



**DALHOUSIE
UNIVERSITY**

Department of Political Science

POLI 1002 Introduction to

Government and Politics II

Winter 2021: January 6-April 8

RECOGNITION OF MI'KMAQ TERRITORY

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

The [Elders in Residence program](#) provides students with access to First Nations Elders for guidance, counsel and support. Visit the office in the Indigenous Student Centre, 1321 Edward Street, or email Elders@dal.ca.

Contact Information:

Instructor: Darryl C. Eisan, MA

Office Hours: No set hours; if you need to contact me, do not hesitate to email or phone during week days

E-mail: deisan@dal.ca

Telephone: 902.430.7363

Class Time: Remote – Asynchronous

Class Location: Remote – Asynchronous

Pre-Requisites for Course:

RESTRICTIONS: This course must be taken following POLI 1001.03, and in the same year as POLI 1001.03.

EXCLUSIONS: POLI1103Y.03, POLI 1500.06, POLI 1050.03, POLI 1055.03, POLI 1060.03, POLI 1065.03

Course Description:

As described in the 2020-2021 Dalhousie University Undergraduate Calendar, this course, together with POLI 1001, is a general introduction to the study of politics. The two classes together fulfill the Faculty of Arts and Social Sciences' writing requirement. The two courses must be taken in sequence (that is, POLI 1001, followed by POLI 1002), and must be taken in the same academic year.

In this introductory course, you will utilize the knowledge gained on the fundamental concepts of political life in POLI 1001, and apply them to gain an understanding of political institutions and political processes, particularly in the Canadian context. In doing so, you will explore a range of key issues and approaches that animate contemporary politics.

Learning Objectives:

POLI 1002 aims to:

- Identify the social and economic contexts of Canada's politics.
- Describe how current public policy issues impact Canadian politics and governance.
- Cultivate student confidence and skills for conducting research and writing essays.
- Stimulate interest in contemporary political issues that are relevant to politics in Canada, including Canada-U.S. Relations.
- Lay the foundations which will prepare students for more advanced courses in political science.

Instructional Approach:

POLI 1002 will comprise regular and meaningful interaction between the students and the Professor. As such, students are to prepare by completing the assigned readings and actively participating in the on-line discussions. The on-line sessions may incorporate some additional learning technologies that will contribute to student learning and understanding as well as providing source material for on-line discussion and debate.

POLI 1002 will be delivered as **Asynchronous**, which means course content is on Brightspace and you are self-paced through course lessons (e.g., lectures; written content that you can review, discussion boards, etc.).

Students are encouraged to approach the Professor with any questions and / or concerns at any time.

Course Communication:

Given that POLI 1002 will be delivered as asynchronous, Brightspace will serve as the primary communication channel / platform.

Make sure to check Brightspace on regular basis for:

- Course Syllabus
- Weekly Materials (Overview, Learning Outcomes, Required Readings, PowerPoint Slides, Videos, Key Terms)
- Discussion Boards
- Announcements
- Writing Assignments
- Etc.

When sending me e-mails, I request that you put the course name and section in the subject line, i.e. POLI 1002 Introduction to Government and Politics II.

Course Communication, cont.:

I will make every effort to respond to e-mails within 24-hours on weekdays.

If your issue is of an urgent nature, don't hesitate to call me.

Remember that university prepares you for the working world, so please strive to be professional in your communications with me.

Ensure that your Banner e-mail address is up to date.

Learning Materials:

1. Stephen Brooks, **Canadian Democracy**, Ninth Edition, (Don Mills, Ontario: Oxford University Press, 2020) – available via the Dalhousie University Bookstore.
2. Additional required readings will be placed on Brightspace.

