopto support site: https://support.panopto.com/s/
- BS self-serve help site for Collaborate Ultra: https://help.blackboard.com/Collaborate/Ultra
- Accessibility in Collaborate Ultra: https://help.blackboard.com/Collaborate/Ultra/Participant/Accessibility
- Zoom technical support: https://support.zoom.us/hc/en-us
- Centre for Learning and Teaching (CLT): https://www.dal.ca/dept/clt.html
- Bissett Student Success Centre: https://www.dal.ca/campus_life/academic-support/student-success-centre.html

Information about **other relevant offices** (e.g., Accessibility, Writing Centre, etc.) is provided in the "Resources & policies" section of the syllabus, below.

Please keep in mind that **I will be managing the BS site** for the course, uploading all of the readings, video lectures, Powerpoint slides, etc. If you are having no trouble accessing BS, but a particular file seems to be missing or has a format problem, then the most likely explanation is that I've made a mistake in uploading it. Please email me right away, and I'll try to fix it ASAP.

The university has a policy on the **recording, copying, and/or sharing of lectures or other course materials**: you can only record or copy the video or audio lectures with my explicit permission, and—just to be clear—*I do not intend to give that permission except where necessary for students with disabilities to have full access to the course*. There are two main reasons for this: i. the course design, recorded lectures, learning exercises, and other aspects of the course are my intellectual property, and I want to exercise some control over who has access to them; and 2. some of your classmates may have very good reasons for not wanting to have their names, faces, or ideas shared online without their permission. More details on the university policy are available through a link in the "Resources & policies" section, below.

I'll be working on a PC laptop most of the time, and *where files are to be uploaded for your use*, most of those will be **Adobe pdf** files and/or Microsoft **Word** (for documents), and Microsoft **Powerpoint** files (for lecture slides). If you have trouble accessing or working with files in these formats, please let me know, and I'll do what I can to help. *When you submit assignments and other documents to me*, I would strongly prefer that they be in the latest version of **Microsoft Word**; where that's not an option for you, please convert your file to an Adobe pdf, and submit that.

"Office hours" and communicating with professor

There are two ways to arrange for a meeting with me. On Monday afternoons, in one of the originally-scheduled lecture blocks for this course (i.e., 2:30-4:00pm AST), I'll be available for **"drop-in" meetings**, using the Collaborate meeting system built in to the BS site.[1] Or, if you're not able to meet at that time, you can **make an appointment** to meet with me at a different date/time.

These "office hours" meetings—drop-in and/or by-appointment—are **optional, but encouraged**. There are lots of different kinds of reasons why you might want to schedule an meeting—e.g., questions about some aspect of how the course works; looking for advice about how to approach your term paper; questions or concerns about grading; etc. Please don't be shy about arranging an office hours meeting: talking with students this way is an important part of my job, and I'm happy to talk with you; and, more importantly, a quick email exchange or a short meeting in Collaborate can save you many hours of confusion or trouble later on.

I'll be available for office hours via the **Collaborate** feature in the BS site, which has been set up in advance to be open for each of the scheduled office hours times. You can access the Collaborate feature via the "General/recurring" folder in the BS site; then look for that day's date in the list, and click on that. Also in that folder is a separate file with basic technical instructions on how to use Collaborate. For by-appointment meetings, the default option is Collaborate, but I'm also open to using other platforms (Skype, Teams, Zoom), if that works for you. I don't do Facebook, so I don't have Facetime. Please don't ask for my phone number; I won't be giving that out.

Because students often ask about this (or don't ask, but then wonder and worry afterward), my general preference is that you address me as "Professor Bow." (Other things are also OK, as long as it's respectful.) **When you send me an email**, I don't expect it to look like a formal letter; in fact, given the huge number of emails I have to get through every day, I'd prefer it if your message was as short and direct as you can make it. However, I do need you to *be clear in your emails*; if I can't understand what you're asking/telling me, I can't help. Also, because I do have to get through so many emails, and often need to search for or refer back to emails long after you've sent them, I very strongly prefer that you use the subject line of the email to tell me what the email is about (e.g., "POLI 3569 term paper question" or "POLI 3569 missed quiz due to illness"). You'd be amazed by the number of emails I get from students, about really important stuff, that have unhelpful subject lines like "hi" or "question," and you'd be horrified by how hard it is to find those messages again later when your inbox has hundreds of thousands of emails in it, going back 15 years.

Assignments / assessment

Participation	synchronous or asynchronous, Weeks 2, 3, 5, 6, 7, 9, 10, 11	8 sessions @ 5% each = 40%
Quizzes	Weeks 1, 4, 8, 12	3 quizzes @ 10% each = 30%
Term paper	Fri Apr 9, 4:00pm AST (submit via BS)	30%
Total		100%

What you need to do

The course is organized by weeks, with 12 weeks in total (though the first week is short, and doesn't have much to do— see below). The basic structure of each week is similar, but with some differences depending on whether it's a quiz week or a discussion board week.

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[1] Note that if/when I decide to do one of the Monday lectures "live," office hours that day will begin after that lecture is finished.

Lectures will be posted on or before the Monday of each week. In most cases, these will be pre-recorded videos, with Powerpoint slides, made in Panopto, and available through the BS site. I *may* also experiment with doing some lectures "live" in the scheduled dates/times; those "live" lectures will be recorded and made available on the BS site after the scheduled date. Lectures are a key part of the course material, in addition to the required readings. Students are expected to watch all of the lectures. Some of the concepts and arguments from the required readings will come up in lecture from time to time, but overlap between lectures and readings will usually be minimal. Watching lectures is not a substitute for doing the reading, and vice versa.

Each week will have about an hour of lecture, total, though this will generally be broken up into smaller parts (e.g., four 15-minute videos). Most lectures will have three components, all visible at the same time (if you view the video in Panopto, which is recommended): a video recording of me presenting the lecture; text captions for the lecture; and Powerpoint slides.

