



**DALHOUSIE
UNIVERSITY**

Department of Political Science
POLI 3220
Intergovernmental Relations in
Canada
Winter 2024: January 8-April 9

RECOGNITION OF MI'KMAQ TERRITORY

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

The [Elders in Residence program](#) provides students with access to First Nations Elders for guidance, counsel and support. Visit the office in the Indigenous Student Centre, 1321 Edward Street, or email Elders@dal.ca.

Contact Information:

Instructor: Darryl C. Eisan, MA

Office Hours: Before class or via an MS Teams Appointment

E-mail: deisan@dal.ca

Telephone: 902.430.7363

Class Days and Time: Monday – 1735-2025

Class Location: Studley MCCAIN ARTS&SS 2102



Pre-Requisites for Course:

POLI 2210.03 or POLI 2220.03 recommended.

Course Communication:

Please check Brightspace daily for:

- Course Syllabus
- Weekly Materials (Overview, Learning Outcomes, Required Readings, PowerPoint Slides, Videos, Key Terms)
- Announcements
- Writing Assignments
- Etc.

When sending me e-mails, I request that you put the course code in the subject line, i.e., POLI 3220.

I will make every effort to respond to e-mails within 24-hours on weekdays.

If your issue is of an urgent nature, do not hesitate to call me. No text messages!

Remember that university prepares you for the working world, so please strive to be professional in your communications with me.

Please refer to me as ‘Darryl.’

Ensure that your Banner e-mail address is up to date.

Brief Teaching Philosophy Statement:

I was and continue to be drawn to teaching at the university level because it is an excellent complement to my professional responsibilities with the Government of Nova Scotia. Moreover, the opportunity to provide students with practical, real-life perspectives on how government organizations work is a direct benefit to the university, our city, province, and country. Assisting youth is my prime motivator to teach, and it provides me with significant personal and professional satisfaction. Teaching at the university level keeps me up to date on current literature and research, and I am also energized by being on campus, interacting with students and networking with faculty. I am challenged by today's students and encouraged by their depth of knowledge.

I teach with a great deal of enthusiasm in the hope that this will inspire my students. I also want to be as engaging as possible, because I want students to be stimulated by the course content and not preoccupied with their smart phone devices or other distractions. This approach has resonated with my students and my attendance figures are consistently high. I want my students to become good writers, to feel comfortable in participating in class discussion and small group activities and presentations. I balance this strategy with practical examples that I draw on from my career in the Nova Scotia Public Service.

I strive to treat all students with respect and to be sensitive to their opinions. This approach is critical in gaining the respect of your students and maintaining a high level of credibility in the classroom. I make every effort to be available to students outside of the classroom and I regularly encourage students to communicate with me with course related questions. I enjoy interacting with my students and getting to know them. This in my view is one of the more gratifying elements of teaching in a university.

Course Description:

Per the Dalhousie Undergraduate Academic Calendar, this course will examine the territorial division of political and administrative power and the nature of relations between governments which result from such a division of power, including federal-provincial-municipal or “tri-level” relations. Specific topics will include the role of the courts in constitutional interpretations, the instruments of “fiscal federalism” (including equalization payments, conditional grants, tax sharing arrangements and shared cost programs), administrative relationships and the concept of “executive federalism”.

Learning Objectives:

POLI 3220 aims to:

- familiarize students with the nature and exercise of intergovernmental relations in Canada.
- introduce students to the current political trends, policy issues and public administration in Canadian intergovernmental relations.
- examine both the formal and informal relations between the federal and provincial governments of Canada, as well as the effect these relations have on Canadian politics and public policies.
- provide students with a practical approach to working within the constraints and opportunities presented by Canadian federalism
- cultivate student confidence and skills for conducting research and writing essays.

Description of Class Format:

POLI 3220 will be a combination of lecture and seminar using PowerPoint Slides that will outline the material, emphasize essential information and focus on key concepts, principles, and ideas.

POLI 3220 will comprise regular and meaningful interaction between the students and the Professor. As such, students are to prepare by completing the recommended readings and actively participate in class discussions.

Students are encouraged to approach the Professor with any questions and / or concerns at any time.

Learning Management System Site Information:

We will use this online course space <https://dal.brightspace.com/d2l/home/307546>.

Sign in with your NetID and password and look for the course: “POLI 3220 Canadian Intergovernmental Relations”.

If you have trouble logging into Brightspace or have questions about how to use it, please contact the Help Desk at helpdesk@dal.ca.

More information on Brightspace can be accessed here:
https://www.dal.ca/academics/online_learning/getting-started-.html.

