

# AMERICAN FOREIGN POLICY

## WINTER 2022

Instructor: Prof. Brian Bow

Lectures: Mon & Wed, 11:35-12:55pm, McCain 2102 (see “Online or in-person?” below)

Office hours: by appointment, [brian.bow@dal.ca](mailto:brian.bow@dal.ca) (see “Contacting the instructor” below)

**DRAFT – UPDATED 2 JANUARY 2021**

This is a survey course on American foreign policy, which focuses on some of the big debates surrounding US foreign policy choices: What drives those choices? How have those choices changed over time? What are some of the main choices to be made now?

The course is designed as a kind of “sampler plate” for different kinds of debates, which includes some historical background (incl. a little bit of historiographical debates), explanatory theories, and contemporary policy debates. It assumes a very basic familiarity with both relevant history and theoretical debates. Students who feel like they might be under-prepared with respect to history should look into the recommended readings for Weeks 2 and 3 of the course (see Brightspace). I have copies of several of the books listed there, and am happy to lend them to students on request. With respect to the theoretical debates, the best preparation is the department’s general course on foreign policy (POLI 2530); that course is not strictly required for this one, but it is very helpful. If you’d like some help with catching up on general theoretical debates about foreign policy, let me know, and I’ll suggest things you can read.

Our goal in this course is get more perspective on US foreign policy debates. The course won’t make you an expert on US foreign policy, because we can only scratch the tip of the iceberg in this one course. But it should give you a strong foundation for learning more about US foreign policy, and strengthen your capacity to think critically about it. That’s especially important now, when there is so much disinformation floating around on the internet. I’m looking forward to sharing what I’ve figured out about US foreign policy with you, and to hearing about your ideas.

## **The syllabus (this document)**

I need you all to read all of the way through the syllabus, carefully, at least once, before the course gets going. I’m putting the responsibility on you to read through this and figure out how to do the course, mostly so that we don’t have to waste a lot of our limited class time on administrative stuff. Of course, that doesn’t mean that I’m not going to answer questions about the course; it just means that I want you to try to get it from the syllabus before you ask me. To incentivize you to read the syllabus carefully, I’ve set up an online quiz for the end of the first week of class, which asks basic multiple-choice questions about the syllabus and the Brightspace site [more on this first quiz, below].

## Online or in-person?

As part of its precautions against the spread of COVID-19, the university has taken the decision to move all courses online until at least the end of January. At some point in January, they will make a follow-up decision about whether to allow a return to in-person instruction. There's quite a lot of uncertainty this year for course instructors, just as there is for students, and different instructors are handling this uncertainty in different ways. **For a variety of reasons, I'm choosing to keep both of my courses this semester online-only until after the break week (i.e., Feb 21-25).** If the provincial health authority and the university allow it, I will be returning to in-person lectures after the break (i.e., starting on Mon Feb 28).

To keep things flexible, I've designed the course to be **fully online up to the break**, and **"mostly-online" after the break** (assuming that we can return to in-person instruction then). By "mostly-online," I mean that even when lectures are in-person, the rest of the course (e.g., quizzes, discussion boards, office hours meetings) will still be online.

My plan for the first 7 weeks of the course is to record the lectures in advance, and post them before the week in which they are scheduled. It will, in other words, be an **asynchronous** online course. However: 1. I may experiment with delivering a small number of lectures "live" (though these will also be recorded and saved to the course website); 2. Though the asynchronous format allows for a certain amount of flexibility for students in scheduling the specific date and time when they will work on any particular part of the course, there are limits on that flexibility; the course is organized into weekly sections, and each week will end with an assignment that tests whether you are keeping up with the reading (i.e., discussion boards, quizzes); and 3. There is one significant synchronous component to the course: a **simulation exercise** in Week 12, described below. There will be **no major exams**. The main mechanisms for evaluating your work will be the discussion boards, quizzes, the "movie homework" assignment due Feb 11, and a **term paper** due Apr 15. Each of these components of the course will be outlined in some detail in the "What you need to do" section, below.

All of this is more **complicated** than the traditional version of the course. I'll post regular updates and reminders on the course website, and I encourage you to email me any time you have a question, about any aspect of the course.

## Technical stuff

Dalhousie has adopted **Brightspace** (BS) as a learning management system (LMS); BS uses **Collaborate Ultra** for synchronous video meetings and **Panopto** for pre-recorded video and audio recordings. The plan is to do the Week 12 simulation exercise (see below) in-person, if COVID-19 precautions allow; if we end up having to do the simulation online, we will be using **Zoom** as our software platform. If we find we are having technical problems with these apps, or if I decide that there's something important that they can't do (in a user-friendly way), we may bring in some other software as necessary. (But in general my preference is to try to minimize the number of new software platforms you have to figure out...)

If you have a technical problem with BS, with any of the associated software, or with your computer, please begin by emailing the university IT department's **Help Desk**, at [helpdesk@dal.ca](mailto:helpdesk@dal.ca); see also <https://www.dal.ca/dept/its/help.html>. If the Help Desk is overwhelmed and slow to reply, or if you're not finding their help very helpful, please send me an email to let me know, and I'll try to help.

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

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

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

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

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

### “Office hours” and communicating with professor

I won’t be doing scheduled office hours meetings this semester. **All meetings will be by-appointment**. That does not mean that I’m reluctant to meet with you. Quite the contrary. Please don’t be shy about arranging a meeting: talking with students this way is an important part of my job, and I’m happy to talk with you; more importantly, a quick email exchange or a short meeting in Collaborate can save you many hours of confusion or trouble later. There are lots of different kinds of reasons why you might want to schedule a meeting—e.g., questions about some aspect of how the course works; looking for advice about how to approach your term paper; questions or concerns about grading; etc. My schedule this semester will be quite flexible, and I’m quite happy to meet with you at whatever time works for both of us.