The **captions** are generated automatically by Panopto, and usually have a lot of errors in them (sometimes pretty ridiculous ones). Most of the time, I will edit the automatically-generated captions to make sure they are accurate and easy to follow; if time is tight during a busy part of the semester, this (very time-consuming) editing of captions may not happen until after the posted date for the relevant lecture. The university library has set up a new system to have someone there correct captions for instructors of some courses; if that's an option for this course, I'll probably try it, even though it might mean that there will be a delay of a day or two between when the lecture is originally posted and when the captions are corrected. The **Powerpoint** slides will not provide a lot of information, on their own; they will mostly consist of lists, tables, figures, and photos designed to organize and clarify some of the main ideas in the lecture. The captions will probably be useful to you in preparing for quizzes, but the Powerpoint slides probably will not. I hope you'll find the captions useful, but I still strongly recommend that you take notes on key ideas while you are watching lectures (and while you're doing required readings), because taking notes helps a lot with short- and long-term retention of the course material.

On average, you should expect about 75 pages of **required reading** per week, but the number of pages varies a bit from one week to the next, because some readings are "denser" and more difficult than others. In most weeks, the required reading is three journal articles or book chapters. Some weeks may include shorter, policy-brief style essays, newspaper articles, videos, or other material.

The lectures for each week will provide some background and context for the required readings, and will point to specific things you are supposed to be looking for. But there are some things you should always be looking for and thinking about, for every reading, even if these things are not raised explicitly in the lecture: *Who wrote this, what do we know about that person (or those people), and how might that affect our view of what they were trying to accomplish? When was this written, and what do we know about what was going on in the world at that time? Who's the target audience? What's the main argument here? Who are the authors arguing with? What kind of argument is this (e.g., academic debate about theory or concepts? advocacy or evaluation of a specific policy? etc.)? How does the author's main argument relate to other theories and debates we've discussed in the course?*

Recommended readings and other recommended items (e.g., videos) are—as the name suggests—optional. They have been provided to give you extra context and/or provide suggestions for other things you may find interesting (during or after the Winter 2021 semester). They may be referred to in the lectures or in discussion boards, but you will not be evaluated on whether or not you've read/watched them. Note that these items are listed—and in most cases either provided or linked to—in the BS site, but they are not listed here in the syllabus.

As noted above, in most weeks of the course, you will have a **choice between two options for active engagement** with me, your classmates, and the course material: participation in a seminar-style discussion with the professor and other students, via the Zoom video-meeting platform (i.e., synchronous option) OR participation in a loosely-moderated student discussion board, via the Brightspace site (i.e., asynchronous option). Each of these options is explained in a bit more detail, below.

You do not have to pick one option and stick with it all the way through the semester; **you can move back and forth** between synchronous or asynchronous options, from one week to the next, depending on your preferences and your schedule. (If your schedule allows, you might want to try out each option once or twice in the early weeks, to try to get a sense of what works best for you.) You do not have to sign up or tell me in advance which option you are going to take in any given week; you can just "show up" for the group that works for you, in each week. Unfortunately, the scheduling of the synchronous option is fixed, so students who are not available at the scheduled time will have to take the asynchronous option.

Each of these options requires you to be actively involved in the conversation, one way or another, and there are grades for the quantity and quality of your participation in each option.

My expectation/hope is that, in any given week, about half of the class will take the synchronous option and half will take the asynchronous option. If that turns out to be wrong, and one is overloaded and the other doesn't have enough participants to work well, **I may have to reassess the options**. If there are more than about 20 people in the synchronous option for any given week, I may choose to split that group into two or more break-out rooms, so that it's a little easier for people to have a conversation. All of this is an experiment, and we'll figure out what works best as we go along. I'll consult with you (collectively) before I make any big changes.

SYNCHRONOUS OPTION: On **Wednesdays, from 2:30-4:00pm AST**, I will host a **seminar-style discussion**, via the **Zoom** video-meeting platform. *Unfortunately, this option will only be available at this particular day and time, so students who are not available to participate then will have to choose the asynchronous option*.

These seminar-style discussions will be a relatively informal conversation among the professor and participating students, to talk through some of the main themes from the lectures and required readings. Most of this will follow the basic Socratic method, where I ask questions, and students respond with their own ideas, to my questions and to their classmates' ideas. Your **participation** in the discussion will be graded, based on the quantity and quality of your contributions. In assigning these participation grades, I'll be looking for students: "carrying" a roughly-equal share of the group's conversation; asking questions and offering ideas that clearly reflect thoughtful engagement with the lectures and required reading; being constructive and respectful in conversation with professor and classmates. *Just to be clear, this is **not** an easier option than participation in the discussion boards*, below; if you choose the synchronous option, but you don't get involved in the discussion, or your participation doesn't demonstrate a solid understanding of the course material, you won't do well on the participation grade. To be successful with the synchronous option, you'll need to stay up to date with the course material, and you'll need to be active in the discussion.

In order to participate in the synchronous discussion, students will need to have: made arrangements to be available to participate on the scheduled date/time; a reasonably quiet place to be during the meeting; use of a computer with a stable wired or wifi connection to the internet, a connected video camera and microphone, and the capacity to run Zoom. I'll share the link for the Zoom call on the BS site, so you can make your decision about whether/when to participate at the last minute, if necessary. I'll provide **more details** about how to join the Zoom call, and what to do if there are technical problems, in the BS site—look in the "General/recurring" folder, for the file marked "How to do synch meetings."