Learning Materials:

Required

1. Gregory J. Inwood, *Understanding Canadian Federalism: An Introduction to Theory and Practice*. Toronto: Pearson, 2013 - available via Reserve at Killam Memorial Library and Amazon - <https://www.amazon.ca/Understanding-Canadian-Federalism-Introduction-Practice/dp/0137081480>.
2. Additional required readings may be placed on Brightspace.

Supplemental

1. Gregory J. Inwood, Carolyn M. Johns, and Patricia L. O'Reilly, *Intergovernmental Policy Capacity in Canada. Inside the Worlds of Finance, Environment, Trade, and Health*. Montreal and Kingston: McGill-Queen's University Press, 2011.
2. Herman Bakvis, Gerald Baier and Douglas Brown (eds.), *Contested Federalism. Certainty and Ambiguity in the Canadian Federation, Second Edition*. Don Mills: Oxford University Press, 2019.
3. Herman Bakvis and Grace Skogstad (eds.), *Canadian Federalism. Performance, Effectiveness, and Legitimacy, Third Edition*. Don Mills: Oxford University Press, 2012.

Helpful Websites

1. Assembly of First Nations - <https://afn.ca/>
2. Canadian Intergovernmental Conference Secretariat - <https://www.scics.ca/>
3. CBC Archives - <https://www.cbc.ca/archives>
4. Council of the Federation - <https://www.canadaspremiers.ca/>
5. Department of Finance Canada - <https://www.canada.ca/en/department-finance.html>
6. Historica Canada - <https://www.historicacanada.ca/>
7. Institute for Research on Public Policy - <https://irpp.org/>
8. Institute of Intergovernmental Relations - <https://www.queensu.ca/iigr/>
9. Library of the Canadian Parliament - https://lop.parl.ca/sites/PublicWebsite/default/en_CA/
10. Policy Options - <https://policyoptions.irpp.org/>
11. Privy Council Office (PCO) - <https://www.canada.ca/en/privy-council.html>
12. Supreme Court of Canada - <https://www.scc-csc.ca/home-accueil/index-eng.aspx>
13. The Council of Atlantic Premiers (CAP) - <https://cap-cpma.ca/>

Course Assessments:

Course Requirement	Due Date	% of Final Grade
INTRODUCTORY		3%
Self-Introduction	January 19	3%
PARTICIPATION AND ENGAGEMENT		7%
Participation and Engagement	Assessed Throughout Term	7%
CLASS ATTENDANCE		5%
Class Attendance	Assessed Throughout Term	5%
INDIVIDUAL WRITING ASSIGNMENT		15%
Media Analysis	February 9	15%
MEETING OF THE COUNCIL OF THE FEDERATION (CoF)		20%
Issue Identification	March 1	2%
Class Presentation	April 1	5%
Briefing Notes	April 3	10%
Peer Assessment	April 4	3%
EXAMS		50%
Mid-term Exam	February 12 - In-class	20%
End of Term Exam	During Formal Examination Period April 11-23	30%
TOTAL		100%

INTRODUCTORY

Self-Introduction - January 19 - 3%

Introduce yourself to me and make it interesting!

This Assignment is to be presented in paragraph form, be at least one–page in length, include a recent photo, i.e., a headshot (if you wish), and ideally address the following:

1. Name, number of years in university and number of years since high school graduation.
2. Where are you from?
3. What contribution do you want to make to your community, society, family, etc.?
4. Why are these contributions important to you?
5. What types of extracurricular activities are you involved in?
6. Aside from attaining a good grade, what are your expectations for POLI 3220?
7. Any issues / topics you would like to see addressed?
8. What could the Professor do to support your learning and contribute to your academic success in POLI 3220?
9. What media stories have you been following recently? (Minimum of three examples)
10. Confirm that you have read the Course Syllabus and accept it as the Learning Contract for POLI 3220.

PARTICIPATION AND ENGAGEMENT

Participation and Engagement - Assessed throughout the Term - 7%

POLI 3220 will comprise regular and meaningful interaction between the students and the Professor. Our time in class provides opportunity to actively engage with the material we are exploring, and participation during class is important because it is an important avenue for learning. So, I encourage you to be active in every class session.

The participation grade serves to credit you with the effort and work you are putting into the class in and out of the classroom. However, I do understand that you all have different levels of comfort regarding speaking in class. Participation will thus be counted as speaking to the whole group, in smaller groups, and completing in-class activities.

