

**DALHOUSIE UNIVERSITY**

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

**POLI 4207 and 5207: Advanced Seminar in Canadian Politics**

**Fall 2021**

**3 Credit Hours**

**Location: Kenneth C. Rowe Management Building, Room 5001**

**Time: Fridays, from 10:05-12:55 p.m.**

***Instructor:** Professor Kristin Good, Associate Professor and Graduate Coordinator,  
Department of Political Science (Cross-appointed with the Law, Justice and Society  
Program)*

E-mail: [Kristin.Good@Dal.Ca](mailto:Kristin.Good@Dal.Ca)

**Office:** 301C Henry Hicks (located inside the Department of Political Science's main office because I am Graduate Coordinator)

**Office Hours:** Tuesday and Thursdays from 1 p.m. to 2 p.m. or by appointment

**Telephone:** 902-494-1944

**Note:** My telephone is only answered when I'm in the office and I don't have voicemail. Email is my preferred mode of communication.

**Important notes regarding the Return to Campus during COVID-19 Pandemic:**

1. *The Political Science General Office on the third floor of the Henry Hicks Building will be open from 9.00-3.30, Monday to Friday, for the month of September (Hours for the rest of the term TBD)*
2. *All students are required to comply with health and safety requirements on campus, and should be considerate of others' health concerns. Non-compliance may be reported under the Code of Student Conduct.*

**Learning Platform:** The learning platform for this course is Brightspace, which can be accessed at the following address: <https://dal.brightspace.com>

### **Calendar Description of POLI 4207 and 5207**

**POLI 4207 Canadian Politics: Themes and Theories/POLI 5207 Advanced Seminar in Canadian Politics** CREDIT HOURS: 3 This senior seminar will take an in-depth and critical look at the major issues and institutions in Canadian politics and government. Topics include: the concentration of power; parliamentary governance: constitutional politics; party and electoral systems; and, the role of the mass media and pressure groups. PREREQUISITES: Permission of the instructor. CROSSLISTED: POLI 4207.03 or POLI 5207.03 EXCLUSIONS: POLI 4204.03 FORMATS: Seminar

### **Extended Description Course Topics**

This course covers a wide range of fundamental topics in the study of Canadian politics and government including the nature of Canadian political institutions, political culture(s), identities and interests. Topics include 'responsible government,' Parliament (including the House of Commons and the Senate), the nature of the Canadian party system and elections, federalism, the role of the courts in Canadian governance, interest groups and social movements, municipal governance, and the multifaceted relationship of Indigenous governments and peoples to the Canadian state. We also explore Canadian political culture/identities including the influence of regionalism, Quebecois and Indigenous nationalisms, multicultural identities, race, and gender on Canadian political development.

**Format:** This class is offered in seminar format. A list of questions will be provided when the seminar begins to structure an instructor-led class discussion.

## **Learning Objectives**

The course's primary learning objectives are the following:

Students will ...

Develop an in-depth understanding of Canada's political institutions.  
Become familiar with some of the fundamental debates in the Canadian political science literature.

Hone reading comprehension skills by being asked to read, digest and analyze a significant amount of reading quickly and accurately.

Strengthen oral and written communication skills by writing weekly short analytical pieces on the readings and through participation in small group (instructor-led) discussions about the material.

Improve analytical skills and one's ability to develop a sound argument by filtering the readings through a weekly question.

Learn how to edit one's work in response to constructive class and instructor feedback.

## **Method of Assessment**

Discussion papers	40%
Research paper (Due on December 7 <sup>th</sup> )	40%
Commentary on colleague's paper	10%
Participation	10%

## **Grading Scale and Definitions**

Graduate students should refer to: 1) The Graduate Studies Calendar (pp. 93-94) for the university's grade scale and definitions for graduate students :

[https://cdn.dal.ca/content/dam/dalhousie/pdf/academics/academiccalendar/2021\\_2022%20GRAD\\_Calendar.pdf](https://cdn.dal.ca/content/dam/dalhousie/pdf/academics/academiccalendar/2021_2022%20GRAD_Calendar.pdf)

2) Graduate students should also consult the Department of Political Science's grading rubric which also elaborates upon the meaning of grades in a graduate context. It is available on the Department's website at the following address:

<http://www.dal.ca/content/dam/dalhousie/pdf/politicalscience/syllabi%202012-13/Graduate%20Student%20Grading%20Rubric.pdf>

## **Description of Assignments**

**\*Please note differences between graduate and undergraduate requirements**

### **Discussion Papers**

These papers should respond to the question that is provided in the syllabus. They should draw upon ALL of the assigned full-length readings for the week (and cite them). A bibliography isn't necessary unless the paper goes beyond the assigned readings (which isn't expected). The idea is to develop a dialogue among the authors in response to the assigned question asking, for instance, 'how would each author answer the question?' as well as 'on which points do the authors of the readings differ in their perspective and on which points do they share common ground?'