ASYNCHRONOUS OPTION: For those whose schedules do not allow them to participate in the synchronous option, or who prefer to engage with the course in a different way, there is an option to participate in asynchronous discussion boards. Asynchronous discussion boards will be open from 4:00pm on Wednesdays until 4:00pm on Fridays. There will be a new discussion board for each week, and the links made available in that week's folder in the BS site. Each weekly discussion board will have **5-10 threads posted by me, in advance**: these will be questions about the course material (i.e., lectures and/or required readings). Some of the questions will be quite broad (e.g., Do you agree with Author X's main argument? Why or why not?) and others will be narrow and specific (i.e., Why, according to Author X, did France pull out of the NATO command structure in the 1960s?). Each student will be expected to make **at least 3 posts per week**, though of course all are welcome to post more than 3 times. Your posts can

be direct replies to my questions, or replies to other students' posts. To be counted toward the 3 minimum posts for the week, your post must be **at least 50 words**. (You can of course throw in some shorter posts as well—e.g., in reply to another student's question or comment—but those will be treated as ordinary conversation, rather than posts that would be graded.) Further information about the discussion boards, and my expectations for your participation, will be posted on the BS site—look in the "General/recurring" folder, for the file marked "How to do asynch meetings."

I will read all of the discussion boards—often "in real time"—but I won't have time to reply every single post. I may reply to student posts with new questions, which will open the door to further discussion within that thread. But in general it will be up to students to initiate and sustain some discussion within each thread.

There will be **four mandatory quizzes** during the semester—at the end of Week 1, Week 4, Week 8, and Week 12. Each quiz will cover all of the course material (i.e., lectures and required readings) since the previous quiz—i.e., the quiz at the end of Week 8 will cover material from Weeks 5-8. The quizzes will be administered through the BS site, in the folder for the Week in which they are held (e.g., the quiz at the end of Week 8 will be in the Week 8 folder). In the weeks when there is a scheduled quiz, there will not be a participation component (i.e., no Zoom meeting, no discussion board).

The first quiz is fairly easy, and should be done quickly; it's 10 multiple-choice questions about the course syllabus and BS site. Each of the three remaining quizzes will be about the substantive material of the course (i.e., concepts, arguments, debates), and will be a mix of **multiple-choice questions** (graded by the BS system) and short answer questions (graded "by hand"). The quizzes will be **"open book"** (i.e., you will be allowed to refer to the lectures, the readings, and your notes while doing the quizzes). My aim in preparing the questions will be to make them the kind of thing that's easy to answer if you've watched the lectures and done all of the required readings, but hard to answer if you're desperately rushing to look things up, for the first time, while you're writing the quiz. Quizzes will be **time-limited**, but the time constraints will not be very tight. Once your quiz is submitted, you will not be able to go back in and edit your responses.

The quizzes will be asynchronous, but available within a 48-hour window, beginning at 4:00pm AST on Wednesday and ending at 4:00pm AST on Friday. Students who are in a different time-zone, and feel that this might impact their ability to write the quizzes at some point during the 48-hour window should get in touch me, as far in advance as possible, to work out special arrangements. You all know now when the quizzes are scheduled to take place, so I expect you to make plans in advance to ensure that you will be able to write the quiz during the scheduled weeks. Because there is some flexibility about exactly when you will write the quiz, I'll expect everyone to write during the scheduled 48-hour window; the only exceptions will be for students dealing with serious physical or mental health challenges.

More specific (technical) details about how to access, complete, and submit the quizzes will be made available on the BS site; in the folder for the week in which the quiz will take place, check the file marked "How to do this week's quiz."

The quizzes are meant to evaluate each student's comprehension of the course material. You can talk with other students in the class about how to prepare for quizzes *in general* (i.e., study techniques, time management), but **you are expected to work on the quizzes on your own, with no help from classmates or others**. If your quiz answers are very similar to those of other students, it may raise questions about possible cheating, so make sure you work out your answers on your own, and write them in your own words. For more information about university policies regarding academic dishonesty, see https://www.dal.ca/dept/university_secretariat/academic-integrity.html.

Term papers will be due at 4:00pm AST on **Friday, April 9**. For the term paper, each student will write an essay based on one of the following three clusters of questions. Each student is expected to engage with all of the questions in the cluster they choose, but it is up to each student to decide how to turn that into an effective essay (e.g., how much page-space to devote to your views on each question from within the cluster). Students much choose one of the three options; there is no allowance for alternative options.

Term paper option #1: Correcting the record. If you were hired as a consultant to improve the way that the history of Canada's foreign policy is taught to students, what's one thing you would highlight as particularly important? You could be thinking here about the interpretation of long-term trends or very specific events or decisions. You could be thinking about a radical challenge to the existing conventional view, or just a small adjustment that you think is really important. You could be thinking about the teaching of elementary school students, high school students, or university undergraduates—or you could be thinking about something that might be changed at all three levels. What is the historical event or trend you have in mind? What do you think the current "conventional" view of that event or trend is now? How do you think that's wrong, and how do you think it should be done differently? Be sure to refer directly and explicitly to research that supports your views.
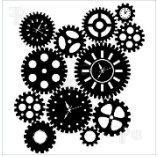
Term paper option #2: Fixing the machine. If you were hired as a consultant to recommend improvements to the institutional mechanisms through which Canada makes foreign policy decisions, what's one recommendation that you think would be especially important? You could be thinking here about a very big and ambitious change (e.g., change from one electoral system to another) or smaller kinds of institutional fine-tuning (e.g., strengthen whistleblower legislation to protect civil servants who raise concerns about politicians' wrongdoing, or increased funding for a particular office or initiative). You could be thinking here of changes that would take place entirely within the machinery of government, or you could be thinking about changes in society, or in the relationship between government and society. What is the reform you have in mind? Why do you think that change is needed (i.e., what problem is it meant to solve)? How would your reform improve Canadian foreign policy? Do you think this reform would be politically "difficult" or "easy"? How/why?

