

**POLI 4561.03; POLI 5561.03/PUAD 6561.03**

**Security-Development Nexus:**

**Theory, Policy and Complex Operations**

Winter 2021

Online, Blended Synchronous – Asynchronous Delivery



#### 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](mailto:Elders@dal.ca).

**Instructor:** Jenny Baechler, PhD (Senior Instructor, School of Public Administration)

**Pronouns:** she/her

**Email:** [jenny.baechler@dal.ca](mailto:jenny.baechler@dal.ca)

Please reach out with any questions or concerns you have related to our course. **I will respond to emails daily. My response time on weekends will not be as regular but I will keep a look out for urgent matters that may emerge.**

I am also on Microsoft Teams most weekdays. I am happy to use the chat function or the video meeting function to connect and answer any questions you might have. The easiest way to set up an appointment is to send me an email and we will coordinate a time to connect virtually.

#### **COURSE DESCRIPTION AND OBJECTIVES**

“Security and development are indissolubly linked: development is compromised when security remains problematic, while a secure environment requires some form of sustainable development. Two of the principal manifestations of this ‘security-development nexus’ have been intrastate wars and collapsed states. In 2011 for example, none of the states emerging from civil war had reached any of the Millennium Development Goals set by the United Nations. Moreover, the security-development relationship conditions our capacity to develop effective policies on how and whether to intervene in ‘fragile’ or ‘collapsed’ states where the security environment is highly problematic, and our capacity to contribute to the economic and human development of these countries. This course aims, first, to give students a broad understanding of the various dimensions of the security-development nexus; and second, to address significant practical implications of this nexus. An important portion of the course will examine specific case studies and feature an interagency simulation to provide students with a sense of what it is like to grapple these concepts beyond the classroom.

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

**Pre-Requisites for POLI 4561:** [POLI 2301.03](#) or [POLI 2302.03](#) or [POLI 2520.03](#) or [POLI 2530.03](#) [INTD 2001.03](#) or [INTD 2002.03](#) or by permission of instructor

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

## **LEARNING OBJECTIVES**

By the end of this course students will be able to:

1. Understand and communicate core theoretical perspectives on the security-development nexus: human security, peacebuilding, stabilisation, securitization of humanitarian aid, state fragility, etc.
2. Analyze contemporary manifestations of the security-development nexus. This form of analysis will involve identifying and understanding the competing and reinforcing relationships that exist between interconnected actors, interests and operational / policy imperatives within a given context. Moreover, students will be able to discuss if and how these tensions might be reconciled.
3. Understand the practical application of theories related to the security-development nexus through administrative concepts such as: interagency approach, whole-of-government approach or civil-military coordination and/or joined-up government.
4. Select and apply effective techniques and tactics to advance an interagency approach to a policy issue characterized by the security-development nexus.

## **FORMAT**

This course is held 100% online. When connecting to online resources from outside of Canada, students are responsible for ensuring that they are aware of and observing any applicable laws of the country they are connecting from. **To support your online learning efforts, I encourage you to consult [https://www.dal.ca/academics/online\\_learning.html](https://www.dal.ca/academics/online_learning.html) as a resource.**

**ALL TIMES NOTED IN THIS SYLLABUS ARE ATLANTIC TIME.** Currently that means Atlantic Standard Time (UTC-4). As of Sunday, March 14 standard time will end, and the time zone will be Atlantic Daylight-Saving Time (UTC-3).

**We will be taking an approach this semester that is blend of synchronous and asynchronous learning. It is important that you continue to ‘hold’ our class time each week; however, in most weeks we won’t be using the entire timeslot.**

When we meet on January 14, we will make introductions, I’ll teach for about an hour and we’ll take 30 minutes to discuss your impressions of the two readings you were asked to read in advance of class. Through this discussion I will walk through a framework that you’ll use going forward to synthesize weekly readings. After class, I’ll make available the Brightspace folder for the upcoming week. It will include links to our readings and a set of teaching videos that are relevant to the following week. The teaching videos are the asynchronous content. My intent is to make some of the content available to you so that you can access it at your own time over the course of the week. This will allow me to break the content up into smaller pieces and reduce the amount of time you have to spend listening to me talk in a live classroom. We’ll see how this works over the first few weeks. I’m open to adjusting this approach depending on feedback from the class.

The approach will remain consistent from week to week until the beginning of March when we’ll be running our Interagency Simulation. The simulation will take the full three-hour window each week – it’s a series of facilitated activities. We won’t have prescribed readings during March; however, there will be work for your simulation team to engage in outside of class.

## COURSE TECHNOLOGIES

We will be using two platforms to deliver the course:

**Brightspace:** The learning management system, Brightspace, is our classroom space! This is where you will find the class announcements, weekly learning content, dropbox folders for submitting assignments and the grade book. If you require support for Brightspace you can contact Academic Technology Services (ATS) at [intech@dal.ca](mailto:intech@dal.ca).

