

POLI 3492 Political Inquiry I
Dalhousie University, Winter 2022
Wednesdays and Fridays, 4:05-5:25 p.m.
Dunn 301A

To start the semester, teaching will take place online, with synchronous meetings every Wednesday, starting on January 5, along with an asynchronous lecture that I will aim to make available by the class time on Fridays. (I suggest keeping a regular schedule and watching the asynchronous lecture during the scheduled class time). If/when we can return to in-person teaching after January 28, there will be in-person classes Wednesdays and Fridays in Dunn 310A.

Instructor: Anders Hayden
Office Hours: Office hours will take place virtually to start the semester on Mondays, 2:00 to 3:00 p.m. or by appointment.
If/when we return to in-person teaching, office hours will take place on Fridays 2:30 – 3:30 p.m., or by appointment, in Henry Hicks 358 or virtually if you prefer.
E-mail: anders.hayden@dal.ca
Tel: 902-494-6602

Course Description

This course is a general introduction to empirical research methods in political science and the social sciences more generally. It assumes no prior experience in this area. It covers a range of issues that are relevant to all kinds of empirical research, but the focus is on quantitative strategies (i.e., statistical analysis). Students will learn to understand the logic and assumptions behind statistical analyses, and gain practice with those methods to answer specific research questions using the statistical software package SPSS.

This course involves a fair amount of mathematical language, but it is really less about mathematics than it is about thinking logically about the research process and how to test knowledge claims. Assignments keep the mathematics to a minimum necessary to understand key concepts. The goal is to understand quantitative analysis as a series of strategic/analytical choices. In other words, “I have this kind of problem. Which quantitative technique should I use, and how do I interpret the results?”

Course Format: Lectures and Lab Sessions

This is primarily a lecture course. There will be some overlap between the lectures and assigned readings, which is necessary to work through some of the more challenging concepts. However, lectures do not substitute for the readings and the readings do not substitute for the lectures. Students who do the assigned reading before class will have an easier time following the lecture and will likely do better on assignments and exams. (That is the case in all courses, but particularly so in this course, given the nature of the subject matter.)

If you find media articles related to course themes—i.e., which deal with the use of statistics in political debates or other social issues—that you would like to discuss in class, you are encouraged to bring them to the instructor’s attention.

Four of the classes will be computer lab sessions (see “Weekly Themes and Readings” below), where students will work semi-independently on small assignments using SPSS software. Lab instructions will be available on the course website. Lab sessions are tentatively scheduled to take place on February 2, February 18, March 9, and March 23. *The lab schedule is subject to change*—labs may take place later than scheduled if we have not yet covered enough material in class.

Textbook, Readings on Brightspace, and Library Reserves

The course has a required book available at the university bookstore:

Buttolph Johnson, Janet, H.T. Reynolds, and Jason D. Mycoff. 2020. *Political Science Research Methods*, 9th edition. CQ Press. (Referred to below as PSRM).

The ninth edition of the textbook has been substantially revised. Some ideas are presented in a different order, while other important concepts have been excluded from the new edition. As I further discover the differences from past editions, I may add some additional reading on brightspace to supplement what is in the textbook.

I sympathize with anyone who feels that the textbook is expensive. If you want to keep costs down, you may be able to find used copies from online book retailers. However, if you buy a used copy, it will be more convenient for you if you get the ninth edition—earlier editions will be similar, but the content and required pages will not be identical. If you want to reduce costs, you may also want to consider finding someone in the class to share the book with.

Links to readings *not* in the ninth edition of the textbook will be provided on Brightspace.

Some recommended readings are taken from the books listed below, which are available on reserve in the Killam Library. (In addition to the recommended sections below, you may find the texts by Brians et al. and Berdahl & Archer text to be useful if you are looking for a more basic introduction than you will find in the textbook for some of the statistical concepts).

Brians, Craig Leonard et al. 2011. *Empirical Political Analysis*. 8th edition. New York: Pearson Longman. (An earlier edition of the text is also on reserve).

Berdahl, Loleen and Keith Archer. 2015. *Explorations: Conducting Empirical Research in Canadian Political Science*. Toronto: Oxford University Press Canada.

Van Evera, Stephen. 1997. *Guide to Methods for Students of Political Science*. Ithaca, NY: Cornell University Press.

