

## DALHOUSIE UNIVERSITY DEPARTMENT OF POLITICAL SCIENCE

### Political Science 3315:03 – African Politics (Winter 2024)

Mondays: Studley McCain Arts & SS 2102

Instructor: Dr. Peter Arthur; Office: Henry Hicks 361; Phone: (902-494-6630), email: [parthur@dal.ca](mailto:parthur@dal.ca)

Office hours: Mondays & Wednesday, 10.30 -11.25am or by appointment

There is a Course Brightspace page and all communications from the instructor will be via Brightspace announcements and postings or emails to your official Dalhousie email. I will also be available to meet with students in-person during the office hours or by appointment on Microsoft Teams. Instructions on how to use Microsoft Teams are available in the Orientation section of Brightspace.

This course, ‘governed by the academic rules and regulations set forth in the University Calendar and the Senate,’ focuses on the contemporary political economy of Africa. It begins with an overview of the political and economic change in African states and the issues of development since independence up to the contemporary context of ‘globalization’ and the position of Africa in the capitalist world system. This leads to an extended analysis of the multi-faceted crisis that overwhelmed most African states during the 1980s: debt and structural adjustment, foreign aid and investment, industrialisation, and agriculture and food shortages. We will extend this into a consideration of the resulting general crisis of the nation-state in Africa and problems of political reform and democratisation. We will end with a consideration of the political and economic alternatives open to African countries in the opening decades of the twenty-first century.

### Course Structure

The course is organized around a weekly three-hour seminar. It is expected that each student will have completed the assigned readings prior to the class meetings and will participate actively in the seminar discussions. In addition, each student will be responsible, at least once, during the term for leading seminar discussions. Where two or more students will lead seminar discussions, there should be some co-ordination prior to class to avoid redundancy. Each student will be assigned **15 minutes** for a presentation. The presentations should be based primarily on the assigned readings, but additional material should also be consulted. Keep in mind that leading a seminar presentation is **NOT merely summarizing** the assigned readings. A good presentation requires an awareness and knowledge of the author’s main argument and a brief **assessment** of the strengths and weaknesses of the author’s central argument or concepts. Comment here on whether the authors’ evidence really supports what they set out to do and their conclusions. Say why you agree or disagree with their argument and conclusions, drawing on questions and issues that have been raised in other readings, lectures, and/or discussions from the course. Finally, the presentation should involve identifying the key issues that deserve discussion, preferably in the form of questions that can generate debate and reflection. There would also be an in-class mid-term test on **February 12, 2024**, based on topics discussed by then. Also, each student should write one short

‘position’ paper/critique/self-reflection (2 pages) in which you take a stance vis-à-vis the assigned material. Students’ review must be based on the assigned required readings for **February 26<sup>th</sup> to March 18, 2024**. The position/self-reflection paper must focus on the substantive topic of that week’s readings (so, for example, if you turn in a paper on February 26<sup>th</sup>, 2024, it must focus on **ECONOMIC DECLINE, THE SEARCH FOR EXPLANATIONS & ECONOMIC REFORMS/STRUCTURAL ADJUSTMENT PROGRAMMES (SAPs)**). On the other hand, if you submit your review on **4<sup>th</sup> March 2024**, it should be on the readings assigned for the topic of **FOREIGN AID, DEBT RELIEF AND DEVELOPMENT**). In the position paper, you would be expected to select **any one of the required readings**, identify the central questions, main points, concepts and reflect on the arguments made. Rather than analyzing all the ideas that the authors present, you should focus in depth on one or two significant questions. Keep in mind that a position paper or critique is not the same as a summary. A good synthesis of a text requires an awareness and knowledge of the author’s style of thinking, not just the facts that are presented to support an argument. Finally, each student would write a major research paper, (after consulting the instructor) on an aspect or sub-theme of one of the broad topics discussed in class and should conform to standard academic style and format. The papers are due on **1<sup>st</sup> April 2024**. **Late papers will be penalised 2% per working day.**

### Evaluation

**Attendance and Participation:** (Students are expected to read the assigned works closely and will be graded throughout the course on both their knowledge of the material and their contributions in the seminar discussions). 15%

**Seminar Presentation** 10%

**Mid-term test (February 12, 2024)** 35%

**Position Paper/Critique (Due on Brightspace) (Feb 26 to March 18)** 10%

**Research Paper (due on Brightspace on 1<sup>st</sup> April 2024)** 30%  
(10 pages, double-spaced)

The grading thresholds are as follows for undergraduates:

90-100 = A+	77-79 = B+	65-69 = C+	50-54 = D
85-89 = A	73-76 = B	60-64 = C	below 50 = F
80-84 = A-	70-72 = B-	55-59 = C-	

In order to receive a final grade for the course, each student must complete all five components of the course.