**Microsoft Teams:** We will be using this group collaboration ap to connect weekly for our synchronous sessions. It is also the tool I will use if you want to speak in person over the semester.

I will set up a class space in MS Teams. It will be called **PUAD 6561-POLI 5651-POLI 4561 (Security-Development Nexus): FULL CLASS (Winter 2021)**. Please look out for an invite from me to the team in the first week of class.

You can download MS Teams at this website: <https://www.dal.ca/dept/its/current.html>. Select the link “File Sharing and Storage”. This will take you to a Sharepoint site – select the icon that says “Teams”. You will have the option to download the web ap or the desktop ap. **Download the Desktop ap** – it has more features. If you are new to MS Teams and would like to know more about how to use the software the following website offers training videos:

<https://bit.ly/32COFfv>. For assistance with other Microsoft Team contact Information Technology Services (ITS) at [support@dal.ca](mailto:support@dal.ca)

**While MS Teams is a great communication tool, Brightspace is the only place that I will post course information that everyone in the class will need.**

## LEARNING MATERIALS

To eliminate the high price of textbook and reading packages, all of the required readings will be posted in Brightspace. Where possible the weblinks exist as permalinks – meaning that you will be taken into the Dal Library website where you can download the article as a PDF.

Readings are listed in the ‘Class Schedule and Readings’ section of the syllabus. Please follow the course schedule to download the correct reading. Over the course of the semester, I may also revise assigned readings, lecture topics, and assignments. Any changes to the course schedule or readings will be announced at least one week in advance.

**It should be noted that this course is considered a heavy reading course. The seminar style requires that students arrive to class having read the required readings and prepared to participate in class discussions. Generally, there are 3-4 readings prescribed each week. To be well-prepared for class and course assignments, students should be, at a minimum, comfortable with the content in at least two of the required readings.**

## GRADE SCALES

### Grade Scale (Undergraduate)

Letter Grade	Numeric Grade	Definition
A+	90-100	Excellent
A	85-89.9	
A-	80-84.9	
B+	77-79.9	Good
B	73-76.9	
B-	70-72.9	
C+	65.69.9	

### Grade Scale (Faculty of Graduate Studies)

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

C	60-64.9	Satisfactory
C-	55-59.9	
D	50-54.9	Marginal Pass
F	0 – 49.9	Inadequate

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

## METHOD OF EVALUATION

Assignment	Weighting - Graduate	Weighting - Undergraduate	Due Date
Policy Briefing Note	15%	20%	February 4 (Noon)
Weekly analyses of assigned readings	10%	10%	Ongoing
Midterm <i>Take-home (issued on Feb 25)</i>	25%	30%	March 4 (Noon)
Interagency Simulation			
Backgrounder (Graduate Only)	10%	-	March 11 (Noon)
INDIVIDUAL: Opening Brief – Actor Profile	5%	5%	March 11 (Noon)
GROUP: Presentation + Summary Report	20%	20%	April 1 (2:30pm)
INDIVIDUAL: Summative Reflection	5%	5%	April 8 (Noon)
Class Engagement (Attendance and participation)	10%	10%	Ongoing
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>	

## MISSED OR LATE ACADEMIC REQUIREMENTS DUE TO STUDENT ABSENCE:

Dalhousie University's policy on student absences states:

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time **AND** by submitting a completed Student Declaration of Absence form to their instructor in case of missed or late academic requirements. Only two (2) separate Student Declaration of Absence forms may be submitted per course during a term (note: faculty, college, school, instructor or course-specific guidelines may set a lower maximum).

The submission of the form **does not guarantee accommodations, or provide an automatic exemption**, from any academic requirements that were missed or late during an absence. Any alternate coursework arrangements for missed or late academic requirements are at the discretion of individual course instructor(s).

Students who experience recurring short-term or long-term absences are strongly encouraged to meet with their Academic Advisor.

Student Declaration of Absence forms can be submitted to Brightspace – there is an Assignment folder called “Student Declaration of Absence Forms”.

Click [here](#) for further information.

## IMPORTANT DATES

Last day to add/drop classes – January 15, 2021

Last day to drop without a “W” – January 29, 2021

Last day to drop with a “W” – April 8, 2021

[Other important dates](#)

## Course Materials

*These course materials are designed for use as part of the Master of Public Administration / Master of Political Science programs at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law.*

## Final Exam

There is no final examination for this course.