Software and Computer Access

We will be using software called Statistical Package for the Social Sciences (SPSS). SPSS is installed on the computers in all the student computer labs on campus. SPSS is also available on computers in the Library Learning Commons (located in the Killam, Kellogg, and Sexton libraries). You can also download a copy onto your own computer from Dalhousie Software Download (<https://software.library.dal.ca/>); log in and then look for SPSS Premium for Windows (or for Mac).

Back Up Your Work!

Be careful to make back-up copies of work-in-progress and update them frequently, particularly when working with large datasets (see below). Computer problems will only be accepted as an excuse for late or incomplete assignments in truly exceptional circumstances. If you have hardware or software problems, contact the Help Desk: <http://www.dal.ca/dept/its/helpdesk.html>.

Datasets

We will work with datasets, including:

- Canadian Index of Wellbeing / Nova Scotia Quality of Life Index, Nova Scotia Quality of Life Survey 2020
- ARDA Cross-National Socio-Economic and Religion Data, drawing on UN Human Development Reports and Central Intelligence Agency World Factbook, 2011: <http://www.thearda.com/Archive/Files/Descriptions/ECON11.asp>
- United States General Social Survey 2018: <https://gss.norc.umd.edu/get-the-data/spss>
https://gss.norc.umd.edu/Documents/spss/2018_spss.zip

You will have access to these datasets on the T drive on all university computers.

TA Availability

There are no tutorial sessions for this class, but the TA will hold office hours during key times, e.g., the week before the midterm and the final week of class. (*This assumes that a TA is assigned to the class. If not, the instructor will inform you of a Plan B for grading the short assignments*).

Requirements and Grading

Short Assignments (4)	20%	Jan. 19, Feb. 2, Mar. 11, Mar. 25
Midterm	25%	February 16, in class / during class time
Preliminary outline for data analysis paper	5%	March 21
Data analysis paper	25%	April 7
Final exam	25%	Exam period, April 8-26

N.B. The requirements and grading are tentative. There are two possibilities that may require changes to be made: first, if a TA is not assigned to the course and, second, if we are unable to return to in-person teaching during the semester.

Short Assignments

There will be four short assignments. They include a set of questions designed to test your understanding of basic concepts from lectures and readings and/or to provide experience with particular techniques. Assignments will be available on Brightspace. They should be submitted online through the “Assignments” area of the website. *Due dates may be pushed back, depending on how quickly we progress through the course material.*

Assignments submitted after the due date are subject to late penalties. They must be submitted within one week of the due date (i.e., after one week the late penalty is 100%) so that graded assignments and the answer key can be released to students.

Optional Quizzes

There is a quiz associated with each chapter of the textbook, available at: <https://edge.sagepub.com/johnson9e> (click on the chapter you want and then click on “Quiz”). These quizzes are not required and will not be graded, but you may find them useful to assess your level of understanding of the main concepts. They will also be useful to review concepts before exams, although they do not cover all the ideas that you will need to know.

Midterm Exam

In-class or during class time, February 16. The exam will test the ability to understand and apply basic concepts, techniques, and methodological issues/strategies. More information on the content and format of the exam will be made available in class prior to the exam. The midterm will cover all of the material raised in lectures and assigned readings up to, and including, the class of February 11.

Final Exam

The final exam will cover material from the entire semester. The final exam period is April 8-26. *Do not make end-of-semester travel plans until you know the date of the final exam.* The Registrar’s office will release the exam schedule on February 1.

Data Analysis Paper (DAP)

Students will work in pairs to perform statistical analysis and write a report explaining their research plan and results. Each student should find his or her own partner and notify me by February 9. Students can only work on their own with special permission. In previous classes, students who worked alone often ended up with below-average grades on the DAP; it is helpful to have more than one person thinking through the issues.

The DAP is intended to test students’ capacity to apply what they have learned by identifying and pursuing a specific research problem.

Basic steps in the process:

1. Decide which **dataset** you want to work with. There are two main options to work with. The first is the ARDA Cross-National Socio-Economic and Religion dataset, which is a compilation of data on socio-economic conditions in countries around the world from various sources including the UN Human Development Reports and the CIA World Factbook. The second is the Canadian Index of Wellbeing / Nova Scotia Quality of Life Initiative Survey, which includes data on the wellbeing of people and communities across Nova Scotia. The second dataset is new to the class this year; there are some very interesting things to explore there. That said, the instructor has more familiarity with the first dataset and issues that may arise working with that data.