**Please note that the deadline by which a student may withdraw without a ‘W’ is 6<sup>th</sup> February 2024, and 6<sup>th</sup> March 2024 with a ‘W’ (early deadline: 22<sup>nd</sup> January 2024).**

### Required Readings

The readings for the course are available on the Course’s Brightspace page.

## **TOPICS AND ASSIGNMENTS**

### **Class One (January 8<sup>th</sup>): INTRODUCTION TO THE COURSE & ORGANIZATIONAL MEETING**

### **Class Two (January 15<sup>th</sup>) INTRODUCTION TO THE REGION, RISE OF NATIONALISM & IMPACT OF COLONIALISM:**

#### **Required Readings:**

Peter Schraeder (2004), **African Politics and Society: A Mosaic in Transformation**, 2<sup>nd</sup> edition, Belmont, CA: Wadsworth/Thomson, chapters 3, 4, pp. 49-99.

Stelios Michalopoulos and Elias Papaioannou (2020). Historical Legacies and African Development. **Journal of Economic Literature**, Vol. 58, No. 1, pp.53-128.

#### **Recommended:**

Grier, Robin, (2007), "Colonial legacies and economic growth," in William Moseley (ed) **Taking Sides: Clashing Views on African Issues**, Dubuque, Iowa: McGraw Hill, pp. 65-67.

Crawford Young (1995), "The Heritage of Colonialism," in Donald Rothchild & John Harbeson (eds), **Africa in World Politics**, Boulder, CO: Westview Press, pp. 23-42.

Rodney, Walter, "The Unequal Partnership Between Africans and Europeans," in Walter Rodney, **How Europe Underdeveloped Africa**, pp. 135-147.

Edie, Carlene, **Politics in Africa: A New Beginning?** Toronto: Wadsworth, 2003, pp. 47-64.

Boahen, A. A. (1987), **African Perspective on Colonialism**, Baltimore, Maryland, pp. 95-112.

Mamdani, Mahmood, **Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism**, Princeton, NJ: Princeton University Press, 1996, pp. 3-61, 285-301.

### **Class Three (January 22<sup>nd</sup>) DEVELOPMENT THEORY & AFRICAN INDUSTRIALIZATION**

#### **Required**

Parpart, Jane & Veltmeyer, Henry (2004), "The development project in theory and practice: A review of the shifting dynamics," **Canadian Journal of Development Studies**, vol. 25, No. 1, pp. 39-59.

McMillan, Margaret, and Albert Zeufack (2022). "Labor Productivity Growth and Industrialization in Africa." **Journal of Economic Perspectives**, 36 (1): 3-32.

Lawrence, Peter (2005), "Explaining sub-Saharan Africa's manufacturing performance," **Development and Change**, 36 (6), pp. 1121-1141.

### **Recommended:**

Dagdeviren, H. & Mahran, H. A. (2010), “A tale of industrial stagnation from Africa,” **International Review of Applied Economics**, 24, 4, pp. 495-510 (**Available online at Novanet**).

Eversole, Robyn (2012), “Remaking participation: challenges for community development practice,” **Community Development Journal**, Vol. 47, Issue 1, pp. 29-41 (**Available online at Novanet**).

Matthews, Sally (2004), “Post-development theory and the questions of alternatives: a view from Africa,” **Third World Quarterly**, 25, 2, pp. 373-384 (**Available online at Novanet**).

Cavalcanti, Joabe, (2007), “Development versus enjoyment of life: A post-development critique of the developmentalist worldview,” **Development in Practice**, 17, 1, pp. 85-92.

### **Class Four (January 29<sup>th</sup>) AGRICULTURE, FOOD PRODUCTION, FOOD SECURITY AND THE CRISIS OF RURAL SOCIETY**

#### **Required Readings**

Bates, Robert, “Governments and Agricultural Markets in Africa,” in R. Bates (ed), **Toward a Political Economy of Development**, Berkeley: University of California Press, 1988, pp. 331-358.

Bjornlund, V., Bjornlund, H. & van Rooyen, A. (2022). Why food insecurity persists in sub-Saharan Africa: A review of existing evidence. **Food Security**, 14, 845–864.

Ademola A. Adenle, Hossein Azadi & Louise Manning (2018), “The era of sustainable agricultural development in Africa: Understanding the benefits and constraints,” **Food Reviews International**, 34, 5, pp. 411-433.

### **Recommended:**

Calzadilla, Alvaro et al. (2013), “Economy wide impacts of climate change on agriculture in sub-Saharan Africa,” **Ecological Economics**, 93, 150-165.