## COURSE DELIVERABLES (DETAILS)

### Class Engagement (Ongoing)

Class engagement looks to recognize your weekly participation in our online classes. Participation is more than attendance although, logically, you have to attend to be able to earn any participation points. **Students who miss more than two classes over the term risk receiving a grade of ‘0’ for class engagement.**

I will assess participation after each class. Your participation will be evaluated in a number of dimensions: conduct, leadership within the context of class discussions, reasoning and argumentation, listening and evidence of preparation.

### Weekly Analyses of Assigned Readings (Ongoing)

**10% of your final grade is allocated to the submission of weekly analysis of assigned readings. These weekly submissions demonstrate your understanding of required readings and help you prepare for class discussions. A framework to guide the analysis you complete for each reading is available in Brightspace.**

Most weeks (aside from weeks at the end of term devoted to our simulation) there are three readings assigned. To earn full points, your weekly 'submission' needs to include a separate analysis for two of the readings. If you submit an analysis for just one reading you are eligible for partial points.

I would expect the analysis for each reading to be 1-2 pages (single spaced). Weekly submissions should be uploaded as a single document to an assignment folder in Brightspace. **They are due each Wednesday at 4:00pm AST. Late submissions are ineligible for points.**

I will review them and issue one of the following scores:

- 2 = analysis is complete and thorough

- 1 = analysis is partial and/or strongly underexplored

- 0 = analysis is not submitted

There will be six weekly submissions over the course of January - February. I will drop the lowest score for each student – this means, you could miss one submission during the term.

### **Briefing Note Assignment (Due February 4)**

Current manifestations of the security-development nexus exist around the world – they also appear in Canada. The issues, actors and impacts of each manifestation vary from example to example. This assignment will give you an opportunity to examine how the nexus in an example of your choosing. The choice of the security-development nexus exemplar is yours – you just need to pick a concrete example of a policy issue that reflects a strong interaction between insecurity and underdevelopment. You don't need to make a case that the relationship is causal in nature – one doesn't have to cause the other – just that they co-exist and impact each other. You'll examine the policy issue using a **briefing note** format.

In some ways the briefing note is a more challenging undertaking than a research paper or essay. Your note still needs to include richness, substance and depth of thinking but be concise and clear in its writing. You will likely have to do a fair bit of research and then distill or synthesize the key points into the briefing note format. I'm looking for your briefing note to demonstrate an evidence-based, robust analysis.

***For students unfamiliar with writing a briefing note, I've provided a description of a briefing note below from an online resource at the University of Victoria.<sup>1</sup>***

#### *What is a briefing?*

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

#### *What is a briefing note and when is it used?*

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

#### *What are the characteristics of a good BN?*

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

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

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<sup>1</sup> <https://web.uvic.ca/~sdoyle/E302/Notes/WritingBriefingNotes.html>

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

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

**Formatting notes:** 3-page maximum - single spaced - font size 11 or 12. I would expect the majority of the assignment to be written in paragraph-form; however, there may times when a bullet list is suitable. I recommend headings to help divide the assignment up in a way that is easy to read. I'm expecting a brief anchored in solid evidence. As such, you'll certainly have sources / data to cite. If the in-text citation style of APA lends itself to a cumbersome briefing note, you can use a citation style that allows for footnotes. Charts / graphs may be useful; however, they should not replace sound analysis.

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

### **Midterm (February 25-March 3)**

Students will have one week (**February 25 – March 4**) to complete the 'take-home' midterm. The midterm will be in the form of case study – I will provide you with a case to read and you will be asked to demonstrate your understanding of course material as it applies to the case by answering 8-10 questions. Many of the questions will require that you weave together ideas from specific readings to the case study.

The Midterm will be released over Brightspace at 2:30pm on February 25. It is due at 12:00pm (Noon) on March 4. Late submissions will not be accepted. Unless extraordinary, documented circumstances are present an extension for the midterm is not possible. A self-declared, short-term (3 days absence) during the midterm week would not be sufficient to merit an extension.



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

*It is essential for international actors to understand the specific context in each country, and develop a shared view of the strategic response required.*

- Principles for Good International Engagement in Fragile States and Situations, OECD, 2007

A Joint Analysis of Conflict and Stability (JACS) is a strategic assessment used to underpin UK National Security Council Strategies. It was introduced by the UK's Building Stability Overseas Strategy (BSOS) in 2011 as a tool to strengthen cross-government approaches to tackling overseas conflict and instability and to "identify the situation-specific interventions that will be most likely to succeed in helping to prevent conflict and build stability". We will focus on the JACS model, but it is worth noting that the US has a similar tool called the Interagency Conflict Assessment Framework (ICAF). ICAF enables a team comprised of a variety of United States Government agency representatives ("interagency") to assess conflict situations systematically and collaboratively and prepare for interagency planning for conflict prevention, mitigation and stabilization.