Evaluation:

Course Requirement	Due Date	% of Final Grade
INTRODUCTORY		
Self-Introduction	January 15	3%
ON-LINE PARTICIPATION		
Week 1	January 6-8	—
Week 2	January 11-15	2%
Week 3	January 18-22	2%
Week 4	January 25-29	2%
Week 5	February 1-5	2%
Week 6	February 8-12	2%
Week 7	February 15-19 - Winter Study Break	—
Week 8	February 22-26	2%
Week 9	March 1-5	2%
Week 10	March 8-12	2%
Week 11	March 15-19	2%
Week 12	March 22-26	2%
Week 13	March 29-April 2	2%
Week 14	April 5-7 Catch-up and Review	—
INDIVIDUAL WRITING ASSIGNMENTS		
Individual Writing Assignment #1	February 5	10%
Individual Writing Assignment #2	March 5	10%
Individual Writing Assignment #3	April 7	15%
EXAMS		
Mid-term Exam	8:30-10:30 AM AST, February 11	15%
End of Term Exam	During Formal Examination Period April 10-23	25%
TOTAL		100%

INTRODUCTORY

Self-Introduction - January 15 - 3%

Introduce yourself to me and to your fellow classmates.

This discussion post is to be presented in paragraph form, be at least one–page in length, include a recent photo, i.e., a head-shot, and ideally address the following:

1. Name, number of years in University and number of years since high school graduation.
2. Where are you from?
3. What contribution do you want to make to your community, society, family, etc.?
4. Why are these contributions important to you?
5. What types of volunteer and sport activities are you involved in?
6. *Aside from attaining a good grade*, what are your expectations for POLI 1002?
7. Any particular issues / topics you would like to see addressed?
8. What could the Professor do to enhance your learning?
9. What media stories have you been following recently? (minimum of 3 examples)
10. Confirm that you have read the Course Syllabus and accept it as the Learning Contract for POLI 1002.

ON-LINE PARTICIPATION

Weekly Discussions – 11 weeks x 2% each = 22%

You are required to participate in **all** online discussions. Each online discussion will comprise an initial posting on the discussion topic and *at least* two response postings / comments - either in response to a classmate's posting or as an augmentation of your initial posting.

Focused online discussions allow students to express their understanding of information addressed in each of the Modules, to discuss that information with classmates and their instructor, and to integrate the results of those discussions into their own learning.

Initial posting (200-250 words)

Choose one question from the list of questions provided for each Module. Post a written response to the chosen question highlighting the connection between your answer to the discussion posting question and the course materials and class discussion on the topic. Your posting is to be logical with good grammar and sentence structure.

Response Postings (100-150 words each)

Read the postings of your classmates and respond *to at least two postings* either in response to a classmate's posting or as an augmentation of your initial posting. Present additional / alternate perspectives or, if you agree or disagree with them, explain why.

You should be an active participant in the discussions. A quality comment should build on another student's posting, your own or add an additional point of view that references the text, course readings or some other reference material.

Your grade for this part is to be assessed on the extent to which your answer draws on the materials in the course and the relevance of your comments. Students should review the comments of all classmates and are encouraged to continue discussion in the module forum as you would in a lecture in a classroom.

Evaluation Criteria

Discussion Postings (includes Initial and Response Postings) will be graded per the following criteria:

1. **Demonstrates an understanding of a course concept.** This applies to your initial and response posts, and includes the following elements:
 - a. Are your posts relevant to the assigned topic and question?
 - b. Do your posts demonstrate accurate understanding of course material?
 - c. Does the subject field convey the essence of your post (in less than 10 words)?

Important Note for Quality Posts: While your posts will often draw on experience and informed opinions, the most successful posts will support personal opinions with reference to course material.

2. **Advances the discussion by adding new knowledge.** This applies to your response posts, in which you should try to broaden the perspective presented in another post by building on their ideas or pushing those ideas in a new direction. Some possible ways to do this are:
 - a. Apply references to course material/theoretical concepts.
 - b. Provide a counter-example based on personal / practical experiences that refute or weaken the position taken by the initial author (e.g., I hear you say this..., but my experience suggests this...)
 - c. Apply a related concept from the course that the initial post did not reference.
 - d. Apply a related example from current events or some other resource.