Term paper option #3: Adjusting our priorities. If you were hired as a consultant to help policy-makers take a fresh look at the world and rethink Canada's overall priorities, what's one recommendation that you think would be especially important? You could be thinking here about putting attention or resources into a particular diplomatic relationship, or a particular policy area, or you could be thinking about taking a different view of something that policy-makers are already thinking about. What's the policy area you have in mind? How are policy-makers mis-prioritizing it now? How do you think they should think differently about this priority, and why? Are there concrete policy initiatives that would obviously follow from this shift of priorities? Who would benefit from this shift of focus, and why? Who might be disadvantaged? Are there people already arguing against the shift of focus you're proposing? If so, who, and how, and why? What's your response to their counter-arguments? If no one is arguing against this shift of priorities, why do you think it hasn't happened already?

The final version of your term paper should be about **5000 words** (absolute max 6000 words). If you can, I would strongly prefer that you prepare your paper in **MS Word** format; if you can't, please convert the file from whatever format you've been working in to Adobe pdf format, and submit that. Final versions of papers are to be submitted through the BS site. Additional information about format and submission of the term paper assignment will be provided in the BS site; look in the "General/recurring" folder, for the "Term paper" subfolder, and then in that for the file "Term paper general instructions."

Students can of course confer with me and/or with other students about their term papers, and students are welcome to have a classmate or friend proofread their work to check for typos, grammatical errors, etc. It is, however, **extremely important that the work in your term paper be your own, and that if you borrow information, ideas, or ways of writing something from someone else, you explicitly recognize those people**. You're expected to do research for your paper, and you're expected to give credit to the sources of information and insight that you draw on, by citing them. Using others' ideas or their writing without citing them is dishonest and disrespectful, and may constitute a violation of the university's standards for **academic integrity**. Please take some time to review the university's policies and guidelines, at https://www.dal.ca/dept/university_secretariat/academic-integrity.html; if you have questions about any of this, please email me.

CLASS SCHEDULE AND READING LIST

WEEK 1 (Jan 6-8): warm-up

OFFICE	Office hours	• none
	Required reading	1. review course syllabus and BS site (see "Quiz," below…) 2. Randolph Mank, "Does Canada Need a Foreign Policy Review?" *CGAI Policy Paper*, January 2019.
	Recommended reading	• none
	Required video	1. lecture, "What this Course is About": before Fri Jan 8, 4:00pm AST 2. lecture, "How to Navigate this Course": before Fri Jan 8, 4:00pm AST
	Recommended video	• none
	Synchronous (Zoom) meeting	• none
	Asynchronous discussion	• none
?	Quiz	• subject: what's in the course syllabus and BS site • window opens: Fri Jan 8, 12:00pm AST • window closes: Mon Jan 11, 12:00pm AST • time limit: 2 hours

MODULE 1: ORIGIN STORIES

WEEK 2 (Jan 11-15): origin stories, 1: 1604-1945

OFFICE	Office hours	• Mon Jan 11, 2:30-4:00pm AST
(book icon)	Required reading	1. Norman Hillmer and J.L. Granatstein, *Empire to Umpire: Canada and the World to the 1990s* (Copp Clark, 1994), chs. 1 & 2. 2. Denis Stairs, "The Political Culture of CFP," *Canadian Journal of Political Science* 15 (1982): 667-690.
	Recommended reading	• Louis St. Laurent, "The Foundations of Canadian Policy in World Affairs," Gray Memorial Lecture, January 13, 1947.
(television icon)	Required video	1. OpenCanada, "150 Years of Canadian Foreign Policy," 2017. 2. lecture, "Origin Stories": at or before Mon Jan 11, 2:30pm AST 3. lecture, "The Crucible of War": at or before Wed Jan 13, 2:30pm AST
	Recommended video	• CBC, "Canada: A People's History," episodes 2-14
(people icon)	Synchronous (Zoom) meeting	• subject: lectures and readings from Week 2 • start: Wed Jan 13, 2:30pm AST • end: Wed Jan 13, about 4:00pm AST
(speech bubble icon)	Asynchronous discussion	• subject: lectures and readings from Week 2 • start: Wed Jan 13, 4:00pm AST • end: Fri Jan 15, 4:00pm AST
(question mark icon)	Quiz	• None

WEEK 3 (Jan 18-22): origin stories, 2: 1945-2020

OFFICE	Office hours	• Mon Jan 18, 2:30-4:00pm AST
	Required reading	1. John W. Holmes, "Most Safely in the Middle," *International Journal* 39 (1984): 366-388. 2. W. Andy Knight, "Coping with a Post-Cold War Environment," *Canadian Foreign Policy Journal* 6 (1999): 19-48.
	Recommended reading	• Adam Chapnick, "CFP, 1945-1968," in Duane Bratt and Christopher Kukucha, eds., *Readings in CFP: Classic Debates and New Ideas* (3rd ed., Oxford UP, 2015). • Richard Nimijean, "Is Canada back? Brand Canada in a Turbulent World," *Canadian Foreign Policy Journal* 24 (2018): 127-138.
	Required video	1. lecture, "The Cold War": at or before Mon Jan 18, 2:30pm AST 2. lecture, "After the Cold War": at or before Thu Jan 20, 2:30pm AST 3. Chrystia Freeland, "Address by Minister Freeland on Canada's Foreign Policy Priorities," June 6, 2017.
	Recommended video	• CBC, "Canada: A People's History," episodes 15-17
	Synchronous (Zoom) meeting	• subject: lectures and readings from Week 3 • start: Wed Jan 20, 2:30pm AST • end: Wed Jan 20, about 4:00pm AST
	Asynchronous discussion	• subject: lectures and readings from Week 3 • start: Wed Jan 20, 4:00pm AST • end: Fri Jan 22, 4:00pm AST
	Quiz	• none

Major government statements on foreign policy ("white papers," etc.)

- Government of Canada, *Foreign Policy for Canadians* (1970).
- Government of Canada, *Competitiveness and Security: Directions for Canada's International Affairs* (1985).
- Government of Canada, *Canada in the World* (1995).
- Lloyd Axworthy, "Canada and Human Security: The Need for Leadership," *International Journal* 52 (1997): 183-196.
- Government of Canada, *A Role of Pride and Influence in the World* (2005).
- Stephen Harper, "Reviving Canadian Leadership in the World," October 5, 2006.
- Government of Canada, *Strong, Secure, Engaged: Canada's Defence Policy* (2017).