Discussion papers should be **500 words** in length and formatted on a single page. They should conclude by raising a question for class discussion that flows from the paper.

These short papers replace testing and exam requirements for the course as well as in class time and participation. They are designed as a way to assess students' knowledge of the material without testing as well as to assess analytical and communication skills more than memorization. The discussion paper with the lowest grade will be dropped in the final grade calculation. However, the requisite number of discussion papers must be written to receive credit for the course (see numbers below).

**Discussion papers should be submitted on Brightspace by the Thursday morning at 8 a.m. at the latest on the week of the seminar.** Discussion papers will be posted on Brightspace Thursday morning. Seminar participants should read at least three of their colleagues' discussion papers before the seminar on Friday

**\*POLI 4207 – 7 discussion papers**

**\*POLI 5207 – 9 discussion papers**

## Research Paper

The paper will be graded on the quality of its research, its argument (whether its thesis statement is clear and well-supported in the paper), its organization and the quality of the writing.

The papers will be circulated to colleagues and will be discussed in class on November 26<sup>th</sup> and December 3<sup>rd</sup>, 2021. The paper discussion will be led by a student who is tasked with providing on written commentary on the paper. Students will have an opportunity to revise and resubmit their papers after this discussion. First drafts of papers are due on **November 19<sup>th</sup>**. The final deadline for the research paper is **December 7<sup>th</sup>, 2021** (the last official day of classes). Please upload the paper to the course Brightspace page (both the draft and final iteration).

**\*POLI 4207** - Research papers should be **4000 words in length** and should reference at least **10 high quality academic sources** (not including the course reading material which should also be engaged if appropriate to the subject area).

**\*POLI 5207** - Research papers should be **6000 words in length** and should reference at least **15 high quality academic sources**.

## Commentary

Students will submit a written commentary on another student's research paper. The commentary should be **1000-1200 words in length**. It should provide a critical assessment of the paper's strengths and weaknesses focusing primarily on its analytical, organizational and research aspects (rather than issues of writing style or grammar). The commentary will be presented informally (only the written commentary will be graded) in class to begin the discussion of the student's paper. It should be submitted to the instructor **by 8.am. on the Thursday (on either November 25<sup>th</sup> or December 2<sup>nd</sup>)** before its presentation in class the following Friday morning. The paper discussion/commentary schedule will be determined early in the semester.

## **Participation**

Active participation in seminar discussions is expected of all members of the group and attendance is mandatory.

The participation grade will be assigned on the basis of the quality of students' interventions in class discussions. Essentially, it will assess students' knowledge and analysis of readings as well as their ability to express their ideas clearly and effectively through oral communication.

As part of their discussion grade, students are also expected to demonstrate knowledge and engagement of the material in other students' discussion papers and to provide feedback on their peers' research papers.

**Students WILL NOT be penalized for missing classes due to illness.** If you have any COVID-19 symptoms or are ill in any way, please inform the instructor and do not attend the seminar!

## **Policy on lateness**

Late discussion papers and paper commentaries will receive grades of "0" with the exception of documented family and medical emergencies. If you have any signs of illness then please do not attend the seminar. However, the discussion paper for the week should still be submitted on Brightspace. Recall that the lowest discussion paper grade will be dropped in the calculation of the final grade.

Late penalties for research papers are 2% per business day (after the final deadline of December 7<sup>th</sup>, 2021).

## **Other Class Policies to Note (See also Section B of this syllabus below)**

Research papers for the class must be submitted on Brightspace and will be verified for plagiarism using Dalhousie's approved detection software. Please familiarize yourself with Dalhousie University's policies concerning academic integrity in Section B of the syllabus (under university statements).

The seminars are not recorded.