**The simulation (our efforts to simulate the JACS process) will take place online over three full classes in March.**

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

In addition to strong writing, analytical, role-playing and reflection skills, a key point of evaluation for the assignment will be your ability to examine a conflict from multiple perspectives; to identify and understand the relationships that exist between security, development, political, economic and environmental issues.

**More detailed information about the simulation and the various course assignments associated with the simulation will be covered in class on January 28<sup>th</sup>.**

## COURSE SCHEDULE AND READINGS

Date	Course Modules and Associated Topics
<b>WEEK 1</b> <b>Jan 7 - 13</b>	<p><b>On January 7 students will have access to:</b></p> <ul style="list-style-type: none"><li>- The course Brightspace site – this will be expanded over the course of the upcoming week.</li><li>- Course syllabus</li><li>- Permalinks to two readings that should be read prior to our first meeting on January 14.</li><li>- Orientation or "Getting to Know You" survey</li></ul> <p><b>In advance of our class on January 14, I would ask that you complete the following:</b></p> <ul style="list-style-type: none"><li>- Review the course syllabus and make sure this course feels like a good fit for you.</li><li>- Read the two assigned articles</li></ul> <p><i>The first document is a chapter from a book (Security and Development, 2010). The chapter by Fukuda-Parr, Sakiko is called: <b>Poverty and Violent Conflict: Re-thinking Development.</b></i></p> <p><i>The second document is the <b>World Bank's 2011 World Development Report.</b> The entire report is focused on the problematic relationship between conflict, security and development. Part 1 of the</i></p>



	<p><i>report (pages 49-93) is the part I'd like you to review.</i></p> <ul style="list-style-type: none"> <li>- Complete the Orientation survey</li> <li>- Accept my invitation to join a MS Team site for our class</li> </ul>
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<b>WEEK 2</b> <b>Jan 14 - 20</b>	<b>Course Content / Key Activities</b>	<b>Timing</b> <b>(if applicable)</b>
	<p><b>Synchronous Class (Jan 14)</b></p> <ul style="list-style-type: none"> <li>- Introductions</li> <li>- Review course syllabus</li> <li>- Look ahead to first few assignments (Policy Briefing Note; Weekly analyses of required readings)</li> <li>- Overview of high-level concepts that will anchor the course and short discussion of readings assigned last week.</li> </ul>	<p><b>Anticipated class time: 2:35pm – 4:25pm</b></p>
<p><b>Asynchronous learning (Jan 14-20). Can be completed any time prior to our next class.</b></p> <ul style="list-style-type: none"> <li>- Read assigned articles <ul style="list-style-type: none"> <li>Stern, M., &amp; Öjendal, J. (2010). Mapping the security—development nexus: conflict, complexity, cacophony, convergence? <i>Security Dialogue</i>, 41(1), 5---29.</li> <li>Stewart, F. (2004). Development and security. <i>Conflict, Security and Development</i>, 4 (3).</li> <li>Nilsson, Manuela. "Building Peace Amidst Violence: An Analysis of Colombia's Policies to Address Security and Development Challenges." <i>Ibero-americana</i>, 47.1 (2018): 34-44.</li> </ul> </li> <li>- Complete an analysis framework for each of the Stern &amp; Öjendal article and one of the other assigned readings – please submit as a single document to Brightspace assignment folder.</li> <li>- Review teaching videos: <b>Early perspectives on the SD Nexus; Some key terms / concepts for those new to security studies / international development studies.</b></li> </ul> <p><i>Most weeks these will post on Thursday but for this week they won't be available until end of day on Friday, Jan 15.</i></p>		
<p style="text-align: right;"><b>Due WED, Jan 20 @ 4:00pm</b></p>		

<b>WEEK 3</b> <b>Jan 21 - 27</b>	<b>Course Content / Key Activities</b>	<b>Timing</b> <b>(if applicable)</b>
	<p><b>Synchronous Class (Jan 21)</b></p>	