WEEK 4 (Jan 25-29): the "realist" critique

OFFICE	Office hours	• Mon Jan 25, 2:30-4:00pm AST
	Required reading	1. Denis Stairs, "Myths, Morals, and Reality in CFP," *International Journal* 58 (2003): 239-256. 2. Jennifer Welsh, "Fulfilling Canada's Global Promise," Policy Options, February 2005. 3. David G. Haglund, "The Paradigm that Dare Not Speak Its Name: Canadian Foreign Policy's Uneasy Relationship with Realist IR Theory," *International Journal* 72 (2017): 230-242.
	Recommended reading	• Roland Paris, "Human Security: Paradigm Shift or Hot Air?" *International Security* 26 (2001): 87-102. • Marie Joelle Zahar, "Intervention, Prevention, and the 'Responsibility to Protect': Considerations for CFP," *International Journal* 60 (2005): 723-734. • Allan Gotlieb, "Romanticism and Realism in Canada's Foreign Policy," *Policy Options*, February 2005. • Donald Barry and Duane Bratt, "Defense Against Help: Explaining Canada-US Security Relations," *American Review of Canadian Studies* 38 (2008): 63-89.
	Required video	1. lecture, "Realism in IR theory; Realism in CFP": at or before Mon Jan 25, 2:30pm AST 2. lecture, "The Limits of Realism": at or before Wed Jan 27, 2:30pm AST
	Recommended video	• none
	Synchronous (Zoom) meeting	• none
	Asynchronous discussion	• none
?	Quiz	• subject: lectures and readings from Week 2-4 • window opens: Wed Jan 27, 4:00pm AST • window closes: Fri Jan 29, 4:00pm AST • time limit: 2 hours

WEEK 5 (Feb 1-5): from the left

OFFICE	Office hours	• Mon Feb 1, 2:30-4:00pm AST
	Required reading	1. Robert W. Cox, "A Canadian Dilemma: The United States or the World," *International Journal* 60 (2005): 667-684. 2. Mark Neufeld, "'Happy Is the Land That Needs No Hero': The Pearsonian Tradition and the Canadian Intervention into Afghanistan," in J. Marshall Beier and Lana Wylie, eds., *Canadian Foreign Policy in Critical Perspective* (Oxford University Press, 2009). 3. Todd Gordon and Jeffrey Roger Webber, "Canadian Capital and Secondary Imperialism in Latin America," *Canadian Foreign Policy Journal* 25 (2019): 72-89.
	Recommended reading	• Stephen Clarkson, "The Choice to be Made," in Duane Bratt and Christopher Kukucha, eds., *Readings in CFP: Classic Debates and New Ideas* (3rd ed., Oxford UP, 2015). • Stephen Clarkson, "The Multi-Level State: Canada in the Semi-Periphery of Both Continentalism and Globalization," *Review of International Political Economy* 8 (2001): 501-527. • Jerome Klassen, "Canada and the New Imperialism: The Economics of a Secondary Power," *Studies in Political Economy* 83 (2009): 163-190. • Laura Macdonald, "Upsetting the Apple Cart? Implications of the NAFTA Re-Negotiations for Canada-US Relations," in David Carment and Christopher Sands, eds., *Canada-US Relations: Sovereignty or Shared Institutions?* (Palgrave, 2019).
	Required video	1. lecture, "Left Critiques of Canadian Defence and Diplomacy": at or before Mon Feb 1, 2:30pm AST 2. lecture, "Left Critiques of Canadian Economic Policy": at or before Wed Feb 3, 2:30pm AST
	Recommended video	• none
	Synchronous (Zoom) meeting	• subject: lectures and readings from Week 5 • start: Wed Feb 3, 2:30pm AST • end: Wed Feb 3, about 4:00pm AST
	Asynchronous discussion	• subject: lectures and readings from Week 5 • start: Wed Feb 3, 4:00pm AST • end: Fri Feb 5, 4:00pm AST
?	Quiz	• none

WEEK 6 (Feb 8-12): gender and generations

OFFICE	Office hours	• Mon Feb 8, 2:30-4:00pm AST
	Required reading	1. Claire Turenne Sjolander, "CFP: Does Gender Matter?" *Canadian Foreign Policy Journal* 12 (2005): 19-31. 2. Andrea Lane, "Manning Up: Justin Trudeau and the Politics of the Canadian Defence Community," in Norman Hillmer and Philippe Lagasse, eds., *Justin Trudeau and Canadian Foreign Policy: Canada and International Affairs* (Palgrave, 2018). 3. Heather A. Smith and Tari Ajadi, "Canada's Feminist Foreign Policy and Human Security Compared," *International Journal* 75 (2020):
	Recommended reading	• Hector Mackenzie, "'Purged…from Memory': The Department of External Affairs and John Holmes," *International Journal* 59 (2004): 375-386. • Srdjan Vucetic, "A Nation of Feminist Arms Dealers?" *International Journal* 72 (2017): 503-519. • Adam Chapnick, "The Origins of Canada's Feminist Foreign Policy," *International Journal* 74 (2019): 191-205. • Roland Paris, "Are Canadians Still Liberal Internationalists? Foreign Policy and Public Opinion in the Harper Era," *International Journal* 69 (2014): 274-307.
	Required video	1. lecture, "Gender and (the Social Construction of) Foreign Policy": at or before Mon Feb 8, 2:30pm AST 1. lecture, "Feminist Foreign Policy and the Elsie Initiative": at or before Wed Feb 10, 2:30pm AST
	Recommended video	• "Canadian Government Aims to Raise Awareness of Feminist International Assistance Policy," *Global News*, December 9, 2019.
	Synchronous (Zoom) meeting	• subject: lectures and readings from Week 6 • start: Wed Feb 10, 2:30pm AST • end: Wed Feb 10, about 4:00pm AST
	Asynchronous discussion	• subject: lectures and readings from Week 6 • start: Wed Feb 10, 4:00pm AST • end: Fri Feb 12, 4:00pm AST
?	Quiz	• none