### **Important Dates – Fall 2021**

**Please note:** links to or pdfs of all reading material (except chapters in class textbook) will be available on the course Brightspace platform

#### **Some Important Dates:**

For a complete list of important dates refer to the following webpage:

[https://www.dal.ca/academics/important\\_dates.html](https://www.dal.ca/academics/important_dates.html)

September 7 – Classes begin

October 1 – Last day to drop Fall term classes without “W”; December Exam Schedule Posted

October 11 – University Closed -Thanksgiving Day

November 8-12 – Fall Study Break

November 11 –University Closed – Remembrance Day

December 7– Last day to drop Fall term classes with a “W”; Classes End

December 9-19 – Exam Period (there is not a final exam in this class)

### **Topic Schedule**

Introduction to the course: September 10th

Topic 1: Canada: Origins and Identity (September 17)

Topic 2: Parliament (September 24)

Topic 3: Political Parties, Party Systems and Elections (October 1)

Topic 4: Federalism and Intergovernmental Relations (October 8)

Topic 5: Municipal Government and City Politics (October 15)

Topic 6: The Courts and the Charter (October 22)

Topic 7: Colonialism and Indigenous-Canadian State Relations (October 29)

Topic 8: Diversity in Canadian Politics? (November 5)

### **Fall Break – November 8-12**

Topic 9: Group Politics (November 19)

**Discussion of student papers – November 26<sup>th</sup> and December 3<sup>rd</sup>.**

## **POLI 4207 and 5207 Reading**

**Prof. Kristin Good**  
**Associate Professor, Department of Political Science**

### **Textbook (For purchase)**

Bickerton, James and Alain-G. Gagnon. Eds. (2020) *Canadian Politics* (seventh edition).  
Toronto: University of Toronto Press.

### **1. Introduction and Discussion of the Role of the Canadian Political Scientist**

Alain Noël. 2014. "Studying Your Own Country: Social Scientific Knowledge for Our Times and Places" *Canadian Journal of Political Science*, 47, 4, December 2014, 647-66.

Peter Aucoin. 1996. "Political Science and Democratic Governance," *Canadian Journal of Political Science*. 29, 4: 643-660.

#### **Additional (optional) reading:**

Tom Pocklington. 1998. "The Place of Political Science in Canadian Universities," *Canadian Journal of Political Science*. 31/4: 643-658.

### **2. Canadian Political Origins and Identity**

**Discussion paper question: What is the nature and origins of Canadian political identity?**

*Canadian Politics* (7<sup>th</sup> edition):

Samuel V. Laselva – "Understanding Canada's Origins: Federalism, Multiculturalism, and the Will to Live Together," (Chapter 1)

Guy Laforest and Alain-G. Gagnon – "The Canadian Political Regime from a Quebec Perspective," (Chapter 2)

Donald Savoie. 2019. "Understanding the Roots of Canadian Democracy," (Chapter 2) and "Everything is Regional, Except National Political Institutions" (Chapter 6) of his *Democracy in Canada: The Disintegration of Our Institutions*.



Other required reading material:

Kiera L. Ladner and Michael McCrossan. 2014. “Whose Shared History?,” *Labour/Le Travail* 73: 200-202.

Maynard, Robyn. 2017. “On State Violence and Black Lives,” in her *Policing Black Lives*. Halifax & Winnipeg: Fernwood Publishing. [Recommended but not required due to page limitations – also her “Devaluing Black Life, Demonizing Black Bodies,”]

### **3. Parliament: What is responsible government? Is it in need of reform?**

**Discussion paper question:** What is ‘responsible government’? Is it in need of reform?

*Canadian Politics* (7<sup>th</sup> edition):

Donald Savoie – “The Centre Rules: Executive Dominance” (Chapter 3)

Lori Turnbull – “The House of Commons and Responsible Government” (Chapter 4)

Andrew Heard – “The Senate: A Late-Blooming Chameleon,” (Chapter 5)

Amanda Clarke – “The Civil Service” (Chapter 6)

### **4. Political Parties, Party Systems and Elections**

**Discussion paper question:** Does continuity or change stand out in Canadian elections and party politics?

*Canadian Politics* (7<sup>th</sup> edition):

Allison Harrell, Laura Stephenson, Lyne Deschâtellêts – “Public Opinion and Political Cleavages in Canada,” (Chapter 12)

James Bickerton – “Parties and Elections: An End to Canadian Exceptionalism?,” (Chapter 13)

Brian Tanguay. “Democratic Reform and the Vagaries of Partisan Politics in Canada,” (Chapter 14)