Whenever you have an issue with the course, **start by checking the syllabus and course website** to see if you can resolve it on your own. If that doesn't work, **send me a brief email** ([brian.bow@dal.ca](mailto:brian.bow@dal.ca)), let me know what you'd like to talk about, and suggest some days/times that might be good for you for an online meeting. Also please be as clear as you can—preferably in the subject line of your email—which course you're in (i.e., POLI 3574). If your question or issue is easily resolved, I'll just write back as soon as I can, and that'll be that. If it's something more complicated, I'll write back to schedule a meeting. The default option will be a meeting in **Collaborate**, but I'm open to using another software (e.g., Skype, Teams, Zoom) as necessary. I don't do Facebook, so I don't have Facetime. Please don't ask for my phone number; I won't be giving that out.

Because students often ask about this (or don't ask, but then wonder and worry afterward), my general preference is that you address me as "Professor Bow." (FYI, "Bow" rhymes with crow, not cow.) Other things are also OK, as long as it's respectful.

**When you send me an email**, I don't expect it to look like a formal letter; in fact, given the huge number of emails I have to get through every day, I'd prefer it if your message was as short and direct as you can make it. However, I do need you to *be clear in your emails*; if I can't understand what you're asking/telling me, I can't help. Also, because I do have to get through so many emails, and often need to search for or refer back to emails long after you've sent them, I very strongly prefer that you use the subject line of the email to tell me what the email is about (e.g., "POLI 3574 term paper question" or "POLI 3574 missed quiz due to illness"). You'd be amazed by the number of emails I get from students, about really important stuff, that have unhelpful subject lines like "hi" or "question," and you'd be horrified by how hard it is to find those messages again later when your inbox has hundreds of thousands of emails in it, going back 15 years.

### What you need to do

The course is organized by weeks, with 13 weeks in total (though Weeks 1 and 13 are partial ones, and have relatively little work to be done—see below). The basic structure of each week is similar, but with some differences depending on whether it's a quiz week or a discussion board week: 1. In the weekend before the scheduled week, read the required readings and take notes; 2. In the weekend before and/or the early part of the week (Mon-Wed), watch the recorded lectures or attend the in-person lecture, and take notes; 3. In the later part of the week, do the small assignment scheduled for that week (i.e., online quiz or online discussion board); and 4. Whenever you have time, keep making progress on the multi-week assignments—i.e., the "movie homework" assignment, due Feb 11, and the term paper, due April 15.

WEEK	LECTURE DATES*	THEME	READINGS	WEEKLY ASSIGNMENT	LONG-TERM ASSIGNMENT	
1	Wed Jan 5	Intro	Syllabus, Course website (BS)	Quiz, Jan 6-9		
2	Mon Jan 10 Wed Jan 12	Origin Stories 1	Lafeber; Mead; Harris	Disc, Jan 13-14		
3	Mon Jan 17 Wed Jan 19	Origin Stories 2	Saull; Ikenberry; King	Quiz, Jan 20-21		

4	Mon Jan 24 Wed Jan 26	Institutions	Pei; Bacevich & Promodrou; Abramowitz & McCoy	Disc, Jan 27-28	MOVIE HOMEWORK, Feb 11	TERM PAPER, Apr 15
5	Mon Jan 31 Wed Feb 2	Identity & Ideas	Mastanduno; Golgeier & Saunders; Allison; Drezner	Quiz, Feb 3-4		
6	Mon Feb 7 Wed Feb 9	Law & Order	Bell; Fox News; Tharoor; Muravchik; Rice	Disc, Feb 10-11		
7	Mon Feb 14 Wed Feb 16	Decline?	Berger; Zakaria; Cohen; Norrlof	Quiz, Feb 17-18		
BREAK	NONE	NONE	NONE	NONE		
8	Mon Feb 28 Wed Mar 2	China	Economy; Ross; various; Edel & Rapp-Hooper	Disc, Mar 3-4		
9	Mon Mar 7 Wed Mar 9	Europe, Russia	McFaul; Mearsheimer; Polyakova & Haddad; Pifer	Quiz, Mar 10-11		
10	Mon Mar 14 Wed Mar 16	Globalization	Blinder; Lund & Tyson; Farrell & Newman; Steinmo & Blyth	Disc, Mar 17-18		
11	Mon Mar 21 Wed Mar 23	Helping Hands?	Cox; Lancaster; Mazarr; Shah	Quiz, Mar 24-25		
12	Mon Mar 28 Wed Mar 30	Simulation exercise	various short readings re specific figures' foreign policy views	NONE		
13	NONE	Post-simulation discussion	party rapporteurs' draft policy guidance documents	Disc, Apr 4-5		



**Lectures** will be online up until spring break; after spring break, if it's possible to meet in-person, then we will be meeting in McCain 2102. If the university requires it, or if I think there is still a significant health risk (based on provincial guidelines), then we will carry on with online lectures even after the break.

Online lectures will be recorded as far in advance as possible, and posted to the BS site, in the folder for the relevant week. Some weeks the recorded lectures may be made available long before the scheduled date; but in other weeks, they may be posted just hours before the scheduled time. I *may* also experiment with

doing some lectures “live” (i.e., synchronous) in the scheduled dates/times; “live” video lectures will be recorded and made available on the BS site after the scheduled date. At this point, I don’t plan to record the in-person lectures.

Lectures are a key part of the course material, in addition to the required readings. Students are expected to watch all of the lectures. Some of the concepts and arguments from the required readings will come up in lecture from time to time, but overlap between lectures and readings will usually be minimal. Watching lectures is not a substitute for doing the reading, and vice versa.

Most online lectures will have three components, all visible at the same time (if you view the video in Panopto, which is recommended): a video recording of me presenting the lecture; text captions for the lecture; and Powerpoint slides. The **captions** are generated automatically by Panopto, and usually have a lot of errors in them (sometimes pretty ridiculous ones). When I have time, I will edit the automatically-generated captions to make sure they are accurate and easy to follow; if time is tight during a busy part of the semester, this (very time-consuming) editing of captions may not happen until after the posted date for the relevant lecture. The **Powerpoint slides** will not provide a lot of information, on their own; they will mostly consist of lists, tables, figures, and photos designed to organize and clarify some of the main ideas in the lecture. The captions and the Powerpoint slides may be useful to you in preparing for quizzes, but they will not be a good substitute for actually watching and listening to the lectures: I strongly recommend that you take notes on key ideas while you are watching lectures (and while you’re doing required readings), because taking notes helps a lot with short- and long-term retention of the course material.