	<ul style="list-style-type: none"> <li>- Class Discussion around readings / videos assigned for the week and how themes emerge in current events / recent cases.</li> </ul> <p style="text-align: right;"><b>Anticipated class time: 2:35pm – 3:55pm</b></p> <p><b>Asynchronous learning (Jan 21-27). Can be completed any time prior to our next class.</b></p> <ul style="list-style-type: none"> <li>- Review teaching videos: <b>SD Nexus in the 1990s: Human Security and State Fragility</b>. Will post to Brightspace on Thursday evening. Suggest reviewing prior to reading weekly articles.</li> <li>- Read assigned articles <ul style="list-style-type: none"> <li>Dorff, R. H. "Failed States After 9/11: What Did We Know and What Have We Learned". <i>International Studies Perspectives</i>, 6 (2005), 20-34.</li> <li>Grävingsholt, Jörn, Ziaja, Sebastian, and Kreibaum, Merle. "Disaggregating State Fragility: A Method to Establish a Multidimensional Empirical Typology." <i>Third World Quarterly</i> 36.7 (2015): 1281-298.</li> <li>Osland, Kari M, and Erstad, Henriette U. "The Fragility Dilemma and Divergent Security Complexes in the Sahel." <i>The International Spectator</i> 55.4 (2020): 18-36.</li> </ul> </li> <li>- Complete an analysis framework for two of the assigned articles (one analysis framework for each) – please submit as a single document to Brightspace assignment folder.</li> </ul> <p style="text-align: right;"><b>Due WED, Jan 27 @ 4:00pm</b></p>
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<p><b>WEEK 4</b> <b>Jan 28 – Feb 3</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #4a7ebb; color: white;"> <th style="text-align: center;">Course Content / Key Activities</th> <th style="text-align: center;">Timing (if applicable)</th> </tr> </thead> <tbody> <tr style="background-color: #d9e1f2;"> <td colspan="2"><b>Synchronous Class (Jan 28)</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>- Class Discussion around readings assigned for the week and how themes emerge in current events / recent cases.</li> <li>- Preliminary introduction to the Joint Analysis of Conflict and Stability (JACS) simulation that will take place later in the term</li> </ul> </td> <td style="vertical-align: top;"> <p><b>Anticipated class time: 2:35pm – 4:25pm</b></p> </td> </tr> <tr> <td colspan="2"><b>Asynchronous learning (Jan 28-Feb 3). Can be completed any time prior to our next class.</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>- Review teaching videos. <b>International responses to instability, fragility and humanitarian crises since 9/11</b>. Will post to Brightspace on Thursday evening. Suggest reviewing prior to reading weekly articles.</li> <li>- Read assigned articles <ul style="list-style-type: none"> <li>Zürcher, Christoph. "Conflict, State Fragility and Aid Effectiveness: Insights from Afghanistan." <i>Conflict, Security &amp; Development</i> 12.5 (2012): 461-80.</li> <li>John Karlsrud. "From Liberal Peacebuilding to Stabilization and Counterterrorism", <i>International Peacekeeping</i>, 26:1 (2019), 1-21.</li> <li>Stoddard, A et al, "Out of Reach: How Insecurity Prevents Humanitarian</li> </ul> </li> </ul> </td> <td></td> </tr> </tbody> </table>	Course Content / Key Activities	Timing (if applicable)	<b>Synchronous Class (Jan 28)</b>		<ul style="list-style-type: none"> <li>- Class Discussion around readings assigned for the week and how themes emerge in current events / recent cases.</li> <li>- Preliminary introduction to the Joint Analysis of Conflict and Stability (JACS) simulation that will take place later in the term</li> </ul>	<p><b>Anticipated class time: 2:35pm – 4:25pm</b></p>	<b>Asynchronous learning (Jan 28-Feb 3). Can be completed any time prior to our next class.</b>		<ul style="list-style-type: none"> <li>- Review teaching videos. <b>International responses to instability, fragility and humanitarian crises since 9/11</b>. Will post to Brightspace on Thursday evening. Suggest reviewing prior to reading weekly articles.</li> <li>- Read assigned articles <ul style="list-style-type: none"> <li>Zürcher, Christoph. "Conflict, State Fragility and Aid Effectiveness: Insights from Afghanistan." <i>Conflict, Security &amp; Development</i> 12.5 (2012): 461-80.</li> <li>John Karlsrud. "From Liberal Peacebuilding to Stabilization and Counterterrorism", <i>International Peacekeeping</i>, 26:1 (2019), 1-21.</li> <li>Stoddard, A et al, "Out of Reach: How Insecurity Prevents Humanitarian</li> </ul> </li> </ul>	
	Course Content / Key Activities	Timing (if applicable)									
<b>Synchronous Class (Jan 28)</b>											
<ul style="list-style-type: none"> <li>- Class Discussion around readings assigned for the week and how themes emerge in current events / recent cases.</li> <li>- Preliminary introduction to the Joint Analysis of Conflict and Stability (JACS) simulation that will take place later in the term</li> </ul>	<p><b>Anticipated class time: 2:35pm – 4:25pm</b></p>										
<b>Asynchronous learning (Jan 28-Feb 3). Can be completed any time prior to our next class.</b>											
<ul style="list-style-type: none"> <li>- Review teaching videos. <b>International responses to instability, fragility and humanitarian crises since 9/11</b>. Will post to Brightspace on Thursday evening. Suggest reviewing prior to reading weekly articles.</li> <li>- Read assigned articles <ul style="list-style-type: none"> <li>Zürcher, Christoph. "Conflict, State Fragility and Aid Effectiveness: Insights from Afghanistan." <i>Conflict, Security &amp; Development</i> 12.5 (2012): 461-80.</li> <li>John Karlsrud. "From Liberal Peacebuilding to Stabilization and Counterterrorism", <i>International Peacekeeping</i>, 26:1 (2019), 1-21.</li> <li>Stoddard, A et al, "Out of Reach: How Insecurity Prevents Humanitarian</li> </ul> </li> </ul>											