Alex Marland – “Media and Strategic Communication in Canadian Politics,” (Chapter 15)

## 5. Federalism and Intergovernmental Relations

**Discussion paper question: Does continuity or change stand out in the way in which disputes are resolved in the Canadian federation and the tenor of intergovernmental relations?**

*Canadian Politics (7<sup>th</sup> edition):*

Jennifer Wallner – “Practices of Federalism in Canada,” (Chapter 8)

Martin Papillon – “The Two Faces of Treaty Federalism,” (Chapter 11)

Naomi Walqwan Metallic – “The Relationship between Canada and Indigenous Peoples: Where Are We?,” (Chapter 20)

Other required reading material:

Simeon, Richard, Ian Robinson and Jenn Wallner. 2014. “The Dynamics of Canadian Federalism,” in James Bickerton and Alain-G. Gagnon. Eds. *Canadian Politics* (sixth edition). Toronto: University of Toronto Press.

## 6. Municipal Government and City Politics in Canada

**Discussion paper question: What purpose do municipalities serve in the Canadian political system? Is reform needed to serve this purpose as Canada becomes increasingly urban?**

Magnusson, Warren. 2005. “Are Municipalities Creatures of the Provinces?,” *Journal of Canadian Studies*. Spring, 39, 2: 5-29.

Good, Kristin R., 2021. Reconsidering the Constitutional Status of Municipalities: From Creatures of the Provinces to Provincial Constitutionalism, Essay no. 8, Montreal, Institute for Research on Public Policy.

Sancton, Andrew. 2005. “The Governance of Metropolitan Areas in Canada,” *Public Administration and Development*. 25, 4: 317-327.

Sancton, Andrew. 2008. *The Limits of Boundaries*. Montreal & Kingston: McGill-Queen’s University Press. [read enough to familiarize yourself with his argument]

Lucas, Jack. 2019. “The Size and Sources of Municipal Incumbency Advantage in Canada,” *Urban Affairs Review*.

## 7. The Courts and Rights

**Discussion paper question: To what extent are rights and parliament reconciled in the current constitutional arrangement?**

*Canadian Politics (Seventh edition):*

Raymond Bazowski – “Politics and the Charter of Rights and Freedoms,” (Chapter 9)

Other required reading material:

Puddister, Kate. 2019. “The Canadian Reference Power: Delegation to the Courts and the Navigation of Federalism,” *Publius*, 49, 4: 561-586.

Emmett Macfarlane. 2013. *Governing from the Bench: The Supreme Court of Canada and the Judicial Role*. Vancouver: UBC Press. [Introduction]

Kelly, James B. 2007. “Parliament and the Charter: An Unfinished Constitutional Revolution,” *Policy Options*, February.

Ladner, Kiera. 2009. “Take 35: Reconciling Constitutional Orders,” in Timpson, Annis May Ed. *First nations, First Thoughts: The Impact of Indigenous Thought in Canada*. Vancouver: UBC Press, 279-300.

*Optional:*

MacFarlane, Emmett. 2013. “Dialogue or compliance? Measuring legislatures' policy responses to court rulings on rights,” *International Political Science Review*. 34, 1: 39-56.

Albert, Richard. 2018. “The Desuetude of the Notwithstanding Clause – and How to Revive It,” (Chapter 7) in Emmett MacFarlane. *Policy Change, Courts, and the Canadian Constitution*. Toronto: University of Toronto Press.

Hiebert, Janet. 2018. “The Charter, Policy, and Political Judgment,” (Chapter 4) in Emmett MacFarlane. *Policy Change, Courts, and the Canadian Constitution*. Toronto: University of Toronto Press

## 8. Colonialism, Indigenous peoples and the Canadian state

**Discussion paper question: What is and ought to be the nature of the relationship between Indigenous peoples and the Canadian state?**

Pamela Palmater. 2014. "Genocide, Indian Policy, and Legislated Elimination of Indians in Canada," *Aboriginal Policy Studies* 3, 3: 27-54.

Alfred Taiaiake and Jeff Conrntassel. 2005. "Being Indigenous: Resurgences against contemporary colonialism," *Government and Opposition* 40, 4: 597-614.

Greg Poelzer & Ken Coates. 2016. "Political and Institutional Approaches," (Chapter 5) in their *From Treaty Peoples to Treaty Nation: A Road Map for All Canadians*. Vancouver: UBC Press.