On average, you should expect *about 75 pages of required reading* per week, but the number of pages varies a bit from one week to the next, as some readings are “denser” and more difficult than others. There are a few videos in the required section for some weeks; these are just as required as the readings, and I encourage you to take them seriously and take notes on them.

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

**Recommended readings** and other recommended items (e.g., videos) are—as the name suggests—optional. They have been provided to give you extra context and/or provide suggestions for other things you may find interesting (during or after the Winter 2022 semester). They may be referred to in the lectures or in discussion boards, but you will not be evaluated on whether or not you’ve read/watched them. Note that these items are listed—and in most cases either provided or linked to—in the BS site, but they are not listed here in the syllabus.

Previous versions of this course have included an in-class participation grade. Given the transmissibility of the Omicron variant, I’m expecting that many students will get sick this semester, even though they will have been vaccinated and taken all reasonable precautions. That, plus the difficulties involved in sustaining seminar-style discussion in online classes, mean that we can’t do a proper participation grade this year. Instead, we will be using **a mix of online quizzes and online discussion boards to keep you engaged with the course materials and give you opportunities to show off what you’ve learned**. Having done this in previous courses, I can tell you that some people—seeing no attendance/participation grade—will therefore choose to skip the lectures, figuring they can do well in the

course without them, and I can tell you that those people will be wrong, and they will get bad grades. The way this course has been designed, you need to do well on the quizzes and in the discussion boards to get a decent grade, and you need to do the required readings and listen carefully to the lectures to do well on the quizzes and in the discussion boards. Note that I'm saying you need to do the readings **and** the lectures; doing the readings isn't a substitute for doing the lectures, and doing the lectures isn't a substitute for doing the readings. Quizzes will include questions that you can only answer if you've done the readings and questions that you can only answer if you've listened to the lectures.

However, given that I am expecting some students to have to miss some coursework due to illness or other issues related to the pandemic, there will be some built-in flexibility with the quizzes and discussion boards. **There are six quizzes and six discussion boards altogether. Every student will have the option to skip one of each, without penalty, and without advance notification.** If you get sick, you can just skip the end-of-the-week assignment for that week. If you do well on the first 5 of each kind of end-of-the-week assignment, you can just drop the last one of each. If you don't do well on a quiz or a discussion board, you can do all 6, and your grade will be based on the best 5 for each type.



**Quizzes** will be held every other week, in the odd-numbered weeks, all through the semester (i.e., Weeks 1, 3, 5, 7, 9, 11). Each quiz will cover all of the material since the previous quiz—i.e., the quiz at the end of Week 7 will cover material from Week 6 and Week 7. The quizzes will be administered through the BS site, in the folder for the Week in which they are held (e.g., the quiz at the end of Week 7 will be in the Week 7 folder).

Most of the quizzes will be **multiple-choice questions** (i.e., check the box for the best answer to the question), which can be graded by the BS system (and double-checked by me). Some of them will have **short-answer questions** (i.e., write a few sentences of text in a box), which will be graded “by hand” (by me). The quizzes will be **“open book”** (i.e., you are allowed to refer to the readings and lecture notes while doing the quizzes). My aim in preparing the questions will be to make them the kind of thing that's easy to answer if you've taken notes during lecture and done all of the required readings, but hard to answer if you're desperately rushing to look things up (for the first time) while you're writing the quiz. Quizzes will be **time-limited**, but the time constraints will not be very tight. You will only get one attempt at each quiz. Once your quiz is submitted, you will not be able to go back in and edit your responses.

The quizzes will be asynchronous, but **available within a 48-hour window**, beginning at 4:00pm on Wednesday and ending at 4:00pm on Friday. Students who are in a different time-zone, who feel that this might impact their ability to write the quizzes at some point during the 48-hour timeframe should get in touch me, as far in advance as possible, to work out special arrangements. More specific details about how to access, complete, and submit the quizzes will be made available on the BS site. (Note that the window for writing the first quiz is much longer than for the rest of the quizzes; this is to provide some flexibility for students who join the course a little later than most.)

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

As explained above, your grade for quizzes will be best on your best 5 over the course of the semester. You have the option to drop one quiz, at any point in the semester, without penalty, and without advance notification.



**Discussion boards** will be held every other week, in the even-numbered weeks, all through the semester (i.e., Weeks 2, 4, 6, 8, 10, 12). There will be a new discussion board for each week. Each weekly discussion board will have 5-10 threads posted by me, in advance: these will be questions about the course material (i.e., lectures and/or required readings). Some of the questions will be quite broad (e.g., Do you agree with Smith’s main argument? Why or why not?) and others will be narrow and specific (i.e., Why, according to Smith, did the Obama administration choose not to undertake military intervention in Syria?). Each student will be expected to make **at least 3 posts per week**, though of course all are welcome to post more than 3 times. The discussion board will be set up so that you will post a direct reply to one of my thread-starting questions, and then you will have access to other students’ posts. After you’ve made your initial post, your second and third posts can be additional direct replies to my questions or replies to other students’ posts. To be counted toward the 3 minimum posts for the week, your post must be at least 30 words. (You can of course throw in some shorter posts as well—e.g., in reply to another student’s question or comment—but those will be treated as ordinary conversation, rather than posts that would be graded.) Further information about the discussion boards, and my expectations for your participation, will be posted on the BS site, in the folder marked “General/recurring.”

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

As explained above, your grade for discussion boards will be best on your best 5 over the course of the semester. You have the option to drop one discussion board, at any point in the semester, without penalty, and without advance notification.