3. **Have uploaded your Initial Post and Response Posts by the stated dates.** Waiting until the last minute to make a required post can decrease the quality of the conversation about the topic. Posting earlier allows other students and me the opportunity to respond to a post and engage in debates that help everyone in the class get the most out of the conversation.

INDIVIDUAL WRITING ASSIGNMENTS

February 5 - 10%, March 5 - 10% and April 5 - 15% = 35%

POLI 1002 has an emphasis on writing and for these written assignments, students are expected to prepare properly structured papers that critically evaluate the assigned questions.

It is expected that students follow generally accepted norms of evidenced-based opinion writing and students are encouraged to be critical and provocative. This of course is contingent on your points being argued clearly, logically, and persuasively.

Since communication is an important skill, a high standard of writing will apply for these assignments, including the format, footnotes, and references.

Please see pages 10 and 11 for specific grading criteria.

Individual Writing Assignment #1 - Newspaper Article Analysis - February 5 - 10%

Your task is to research current events in the media that are directly related to “Politics in Canada” and to develop a Newspaper Article Analysis.

Specifically, you are to:

1. Pick one of the following media sources:
 - <http://www.cbc.ca/>
 - <http://www.theglobeandmail.com/>
 - <http://thechronicleherald.ca/>
 - <https://www.ctvnews.ca/>
 - <https://globalnews.ca/>
 - <https://nationalpost.com/>
2. Log on to your chosen web site and search for titles that incorporate “Politics in Canada”, and record how many “Results” you get.
3. Pick **FOUR** of the 2020 or 2021 results of your search and create a Newspaper Article Analysis that relates to “Politics in Canada.”
4. **Each article** is to be:
 - a. Briefly summarized; and
 - b. Accompanied by at least a three-quarter page (single spaced typewritten) explanation / analysis of how it relates to the course material of POLI 1002 or other elements of Politics in Canada.

Individual Writing Assignment #2 - March 5 - 10%

For Individual Writing Assignment #2, students are to prepare a properly structured paper that critically evaluates one of the following questions:

1. Does Canada live up to its reputation as a tolerant society?
2. Are Canadian citizens better represented by their province than by the federal government?
3. What can be done to encourage more women to run for political office in Canada?

Word Count: Minimum: 1,000 words; Maximum: 1,200 words.

Students are to provide documented evidence in the form of at least **six** third party citations taken from text books, academic journals, government sources, the news media or other literature to support their work.

The word limit is inclusive of quotations and students should present their ideas thoughtfully and succinctly. The bibliography is not counted as part of the word limit.

Individual Writing Assignment #3 - April 7 - 15%

For Individual Writing Assignment #3, students are to prepare a properly structured paper that critically evaluates one of the following questions:

1. Is the enormous influence of the US on Canada something that concerns you? Why or why not?
2. In the interest of national unity, both Quebec and Ontario should declare themselves officially bilingual.
3. In terms of countries' contributions to UN peacekeeping, Canada's ranking has been slipping. Should Canada be doing more?

Word Count: Minimum: 1,200 words; Maximum: 1,500 words.

Students are to provide documented evidence in the form of at least **eight** third party citations taken from text books, academic journals, government sources, the news media or other literature to support their work.

The word limit is inclusive of quotations and students should present their ideas thoughtfully and succinctly. The bibliography is not counted as part of the word limit.

EXAMS

Mid-term - February 11 - 15%

End of Term Exam - During Formal / Official Examination Period - April 10-23 - 25%

The Mid-term and End of Term Exams **will most likely** comprise Multiple Choice, True and False, Short Answer and Essay type questions.

The Mid-term will be two hours in duration and the End of Term Exam will be three hours in duration.

The End of Term Examination is **cumulative**.

EXAMS, cont.

Each Exam is “open book”, but you **may only refer to course material**, including your own notes from the course, the Brooks text, readings, or any material on Brightspace for assistance.