If you wish to work with another dataset, you should ask the instructor for permission. As you decide on a dataset, keep in mind both your interest in the subject matter of the dataset and the types of analysis that will be available given the levels of measurement of the variables (nominal, ordinal, interval or ratio).

2. Look through the data to identify **variables** that you might use to build a working hypothesis. It will help to start by looking for a *dependent variable* that seems interesting. Once you have your dependent variable, what kinds of other variables can you find in the data that might plausibly be seen to influence your dependent variable? (In other words, can you find some potential causes for your effect?)
3. Formulate a clear **hypothesis**.
4. Identify **control variables**, and **alternative hypotheses**, where appropriate.
5. Look in the scholarly **literature** for theory and research which is relevant to your hypothesis (i.e. research into the variables that affect your *dependent* variable). Do people argue about what causes variation in your dependent variable? If so, what are the rival theories? Which variables are often introduced as key independent or control variables? Where appropriate, go back and reconsider/reformulate what you have for steps 1-4, above. (If you are having trouble getting ideas for steps 3 and 4, you may find it helpful to jump to step 5 and look in the literature for possible hypotheses to test and variables to include.)
6. Think about whether any **measurement issues** might exist with your variables. What do you know about how your variable was measured? What do you not know? How might this matter?
7. Choose the right kind of statistical **analysis** for your variables—and get SPSS to do that analysis for you.
8. **Interpret** the results. Was your working hypothesis supported, or undercut, by what you found? (It's ok if your hypothesis was not supported—discovering that a hypothesis is not supported by the available evidence is a key part of the advancement of knowledge.) What does this mean in terms of theoretical debates? What does this mean in terms of policy recommendations?
9. Write up a brief **report** (approx. 2300-3400 words, not including tables and graphs), presenting and explaining your research question, strategy, and results.

Every data analysis paper should have the following components:

1. a brief statement of the research problem – explain what the issue is and why it's worth examining (approx. 150 to 200 words)
2. a brief review of relevant scholarly literature (approx. 300 to 450 words)
3. a statement of the working hypothesis or hypotheses (approx. 50 to 100 words)
4. an explanation of the research design, explicitly identifying independent, dependent, and control variables, some discussion of measurement and sampling issues, and a brief description and justification of the data analysis techniques chosen (approx. 750 to 1000 words)
5. a discussion of the data analysis results (approx. 750 to 1250 words)
6. a brief discussion of theoretical and policy implications of the results (approx. 150 to 200 words)
7. a brief agenda for further research (approx. 150 to 200 words)

These are guidelines only. You don't have to do things exactly in this order. Particular sections can be a little shorter or a little longer. The most important thing is that you cover each of these different steps and explain each step carefully.

You should run (and discuss in your DAP) at least two different version of your statistical model – an initial version and then a second one that improves the model. (If you think this is not appropriate for the particular approach that you have taken, please discuss it with the instructor.)

When writing up your report, refer to the assigned readings for the section at the end of March on “Interpreting and Presenting Your Own Results” (you may want to read ahead so that you do not leave the write-up until the last minute). You might also get some ideas about how to organize your report from the structure of other quantitative journal articles you have read, including those on the syllabus (see readings for March 4 and 18). But keep in mind that for the purposes of this course, you need to make the steps you took in the process more transparent than in most published papers (i.e., just like in high-school math, you need to show your work).

By March 21, each pair of students must hand in a short report (one-page) on their DAP progress to date, outlining the proposed question, working hypothesis, dependent and independent variables (including control variables), the statistical procedure(s) you intend to use, and a preliminary bibliography.

The final version of the DAP is due on April 7.

Late Penalties

Assignments received after the due date will be subject to a late penalty of 1% on the first day, an *additional* 2% on the second day, an *additional* 3% on the third day ... and an additional 5 % on the fifth and every subsequent day, unless appropriate written documentation is provided. (For example, a paper submitted six days late will receive a penalty of 20%, i.e. $1+2+3+4+5+5\%$). Please plan your work well ahead of time to avoid late penalties. The late penalties are phased in gradually to give you some extra flexibility. For example, if you need one more day to finish an assignment, you may decide it is worth taking the small penalty to have a little extra time, but the penalties increase substantially as the delay grows longer.

