

**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 2230 - Municipal Law and City Politics in Canada**

**3 Credit Hours**

**Fall 2021**

**Henry Hicks, Room 217**

**Class Meeting Time:** 2:25 p.m. – 3:55 p.m. on Tuesdays and Thursdays

**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  
[Please note: Office Hours may be offered virtually instead of in-person.]

**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.*

## Course Description and Objectives

In Canada, until recently, many political scientists neglected the study of municipal government and politics, focusing instead on the institutions and policymaking processes of federal and provincial jurisdictions. This is because, in Canada, municipal governments lack independent constitutional status and are highly limited in their legal, fiscal, and political autonomy. A constitutional doctrine of municipalities as “creatures of the provinces,” which minimizes their importance, continues to influence public policy.

Nevertheless, although historically dominant, such interpretations of municipalities’ place in Canada’s constitutional order are contested by some academics and political elites who view local democracy as fundamental to liberal democratic orders. These scholars also note the rising importance of cities across the world. In fact, Canada is a primarily urban country and its major political, economic, and social challenges intersect in cities. Although the federal and provincial government also contribute to governing urban places, many municipalities in Canada’s major urban centres are at the forefront of policy change in areas such as immigration which is formally outside of their jurisdiction. They aren’t simply policy takers, implementing policies determined by “upper level” governments but are also policy makers in these and other important areas. More generally, municipal laws and enforcement practices although seemingly mundane, have important political consequences that are underappreciated in part because of the notion of municipalities as “creatures of the provinces”. The tendency for political elites to downplay municipalities’ importance has contributed to a failure on the part of academics and citizens to appreciate how local lawmaking and policymaking have considerable impacts on the citizen equity.

The course is divided into two parts. The first part of the course examines municipal law from the perspective of how municipal institutions are designed and power is delegated to municipalities in provincial law. The second section examines municipal law (in other words bylaws) and their enforcement in cities as well as the power relations that shape their impact.

The **objectives of this course** are to provide students with the analytical tools to better understand: the nature and impact of municipalities’ constitutional and legal status; municipal responsibilities in Canada; the distinct nature of municipal institutions; the impact of municipal law on power in cities; the politics and policy-making processes of Canadian municipalities; as well as the normative basis for these laws, politics and policies. A major concern is to evaluate whether city governments and their legal frameworks support a rich local democracy as well as equitable and effective service delivery in the face of contemporary urban challenges. We adopt a critical perspective on municipal law and governance, engaging with fundamentally constitutional questions about municipalities’ purpose and their evolving role within Canadian federalism as well as the extent to which municipal laws and decisions respond equitably to the diversity of urban populations. The course covers the basic topics of how municipal systems are constituted legally as well as engaging critically with municipal lawmaking and governance using political economy, anti-racism and anti-colonial lenses.

## **Calendar Description**

Most Canadians live in cities, yet local government is the weakest unit in our federal system. What accounts for this? After all, local government has often been described as the foundation of democracy. In Canada, local governments have many unique characteristics, from their constitutional status to the council system and a tradition of non-partisan government. We will explore the character of local government and the issues related to local governance, including regional and metropolitan restructuring and citizen participation, municipal finance, provincial-local relations, and the role of the federal government.

EXCLUSIONS: POLI 3216.03 and POLI 3232.03

**Format:** Lecture based (with in class discussion and some break out group discussions)

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

## Course Requirements and Assessment

Assignment	Deadline	% of final grade
Quiz	September 30 <sup>th</sup> , 2021	10%
Midterm test	November 4 <sup>th</sup> , 2021	20%
Research essay	November 18 <sup>th</sup> , 2021	30%
Final exam	TBD – Exam Period	40%

### Quiz, Test and Final Exam

A quiz will be administered on **September 30th, 2021** and a midterm test will be held **November 4, 2021**. The quiz will be 40 minutes in length and will be administered at the beginning of class after attendance is taken (from 2:30-3:10 p.m.). The class lecture/discussion will resume after the quiz. You will have the **entire class** to write the midterm test.

The final exam will be **2 hours** in length.

The quiz, test and final exam will test student knowledge of the central concepts, course readings, lectures and other course materials asking students to define and explain the significance of important concepts, to summarize an author's argument, to explain the nature of municipal law or to analyze a municipal institution. The midterm test and final exam will also include short answer (mini-essay) and essay questions. The amount of time that is recommended for each section will be indicated on the quiz or test.

### **Research Essay**

Research essays must answer one of the questions, which are listed later in the syllabus. They should be between 2200- 2500 words in length (not including references and the bibliography). The research essay is due on **November 18<sup>th</sup>, 2021**.