	<p>Aid from Accessing the Neediest". Stability: International Journal of Security &amp; Development, 6: 1 (2017), pp. 1–25.</p> <ul style="list-style-type: none"> <li>- Complete an analysis framework for <b>two</b> of the assigned articles (one analysis framework for each) – please submit as a single document to Brightspace assignment folder.</li> </ul>	<p><b>Due WED, Feb 3 @ 4:00pm</b></p>
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<p><b>WEEK 5</b> <b>Feb 4 - 10</b></p>	<p><b>THURS, February 4 - POLICY BRIEFING NOTE ASSIGNMENT DUE</b> <b>Submit to Brightspace Assignment folder by Noon (12:00pm AST)</b></p>	
<b>Course Content / Key Activities</b>		<b>Timing (if applicable)</b>
<b>Synchronous Class (Feb 4)</b>		
<ul style="list-style-type: none"> <li>- Class Discussion around readings assigned for the week and how themes emerge in current events / recent cases.</li> </ul>		<p><b>Anticipated class time: 2:35pm – 3:55pm</b></p>
<p><b>Asynchronous learning (Feb 4 - 10). Can be completed any time prior to our next class.</b></p> <ul style="list-style-type: none"> <li>- Review teaching videos. <b>"New" manifestations of the Nexus.</b> Will post to Brightspace on Thursday evening. Suggest reviewing prior to reading weekly articles.</li> <li>- Read assigned articles <ul style="list-style-type: none"> <li>Barakat, Sultan, and Milton, Sansom. "Localisation Across the Humanitarian-Development-Peace Nexus." Journal of Peacebuilding &amp; Development 15.2 (2020): 147-63. Web.</li> <li>Burrows, Kate, and Kinney, Patrick L. "Exploring the Climate Change, Migration and Conflict Nexus." International Journal of Environmental Research and Public Health 13.4 (2016): 443.</li> <li>Ide, Tobias. "COVID-19 and Armed Conflict." World Development 140 (2021): World Development, 2021-04, Vol.140.</li> </ul> </li> <li>- Complete an analysis framework for <b>two</b> of the assigned articles (one analysis framework for each) – please submit as a single document to Brightspace assignment folder.</li> </ul>		
		<p><b>Due WED, Feb 10 @ 4:00pm</b></p>

<p><b>WEEK 6</b> <b>Feb 11 – 24*</b></p> <p><i>Includes Reading Week (Feb 15-19)</i></p>	<p style="text-align: center;"><b>Course Content / Key Activities</b></p>		<p style="text-align: center;"><b>Timing (if applicable)</b></p>
<b>Synchronous Class (Feb 11)</b>			
<ul style="list-style-type: none"> <li>- Class Discussion around readings assigned for the week and how themes emerge in current events / recent cases.</li> </ul>		<p><b>Anticipated class time: 2:35pm – 3:55pm</b></p>	
<p><b>Asynchronous learning (Feb 11- 24). Can be completed any time prior to our next class.</b></p>			

	<ul style="list-style-type: none"> <li>- Review teaching videos. <b>The practical challenges of responding to the SD Nexus.</b> Will post to Brightspace on Thursday evening.</li> <li>- Read two assigned articles <ul style="list-style-type: none"> <li>Coning, Cedric De, and Friis, Karsten. "Coherence and Coordination. The Limits of the Comprehensive Approach." <i>Journal of International Peacekeeping</i> 15.1-2 (2011): 243-72.</li> <li>Rotmann, P. (2016) Toward a Realistic and Responsible Idea of Stabilisation. <i>Stability: International Journal of Security &amp; Development</i>, 5(1): 5, pp. 1-14.</li> <li>Mele, Valentina &amp; Cappellaro, Giulia. "Cross-level coordination among international organizations: Dilemmas and practices". <i>Public Administration</i>. 96 (2018):736–752.</li> </ul> </li> <li>- Complete an analysis framework for <b>two</b> of the assigned articles (one analysis framework for each) – please submit as a single document to Brightspace assignment folder.</li> </ul> <p style="text-align: right;"><b>Due WED, Feb 24 @ 4:00pm</b></p>
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<b>WEEK 7</b> <b>Feb 25 –</b> <b>March 3</b>	<b>Course Content / Key Activities</b>	<b>Timing</b> <b>(if applicable)</b>
	<b>Synchronous Class (Feb 25)</b>	
	<ul style="list-style-type: none"> <li>- Class Discussion around readings assigned for the week and how themes emerge in current events / recent cases.</li> <li>- <b>Midterm releases at the end of class</b></li> </ul>	<b>Anticipated class time: 2:35pm – 3:55pm</b>
<b>Asynchronous learning (Feb 25-March 3).</b>		
<ul style="list-style-type: none"> <li>- No readings or videos this week. Students have the week to complete the midterm.</li> </ul>		