Note that the four short assignments must be submitted within one week of the due date (i.e. the late penalty jumps to 100% after 7 days), at which time graded assignments will be returned to students.

Heads Up

This is a relatively heavy course with a number of assignments and some content that may be challenging at first. It is important that you keep up with concepts along the way—**if you miss key ideas at the beginning, then it will be hard to understand the statistical methods that we cover later. You will likely feel lost and it will not be easy to catch up.** If you allow yourself to fall too far behind, failing the course will become a likely outcome. On the other hand, if you keep up with the readings and the assignments, and ask questions if anything is unclear, you should be able to do well in the course, even if you do not have any background in statistics and don’t particularly like math.

The amount of reading goes down after the first month, but it is replaced by a lot of self-guided work on the data analysis paper. It is your responsibility to manage your time effectively. **Do not leave work to the last minute.**

Deadlines for Withdrawal from Winter 2022 Courses

The deadline by which a student may withdraw without a “W” appearing on the transcript is January 28. The last day to withdraw with a “W” is March 7.

Class Schedule (subject to change)

Class 1 – Synchronous, January 5: Introduction: Why did they make you take this class, i.e., why do methods and statistics matter?

Required:

PSRM, Chapter 1, “Introduction,” pp. 1-23.

Miller, Laura. 2015. “What Are the Odds? To learn to think critically, take a statistics class.” *Slate*, August 31.

http://www.slate.com/articles/life/classes/2015/08/take_a_statistics_and_probability_class_in_college_to_improve_critical_thinking.html

Class 2 – Asynchronous, Available by January 7: What does it mean to study politics "scientifically?"

Required:

PSRM. Chapter 2, “The Empirical Approach to Political Science.” Pp. 25-44.

Keohane, Robert O. 2009. “Political Science as a Vocation.” *PS: Political Science and Politics* 42 (April):359-363.

Recommended:

Brians et al. 2011. Chapter 1, “Research as a Process,” pp. 1-15 in *Empirical Political Analysis*, 8th edition. New York: Pearson Longman.

Class 3 – Synchronous, January 12: Beginning the Research Process

Required:

PSRM, Chapter 3, “Beginning the Research Process,” pp. 49-70.

During the January 12 class, we will likely start to cover some of the points in the reading for January 14 as well. You may want to read ahead.

Class 4 – Asynchronous, Available by January 14: Hypotheses, Concepts, Variables, and Measurement

PSRM, Chapter 4, “The Building Blocks of Scientific Research,” pp. 73-96.

Recommended:

Van Evera, Stephen. 1997. Chapter 1, “Hypotheses, Laws, and Theories,” in *Guide to Methods for Students of Political Science*. Ithaca, NY: Cornell University Press.

Brians et al. 2011. Chapter 2, “Explaining the Political World: Building Theories and Hypotheses,” pp. 16-35 in *Empirical Political Analysis*. 8th edition. New York: Pearson Longman.

Class 5 – Synchronous, January 19: Population and Samples

Assignment #1 due

Required:

PSRM, Chapter 5, “Sampling,” pp. 101-118.

Class 6 – Asynchronous, Available by January 21: Research Design

Required:

PSRM Chapter 6, “Research Design: Establishing Causation,” pp. 121-133.

PSRM Chapter 9, “Quantitative Research Designs,” pp. 169-191.

Class 7 – Synchronous, January 26: Univariate Analysis I

Required:

PSRM, Chapter 11, “Making Sense of Data: First Steps,” pp. 211-237.

Class 8 – Asynchronous, Available by January 28: Univariate Analysis II / Statistical Inference

Required:

PSRM, Chapter 12, “Testing Relationships,” pp. 239-253. (The most important material for our purposes is on pp. 239-243 and 249-253. As for pp. 243-249, read these pages to get a general understanding of the concept of confidence intervals. Try to follow the math, but don’t agonize over it.)

The remainder of the schedule is based on the assumption that we can return to in-person teaching after January 28. If that is not the case, then we will continue with synchronous classes on Wednesdays and an asynchronous lecture available by class time on Friday.

February 2: LAB 1: Univariate Analysis / Bivariate Analysis I: Introduction & Crosstabs

Assignment # 2 due.

To ensure that we have time to cover enough material before you need it later in the semester to work on your papers, and to free up time later in the semester for that work, a recorded lecture will also be made available this week in addition to the lab.