In addition to keeping up with the regular weekly rhythm of readings, lectures, quizzes, and discussion boards, you’ll have an additional assignment to work on in the first 6 weeks of the course. For the “**movie homework**” assignment, you’ll watch a film and answer some questions about it. The film is “Thirteen Days” (2000, directed by Roger Donaldson) a historical drama based on Robert Kennedy’s memoirs about the Cuban Missile Crisis. It’s 2½ hours long, but it’s not a boring documentary; it’s quite well made, and manages to build up quite a bit of suspense. Previous classes have enjoyed it, and found lots of useful connections between the film and some of the concepts from the course.

**You have (free) access to the film through the university library’s subscription to the Criterion Collection.** If you go into the “Movie Homework” folder in BS, you’ll find a link to the film, which will take you into the library website. You should be asked for your Dalhousie library account number and your password; once you’ve entered those, you’ll be taken to a page in the Criteria site, and you can click on one of the play buttons in the lower part of the page—“English Audio” if you don’t want subtitles, or “Close Captioned” if you do (recommended)—to watch the film in your browser. If you have trouble accessing the film, your best bet will be to call or email the library, and ask them to help you. You don’t have to get to it through the BS site, and they should be able to walk you through the connection from the main library site. Obviously: 1. You’ll need to actually know what your Dalhousie library username and password are before you can watch the film; and 2. You shouldn’t leave it until the deadline day to actually watch the film, in case there are technical problems with accessing or playing it.

In the “movie homework” folder, there’s a subfolder called “MOVIE HOMEWORK - ASSIGNMENT INSTRUCTIONS & SUBMISSION FOLDER.” In this subfolder, you’ll find some general instructions, the 7 questions you have to answer for the assignment (as an attached pdf file), and the submission portal where you’ll submit the finished assignment. The “movie homework” assignment is **due by the end of the day on Fri Feb 11**. You can watch the film and complete the assignment any time before that. I’d suggest that you wait until you’ve gotten into the course a little bit before you get started, but that you not wait until the last minute: aim for some time between mid-Jan and the end of the first week of Feb. If you have trouble submitting your completed assignment through BS, send it to me by email



instead, but remember that it doesn't count as officially submitted until you've received an email reply from me, confirming that I've received your message, and can open the file attachment.



In Week 12, there will be a **simulation exercise**, in which students will adopt the roles of high-profile figures in American foreign policy to develop sets of guiding principles for each of the two major parties, looking ahead to their election platforms in 2024. Most of the roles will be contemporary figures representing a person whose views represent a broader current of thought affiliated with that party; a few will be historical figures that people often refer to in order to support their views. Just to give you a sense of what this will be like, some of the roles for the Democratic party group will be: Joe Biden, Barack Obama, Hillary Clinton, Madeleine Albright, Bernie Sanders, and the ghost of Franklin Delano Roosevelt. For the Republican party group, roles will include Donald Trump, Tom Cotton, Rand Paul, Nikki Haley, and the ghosts of Dick Cheney and Ronald Reagan. Students will email me later in the term to let me know their top 5 choices from a list of options, and I'll assign each participant to a specific role.

Students will do some preliminary research to get to know the views of the person they've been assigned to represent, and some of the other people in their assigned group, and then they will meet and have a discussion about their respective party's principles and priorities. A few students will be assigned as "party secretaries," whose job is to try to work out the overall direction of the discussion and the ideas the group could agree on, as the basis for building a winning coalition on foreign policy issues.

The **Democratic party group will meet on Mon Mar 28**, and the **Republican party group will meet on Wed Mar 30**. (Just to be clear, each of you will be doing one of these meetings, not both.) If public health guidelines allow, these meetings will be in-person, in McCain 2102, at the regular class meeting time (i.e., 11:30-1:00pm). If public health guidelines do not allow for in-person meetings, these discussions will take place online, via Zoom.

For many students, these simulation exercises are the best most enjoyable part of the course, and I hope everyone will want to participate. But I recognize that some students may have physical or mental health challenges that make it difficult to engage in this kind of discussion. I will therefore be asking students to "**opt in**" for this assignment, indicating that they want to participate and undertaking a commitment to show up for the discussion (barring some unforeseen health crisis). Students who don't opt in for the simulation will automatically be assigned to do an **alternative assignment**, outlined below.

In Week 13—which is only a partial week, with a class meeting scheduled for Mon Apr 4—we'll have an **online discussion to talk about the results of the simulation exercise**. This will be an online discussion *regardless of whether or not the course has previously gone back to in-person lectures*. Your participation in this discussion will play a part in your grade for the simulation exercise. Obviously, students who do not "opt in" for the simulation (see above) will not participate in this discussion, either. The alternative assignment (see below) is meant to replace both participation in the simulation and participation in the post-sim discussion.



Students who (for whatever reason) do not participate in the simulation exercise—and therefore are not able to contribute to the post-simulation discussion—will have the option to complete an **alternative assignment**. Students who take on this option will confer with me to figure out a kind of written assignment that makes the most sense for them, based on their interests, background, and academic goals. A wide variety of different kinds of essays could be undertaken here, including—but not limited to—a review of a recent academic book or special issue of a journal on some aspect of US foreign policy; a summary and review of a recent/ongoing trend or controversy in the study of US foreign policy; etc. If you have other ideas, I'd be happy to talk about them. The only thing I won't consider is an assignment which essentially duplicates the work from one of the other course assignments.

These papers—whatever they turn out to be—should be about **2500 words**, and should involve a significant amount of research or other scholarly work. Alternative assignments are due by 4pm on **Wed Mar 30**, and should be submitted through the BS site (see the Week 13 folder).



**Term papers** will be due at 4:00pm on **Friday, April 15**. There's no final exam for this course, so this is the big, culminating assignment for this course, and it will be graded accordingly.