Murphy, Michael. 2009. "Civilization, Self-Determination, and Reconciliation," in Timpson, Annis May Ed. *First nations, First Thoughts: The Impact of Indigenous Thought in Canada*. Vancouver: UBC Press, 251-278.

Heather Dorries, Robert Henry, David Hugill, Tyler McCreary, and Julie Tomiak. 2019. "Introduction: Settler City Limits" in their edited *Settler City Limits: Indigenous Resurgence and Colonial Violence in the Urban Prairie West*. Winnipeg: University of Manitoba Press.

John Borrows and James Tully. 2018. "Introduction," In Michael Asch, John Borrows, and James Tully. Eds. 2018. *Resurgence and Reconciliation: Indigenous-Settler Relations and Earth Teachings*.

## 9. Diversity in Canadian Politics?

**Discussion paper question: How is diversity conceptualized in Canada? What is the nature of the challenge of accommodating diversity and creating an equitable political community?**

*Canadian Politics (7<sup>th</sup> edition)*

Will Kymlicka – "Citizenship, Communities and Identity in Canada," (Chapter 16)

Alain Gagnon – "Five Faces of Quebec: Shifting Small Worlds and Evolving Political Dynamics," (Chapter 10)

Yasmeen Abu-Laban – "Diversity in Canadian Politics" (Chapter 18)

Other required reading material:

Maynard, Robyn. 2017. "The Black Side of the Mosaic," in her *Policing Black Lives*. Halifax & Winnipeg: Fernwood Press.

Miriam Smith. 2020. "Homophobia and Homonationalism: LGBTQ Law Reform in Canada," *Social and Legal Studies*. 29, 1: 65-84.

*Optional reading:* (read abstract/introduction)

Debra Thompson. 2008. "Is race political?" *Canadian Journal of Political Science*. 41, 3: 525-547.

Mireille Paquet – "Immigration in Canada: From Low to High Politics," (Chapter 21 in *Canadian Politics* 7<sup>th</sup> Edition)

## **10. Group Politics in Canada: Social Movements and Interest Groups**

**Discussion paper question: How should we conceptualize and study group politics in Canada?**

*Canadian Politics (7<sup>th</sup> edition)*

Michael Orsini – "Of Pots and Pans and Radical Handmaids: Social Movements and Civil Society," (Chapter 18)

Jacquetta Newman – "Acting in and on History: The Canadian Women's Movement," (Chapter 19)

**Other required reading material:**

Miriam Smith. 2018. *A Civil Society? Collective Actors in Canadian Political Life*. Chapters 1, 2 and 6.

## **SECTION B: UNIVERSITY STATEMENTS AND VALUES**

- Internationalization

At Dalhousie, ‘thinking and acting globally’ enhances the quality and impact of education, supporting learning that is “interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders.”

<https://www.dal.ca/about-dal/internationalization.html>

- 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. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. (read more:

[http://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](http://www.dal.ca/dept/university_secretariat/academic-integrity.html))

- Accessibility

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation.

If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion please contact:

- the Student Accessibility Centre  
([https://www.dal.ca/campus\\_life/academic-support/accessibility.html](https://www.dal.ca/campus_life/academic-support/accessibility.html)) for all courses offered by Dalhousie with the exception of Truro.
- the Student Success Centre in Truro for courses offered by the Faculty of Agriculture (<https://www.dal.ca/about-dal/agricultural-campus/student-success-centre.html>)

Your classrooms may contain accessible furniture and equipment. It is important that these items remain in place, undisturbed, so that students who require their use will be able to fully participate.

- Conduct in the Classroom – Culture of Respect

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

- Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). (read more: <http://www.dal.ca/cultureofrespect.html>)

- 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. Read more:

[https://www.dal.ca/dept/university\\_secretariat/policies/student-life/code-of-student-conduct.html](https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html)

- 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. (read more:

[https://www.dal.ca/dept/university\\_secretariat/policies/academic/fair-dealing-policy-.html](https://www.dal.ca/dept/university_secretariat/policies/academic/fair-dealing-policy-.html))

- Originality Checking Software

The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the Student Submission of Assignments and Use of Originality Checking Software Policy. Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work, and must inform the instructor no later than the last day to add/drop classes of their intent to choose an alternate method. (Read more: [https://www.dal.ca/dept/university\\_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.html](https://www.dal.ca/dept/university_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.html))

- Student Use of Course Materials

These course materials are designed for use as part of the [course code] course 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 to a commercial third-party website) may lead to a violation of Copyright law.