Required:

PSRM Chapter 13, “Analyzing Relationships for Categorical Data,” pp. 267-289.

February 4: No Class – Munro Day

February 9: Bivariate Analysis II: Crosstabs, continued

Deadline to inform the instructor of your choice of partner for the Data Analysis Paper.

See reading or February 2.

February 11: Bivariate Analysis III: Difference of Means Tests

Required:

PSRM Chapter 12, starting with “Difference of Means Tests,” pp. 253-264.

PSRM Chapter 13, “Analysis of Variance,” pp. 299-304.

February 16: Midterm Exam, In Class / During Class Time

February 18: LAB 2: Bivariate Cross Tabs, T-Test, & Simple ANOVA

February 23 and 25: Study Break (No Classes)

March 2: Introduction to Bivariate Regression

Required:

PSRM Chapter 14, “Regression,” pp. 307-319

PSRM 8th edition, “Standardized Regression Coefficients,” pp. 496-499 [brightspace].

March 4: Bivariate Regression, continued

Required:

PSRM 8th edition, “Case Studies in Two-Variable Regression,” pp.502-511 [brightspace]

Segal, Jeffrey A. et al. 1995. “Ideological Values and the Votes of U.S. Supreme Court Justices Revisited.” *The Journal of Politics* 57(3):812-823. [This reading may be replaced with another that will be posted on brightspace.]

March 9: LAB 3: Bivariate Regression

March 11: Multivariate Analysis I: Multivariate Crosstabs

Assignment #3 due

Required:

PSRM, “Multivariate Analysis of Categorical Data,” pp. 290-298.

March 16: Multivariate Analysis II: Introduction to Multiple Regression

Required:

PSRM Chapter 14, “Regression,” pp. 319-324.

PSRM 8th edition, “Examining Residuals ... Statistical Tests,” pp. 533-538 [brightspace]

PSRM 8th edition, “Standardized Regression Coefficients,” pp. 553-558 [brightspace]

March 18: Multivariate Analysis III: Multiple Regression, continued

Required:

York, Richard, Eugene A. Rosa, and Thomas Dietz. 2003. “Footprints on the Earth: The Environmental Consequences of Modernity.” *American Sociological Review* 68:279-300. [This reading may be replaced with another that will be posted on brightspace.]

March 21: No Class, Preliminary outline for DAP due at 6 p.m.

March 23: LAB 4: Multiple Regression

March 25: Interpreting and Presenting Your Own Results

Assignment #4 due

Required:

PSRM Chapter 15, “The Research Report,” pp. 331-343.

Van Evera, Stephen. 1997. “How to Write a Paper.” Pp. 123-128 in *Guide to Methods for Students of Political Science*. Ithaca, NY: Cornell University Press.

Kirshner, Jonathan. 1996. “Alfred Hitchcock and the Art of Research.” *PS Political Science and Politics* 29(September):511-513.

N.B. For your DAPs, you might also want to review PSRM, Chapter 3, Pp. 54-69 for ideas about how to approach your literature review.

March 30: Research Ethics

In-class videos on Tuskegee, Milgram, and/or Zimbardo experiments.

Required:

Neuman, W. Lawrence and Karen Robson. 2015. “Ethics in Social Research.” Pp. 42-63 in *Basics of Social Research: Qualitative and Quantitative Approaches*. Toronto: Pearson.

April 1: TBA / Day to Catch Up on Material

April 6: Review Session for final exam

April 7: No Class / Data Analysis Paper due

Section B: University Policies, Statements, Guidelines and Resources for Support

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

<https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=81&chapterid=4424&loadusercredits=False>

University Statements

Territorial Acknowledgement:

Dalhousie University is located in Mi’kma’ki, the ancestral and unceded territory of the Mi’kmaq. We are all Treaty people.¹

¹ For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit <https://native-land.ca/>.

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.

What does academic integrity mean?

At university we advance knowledge by building on the work of other people. Academic integrity means that we are honest and accurate in creating and communicating all academic products. Acknowledgement of other people's work must be done in a way that does not leave the reader in any doubt as to whose work it is. Academic integrity means trustworthy conduct such as not cheating on examinations and not misrepresenting information. It is the student's responsibility to seek assistance to ensure that these standards are met.

How can you achieve academic integrity?