For the term paper, each student will **choose one of the following three clusters of questions**, and use it as the basis for a short research paper:

- Option #1: In US presidential elections, challengers almost always campaign on promises to correct their predecessors' mistakes, on both domestic and foreign policy. For any US presidential election from the last 30 years: What foreign policy lessons did the main challenger candidate claim to have learned from the mistakes made by the incumbent president, and how did the challenger promise to apply those lessons to their own foreign policy choices? If the challenger candidate won the election, how (well) did that president live up to those promises? If the challenger candidate lost the election, why do you think that candidate's message failed to resonate with voters? What, if anything, does this tell us about the nature of the US political system (with respect to foreign policy) and/or US voters' perceptions and preferences?
- Option #2: The United States has had a strange relationship with China over the last twenty years. On one hand, US policy-makers see China as a potential strategic rival, and a possible military threat to US allies in the Asia-Pacific region (esp. Taiwan, but also Japan, South Korea, and most of Southeast Asia). Many therefore maintain that the US is pursuing a policy of "containment" against China, similar to that against the USSR during the Cold War. On the other hand, China is one of the United States' most important commercial partners, in terms of trade, investment, currency holdings, and debt. Others therefore maintain that the US has been pursuing a policy of "engagement" with China. How do we explain this complicated and perhaps contradictory strategy? How does it fit with the expectations of relevant theories of US foreign policy? Thinking about future US-China relations, what difference (if any) do you think it will make whether Obama or Romney wins the upcoming presidential election?
- Option #3: The United States is often the most "indispensable" partner in any multilateral initiative, in the sense that its support or opposition can make or break a potential agreement. Particularly after the end of the Cold War, the US has often found itself taking the lead in pushing for a new global agreement, but then pulling back or even strongly opposing that agreement. Using a historical example (i.e., a specific treaty negotiation) from either the human rights or environmental issue-areas, describe the way that US policy has been contradictory and/or changeable during the course of the negotiations, and—with reference to some of the theories and concepts outlined in this course—try to explain why you think the US approach to this issue has played out as it did. Be especially attentive to whether these contradictory/changeable tendencies are better explained by the United States' international situation or by its domestic politics.

Whichever option you choose, be sure to be absolutely clear about: a. which one you are doing; b. how you are answering each question; and c. where and how your answers connect up to the theories and concepts discussed in lectures and required readings. Your paper should give an overview of what others have said about the answers to your questions (i.e., literature review), but they should also advance a clear argument (i.e., your own answers to these questions). While I do want you to answer all of the questions for your option, I don't want a series of disconnected short-answer responses; I want you to try to put them together so that they form one coherent essay.


Your essay should be **between 3000 and 3500 words**, which generally works out to be **10-12 pages**, double-spaced, with normal fonts and margins. **Papers that go beyond 4000 words will not be accepted, except with the professor's specific, explicit permission.** If you can, I would strongly prefer that you prepare your paper in **MS Word** format; if you can't, please convert the file from whatever format you've been working in to Adobe pdf format, and submit that. Final versions of papers are to be submitted through the BS site. Additional information about format and submission of the term paper assignment will be provided in the BS site. If you have trouble submitting your term paper through BS, send it to me by email instead, but remember that it doesn't count as officially submitted until you've received an email reply from me, confirming that I've received your message, and can open the file attachment.



Each student is strongly encouraged (but not formally required) to email me at some point in February, to lay out their plan for the term paper (e.g., which option are you planning to tackle? what do you think your argument might be? what research sources have you found so far?), and **get some advice.** I'm happy to arrange a video meeting to talk through your ideas. Students can of course confer with others about their term papers, and students are welcome to have a classmate or friend proofread their work to check for typos, grammatical errors, etc. It is, however, extremely important that the work in your term paper be your own, and that if you borrow ideas or ways of writing something from someone else, you explicitly recognize those people. You're expected to **do research** for your paper, and you're expected to **give credit to the sources of information and insight** that you draw on, by citing them. Using others' ideas or their writing without citing them may constitute a violation of the university's standards for academic integrity. Please review the university's policies and advice, at [https://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](https://www.dal.ca/dept/university_secretariat/academic-integrity.html); if you have questions about any of this, please email me.

Quizzes	Weeks 1, 3, 5, 7, 9, 11	5 quizzes @ 5% each = 25%
Participation in discussion boards	Weeks 2, 4, 6, 8, 10, 12	5 sessions @ 5% each = 25%
Movie homework	Feb 11, 11:59pm (submit via BS)	10%
Participation in simulation & post-sim discussion	Week 10, 11, or 12	15%
Term paper	Fri Apr 9, 4:00pm (submit via BS)	25%
Total		100%




## CLASS SCHEDULE AND READING LIST

### WEEK 1: Intro


	Required reading	1. review course syllabus and BS site (see "Quiz," below...)
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	Lecture	<ol style="list-style-type: none"> <li>1. "What this course is about": at or before Wed Jan 5, 11:30am</li> <li>2. "How to navigate this course": at or before Wed Jan 5, 11:30am</li> </ol>
	BS Quiz	<ul style="list-style-type: none"> <li>• multiple-choice questions about syllabus and BS site</li> <li>• one attempt, max 45 minutes</li> <li>• asynchronous, available between Wed Jan 5, 4:00pm, and Mon Jan 10, 10:00am AST</li> </ul>

**WEEK 2 (Jan 10, 12): Origin Stories, 1**




	Required reading	<ol style="list-style-type: none"> <li>1. Walter Lafeber, "The US Rise to World Power, 1776-1945," in Michael Cox &amp; Doug Stokes, eds., <u>US Foreign Policy</u> (Oxford University Press, 2012).</li> <li>2. Walter Russell Mead, "The American Foreign Policy Legacy" <u>Foreign Affairs</u> 81 (Jan/Feb 2002).</li> <li>3. Peter Harris, "Teaching the Territories: Race and Empire in the American Experience," <u>Political Science &amp; Politics</u> 50 (2017).</li> </ol>
	Lecture	<ol style="list-style-type: none"> <li>1. lecture, "The conventional story about America's origins &amp; traditions": Mon Jan 10, 11:30am</li> <li>2. lecture, "Challenges to the conventional story": Wed Jan 12, 11:30am</li> </ol>
	BS Discussion	<ul style="list-style-type: none"> <li>• 3 or more posts to disc board, between Wed Jan 12, 4:00pm, and Fri Jan 14, 4:00pm</li> </ul>