Students should try to be knowledgeable of current affairs as they relate to the course material. Current issues discussed in class are examinable material. You may positively affect your Participation and Engagement grade by:

1. Making effective comments that raise overall level of discussion and set examples for others. (Comments that are off task and disruptive will negatively affect your grade).
2. Asking thoughtful questions that will enhance discussion and engage peers.
3. Asking questions when you don't understand or would like a second explanation. Often there are others that will benefit as well.
4. Listening carefully to, supporting, and engaging your peers in discussion. This will essentially improve other's learning experience and your own.
5. Attending class and actively participating in a meaningful way.
6. Preparing for each class.
7. Being respectful and kind towards every person in the class.

CLASS ATTENDANCE

Class Attendance - Assessed throughout the Term - 5%

I expect you to attend all class sessions unless you are ill or have a valid reason for missing. I plan to track class attendance to help me understand how and when students are engaging in the course.

You may positively affect your Attendance grade by:

1. Attending class regularly.
2. Letting me in know in advance if you're going to be absent and stating the reason why.
3. Arriving on time.
4. Not leaving class early.
5. Not interrupting the class / lecture by wandering in and out of the classroom.
6. Signing the attendance sheet.
7. Not signing someone else's name on the attendance sheet.
8. Signing the attendance sheet only if you have attended the entire class.

INDIVIDUAL WRITING ASSIGNMENT

Media Analysis - February 9 - 15%

Your task is to research current events in the media that are directly related to “Intergovernmental Relations in Canada” and to develop a Media Analysis.

Specifically, you are to:

1. Pick one of the following media sources:
 - <http://www.cbc.ca/>
 - <https://www.ctvnews.ca/>
 - <https://globalnews.ca/>
 - <https://nationalpost.com/>
 - <http://www.theglobeandmail.com/>
 - <http://thechronicleherald.ca/>
2. Log on to your chosen web site and search for titles that incorporate “Intergovernmental Relations in Canada” or some variation and record how many ‘Results’ you get.
3. Pick **five** of the 2023 or 2024 results of your search and create a Media Analysis that relates to “Intergovernmental Relations in Canada” or some variation.
4. Each Assignment is to include:
 - An Executive Summary
 - At least three-quarters of a page single spaced in length that provides an overview of your Media Analysis.
 - A review of each individual article
 - Full-page in length single spaced that includes:
 1. A succinct summary of the article – no more than a quarter of a page in length single-spaced.
 2. An explanation / analysis that captures how the thrust of the article directly relates to the course material of POLI 3220 – at least three quarters of a page in length single spaced for each individual article.
 - A Conclusion
 - At least three-quarters of a page single spaced in length that summarizes what you learned from this Assignment.

MEETING OF THE COUNCIL OF THE FEDERATION (CoF)

Issue Identification (February 26, 2%), Class Presentation (5%, April 1), Briefing Notes (10%, April 3) and Peer Assessment (3%) = 20%

The Council of the Federation (CoF) comprises all first ministers (Premiers and Territorial leaders) except the Prime Minister. The CoF is the only senior national intergovernmental body that meets on a regular basis, and it attracts considerable media attention.

Students are to prepare a Premier for the meeting and identify two public policy issues that are important to that respective province/territory. As such, this course requirement will require students to form 13 teams - ideally by January 15 - and each team will select a Premier or Territorial Leader to represent them at the CoF meeting on April 1.

Specific requirements are:

A. Issue Identification - February 26 - 2%

- The identification of **two** intergovernmental issues by February 26 that are of current relevance to the province / territory you are representing.
- It is expected that each team outline the two issues in a paper no longer than 1,000 words in length.
- The two issues should ideally fall within these thematic areas:
 - Canada-U.S. Relations
 - Environment
 - Federal Transfers
 - Health Care
 - Indigenous Peoples
 - Social Policy

B. Class Presentation - April 1 - 5%

- Provinces / territories will present their two intergovernmental issues in class during a mock CoF Meeting on April 1.
- The expectation here is not for a comprehensive presentation but rather to identify the main thrust of each issue and how the premier and his/her senior staff members should strategically address it at the CoF Meeting.
- Students are encouraged to be innovative and use whatever means they wish to enhance their presentation.

C. Briefing Notes - April 3 - 10%

- Each Briefing Note is to be no longer than two pages in length and must follow this format:
 - Issue
 - Key Messages *{Three to five talking points for use by the Premier during media interviews}*
 - Current Situation *{A description of the issue or situation, indicating current action underway}*
 - Background *{History of the issue including any related issues}*
 - Recommendation/Advice *{Includes what staff would suggest needs to be done in response to the issue/situation - could include options for Premier if appropriate}*

D. Peer Assessment - April 4 - 3%

- Students will complete a Peer Assessment that provides ‘confidential’ feedback in the form of grading and comments of your fellow group member (s) regarding their contribution to the Assignment.