We must all work together to prevent academic dishonesty because it is unfair to honest students. The following are some ways that you can achieve academic integrity; some may not be applicable in all circumstances.

- Make sure you understand Dalhousie's policies on academic integrity (<http://academicintegrity.dal.ca/Policies/>)
- Do not cheat in examinations or write an exam or test for someone else
- Do not falsify data or lab results
- Be sure not to plagiarize, intentionally or unintentionally
- Clearly indicate the sources used in your written or oral work. This includes computer codes/programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images
- Do not use the work of another from the Internet or any other source and submit it as your own
- When you use the ideas of other people (paraphrasing), make sure to acknowledge the source
- Do not submit work that has been completed through collaboration or previously submitted for another assignment without permission from your instructor (These examples should be considered only as a guide and not an exhaustive list.)

Where can you turn for help?

If you are ever unsure about any aspect of your academic work, contact me (or the TA). Other resources:

- Academic Integrity website <http://academicintegrity.dal.ca/>
Links to policies, definitions, online tutorials, tips on citing and paraphrasing
- Writing Centre
(http://www.dal.ca/campus_life/student_services/academic-support/writing-and-study-skills.html)

Assistance with learning to write academic documents, reviewing papers for discipline-specific writing standards, organization, argument, transitions, writing styles and citations

- Dalhousie Libraries Workshops (<http://libraries.dal.ca/>)

Online tutorials, citation guides, Assignment Calculator, RefWorks

- Dalhousie Student Advocacy Service (<http://studentservices.dal.ca/services/advocacy.html>)

Assists students with academic appeals and student discipline procedures.

- Senate Office (<http://senate.dal.ca/>)

List of Academic Integrity Officers, discipline flowchart, Senate Discipline Committee

What will happen if an allegation of an academic offence is made against you?

As your instructor, I am required to report every suspected offence. The full process is outlined in the Faculty Discipline Flow Chart

(https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/FDPflowchartSEpt2016.pdf) and includes the following:

- Each Faculty has an Academic Integrity Officer (AIO) who receives allegations from instructors

- Based on the evidence provided, the AIO decides if there is evidence to proceed with the allegation and you will be notified of the process

- If the case proceeds, you will receive a PENDING grade until the matter is resolved

- If you are found guilty of an offence, a penalty will be assigned ranging from a warning, to failure of the assignment or failure of the class, to expulsion from the University. Penalties may also include a notation on your transcript that indicates that you have committed an academic offence.

If you have any questions about academic integrity and plagiarism, please ask.

Accessibility

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus 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, NL).

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Study Accessibility Centre:

https://www.dal.ca/campus_life/academic-support/accessibility.html

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

Student Code of Conduct

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

https://www.dal.ca/dept/university_secretariat/policies/student-life/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. Dalhousie is strengthened in our diversity and dedicated to achieving equity. We are committed to being a respectful and inclusive community where everyone feels welcome and supported, which is why our university prioritizes fostering a culture of diversity and inclusiveness. Read more: <https://www.dal.ca/cultureofrespect.html>

University Policies and Programs

Important Dates in the Academic Year (including add/drop dates)

http://www.dal.ca/academics/important_dates.html

Dalhousie Grading Practices Policy

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

Sexualized Violence Policy https://www.dal.ca/dept/university_secretariat/policies/human-rights---equity/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

Student Health & Wellness Centre 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)

Indigenous Student Centre https://www.dal.ca/campus_life/communities/indigenous.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 or 902-494-6803.)

<https://medicine.dal.ca/departments/core-units/global-health/diversity/indigenous-health/elders-in-residence.html>

Black Student Advising Centre: https://www.dal.ca/campus_life/communities/black-student-advising.html

International Centre https://www.dal.ca/campus_life/international-centre.html

South House Sexual and Gender Resource Centre <https://southhousehalifax.ca/>

LGBTQ2SIA+ Collaborative - <https://www.dal.ca/dept/hres/education-campaigns/LGBTQ2SIA->

[collaborative.html](#)

Library <http://libraries.dal.ca>

Copyright Office <https://libraries.dal.ca/services/copyright-office.html>

Dalhousie 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

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

Study Skills/Tutoring: https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html

Faculty or Departmental Advising Support: See <https://www.dal.ca/faculty/arts/programs.html> for links to departmental websites and information about advising