**WEEK 3 (Jan 17, 19): Origin Stories, 2**


	Required reading	<ol style="list-style-type: none"> <li>1. Richard Saull, "US Foreign Policy in the Cold War," in Michael Cox &amp; Doug Stokes, eds., <u>US Foreign Policy</u> (Oxford University Press, 2012).</li> <li>2. G. John Ikenberry, "Institutions, Strategic Restraint, and the Persistence of American Post-War Order," <u>International Security</u> 23 (1998-99).</li> <li>3. Martin Luther King, "Breaking the Silence/Beyond Vietnam," sermon given in Riverside Church, New York, 1967.</li> </ol>
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	Lecture	<ol style="list-style-type: none"> <li>1. "The Cold War and Its Legacies": at or before Mon Jan 17, 11:30am</li> <li>2. "Realism and liberalism in the Cold War": at or before Wed Jan 19, 11:30am</li> </ol>
	BS Quiz	<ul style="list-style-type: none"> <li>• multiple-choice and short-answer questions about lectures &amp; readings from Weeks 2 &amp; 3</li> <li>• one attempt, max 60 minutes</li> <li>• asynchronous, available between Wed Jan 12, 4:00pm, and Fri Jan 14, 4:00pm</li> </ul>

#### WEEK 4 (Jan 24, 26): Identity and Ideas




	Required reading	<ol style="list-style-type: none"> <li>1. Minxin Pei, "The Paradoxes of American Nationalism" <u>Foreign Policy</u> (May/June 2003).</li> <li>2. Andrew J. Bacevich &amp; Elizabeth H. Prodromou, "God is Not Neutral: Religion and US Foreign Policy After 9/11," <u>Orbis</u> 48 (2004).</li> <li>3. Alan Abramowitz and Jennifer McCoy, "Racial Resentment, Negative Partisanship, and Polarization in Trump's America," <u>The Annals of the American Academy of Political and Social Science</u> 681 (2019).</li> </ol>
	Lecture	<ol style="list-style-type: none"> <li>1. "Nation, Creed, Religion, Culture": Mon Jan 24, 11:30am</li> <li>2. "Identity and Interests": Wed Jan 26, 11:30am</li> </ol>
	BS Discussion	<ul style="list-style-type: none"> <li>• 3 or more posts to disc board, between Thu Jan 28, 4:00pm, and Sat Jan 30, 4:00pm</li> </ul>

#### WEEK 5 (Jan 31, Feb 2): Institutions


	Required reading	<ol style="list-style-type: none"> <li>1. Michael Mastanduno, "The United States Political System and International Leadership: 'A Decidedly Inferior' Form of Government?" in G. John Ikenberry, ed., <u>American Foreign Policy: Theoretical Essays</u> (Addison-Wesley, 2002).</li> <li>2. James Golgeier &amp; Elizabeth Saunders, "The Unconstrained Presidency: Checks and Balances Eroded Long Before Trump," <u>Foreign Affairs</u> 97:5 (Sep/Oct 2018).</li> <li>3. Graham Allison, "Conceptual Models and the Cuban Missile Crisis" <u>American Political Science Review</u> 63 (1969).</li> <li>4. Daniel Drezner, "Some Things Never Change in Bureaucratic Politics," <u>Washington Post</u>, March 29, 2016.</li> </ol>
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	Lecture	<ol style="list-style-type: none"> <li>1. "Constitution, separation of powers, the courts": at or before Mon Jan 31, 11:30am</li> <li>2. "Bureaucracy, civil-military relations": at or before Wed Feb 2, 11:30am</li> </ol>
	BS Quiz	<ul style="list-style-type: none"> <li>• multiple-choice and short-answer questions about lectures &amp; readings from Weeks 4 &amp; 5</li> <li>• one attempt, max 60 minutes</li> <li>• asynchronous, available between Wed Feb 2, 4:00pm, and Fri Feb 4, 4:00pm</li> </ul>

**WEEK 6 (Feb 7, 9): Law & Order**

	Required reading	<ol style="list-style-type: none"> <li>1. Daniel Bell, "The End of American Exceptionalism," <u>The Public Interest</u> 41 (1975).</li> <li>2. Fox News, "Bill O'Reilly Interview with Donald Trump," February 5, 2017.</li> <li>3. Shashi Tharoor, "Why the US Still Needs the United Nations" <u>Foreign Affairs</u> 82 (2002).</li> <li>4. Joshua Muravchik, "We're Better Off without that UN Resolution," <u>Wall Street Journal</u>, March 18, 2003.</li> <li>5. Susan E. Rice, "When America No Longer Is a Global Force for Good," <u>New York Times</u>, December 20, 2017.</li> </ol>
	Lecture	<ol style="list-style-type: none"> <li>1. "Order and institutions; legitimacy and soft power": at or before Mon Feb 7, 11:30am</li> <li>2. "Multilateralism vs unilateralism": at or before Wed Feb 9, 11:30am</li> </ol>
	BS Discussion	<ul style="list-style-type: none"> <li>• 3 or more posts to disc board, between Thu Feb 11, 4:00pm, and Sat Feb 13, 4:00pm</li> </ul>