EXAMS

Mid-term - February 12 - 20% - In-class

End of Term Exam - During Formal / Official Examination Period - April 11-23 - 30%

The Mid-term and End of Term Exams **will most likely** comprise Multiple Choice, True and False, Short Answer and Essay type questions.

The Mid-term Exam will cover material up to and including February 5.

The End of Term Examination is cumulative.

No travel arrangements are to be made that interfere with the writing of either the Mid-term or End of Term exams.

Grading of Written Work:

Written work will be assessed against the following criteria:

Elements	Criteria
<i>Thesis</i>	<ul style="list-style-type: none"> - Clearly stated, creative, original, and insightful. - Presents a Point of View (POV) based on a critical analysis of factual evidence and relevant theory.
<i>Background, Course Content, Research, and Analysis</i>	<ul style="list-style-type: none"> - Contains relevant background information. - Draws upon course readings, lecture material, external sources, and other research. - Includes a critical analysis of the sources used.
<i>Conclusions</i>	<ul style="list-style-type: none"> - Are clear, creative, and insightful. - Contain a clear, cogent reiteration of and support for the central points of the thesis.
<i>Writing Style and Essay Structure</i>	<ul style="list-style-type: none"> - Essay is very well organized. - Central ideas are presented very clearly, cogently, and effectively. - There is critical analysis and integration of ideas throughout the paper.
<i>Grammar and Mechanics</i>	<ul style="list-style-type: none"> - Written in MS-Word. - All sources are cited accurately using APA style. - Inclusive of a separate title page. - Minimal spelling, punctuation, and grammatical errors. - Respects minimum and maximum word counts. - Type-written. - Single-spaced. - 12-pt Times New Roman font. - One-inch-wide margins on all four sides. - Pages are numbered.

Due Dates and Late Assignments:

All Assignments are to be submitted in MS-Word (**not as a pdf document, or in pages, etc.**) and to Brightspace by 11:59 PM ADT the day they are due.

The required format for electronic submissions should include the student's first name, last name, and assignment name. For example, john_smith_essay#1 is the acceptable format.

If you are concerned that your Assignment was not successfully uploaded to Brightspace, e-mail your work directly to me before the deadline. It is the student's responsibility to double check their file uploads.

Students are responsible for knowing the due dates for all Assignments and Exams.

Deadline extensions or make-up assignments will not be given.

Drop Dates:

Last day to add/drop classes – January 22

Last day to drop without a “W” – February 6

Last day to drop with a “W” – March 6

Ground Rules:

1. To encourage free and open class discussions, I ask that students be open to, and respectful of, diverse perspectives, and offer comments or feedback in a constructive fashion. I also ask that any personal student experiences shared during the course be held in confidence.
2. Please refrain from having side-bar conversations during class.
3. Mobile phones and other communication devices are not to be used in class and should be turned off prior to entering the classroom. Texting in class is distracting to others and rude to the Professor and to your fellow classmates.
4. Laptops are NOT to be used for web browsing, messaging, entertainment, paper-writing for other classes, or for any purpose other than to learn the material in this class. If you distract the instructor or fellow students with your laptop, you may be asked to leave the class.
5. Students may bring beverages and food to class, but please be mindful of nut allergies and of disturbing classmates with noisy packaging, etc. Please also refrain from wearing scented hair or body products as many people are sensitive and/or have allergies to the chemicals found in these products. No food is allowed during exams.

6. Students who have special needs with respect to learning, physical disabilities, and cultural issues should speak with me at the beginning of the course so that any necessary accommodations may be arranged.
7. Please check the Dal website for weather-related cancellations. If on account of illness or other significant issue I need to cancel a class, I will e-mail students using the email address provided via Brightspace.

In addition, the following are considered unethical behaviours in this course:

1. Lobbying me for a certain grade.
2. Asking for extra assignments or different weightings for the purpose of raising your grade.
3. Making fraudulent excuses to postpone / request extensions for assignments or exams.
4. Having someone impersonate you, do your work for you, or sign your name on work you did not do.

Weekly Schedule:

This section presents an *ideal* weekly schedule identifying course topics, recommended readings, course assessments, etc.

Week 1 - January 8

- **Topic:** *Course Orientation*
 - Preparatory Materials: review the Course Syllabus and the expectations for POLI 3220.