### **Policy on Late Assignments and Missed Quizzes, Tests and Exams**

I require students who miss assignment deadlines and tests due to illness (including the quiz, midterm test, and research essay) to fill out a Student Declaration of Absence form that is available on the course's Brightspace. A maximum of two such forms can be submitted in this course before a medical certificate would be required. This form applies to absences of 3 days or less. Longer absences for medical or family emergencies will require other documentation and should be discussed as soon as possible with the instructor. Students who miss tests and assignment deadlines will be required to either write a make-up quiz or test at a later date or to submit their assignment upon their return in the case of research papers. Make-up quizzes and midterm tests will be scheduled as soon as possible after the date they were held.

If a Student Declaration of Absence is not provided, a grade of zero will be assigned to the quiz and midterm test. In the case of late research essays, a late penalty of 5% per day will apply with a maximum penalty of 15%. All course requirements other than the final exam (which will be scheduled during the official exam period) must be fulfilled by the final day of classes which is **Thursday, December 2<sup>nd</sup>, 2021**.

If a student must miss the final exam **due to a medical or family emergency**, they should contact the instructor. Documentation would be required to write the make-up exam which is would take place on a **date set by the Department of Political Science (in early January 2022)**.

**Travel plans are NOT a legitimate reason to miss a final exam.**

### **Other Class Policies to Note (See also Sections B and C 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).

Please DO NOT record the lectures. The classes are not set lectures but will combine some lecture material with discussion and are not being delivered with recording in mind.

## **Course Agenda and Materials**

**Please note:** links to or pdfs of all learning material 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

### **Module 1: The Nature, Purpose and Importance of Local Government and Municipal Law**

**(Classes: September 7 and 9)**

**Goals:** Define key concepts like local government; municipality; ABC; city; urban and multilevel governance; explore what local governments do; and introduce students to the importance of local government and municipal law.

**Questions:** What is local government? Why local government? What is municipal law?

Tindal, Tindal, Stewart and Smith (2017). “The Promise of Local Government”, Chapter 1 of *Local Government in Canada*. (Ninth Edition) Nelson Education, pp. 1-23.

Lucas, Jack. 2013. “Hidden in Plain View: Local Agencies, Boards, and Commissions in Canada,” IMFG Perspectives, Institute on Municipal Finance and Governance, Munk School of Global Affairs, University of Toronto (pp. 7)  
[http://munkschool.utoronto.ca/imfg/uploads/253/imfg\\_1453hiddeninplainview\\_final\\_web.pdf](http://munkschool.utoronto.ca/imfg/uploads/253/imfg_1453hiddeninplainview_final_web.pdf)

## **Module 2: Constitutional and Legal Foundations of Local Government**

**(Classes: September 14 and 16)**

**Goals:** Critically analyze municipalities' constitutional status particularly the constitutional doctrine of "creatures of the provinces"; look at Nova Scotia as an example of a municipal system in Canada and the legal concepts underpinning them; browse parts of the HRM Charter as an example of the types of provincial laws that govern municipalities in Canada; discuss the relationships between municipalities and other governments (federal and Indigenous)

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. Available online: <https://centre.irpp.org/research-studies/reconsidering-the-constitutional-status-of-municipalities-from-creatures-of-the-provinces-to-provincial-constitutionalism/>

Halifax Regional Municipality Charter: <https://www.nslegislature.ca/sites/default/files/legc/statutes/halifax%20regional%20municipality%20charter.pdf> [browse this legislation to get a sense of its content]

**Question for reflection and group discussion:** Why are municipalities considered "creatures of the provinces"? What are other ways of thinking about their place in governing structures and in the Canadian constitution?

## **Module 3: Designing Municipal Systems**

**(Classes: September 21 and 23)**

**Goals:** Introduce some of the legal concepts in provincial laws that establish municipalities and that influence municipal empowerment; given students an appreciation of broad trends in provincial laws that establish municipal systems; push students to critically analyze the way power is delegated to municipalities and to think about the fundamental question of 'what is a municipal government for' in light of current laws; push students to think about what powers ought to be municipal responsibilities and why?

Taylor, Zack and Alec Dobson. 2020. *Power and Purpose: Canadian Municipal Law in Transition*. IMFG Papers on Municipal Finance and Governance. Munk School of Global Affairs & Public Policy, University of Toronto. Sections 3, 4, 5, and 6. (skim and use this for a reference – key concepts will be covered in class)

#### **Module 4: Governing Metropolitan Areas**

**(Classes: September 28 and 30)**

**Goals:** Introduce students to the range of political institutions that Canadian provinces have chosen to establish to govern cities; evaluate the costs and benefits of different institutional choices to both service efficiency and equity as well as local democracy.