<b>WEEK 8</b> <b>March 4 - 10</b>	<b>THURS, March 4 - MIDTERM DUE</b> <b>Submit to Brightspace Assignment folder by Noon (12:00pm AST)</b>	
	<b>Course Content / Key Activities</b>	<b>Timing</b> <b>(if applicable)</b>
	<ul style="list-style-type: none"> <li>- <b>Deep Dive into “Whole-of-Government” responses to conflict and instability.</b> <i>No specific prep for this week – I’ll teach this as a case study. To ‘participate’ you’ll want to be familiar with the ideas put forward in Week 6’s readings.</i></li> </ul>	<b>Anticipated class time: 2:35pm – 3:55pm</b>

	<p><b>Asynchronous learning (March 4 - 10).</b></p> <ul style="list-style-type: none"> <li>- Review teaching videos. <i>Will post to Brightspace on Thursday evening.</i></li> <li>- Read assigned articles <ul style="list-style-type: none"> <li>Stabilisation Unit (2018). "The UK Government's approach to Stabilisation: A guide for policy makers and practitioners". Online article – link on Brightspace. <i>Each student will read Chapter 1 and one other assigned Chapter. The assigned chapter will be the focus of one of your weekly analyses.</i></li> <li>Barakat, Sultan, and Waldman, Thomas. "Conflict Analysis for the Twenty-first Century." <i>Conflict, Security &amp; Development</i> 13.3 (2013): 259-83.</li> </ul> </li> <li>- Complete an analysis framework for the assigned articles (one analysis framework for each) – please submit as a single document to Brightspace assignment folder. <b>Due WED, March 10 @ 4:00pm</b></li> </ul>
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<b>WEEK 9</b> <b>March 11 - 17</b>	<b>THURS, March 11 – Simulation Backgrounder Assignment Due (Grad Students Only)</b> <b>Submit to Brightspace Assignment folder by Noon (12:00pm AST) + Bring to class with you</b>		
	<b>THURS, March 11 – Simulation Actor Profile Assignment Due (All Students)</b> <b>Submit to Brightspace Assignment folder by Noon (12:00pm AST) + Bring to class with you</b>		
	<table border="0" style="width: 100%;"> <tr> <th style="text-align: left;">Course Content / Key Activities</th> <th style="text-align: right;">Timing (if applicable)</th> </tr> </table>	Course Content / Key Activities	Timing (if applicable)
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<b>WEEK 10</b> <b>March 18 - 24</b>	<table border="0" style="width: 100%;"> <tr> <th style="text-align: left;">Course Content / Key Activities</th> <th style="text-align: right;">Timing (if applicable)</th> </tr> </table>	Course Content / Key Activities	Timing (if applicable)
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<b>Asynchronous learning (March 11 - 17).</b>			