## UNIVERSITY POLICIES, GUIDELINES and RESOURCES for SUPPORT

Dalhousie courses are governed by the academic rules and regulations set forth in the University Calendar and the Senate.

(<https://academiccalendar.dal.ca/catalog/viewcatalog.aspx>)

**Important student information, services and resources are available as follows:**

### University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates)  
[http://www.dal.ca/academics/important\\_dates.html](http://www.dal.ca/academics/important_dates.html)
- Classroom Recording Protocol  
[https://www.dal.ca/dept/university\\_secretariat/policies/academic/classroom-recording-protocol.html](https://www.dal.ca/dept/university_secretariat/policies/academic/classroom-recording-protocol.html)
- Dalhousie Grading Practices Policy  
[https://www.dal.ca/dept/university\\_secretariat/policies/academic/grading-practices-policy.html](https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html)
- Grade Appeal Process  
[https://www.dal.ca/campus\\_life/academic-support/grades-and-student-records/appealing-a-grade.html](https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html)
- Sexualized Violence Policy  
[https://www.dal.ca/dept/university\\_secretariat/policies/health-and-safety/sexualized-violence-policy.html](https://www.dal.ca/dept/university_secretariat/policies/health-and-safety/sexualized-violence-policy.html)
- Scent-Free Program  
<https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

### Learning and Support Resources

- General Academic Support – Advising  
[https://www.dal.ca/campus\\_life/academic-support/advising.html](https://www.dal.ca/campus_life/academic-support/advising.html) (Halifax)  
<https://www.dal.ca/about-dal/agricultural-campus/ssc/academic-support/advising.html> (Truro)
- Student Health & Wellness Centre: [https://www.dal.ca/campus\\_life/health-and-wellness.html](https://www.dal.ca/campus_life/health-and-wellness.html)
- On Track (helps you transition into university, and supports you through your first year at Dalhousie and beyond) [https://www.dal.ca/campus\\_life/academic-support/On-track.html](https://www.dal.ca/campus_life/academic-support/On-track.html)
- Indigenous Student Centre  
[https://www.dal.ca/campus\\_life/communities/indigenous.html](https://www.dal.ca/campus_life/communities/indigenous.html)  
See also: Indigenous Connection: <https://www.dal.ca/about-dal/indigenous-connection.html>

- Elders-in-Residence (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 or contact the program at [elders@dal.ca](mailto:elders@dal.ca) or 902-494-6803.)  
<https://cdn.dal.ca/content/dam/dalhousie/pdf/academics/UG/indigenous-studies/Elder-Protocol-July2018.pdf>
- Black Student Advising Centre  
[https://www.dal.ca/campus\\_life/communities/black-student-advising.html](https://www.dal.ca/campus_life/communities/black-student-advising.html)
- International Centre [https://www.dal.ca/campus\\_life/international-centre.html](https://www.dal.ca/campus_life/international-centre.html)
- South House Sexual and Gender Resource Centre  
<https://southhousehalifax.ca/about/>
- LGBTQ2SIA+ Collaborative - <https://www.dal.ca/dept/hres/education-campaigns/LGBTQ2SIA-collaborative.html>
- Dalhousie Libraries <http://libraries.dal.ca>
- Copyright Office <https://libraries.dal.ca/services/copyright-office.html>
- Dalhousie Student Advocacy Services <https://www.dsu.ca/student-advocacy-service>
- Dalhousie Ombudsperson [https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html)
- Human Rights and Equity Services <https://www.dal.ca/dept/hres.html>
- Writing Centre [https://www.dal.ca/campus\\_life/academic-support/writing-and-study-skills.html](https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html)
- Study Skills/Tutoring  
[http://www.dal.ca/campus\\_life/academic-support/study-skills-and-tutoring.html](http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html)

#### Safety

- Biosafety <http://www.dal.ca/dept/safety/programs-services/biosafety.html>
- Chemical Safety <https://www.dal.ca/dept/safety/programs-services/chemical-safety.html>
- Radiation Safety <http://www.dal.ca/dept/safety/programs-services/radiation-safety.html>
- Laser Safety <https://www.dal.ca/dept/safety/programs-services/radiation-safety/laser-safety.html>