WINTER BREAK: February 15-19

WEEK 7 (Feb 22-26): postcolonial critique, Indigenous Peoples, race

OFFICE	Office hours	• Mon Feb 22, 2:30-4:00pm AST
📖	Required reading	1. David Black, "'Africa' as Serial Morality Tale in CFP," in *Canada and Africa in the New Millennium: The Politics of Consistent Inconsistency* (WLU Press, 2015). 2. Sedef Arat-Koc, "The Disciplinary Boundaries of Canadian Identity after 9/11: Civilizational Identity, Multiculturalism, and the Challenge of Anti-Imperialist Feminism," *Social Justice* 32 (2005): 32-49. 3. Hayden King, "The Erasure of Indigenous Thought in Foreign Policy," *OpenCanada*, July 27, 2017.
	Recommended reading	• J. Marshall Beier, "At Home on Native Land: Canada and the UN Declaration on the Rights of Indigenous Peoples," in Beier and Wylie, eds., *CFP in Critical Perspective* (Oxford UP, 2010). • Colleen Bell and Kendra Scheiner, "The International Relations of Police Power in Settler Colonialism: The 'Civilizing' Mission of Canada's Mounties," *International Journal* 73 (2018): 111-128. • Sheryl Lightfoot, "A Promise Too Far? The Justin Trudeau Government and Indigenous Rights," in Norman Hillmer & Philippe Lagassé, eds., *Justin Trudeau and Foreign Policy* (Palgrave, 2018).
📺	Required video	1. lecture, "Colonial legacies, colonialism, and postcolonial politics": at or before Mon Feb 22, 2:30pm AST 2. lecture, "Canada, Indigenous Peoples, and 'Foreign Policy'": at or before Wed Feb 24, 2:30pm AST 3. lecture, "Race, Racism, Antiracism and 'Foreign Policy'": at or before Wed Feb 24, 2:30pm AST
	Recommended video	• CBC, "Canada: A People's History," episode 1 (skip the first 5 mins) • "Remembering the Komagata Maru Incident," *CBC News: The National*, May 22, 2014. • "Justin Trudeau Apologizes in the House for the Komagata Maru Incident," *CBC News*, May 18, 2016.
👥	Synchronous (Zoom) meeting	• subject: lectures and readings from Week 7 • start: Wed Feb 24, 2:30pm AST • end: Wed Feb 24, about 4:00pm AST
💬	Asynchronous discussion	• subject: lectures and readings from Week 7 • start: Wed Feb 24, 4:00pm AST • end: Fri Feb 26, 4:00pm AST
?	Quiz	• none

WEEK 8 (Mar 1-5): prime minister, parliament, parties, bureaucracy

OFFICE	Office hours	• Mon Mar 1, 2:30-4:00pm AST
	Required reading	1. Paul Gecelovsky, "Of Legacies and Lightning Bolts: An Updated Look at the Prime Minister and CFP," in Bratt and Kukucha, eds., *Readings in CFP: Classic Debates and New Ideas* (3rd ed., Oxford UP, 2015). 2. Stephen Brown, "All about that Base? Branding and the Domestic Politics of Canadian Foreign Aid," *Canadian Foreign Policy Journal* 24 (2018): 145-164. 3. Kim Richard Nossal, Stéphane Roussel, and Stéphane Paquin, "The Foreign Policy Bureaucracy," in *The Politics of Canadian Foreign Policy* (4th ed., MQUP, 2015).
	Recommended reading	• Brian Bow and David Black, "Does Politics Stop at the Water's Edge in Canada: Party and Partisanship in Canadian Foreign Policy," *International Journal* 64 (2009): 7-27. • James Eayrs, "The Military Establishment," in Eayrs, *The Art of the Possible: Government and Foreign Policy in Canada* (Toronto UP, 1961). • John Ibbitson, "Trudeau's Foreign Policy vs. Harper's: There is Little Difference," *Globe and Mail*, March 8, 2017. • Kai Ostwald and Julian Dierkes, "Canada's Foreign Policy and Bureaucratic (Un)responsiveness: Public Diplomacy in the Digital Domain," *Canadian Foreign Policy Journal* 24 (2018): 202-222.
	Required video	1. lecture, "PM, PMO, bureaucratic agencies, and the military": at or before Tue, Mar 2, 2:30pm AST 2. lecture, "Parliament, parties, and politicking": at or before Thu, Mar 4, 2:30pm AST
	Recommended video	• none
	Synchronous (Zoom) meeting	• none
	Asynchronous discussion	• none
?	Quiz	• subject: lectures and readings from Weeks 5-8 • window opens: Wed Mar 3, 4:00pm AST • window closes: Fri Mar 5, 4:00pm AST • time limit: 2 hours