Due Dates and Late Assignments:

All assignments are to be submitted in MS-Word (**not as a pdf or in pages, etc.**) and to Brightspace by 11:59 PM ADT the day they are due. Any assignment that is not submitted before 11:59 PM ADT the day they are due, will receive a grade of zero. There are no exceptions.

If you are concerned that your assignment was not successfully uploaded to Brightspace, e-mail your work directly to me before the deadline. It is the student’s responsibility to double check their file uploads.

The required format for electronic submissions should include the student’s first name, last name and assignment name. For example, john_smith_essay#1 is the acceptable format.

There will be no extensions or make-up assignments.

Grading of Written Work:

Written work will be assessed against the following criteria:

Thesis

- Clearly stated, creative, original and insightful
- Presents a Point of View (POV) based on a critical analysis of factual evidence and relevant theory

Background, Course Content, Research, Supporting Data and Analysis

- Contains relevant background information
- Draws upon course readings, lecture material, external sources and other research
- Uses relevant data, analyses and conclusions
- Includes a critical analysis of the sources used

Conclusions

- Are clear, creative, and insightful
- Contain a clear, cogent reiteration of and support for the central points of the thesis

Writing Style and Essay Structure

- Essay is very well organized
- Central ideas are presented very clearly, cogently, and effectively
- There is critical analysis and integration of ideas throughout the paper

Grading of Written Work, cont.:

Grammar and Mechanics

- Written in MS-Word
- All sources are cited accurately using APA style
- Inclusive of a separate title page
- Minimal spelling, punctuation, and grammatical errors
- Type-written
- Single-spaced
- 12-pt Arial font
- One-inch wide margins on all four sides

Drop Dates:

- Final date to add or cancel registration – January 15
- Final date to withdraw from a course **without a "W"**: January 29
- Final date to withdraw from a course **with a "W"**: March 8 for any kind of refund, but April 8 is the deadline to withdraw
- Full-year classes carry withdrawal dates of February 1 is the last date to drop multi-term courses with a W.

Ground Rules:

As with face-to-face conversations, appropriate online communication etiquette is expected.

Some examples are:

- Emails: put the topic in the Subject and your name at the end.
- Don't write messages in all capital letters; this can be perceived and interpreted as shouting.
- Grammar and spelling are important. Online courses demand the same standard of academic communication as face-to-face delivery.
- Avoid unkind, public criticism of others on the Discussion Boards.
- Use sarcasm cautiously. In the absence of non-verbal clues such as facial expressions and voice inflections, your message may be misinterpreted.
- Never use profanity in any area of the course.
- Be careful what you put in writing. Though you may send an email to a single person, it is very easy to forward your messages to others.

In addition, the following are considered **unethical behaviours** in this course:

- Telling or lobbying me for a certain grade;
- Asking for extra assignments or different weightings for the purpose of raising your grade;
- Making fraudulent excuses to postpone exams or assignments; and
- Having someone impersonate you, do your work for you, or sign your name on work you did not do.

Weekly Schedule:

This section presents a weekly schedule identifying course topics, assigned readings, assignments, mid-term exams, tests, any other in-class assessments, and their due dates.

Week 1 - January 6-8

- **Topic: Course Orientation**
 - Preparation
 - Review the Course Syllabus and the expectations for POLI 1002
 - Task
 - Complete the Self-Introduction - before January 15 - located under Orientation on Brightspace.

Week 2 - January 11-15

- **Topic: Political Culture**
 - Preparation
 - Brooks, chapter 2, pp. 30-62
 - Task
 - Upload your Initial Posting (200-250 words) to the Discussion Board by **January 12** and your Response Postings (at least two Response Postings; 100-150 words each) by **January 14**
 - Note
 - Self-Introduction due by 11:59 PM ADT, Friday, January 15

Week 3 - January 18-22

- **Topic: The Social and Economic Setting**
 - Preparation
 - Brooks, chapter 3, pp. 63-81
 - Task
 - Upload your Initial Posting (200-250 words) to the Discussion Board by **January 19** and your Response Postings (at least two Response Postings; 100-150 words each) by **January 21**