	<ul style="list-style-type: none"> <li>- <i>Simulation teams will have some learning activities and readings assigned that need to be completed prior to the next class.</i></li> </ul>										
<b>WEEK 11</b> <b>March 25 - 31</b>	<table border="1"> <thead> <tr> <th data-bbox="318 275 1235 359">Course Content / Key Activities</th> <th data-bbox="1235 275 1503 359">Timing (if applicable)</th> </tr> </thead> <tbody> <tr> <td data-bbox="318 359 1235 522"> <b>Synchronous Class (March 25)</b> <ul style="list-style-type: none"> <li>- <b>JACS Simulation (Part 3)</b></li> </ul> </td> <td data-bbox="1235 359 1503 522"> <b>Anticipated class time: 2:35pm – 5:35pm</b> </td> </tr> <tr> <td colspan="2" data-bbox="318 522 1503 701"> <b>Asynchronous learning (March 25 - 31).</b> <ul style="list-style-type: none"> <li>- <i>Simulation teams will be working to prepare for the final presentation - which is both a visual tool to support a presentation but also a final 'report' that documents the teams process and outcomes.</i></li> </ul> </td> </tr> </tbody> </table>	Course Content / Key Activities	Timing (if applicable)	<b>Synchronous Class (March 25)</b> <ul style="list-style-type: none"> <li>- <b>JACS Simulation (Part 3)</b></li> </ul>	<b>Anticipated class time: 2:35pm – 5:35pm</b>	<b>Asynchronous learning (March 25 - 31).</b> <ul style="list-style-type: none"> <li>- <i>Simulation teams will be working to prepare for the final presentation - which is both a visual tool to support a presentation but also a final 'report' that documents the teams process and outcomes.</i></li> </ul>					
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<b>WEEK 12</b> <b>April 1 - 8</b>	<table border="1"> <tbody> <tr> <td colspan="2" data-bbox="318 848 1528 947"> <b>THURS, April 1 – Simulation Final Presentation Due</b>  <b>Submit to Brightspace Assignment folder by 2:30pm AST + Bring to class with you</b> </td> </tr> <tr> <th data-bbox="318 947 1235 1031">Course Content / Key Activities</th> <th data-bbox="1235 947 1528 1031">Timing (if applicable)</th> </tr> <tr> <td data-bbox="318 1031 1235 1209"> <b>Synchronous Class (April 1)</b> <ul style="list-style-type: none"> <li>- <b>Simulation Presentations</b></li> <li>- <b>Class Wrap-up</b></li> </ul> </td> <td data-bbox="1235 1031 1528 1209"> <b>Anticipated class time: 2:35pm – 4:35pm</b> </td> </tr> <tr> <td colspan="2" data-bbox="318 1209 1528 1388"> <b>Asynchronous learning (March 25 - 31).</b> <ul style="list-style-type: none"> <li>- No asynchronous content. April 1<sup>st</sup> is the final “Thursday” of the term and is, therefore, our last day of class for the term.</li> </ul> </td> </tr> <tr> <td colspan="2" data-bbox="318 1388 1528 1486"> <b>THURS, April 8 – Final Reflection Due</b>  <b>Submit to Brightspace Assignment folder by Noon (12:00pm) AST</b> </td> </tr> </tbody> </table>	<b>THURS, April 1 – Simulation Final Presentation Due</b> <b>Submit to Brightspace Assignment folder by 2:30pm AST + Bring to class with you</b>		Course Content / Key Activities	Timing (if applicable)	<b>Synchronous Class (April 1)</b> <ul style="list-style-type: none"> <li>- <b>Simulation Presentations</b></li> <li>- <b>Class Wrap-up</b></li> </ul>	<b>Anticipated class time: 2:35pm – 4:35pm</b>	<b>Asynchronous learning (March 25 - 31).</b> <ul style="list-style-type: none"> <li>- No asynchronous content. April 1<sup>st</sup> is the final “Thursday” of the term and is, therefore, our last day of class for the term.</li> </ul>		<b>THURS, April 8 – Final Reflection Due</b> <b>Submit to Brightspace Assignment folder by Noon (12:00pm) AST</b>	
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## **APPENDIX: UNIVERSITY POLICIES, STATEMENTS, GUIDELINES and RESOURCES for SUPPORT**

### **University Policies to Highlight:**

- 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.
- Information on [Appealing Regulations and Grades](#)
- [Sexualized Violence Policy](#)

### **Standard Citation Style:**

Please use APA style (6<sup>th</sup> or 7<sup>th</sup> edition) in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of your assignment.

For more information on APA style, consult Dalhousie Library website at <https://libraries.dal.ca/help/style-guides.html> or consult the [Frequently Asked Questions about APA](#)

### **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.

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So, when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the [Faculty of Management Professor and Student Contract on Academic Integrity](#), and it is your responsibility to ask questions if there is anything you do not understand.

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.

Finally, if you suspect a lapse in academic integrity by colleagues or a professor, you may confidentially share your concerns via [DeanManagement@dal.ca](mailto:DeanManagement@dal.ca).

**Faculty of Management clarification on plagiarism versus collaboration:**

**There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.**

**Specific examples of plagiarism include, but are not limited to, the following:**

- **Copying a computer file from another student, and using it as a template for your own solution**
- **Copying text written by another student**
- **Submitting the work of someone else, including that of a tutor as your own**

**An example of acceptable collaboration includes the following:**

- **When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.**

### 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](http://dal.ca/access) (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).

#### [FAIR DEALING POLICY](#)

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

#### **LEARNING AND SUPPORT RESOURCES:**

- [Undergraduate Advising Office](#)
- [Student Health & Wellness](#)
- [Mental Health Resources](#)
- [Mental Health Mobile Crisis Team](#) (dial 211)
- [Writing Centre](#)
- [Studying for Success Program](#)
- [Indigenous Student Centre](#)
- [Black Student Advising Centre](#)
- [International Centre](#)
- [LGBTQ2SIA+ Collaborative](#)
- [Human Rights and Equity Services](#)
- [Dalhousie Student Advocacy Services](#)
- [Dalhousie Ombudsperson](#)
- [Dalhousie University Libraries](#)
- [Copyright Office](#)