**WEEK 7 (Feb 16, 18): Decline?**

	Required reading	<ol style="list-style-type: none"> <li>1. Samuel R. Berger, "A Foreign Policy for the Golden Age," <u>Foreign Affairs</u> 79 (2000).</li> <li>2. Fareed Zakaria, "The Future of American Power: How America Can Survive the Rise of the Rest," <u>Foreign Affairs</u> 87 (2008).</li> <li>3. Elliot A. Cohen, "America's Long Goodbye: The Real Crisis of the Trump Era," <u>Foreign Affairs</u> 98 (2019).</li> <li>4. Carla Norrlof, "Hegemony and Inequality: Trump and the Liberal Playbook," <u>International Affairs</u> 94 (2018).</li> </ol>
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	Lecture	<ol style="list-style-type: none"> <li>1. "Hegemony and the Unilateral Moment": at or before Mon Feb 21, 11:30am</li> <li>2. "What Is Decline, and Why Does It Matter?": at or before Wed Feb 23, 11:30am</li> </ol>
	BS Quiz	<ul style="list-style-type: none"> <li>• multiple-choice and short-answer questions about lectures &amp; readings from Weeks 6 &amp; 7</li> <li>• one attempt, max 60 minutes</li> <li>• asynchronous, available between Wed Feb 23, 4:00pm, and Fri Feb 25, 4:00pm</li> </ul>

**"SPRING" BREAK: February 21-25**




**WEEK 8 (Feb 28, Mar 2): China, Asia**

	Required reading	<ol style="list-style-type: none"> <li>1. Elizabeth Economy, "Don't Break the Engagement," <u>Foreign Affairs</u> 83 (2004).</li> <li>2. Robert S. Ross, "The Problem with the Pivot: Obama's New Asia Policy is Unnecessary and Counterproductive," <u>Foreign Affairs</u> 91 (2012).</li> <li>3. Jisi Wang, Stapleton Roy, Aaron Friedberg, Thomas Christensen, Patricia Kim, Joseph S. Nye, Eric Li, Kurt M. Campbell, and Ely Ratner (roundtable), "Did America Get China Wrong? The Engagement Debate" <u>Foreign Affairs</u> 97 (2018).</li> <li>4. Charles Edel &amp; Mira Rapp-Hooper, "Five Ways the Pandemic Is Hardening the US-China Competition," <u>Foreign Policy</u>, May 18, 2020.</li> </ol>
	Lecture	<ol style="list-style-type: none"> <li>1. "Engagement versus Containment": at or before Mon, Feb 28, 11:30am</li> <li>2. "Interdependence and Influence": at or before Wed, Mar 2, 11:30am</li> </ol>
	BS Discussion	<ul style="list-style-type: none"> <li>• 3 or more posts to disc board, between Wed Mar 2, 4:00pm, and Fri Mar 4, 4:00pm</li> </ul>
	BS Quiz	<ul style="list-style-type: none"> <li>• None</li> </ul>

**WEEK 9 (Mar 7, 9): Russia, Europe**




	Required reading	<ol style="list-style-type: none"> <li>1. Michael McFaul, "Realistic Engagement: A New Approach to American-Russian Relations," <u>Current History</u> 100 (2001).</li> <li>2. John J. Mearsheimer, "Why the Ukraine Crisis Is the West's Fault," <u>Foreign Affairs</u> 93 (2014).</li> <li>3. Alina Polyakova &amp; Benjamin Haddad, "Europe Alone: What Comes After the Transatlantic Alliance," <u>Foreign Affairs</u> 99 (2019).</li> <li>4. Steven Pifer, "Nord Stream 2," <u>Brookings Foreign Policy Briefing</u> (April 2021).</li> </ol>
	Lecture	<ol style="list-style-type: none"> <li>1. lecture, "Engagement vs containment, again": at or before Mon, Mar 7, 11:30am</li> <li>2. lecture, "Competition without Cold War? Fractures in the West?": at or before Wed, Mar 9, 11:30am</li> </ol>
	BS Discussion	<ul style="list-style-type: none"> <li>• none</li> </ul>
	BS Quiz	<ul style="list-style-type: none"> <li>• multiple-choice and short-answer questions about lectures &amp; readings from Weeks 8 &amp; 9</li> <li>• one attempt, max 60 minutes</li> <li>• asynchronous, available between Wed , 4:00pm, and Fri Feb 4, 4:00pm</li> </ul>

**WEEK 10 (Mar 14, 16): Globalization**




	Required reading	<ol style="list-style-type: none"> <li>1. Alan Blinder, "The Free Trade Paradox: The Bad Politics of a Good Idea," <u>Foreign Affairs</u> 87 (2009).</li> <li>2. Susan Lund &amp; Laura Tyson, "Globalization Is Not in Retreat," <u>Foreign Affairs</u> 98 (2018).</li> <li>3. Henry Farrell &amp; Abraham Newman, "Chained to Globalization," <u>Foreign Affairs</u> 99 (2019).</li> <li>4. Sven Steinmo &amp; Mark Blyth, "Can a Pandemic Defeat the Politics of Austerity?" <u>Foreign Affairs</u> 99 (2020).</li> </ol>
	Lecture	<ol style="list-style-type: none"> <li>1. "Liberal economic theory, neoliberalism, and globalization": at or before Tue, Mar 16, 11:30am</li> <li>2. "Globalization backlash: sources, effects, remedies": at or before Thu, Mar 18, 11:30am</li> </ol>
	BS Discussion	<ul style="list-style-type: none"> <li>• 3 or more posts to disc board, between Thu Mar 18, 4:00pm, and Sat Mar 20, 4:00pm</li> </ul>
	BS Quiz	<ul style="list-style-type: none"> <li>• None</li> </ul>