WEEK 9 (Mar 8-12): provinces, regions, diasporas

OFFICE	Office hours	• Mon Mar 8, 2:30-4:00pm AST
📖	Required reading	1. Kim Richard Nossal, Stéphane Roussel, and Stéphane Paquin, "The Provinces and Foreign Policy," in *The Politics of Canadian Foreign Policy* (4th ed., MQUP, 2015). 2. Justin Massie, "Making Sense of Canada's 'Irrational' International Security Policy; A Tale of Three Strategic Cultures," *International Journal* 64 (2009): 625-645. 3. Jennifer Hyndman, Amarnath Amarasingam, and Gayathri Naganathan, "Diaspora Geopolitics in Toronto: Tamil Nationalism and the Aftermath of War in Sri Lanka," *Geopolitics* (online first version, 2020).
	Recommended reading	• Christopher Kukucha, "Dismembering Canada? Stephen Harper and the Foreign Relations of Canadian Provinces," *Review of Constitutional Studies* 14 (2009): 28-35. • Justin Massie, Jean-Christophe Boucher, and Stephane Roussel, "Hijacking a Policy? Assessing Quebec's 'Undue' Influence on Canada's Afghan Policy," *American Review of Canadian Studies* 40 (2010): 259-275. • Anita Singh, "The Diaspora Networks of Ethnic Lobbying in Canada," *Canadian Foreign Policy Journal* 18 (2012): 340-357.
📺	Required video	1. lecture, "Provinces and regions in foreign policy": at or before Mon Mar 8, 2:30pm AST 2. lecture, "Diasporas and other foreign policy constituencies": at or before Wed Mar 10, 2:30pm AST
	Recommended video	• none
👥	Synchronous (Zoom) meeting	• subject: lectures and readings from Week 9 • start: Wed Mar 10, 2:30pm AST • end: Wed Mar 10, about 4:00pm AST
💬	Asynchronous discussion	• subject: lectures and readings from Week 9 • start: Wed Mar 10, 4:00pm AST • end: Fri Mar 12, 4:00pm AST
?	Quiz	• none

WEEK 10 (Mar 15-19): go-between or third wheel?

OFFICE	Office hours	• Mon Mar 15, 2:30-4:00pm AST
	Required reading	1. Wenran Jiang, "Seeking a Strategic Vision in Canada-China Relations," *International Journal* 64 (2009): 891-909. 2. Pascale Massot, "Global Order, US-China Relations, and Chinese Behaviour: The Ground is Shifting, Canada Needs to Adjust," *International Journal* 74 (2019): 600-611. 3. Adam Chapnick, "Ottawa's Ill-Fated Quest for a UN Security Council Seat," *Policy Options*, June 19, 2020.
	Recommended reading	• Richard Nimijean, "Where is the Relationship Going? The View from Canada," in David Carment and Christopher Sands, eds., *Canada-US Relations: Sovereignty and Shared Institutions?* (Palgrave, 2019). • Jeremy Paltiel, "Facing China: Canada Between Fear and Hope," *International Journal* 73 (2018): 343-363. • Roland Paris, "Alone in the World? Making Sense of Canada's Disputes with Saudi Arabia and China," *International Journal* 74 (2019): 151-161. • Jamie Gillies & Shaun Narine, "The Trudeau Government and the Case for Multilateralism in an Uncertain World," *Canadian Foreign Policy Journal* 26 (2020): 257-275.
	Required video	1. lecture, "Between the US and China": at or before Mon Mar 15, 2:30pm AST 2. lecture, "Canada and multilateralism": at or before Wed Mar 17, 2:30pm AST
	Recommended video	• none
	Synchronous (Zoom) meeting	• subject: lectures and readings from Week 10 • start: Wed Mar 17, 2:30pm AST • end: Wed Mar 17, about 4:00pm AST
	Asynchronous discussion	• subject: lectures and readings from Week 10 • start: Wed Mar 17, 4:00pm AST • end: Fri Mar 19, 4:00pm AST
?	Quiz	• none

WEEK 11 (Mar 22-26): globalization, global Canada

OFFICE	Office hours	• Mon Mar 22, 2:30-4:00pm AST
	Required reading	1. Dan Bousfield, "CFP in an Era of New Constitutionalism," *American Review of Canadian Studies* 43 (2013): 394-412. 2. Meredith Lilly, "Hewers of Wood and Drawers of Water 2.0: How American and Chinese Economic Nationalism Influence Canadian Trade Policy in the Twenty-first Century," *Canadian Foreign Policy Journal* 26 (2020): 167-181. 3. Frank Graves and Jeff Smith, "Northern Populism: Causes and Consequences of the New Ordered Outlook," University of Calgary SPP Papers 13/15, June 2020. 4. John Stackhouse, "Canadian Expats are a Valuable Resource: So Why Isn't the Country Putting Them to Use?" *Globe & Mail*, October 9, 2020.
	Recommended reading	• Stephen McBride, "Canada's Policy Response to the Global Financial Crisis," in Bratt & Kukucha, eds., *Readings in CFP: Classic Debates and New Ideas* (3rd ed., Oxford, 2015). • Giancarlo Acquaviva, Eliane Hamel Barker, and Robert Wolfe, "What Do Canadians Think about Trade and Globalization?" Policy Options, October 9, 2018. • Amelia Cheatham, "What Is Canada's Immigration Policy?" *CFR Backgrounder*, August 9, 2020. • Derek Thompson, "Canada's Secret to Escaping the 'Liberal Doom Loop'," *The Atlantic*, July 9, 2018.
	Required video	1. lecture, "Canada and Globalization": at or before Mon Mar 22, 2:30pm AST 2. lecture, "The Globalization of Canada": at or before Wed Mar 24, 2:30pm AST
	Recommended video	• none
	Synchronous (Zoom) meeting	• subject: lectures and readings from Week 11 • start: Wed Mar 24, 2:30pm AST • end: Wed Mar 24, about 4:00pm AST
	Asynchronous discussion	• subject: lectures and readings from Week 11 • start: Wed Mar 24, 4:00pm AST • end: Fri Mar 26, 4:00pm AST
?	Quiz	• none