Connolly-Boutin, L. & Smit, B. (2016), “Climate change, food security, and livelihoods in sub-Saharan Africa,” **Regional Environmental Change**, 16, 2, pp. 385-399.

Rachel Schurman (2018), “Micro(soft) managing a ‘green revolution’ for Africa: The new donor culture and international agricultural development,” **World Development**, 112, 180-192.

Pedro Conceição et al. (2016), “Towards a food secure future: Ensuring food security for sustainable human development in Sub-Saharan Africa,” **Food Policy**, 60, 1-9.

Steven Haggblade (2013), “Unscrambling Africa: Regional Requirements for Achieving Food Security,” **Development Policy Review**, 31, 2, pp. 149-176.

## **Class Five (February 5<sup>th</sup>) WOMEN, POLITICS AND DEVELOPMENT**

### **Required Readings**

Ette, M., & Akpan-Obong, P. (2023). Negotiating Access and Privilege: Politics of Female Participation and Representation in Nigeria. **Journal of Asian and African Studies**, 58(7), 1291-1306. <https://doi.org/10.1177/00219096221084253>

Jenna Blankenship & Paul Kubicek (2018), "Democratization and Gender Equality in Sub-Saharan Africa," **The Journal of the Middle East and Africa**, 9:1, 27-50.

Cosima Meyer & Britt Bolin, (2022). Power in the Post-Civil War Period: The Effect of Armed Conflict and Gender Quotas on Women in Political Leadership Positions, **Journal of Global Security Studies**, Volume 7, Issue 4, ogac009, <https://doi.org/10.1093/jogss/ogac009>

### **Recommended**

Agbalajobi, Damilola Taiye (2010), "Women's participation and the political process in Nigeria: Problems and prospects," **African Journal of Political Science and International Relations**, vol.4, issue 2, pp. 75-82.

Liu, S. & Banaszak, L. (2017). Do government positions held by women matter: A cross-national examination of female ministers' impacts on women's political participation, **Politics & Gender**, 13 (1), pp. 132-162.

Clayton, A. (2015). Women's political engagement under quota-mandated female representation: evidence from a randomized policy experiment, **Comparative political studies**, 48 (3), 333-369.

Erin Accampo Hern (2018) Gender and participation in Africa's electoral regimes: an analysis of variation in the gender gap, **Politics, Groups, and Identities**, DOI: [10.1080/21565503.2018.1458323](https://doi.org/10.1080/21565503.2018.1458323)

Lombe, Margaret et al. (2014), "Much Ado About Nothing? Exploring Effects of the Millennium Development Goals on the Welfare of Women in Sub-Saharan Africa," **Journal of Policy Practice**, 13, 3, pp. 200-217.

## **Class Six: February 12<sup>th</sup> (Mid-Term Test).**

### **Class Seven (February 26<sup>th</sup>) ECONOMIC DECLINE, THE SEARCH FOR EXPLANATIONS & ECONOMIC REFORMS/STRUCTURAL ADJUSTMENT PROGRAMMES (SAPs)**

#### **Required Readings:**

Skosireva, Anna K. and Bonnie Holaday (2010), "Revisiting Structural Adjustment Programs in Sub-Saharan Africa: A Long-Lasting Impact on Child Health," **World Medical and Health Policy** Vol. 2: Issue 3, Article 5, pp. 75-89.

Onyeiwu, Steve et al. (2009), "Structural Adjustment Intensity, Vulnerability and Poverty in Africa," **Journal of developing societies**, 25, 1, pp. 27 -55.

Pandolfelli, Lauren et al. (2014), "The International Monetary Fund, Structural Adjustment, and Women's Health: A Cross-National Analysis of Maternal Mortality in Sub-Saharan Africa," **The Sociological Quarterly**, 55, 1, pp. 119-142.

Fonjong, L. (2014), "Rethinking the Impact of SAPs on Human rights violations in West Africa," **Perspectives on Global Development and Technology**, 13 (1&2), 87-110.

**Recommended:**

Alexander E. Kentikelenis, Thomas H. Stubbs, Lawrence P. King (2015), "Structural adjustment and public spending on health: Evidence from IMF programs in low-income countries," **Social Science and Medicine**, 126, (February) pp. 169-176.

Hilson, Gavin & Potter, Clive, (2005), "Structural adjustment and subsistence industry: Artisanal gold mining in Ghana," **Development and Change**, 36, 1, pp. 103-131.

Konadu-Agyemang, K., "The Best of Times and the Worst of Times: SAPs and Uneven Development in Africa: The case of Ghana," **The Professional Geographer**, vol. 52, no. 3, 2000, pp. 469-483.