**WEEK 11 (Mar 21, 23): Helping Hands?**

	Required reading	<ol style="list-style-type: none"> <li>1. Michael Cox, "Wilsonianism Resurgent? The Clinton Administration and the Promotion of Democracy," paper presented to the ISA conference, Los Angeles, 2000.</li> <li>2. Carol Lancaster, "Redesigning Foreign Aid," <i>Foreign Affairs</i> 79 (2000).</li> <li>3. Michael Mazarr, "The Rise and Fall of the Failed-State Paradigm: Requiem for a Decade of Distraction," <i>Foreign Affairs</i> 93 (2014).</li> <li>4. Rajiv Shah, "COVID's Haves and Have-Nots: To End the Pandemic, Rich Countries Must Pay to Vaccinate Poor Ones," <i>Foreign Affairs</i> 100 (2021).</li> </ol>
	Lecture	<ol style="list-style-type: none"> <li>1. "Democracy promotion, development aid": at or before Tue, Mar 23, 11:30am</li> <li>2. "Military intervention, sanctions": at or before Thu, Mar 25, 11:30am</li> </ol>
	BS Discussion	<ul style="list-style-type: none"> <li>• none</li> </ul>
	BS Quiz	<ul style="list-style-type: none"> <li>• questions about Weeks 10 &amp; 11: asynch, due before Sat Mar 27, 4:00pm</li> </ul>

**WEEK 12 (Mar 28, 30): SIMULATION EXERCISE – FOREIGN POLICY PLATFORMS FOR 2024 (more details above)**

	Required reading	<ul style="list-style-type: none"> <li>• various background readings about personal views of key figures</li> <li>• various background readings about major parties' traditions on foreign policy</li> </ul>
	Class meetings (see above)	<ol style="list-style-type: none"> <li>1. DEMOCRATIC PARTY GROUP: Mon, Mar 28, 11:30am</li> <li>2. REPUBLICAN PARTY GROUP: Wed, Mar 30, 11:30am</li> </ol>
	BS Discussion	<ul style="list-style-type: none"> <li>• POST-SIMULATION DISCUSSION (both Democratic &amp; Republican groups), Mon, Apr 4, 8:00am, to Tue, Apr 5, 4:00pm</li> </ul>
	BS Quiz	<ul style="list-style-type: none"> <li>• none</li> </ul>



### Term paper

- due on or before Fri Apr 15, 4:00pm, via the BS site (for more detailed instructions, see “Term paper,” above, and in the BS site)

## Resources & policies

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate:

<https://academiccalendar.dal.ca/~Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=105&topicgroupid=27571>

### Grading, absences/lateness, and accommodations

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

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

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

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

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

### Guidelines for formatting of written work

This year, all assignments are to be submitted online, in digital form, via the BS site.

1. Please use a file format that is likely to be relatively easy for me to download and read. I use a PC, and I would strongly prefer assignments to be in Word or pdf format.
2. Please use common sense/courtesy in naming the attached file. You'd be amazed at how many students name these files "paper," and how easy it is to then mix them up, when you have a pile of 10 (or 100!) of them—especially when some of those students also haven't written their names on the paper itself. (If your file attachment is called "Document1," then I'll probably assume you have no idea how to organize files in your computer and/or you wrote the assignment in a hurry at 3am the night before it was due...) Please, as a favour to me, use the following naming convention for the files you upload to Brightspace or send by email: POLI3574 – type of assignment – your last name. If I see that you've done this, then I'll know that you were conscientious enough to read the syllabus all the way to the end, and courteous enough to follow these simple instructions, and that will put me in a favourable frame of mind when I'm grading your assignment.

### University statements

The following are official statements, and a list of relevant resources, that the university has asked all instructors to share with students:

#### *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 reading 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 reading to follow to ensure academic integrity.

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

#### *Accessibility*

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

[https://www.dal.ca/campus\\_life/academic-support/accessibility.html](https://www.dal.ca/campus_life/academic-support/accessibility.html)

#### *Student Code of Conduct*

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

[https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html)

## *Diversity and Inclusion – Culture of Respect*

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

<https://www.dal.ca/cultureofrespect.html>

## *Recognition of Mi'kmaq Territory*

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel, and support. Contact the program at [elders@dal.ca](mailto:elders@dal.ca).

## University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates) [http://www.dal.ca/academics/important\\_dates.html](http://www.dal.ca/academics/important_dates.html)
- University Grading Practices: Statement of Principles and Procedures [https://www.dal.ca/dept/university\\_secretariat/policies/academic/grading-practices-policy.html](https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html)
- Student Submission of Assignments and Use of Originality Checking Software Policy: [https://www.dal.ca/dept/university\\_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy.html](https://www.dal.ca/dept/university_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy.html)
- Classroom Recording Protocol: [https://www.dal.ca/dept/university\\_secretariat/policies/academic/classroom-recording-protocol.html](https://www.dal.ca/dept/university_secretariat/policies/academic/classroom-recording-protocol.html)
- Copyright and Fair Dealing: <https://libraries.dal.ca/services/copyright-office/fair-dealing/fair-dealing-guidelines.html>
- Student Accommodation Policy: [https://www.dal.ca/dept/university\\_secretariat/policies/academic/student-accommodation-policy-wef-sep--1--2014.html](https://www.dal.ca/dept/university_secretariat/policies/academic/student-accommodation-policy-wef-sep--1--2014.html)

## Learning and Support Resources

- General Academic Support - Academic Advising: [https://www.dal.ca/campus\\_life/academic-support/advising.html](https://www.dal.ca/campus_life/academic-support/advising.html)
- Libraries: <http://libraries.dal.ca>
- Student Health and Wellness (includes Counselling and Psychological Services): [https://www.dal.ca/campus\\_life/health-and-wellness/services-support/student-health-and-wellness.html](https://www.dal.ca/campus_life/health-and-wellness/services-support/student-health-and-wellness.html)
- Black Student Advising: [https://www.dal.ca/campus\\_life/communities/black-student-advising.html](https://www.dal.ca/campus_life/communities/black-student-advising.html)
- Indigenous Student Centre: [https://www.dal.ca/campus\\_life/communities/indigenous.html](https://www.dal.ca/campus_life/communities/indigenous.html)
- Student Advocacy Services: <http://dsu.ca/dsas>
- Dalhousie Ombudsperson: [https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html)
- Writing Centre: [https://www.dal.ca/campus\\_life/academic-support/writing-and-study-skills.html](https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html)
- Studying for Success program and tutoring: [https://www.dal.ca/campus\\_life/academic-support/study-skills-and-tutoring.html](https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html)