WEEK 12 (Mar 29-Apr 2): future foreign policy challenges

OFFICE	Office hours	• Mon Mar 29, 2:30-4:00pm AST
	Required reading	1. Troy Bouffard, Wilfrid Greaves, P. Whitney Lackenbauer, and Nancy Teeple, "North American Arctic Security Expectations in a New US Administration," NAADSN Strategic Perspectives, November 23, 2020. 2. Debora VanNijnatten, "Canada's International Environmental Policy: Trudeau's Trifecta of Challenges," in Norman Hillmer and Philippe Lagassé, eds., *Justin Trudeau and CFP* (Palgrave, 2018). 3. Stephanie Carvin, "Canadian Defence and New Technologies," in Thomas Juneau, Philippe Lagassé, and Srdjan Vucetic, eds., *Canadian Defence Policy in Theory and Practice* (Palgrave, 2020).
	Recommended reading	• Andrea Charron, "Arctic Security: Keeping NATO Out, Russia and China Down, and the United States In," in James Fergusson & Francis Furtado, eds., *Beyond Afghanistan: An International Security Agenda for Canada* (UBC Press, 2016), 97-109. • Peter Stoett, "Substantive but Inconsistent: Canada's Role in Global Environmental Governance, 1968–2017," *Canadian Foreign Policy Journal* 24 (2018): 316-238. • Ellen Gutterman and Andrea Lane, "Beyond LAVs: Corruption, Commercialization, and the Canadian Defence Industry," *Canadian Foreign Policy Journal* 23 (2017): 77-92.
	Required video	1. lecture, "The Arctic": at or before Mon Mar 29, 2:30pm AST 2. lecture, "Future Environmental Policy Questions": at or before Wed Mar 31, 2:30pm AST 3. lecture, "Future Security Policy Questions": at or before Thu, Apr 1, 2:30pm AST
	Recommended video	• none
	Synchronous (Zoom) meeting	• none
	Asynchronous discussion	• none
?	Quiz	• subject: lectures and readings from Week 9-12 • window opens: Wed Mar 31, 4:00pm AST • window closes: Fri Apr 2, 4:00pm AST • time limit: 2 hours
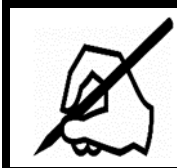
	Term paper	• due on or before April 9, 4:00pm AST, via the BS site (for more detailed instructions, see "Term paper," above, and in the "General/recurring" folder in the BS site)

Resources & policies

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&catalogid=105&topicgroupid=27571

Grading, absences/lateness, and accommodations

Students are expected to carefully read the academic regulations in the University Calendar, and to make sure that they understand those which might pertain to them. In order to be fair to all students, all of the university's regulations, and all of the course policies outlined here, will be consistently enforced.

Absences and late submission of work: The baseline expectation for students is that they will attend all classes, participate in class discussion, and submit all written work at or before the listed deadlines. If you have a long-term learning challenge, please make accommodation arrangements with the Accessibility office as early as possible, and—where relevant and appropriate—please notify the professor as early as possible, especially where there are forms to be signed in advance.

Grades: The course employs the university's standard undergraduate grading scheme.

A+	90-100%	B-	70-72%	F	0-49% (GPA zero)
A	85-89%	C+	65-69%	INC	incomplete (GPA zero)
A-	80-84%	C	60-64%	W	withdrawn (GPA neutral)
B+	77-79%	C-	55-59%	ILL	illness (GPA neutral)
B	73-76%	D	50-54%		

Individual students' grades will be shared with them through the Brightspace site, and will never be posted publicly. However, the instructor may post information on the overall distribution of grades within the class as a whole (with no information matching students with their grades). The professor will endeavour to share grades with students as soon as possible after assignments have been submitted, but this may take some time, particularly for the term paper. Progress updates on grading will be posted on the Brightspace site.

Guidelines for formatting of written work

Hard copies of written work are preferable for grading, but there's no reason for them to use up a lot of extra paper: please use a 12-point font; set page margins to something between 0.5 inches and 1 inch, on all sides; and use line-and-a-half spacing, rather than double-spacing. Please don't add a cover page to your written assignments; just be sure to include the following information at the top of the first page: your name, your Banner ID number, the course number (POLI 3569), and the title of your essay.

When submitting the digital copy of your written assignments, through Brightspace—or, where necessary (see above), by email:

1. Please use a file format that is likely to be relatively easy for me to download and read. I use a PC, and I would strongly prefer assignments to be in Word or pdf format.

2. Please use common sense/courtesy in naming the attached file. You'd be amazed at how many students name these files "paper," and how easy it is to then mix them up, when you have a pile of 10 (or 100!) of them—especially when some of those students also haven't written their names on the paper itself. (If your file attachment is called "Document1," then I'll probably assume you have no idea how to organize files in your computer and/or you wrote the assignment in a hurry at 3am the night before it was due…) Please, as a favour to me, use the following naming convention for the files you upload to Brightspace or send by email: POLI3569 – type of assignment – your last name. If I see that you've done this, then I'll know that you were conscientious enough to read the syllabus all the way to the end, and courteous enough to follow these simple instructions, and that will put me in a favourable frame of mind when I'm grading your assignment.

University statements

Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.
http://www.dal.ca/dept/university_secretariat/academic-integrity.html

Accessibility

The Advising and Access 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).
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—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.
https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).
https://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
- Student Submission of Assignments and Use of Originality Checking Software Policy:
  https://www.dal.ca/dept/university_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.html
- Classroom Recording Protocol: https://www.dal.ca/dept/university_secretariat/policies/academic/classroom-recording-protocol.html
- Copyright and Fair Dealing: https://libraries.dal.ca/services/copyright-office/fair-dealing/fair-dealing-guidelines.html
- Student Accommodation Policy: https://www.dal.ca/dept/university_secretariat/policies/academic/student-accommodation-policy-wef-sep--1--2014.html

Learning and Support Resources

- General Academic Support - Academic Advising: https://www.dal.ca/campus_life/academic-support/advising.html
- Libraries: http://libraries.dal.ca
- Student Health and Wellness (includes Counselling and Psychological Services):
  https://www.dal.ca/campus_life/health-and-wellness/services-support/student-health-and-wellness.html
- Black Student Advising: https://www.dal.ca/campus_life/communities/black-student-advising.html
- Indigenous Student Centre: https://www.dal.ca/campus_life/communities/indigenous.html
- 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
- Studying for Success program and tutoring: https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html