Week 4 - January 25-January 29

- **Topic: Diversity and Multiculturalism**
 - Preparation
 - Brooks, chapter 4, pp. 82-108
 - Task
 - Upload your Initial Posting (200-250 words) to the Discussion Board by **January 26** and your Response Postings (at least two Response Postings; 100-150 words each) by **January 28**

Week 5 - February 1-5

- **Topic: Regionalism and Canadian Politics**
 - Preparation
 - Brooks, chapter 5, pp. 109-130
 - Task
 - Upload your Initial Posting (200-250 words) to the Discussion Board by **February 2** and your Response Postings (at least two Response Postings; 100-150 words each) by **February 4**
 - Note
 - Newspaper Article Analysis due by 11:59 PM ADT, Friday, February 5

Week 6 - February 8-12

- **Topic: Language Politics**
 - Preparation
 - Brooks, chapter 14, pp. 386-411
 - Task
 - Upload your Initial Posting (200-250 words) to the Discussion Board by **February 9** and your Response Postings (at least two Response Postings; 100-150 words each) by **February 11**
 - Note
 - Mid-term Exam is on February 11, 8:30-10:30 AM AST

Week 7 – February 15-19 - Winter Study Break. No classes.

Week 8 – February 22-26

- **Topic: Women and Politics**
 - Preparation
 - Brooks, chapter 15, pp. 412-439
 - Task
 - Upload your Initial Posting (200-250 words) to the Discussion Board by **February 23** and your Response Postings (at least two Response Postings; 100-150 words each) by **February 25**

Week 9 – March 1-5

- **Topic: Indigenous Politics**
 - Preparation
 - Brooks, chapter 16, pp. 440-474
 - Task
 - Upload your Initial Posting (200-250 words) to the Discussion Board by **March 2** and your Response Postings (at least two Response Postings; 100-150 words each) by **March 4**
 - Note
 - Individual Writing Assignment #2 is due Friday, March 5

Week 10 – March 8-12

- **Topic: Canada in the World**
 - Preparation
 - Brooks, chapter 17, pp. 475-499
 - Task
 - Upload your Initial Posting (200-250 words) to the Discussion Board by **March 9** and your Response Postings (at least two Response Postings; 100-150 words each) by **March 11**

Week 11 – March 15-19

- **Topic: Framing Canada-U.S. Relations and the Three Dimensions of the Partnership**
 - Preparation
 - Anderson, “Introduction: Forgotten Partnership Redux: The Enduring Framework of Forgotten Partnership” in Anderson and Sands, chapter 1, pp. 1-12
 - Task
 - Upload your Initial Posting (200-250 words) to the Discussion Board by **March 16** and your Response Postings (at least two Response Postings; 100-150 words each) by **March 18**

Week 12 – March 22-26

- **Topic: Canada-U.S. Relations in Historical Perspective - Part I**
 - Preparation
 - Bothwell, “Serial Monogamy or Constructive Bigamy: Canada’s Partnership Foreign Policy from Pax Britannica to Pax Americana”, in Anderson and Sands, chapter 1, pp. 15-30
 - Stuart, “A Thousand Points of Partnership: Upper North America to 1931”, in Anderson and Sands, chapter 11, pp. 305-335
 - Thompson, “Forgotten, Imaginary, Ambivalent: The “Partnership” and “Special Relationship” Paradigms in the U.S.-Canada Relationship, in Anderson and Sands, chapter 12, pp. 341-374
 - Bow, “Not So Close: Revisiting the Psychological-Cultural Dimension of U.S.-Canada Relations”, in Anderson and Sands, chapter 14, pp. 405-430
 - Task
 - Upload your Initial Posting (200-250 words) to the Discussion Board by **March 23** and your Response Postings (at least two Response Postings; 100-150 words each) by **March 25**