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

**Question for reflection and group discussion:** What powers should municipalities have and why? Are increased limits on *provincial* authority necessary?

**Note:** The quiz will be held on September 30<sup>th</sup> from 2:30 p.m.-3:10 p.m.

#### **Module 5: The Nature of Local Democracy**

**(Classes: October 5 and 7)**

**Goals:** Explore the uniqueness of municipal elections; investigate the sources of incumbency advantage; explore the case for and against political parties or "slates" at the local level; discuss voting behaviour; understand debates about electoral reform in the context of the unique institutional features of municipal institutions.

Good, Kristin R. 2016. "Municipal Political Parties: An Answer to Urbanization or an Affront to Traditions of Local Democracy?," in Gagnon, Alain-G. and Brian Tanguay Eds. *Canadian Political Parties in Transition*. Toronto: UTP, pp. 432-464.

#### **Module 6: Municipal Governing Structures: Local Leadership, Lawmaking and Enforcement**

**(Classes: October 12 and 14)**

**Goals:** Introduce students to the council-manager form of municipal government; explore mayoral power; discuss municipalities as lawmaking and enforcement bodies; evaluate municipal institutions from the perspective of democratic values.

Tindal, C. Richard, Susan Nobes Tindal, Kennedy Stewart and Patrick J. Smith. *Local Government in Canada* (9<sup>th</sup> edition). Toronto, ON: Nelson Education.  
Chapter 8 entitled – "Municipal Governing Structures"



## **Module 7: Theoretical Perspectives on Power and Policymaking in Urban Places**

**(Classes: October 19 and 21)**

**Goal:** Critically explore the nature of power in cities.

Alan Harding and Talja Blokland. 2014. "Can cities act? Urban political economy and the question of agency" (Chapter 4) in *their Urban Theory: A critical introduction to power, cities and urbanism in the 21<sup>st</sup> century*. Thousand Oaks, California: Sage. 88-119.

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.

**Question for reflection and group discussion:** Who governs Canadian cities? How could local democracy be improved?

## **Module 8: The Politics of Planning -Building Sustainable and Equitable Communities?**

**(Classes: October 26, 28 and November 2)**

**Goals:** Explore the role of municipalities in creating sustainable and equitable communities; introduce students to the concept and various facets of the racialization of space including environmental racism.

Tobi Nussbaum and Miranda Spessot. 2017. "The five i's of failed urban planning," *Policy Options*, Institute for Research on Public Policy, November 8.

<https://policyoptions.irpp.org/magazines/november-2017/the-five-is-of-failed-urban-planning/>

Ted Rutland. 2018. "Making Space for Homo economicus: Neoliberalism, Regional Planning, and the Boundaries of Economic Life," (Chapter 7) in his *Displacing Blackness: Planning, Power, and Race in the Twentieth*. Toronto: University of Toronto Press.

Ingrid Waldron. 2018. "Re-thinking waste: Mapping Racial Geographies of Violence on the Colonial Landscape," *Environmental Sociology*. 4, 1: 36-53.

**\*\*\*Note: November 4<sup>th</sup> – Midterm exam**

**Note: Fall Study Break: November 8-12**

### **Module 9: Policing, Bylaw Enforcement, Surveillance and Resistance**

**Goal:** Explore the politics of municipal authority in policing and bylaw enforcement including how structural racism influences these areas of authority; discuss reform options as well as forms of resistance against oppression in cities including the Black Lives Matter movement.

**(Classes: November 16 and 18)**

Website organized by Black Lives Matter Toronto and other affiliated groups:  
<https://defundthepolice.org/>

**\*\*\*Note: Research essay is due on November 18**

### **Module 10: Cities, Settler Colonialism and Decolonizing Canadian Cities**

**Goals:** Explore the relationship between settler colonialism and cities; consider what the terms reconciliation, decolonization and resurgence mean in the city context.

**(Classes: November 23 and 25)**

Halifax Regional Municipality. 2020. “Report of the Task Force on the Commemoration of Edward Cornwallis and the Recognition and Commemoration of Indigenous History,” April. (skim parts of report to familiarize yourself with the issue and proposed “decolonization” initiatives in the HRM)  
<https://www.halifax.ca/sites/default/files/documents/city-hall/regional-council/200721rc11110.pdf>

### **Module 11: Municipalities, Public Policy and Grassroots Constitutional Change?**

**Goals:** Explore examples of city self-empowerment efforts through, for example, acting in new areas of authority regardless of “jurisdiction” as well as through international networks of cities; discuss municipalities’ future in the Canadian governmental system.