- **Topic:** *Understanding Canadian Federalism*
 - Preparatory Materials: Inwood, chapter 1, pp. 1-22

Week 2 - January 15

- **Topic:** *The Political Economy of Pre-Confederation Canada: The Long Road to Federalism and The Political Economy of Post-Confederation Canada*
 - Preparatory Materials: Inwood, chapter 2, pp. 23-39 and chapter 3, pp.40-62

- **Note:** *Self-Introduction due by 11:59 PM AST, Friday, January 19*

Week 3 - January 22

- **Topic:** *The Evolution of Intergovernmental Relations and Federal-Provincial Conflict*
 - Preparatory Materials: Inwood, chapter 4, 63-82

Week 4 - January 29

- **Topic:** *The Rise of Executive Federalism*
 - Preparatory Materials: Inwood, chapter 5, pp. 83-104

Week 5 - February 5

- **Topic:** *Conflict Resolution, Judicial Review, and Intergovernmental Accords and Agreements*
 - Preparatory Materials: Inwood, chapter 6, pp. 105-118

- **Note:** *Individual Writing Assignment - Media Analysis due by 11:59 pm AST, Friday, February 9*

Week 6 - February 12

- **Topic:** *Mid-term Exam, in-class*

Week 7 - February 19-23 - Winter Study Break - No Classes

Week 8 - February 26

- **Topic:** *The Political Cultures of Canadian Federalism*
 - Preparatory Materials: Inwood, chapter 7, pp. 118

- **Note:** Issue Identification *due by 11:59 pm AST, Friday, March 1*

Week 9 - March 4

- **Topic:** *Québec*
 - Preparatory Materials: Inwood, chapter 8, pp. 144-166

Week 10 - March 11

- **Topic:** *Aboriginal Governance and Federalism*
 - Preparatory Materials: Inwood, chapter 9, pp. 167-188

Week 11 - March 18

- **Topic:** *Money Matters: Fiscal Federalism*
 - Preparatory Materials: Inwood, chapter 10, pp. 189-212

Week 12 - March 25

- **Topic:** *Intergovernmental Policy (In) Capacity*
 - Preparatory Materials: Inwood, chapter 11, pp. 213-228

Week 13 - April 1

- **Topic:** *Meeting of the Council of the Federation (CoF)*

- **Topic:** *Catch-up and Review*

- **Note:** End of Term Exam - During Formal / Official Examination Period - April 11-23

[Dalhousie is scent free](#) - Thank you for helping us all breathe easier!

Appendix

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 ([University Regulations](#), [Academic Regulations](#))

Grade Scale and Definitions

Grade	Grade Point Value		Definition	
A+	4.30	90-100	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
A	4.00	85-89		
A-	3.70	80-84		
B+	3.30	77-79	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
B	3.00	73-76		
B-	2.70	70-72		
C+	2.30	65-69	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
C	2.00	60-64		
C-	1.70	55-59		
D	1.00	50-54	Marginal Pass	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of "C" or "C+" is required).
F	0.00	0-49.9	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.

INC	0.00	Incomplete
W	Neutral and no credit obtained	Withdrew after deadline
ILL	Neutral and no credit obtained	Compassionate reasons, illness
P	Neutral	Pass
TR	Neutral	Transfer credit on admission
Pending (PND)	Neutral	Grade not reported

University Grading Practices

The [Grading Practices Policy](#) outlines the university's commitment and professors' responsibilities on how grading will be achieved. The policy applies to all credit-bearing courses at both the undergraduate and graduate levels at the university.

Academic Integrity:

At Dalhousie University, we are guided in all our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect (The center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all 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.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize, and cite information for use in assignments is called being “information literate”. Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries’ online [Citing & Writing](#) tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat’s [Academic Integrity](#) page.

Please note that Dalhousie subscribes to a plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course, students should read the Policy on [Intellectual Honesty](#) contained in the Calendar.

Furthermore, the University’s Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

ACCESSIBILITY

The Student Accessibility Centre (Halifax Campus) and the Student Success Centre (Agricultural Campus) are Dalhousie’s centres of expertise on student access, inclusion, and accommodation support. We work collaboratively with students, faculty, and staff to create an inclusive educational environment for students.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the [Student Accessibility Centre](#) (dal.ca/access) and/or make arrangements to discuss with the instructor.

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

STUDENT CODE OF CONDUCT

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

DIVERSITY AND INCLUSION – Culture of Respect

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

Learning and Support Resources:

- [Undergraduate Advising Office](#)
- [Writing Centre](#)
- [Studying for Success Program](#)
- [Indigenous Students](#)
- [Black Students](#)
- [International Students](#)
- [LGBTQ2SIA+ Collaborative](#)
- [Student Health & Wellness](#)
- [Human Rights and Equity Services](#)
- [Dalhousie Student Advocacy Services](#)
- [Dalhousie Ombudsperson](#)
- [Fair Dealing Guidelines](#)
- [Dalhousie University Libraries](#)
- [Copyright Office](#)
- [E-Learning website](#)