Week 13 – March 29-April 1

- **Topic: Canada-U.S. Relations in Historical Perspective - Part II**
 - Preparation
 - Bothwell, “Serial Monogamy or Constructive Bigamy: Canada’s Partnership Foreign Policy from Pax Britannica to Pax Americana”, in Anderson and Sands, chapter 1, pp. 15-30
 - Stuart, “A Thousand Points of Partnership: Upper North America to 1931”, in Anderson and Sands, chapter 11, pp. 305-335
 - Thompson, “Forgotten, Imaginary, Ambivalent: The “Partnership” and “Special Relationship” Paradigms in the U.S.-Canada Relationship, in Anderson and Sands, chapter 12, pp. 341-374
 - Bow, “Not So Close: Revisiting the Psychological-Cultural Dimension of U.S.-Canada Relations”, in Anderson and Sands, chapter 14, pp. 405-430

- Task
 - Upload your Initial Posting (200-250 words) to the Discussion Board by **March 30** and your Response Postings (at least two Response Postings; 100-150 words each) by April 1

Week 14 – April 5-7

- **Topic: Catch-up and Review**
 - Preparation
 - Prepare your own specific review questions.
 - Task
 - Think about these questions:
 - What have I learned?
 - How can I use this learning to understand Politics in Canada going forward?
 - How can I best prepare for the End of Term Exam?
 - Note
 - Individual Writing Assignment #3 is due Wednesday, April 7
 - End of Term Exam - During Formal / Official Examination Period - April 10-23

[Dalhousie is scent free](#) - Thank you for helping us all breathe easier!

Appendix

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 Regulations](#), [Academic Regulations](#))

Grade Scale and Definitions

Grade	Grade Point Value		Definition	
A+	4.30	90-100	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
A	4.00	85-89		
A-	3.70	80-84		
B+	3.30	77-79	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.
B	3.00	73-76		
B-	2.70	70-72		
C+	2.30	65-69	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
C	2.00	60-64		
C-	1.70	55-59		
D	1.00	50-54	Marginal Pass	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of "C" or "C+" is required).
F	0.00	0-49.9	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
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W	Neutral and no credit obtained	Withdrew after deadline
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ILL	Neutral and no credit obtained	Compassionate reasons, illness
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P	Neutral	Pass
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TR	Neutral	Transfer credit on admission
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Pending (PND)	Neutral	Grade not reported
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University Grading Practices

The [Grading Practices Policy](#) outlines the university's commitment and professors' responsibilities on how grading will be achieved. The policy applies to all credit-bearing courses at both the undergraduate and graduate levels at the university.

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.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being “information literate”. Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries’ online [Citing & Writing](#) tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat’s [Academic Integrity](#) page.

Please note that Dalhousie subscribes to a plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course, students should read the Policy on [Intellectual Honesty](#) contained in the Calendar.

Furthermore the University’s Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

ACCESSIBILITY

The Student Accessibility Centre (Halifax Campus) and the Student Success Centre (Agricultural Campus) are Dalhousie’s centres of expertise on student access, inclusion, and accommodation support. We work collaboratively with students, faculty, and staff to create an inclusive educational environment for students.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the [Student Accessibility Centre](#) (dal.ca/access) and/or make arrangements to discuss with the instructor.

Please note that your classroom may contain accessible furniture and equipment. It is important that these items remain in the classroom, undisturbed, so that students who require their use will be able to fully participate.

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.

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).

Learning and Support Resources:

- [Undergraduate Advising Office](#)
- [Writing Centre](#)
- [Studying for Success Program](#)
- [Indigenous Students](#)
- [Black Students](#)
- [International Students](#)
- [LGBTQ2SIA+ Collaborative](#)
- [Student Health & Wellness](#)
- [Human Rights and Equity Services](#)
- [Dalhousie Student Advocacy Services](#)
- [Dalhousie Ombudsperson](#)
- [Fair Dealing Guidelines](#)
- [Dalhousie University Libraries](#)
- [Copyright Office](#)
- [E-Learning website](#)