**(Classes: November 30 and December 2)**

Good, Kristin. “Local Immigration and Diversity Policymaking,” Unpublished draft chapter for a co-edited textbook project (with Jen Nelles) entitled *Canadian Urban Governance in Comparative Perspective*, University of Toronto Press.

## **Research Essay Questions and Suggested Sources**

Research essays should be between 2200-2500 words in length (not including references and the bibliography). They should be supported by at **least five high quality academic sources**. The research essay is due on **November 18<sup>th</sup>, 2021**.

1. Should municipalities be granted more constitutional space in the Canadian constitution? (ensure that the essay addresses the questions of why or why not as well as “how” if the paper is arguing for greater constitutional space)

## **Suggestions in terms of sources**

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.

<https://centre.irpp.org/wp-content/uploads/sites/3/2021/02/Reconsidering-the-Constitutional-Status-of-Municipalitiess.pdf>

Good, Kristin R. 2019. "The Fallacy of the 'Creatures of the Provinces' Doctrine: Recognizing and Protecting Municipalities' Constitutional Status," IMFG Papers on Municipal Finance and Governance, No. 46, Institute on Municipal Finance and Governance, Munk School of Global Affairs & Public Policy, University of Toronto, pp. 37. Available at:

[https://munkschool.utoronto.ca/imfg/research/doc/?doc\\_id=523](https://munkschool.utoronto.ca/imfg/research/doc/?doc_id=523)

Hirschl, Ran. 2020. Cities in National Constitutions: Northern Stagnation, Southern Innovation. Institute No. 51, Institute on Municipal Finance and Governance, Munk School of Global Affairs & Public Policy, University of Toronto, pp. 37:

[https://tspace.library.utoronto.ca/bitstream/1807/102680/1/IMFG\\_No51\\_Hirschl\\_Nov%202020.pdf](https://tspace.library.utoronto.ca/bitstream/1807/102680/1/IMFG_No51_Hirschl_Nov%202020.pdf)

Broadbent, Alan. 2008. *Urban Nation: Why We Need to Give Power Back to the Cities to Make Canada Strong*. Toronto: Harper Collins.

- 2. In 2015, the Truth and Reconciliation Commission released its 94 calls to action. How could municipalities contribute to reconciliation? What types of initiatives could be pursued by municipalities to contribute to decolonizing Canadian cities?**

Truth and Reconciliation Commission of Canada. 2015. *Truth and Reconciliation Commission of Canada: calls to action*. Winnipeg, Manitoba. Available online: [http://trc.ca/assets/pdf/Calls\\_to\\_Action\\_English2.pdf](http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf), Access May 17, 2021.

Green, Joyce. 2003. "Decolonization and Recolonization in Canada," In Wallace Clement, Leah F. Vosko. eds. *Changing Canada: Political Economy as Transformation*. Montreal & Queen's: McGill-Queen's University Press.

Peters, Evelyn J. ed. *Urban Aboriginal Policy Making in Canadian Municipalities*. Montreal & Kingston: McGill-Queen's University Press.

Flynn, Alexandra. 2020. "With Great(er) Power Comes Great(er) Responsibility: Indigenous Rights and Municipal Autonomy," *Journal of Law and Social Policy* 34, 6: 111-127.

Anderson, Doug and Alexandra Flynn. 2021. "Rethinking "Duty": The City of Toronto, A Stretch of the Humber River, and Indigenous-Municipal Relationships," *Alberta Law Review*. 58, 1: pp. 107-132.

- 3. The Black Lives Matter movement has focused attention on anti-Black racism in North America and across the world. What could municipalities do to address anti-Black and other forms of structural racism in Canadian cities? [students can choose to focus on anti-Black racism in particular or on structural racism more generally]**

Rutland, Ted. 2018. *Displacing Blackness: Planning, Power, and Race in the Twentieth Century*. Toronto: University of Toronto Press.

Waldron, Ingrid. 2018. "Re-thinking waste: Mapping Racial Geographies of Violence on the Colonial Landscape," *Environmental Sociology*. 4, 1: 36-53.

Nelson, Jennifer J. *Razing Africville: A Geography of Racism*. Toronto: University of Toronto Press.

Maynard, Robyn. 2017. *Policing Black Lives*. Halifax & Winnipeg: Fernwood Press.

## **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.

## **SECTION C: OTHER USEFUL LINKS TO 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>

## Undergraduate Courses Grading Scale and Definitions

Grade	GPA		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	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.
INC	0.00		Incomplete	
W	Neutral and no credit obtained		Withdrew after deadline	
ILL	Neutral and no credit obtained		Compassionate reasons, illness	
P	Neutral		Pass	
TR	Neutral		Transfer credit on admission	
Pending	Neutral		Grade not reported	