**Class Eight (March 4<sup>th</sup>) FOREIGN AID, DEBT RELIEF AND DEVELOPMENT**

**Required Readings**

Elkins, Meg & Feeny, Simon (2014), "Policies in PRSPs: dominance or diversity," **Canadian Journal of Development Studies**, 35, 2, 228.248.

Dijkstra, G. (2015), "The New Aid Paradigm: A Case of Policy Incoherence," **Journal of International Commerce, Economics and Policy**, 6, 2, 1-27.

Yiagadeesen, Samy & Aksli, Marje (2015), "Examination of bilateral donor performance and progress under the Paris Declaration on Aid effectiveness," **Canadian Journal of Development Studies**, 36 (4) 516-535.

Moyo, Sam (2016) Perspectives on South-South relations: China's presence in Africa, **Inter-Asia Cultural Studies**, 17(1), 58-67.

**Recommended:**

Obert Hodzi (2018) "China and Africa: economic growth and a non-transformative political elite," **Journal of Contemporary African Studies**, 36:2, 191-206, 90 (Available online on Novanet)

Samy, Yiagadeesen (2010), "China's Aid Policies in Africa: Opportunities and Challenges," **The Round Table**, Vol. 99, Issue 406, pp. 75-90.

Omotola, J. Shola & Saliu, Hassan (2009), "Foreign aid, debt relief and Africa's development: problems and prospects," **South African Journal of International Affairs**, Vol. 16, Issue 1, pp.

87-102.

Chhotray, Vasudha & Hulme, David (2009), "Contrasting visions for aid and governance in the twenty-first century: The White House MCA and DFID's Drivers of Change," **World Development**, 37, 1, pp. 36-49.

Whitfield, Lindsay (2010), "The State Elite, PRSPs, and Policy Implementation in aid dependent Ghana," **Third World Quarterly**, Vol. 31, Issue 5, pp. 721-737.

**Class Nine: (March 11<sup>th</sup>): Developmental "Models" & Politics of "Success" (Botswana & Mauritius).**

**Readings**

Sandbrook, Richard (2007), "Explaining good governance: The case of Mauritius," in Jennifer Welsh & Ngaire Woods (eds), **Exporting Good Governance: temptations and challenges in Canada's aid programme**, Waterloo: Wilfrid Laurier University Press & Centre for International Governance innovation (CIGI), pp. 203-221.

Prithish Behuria (2023). The political economy of a tax haven: the case of Mauritius, **Review of International Political Economy**, 30 (2), 772-800.

Cook, Amelia & Sarkin, Jeremy (2010) "Is Botswana the miracle of Africa? Democracy, the rule of law, and human rights versus economic development," **Transnational law & contemporary problems**, 19, 2, pp. 453-488.

Chitsove E, Madebwe T. (2023). Community Based Natural Resources Management in Botswana. **Journal of African Law**. 1-14. doi:10.1017/S0021855323000293

**Recommended**

Agreement Jotia (2018), "The role of social media in freeing Botswana from state control of the media," **Journal of contemporary African Studies**, 36, 2, 264-278.

Hillbom, Ellen (2014), "Cattle, Diamonds and Institutions: Main drivers of Botswana's Economic development, 1850 to Present," **Journal of International Development**, 26, 2, pp. 155-176.

Kasenally, Roukaya (2011), "Mauritius: Paradise Reconsidered," **Journal of Democracy**, vol. 22, 2, pp. 160-169.

Hillbom, Ellen (2012), "Botswana: A development-oriented gate-keeping state," **African Affairs**, Vol. 111, Issue 442, pp. 67-89.

Taylor, Ian (2012), "Botswana as a development-oriented gate-keeping state: A response," **African Affairs**, Vol. 111, Issue 444, pp. 466-476.

Hillbon, Ellen (2008), "Diamonds or development? A structural assessment of Botswana's forty years of success," **Journal of Modern African Studies**, 46, 2, pp. 191-214.

## **Class Ten (March 18<sup>th</sup>) MILITARISM, THE CRISIS OF 'GOVERNANCE' & PEACE BUILDING**

### **Required Readings**

Annan, Nancy (2014), "Violent Conflicts and Civil Strife in West Africa: Causes, Challenges and Prospects," **International Journal of Security and Development**, 3(1), p.p. 1-16. Art. 3. DOI: <http://doi.org/10.5334/sta.da>

Lord, Janet & Stein, Michael (2015), "Peacebuilding and reintegrating ex-combatants with disabilities," **International Journal of Human Rights**, 19, 3, pp. 277-292 (**Available online at Novanet**).

Nganje, F. (2021). Local Peace Committees and Grassroots Peacebuilding in Africa. In: McNamee, T., Muyangwa, M. (eds) **The State of Peacebuilding in Africa**. Palgrave Macmillan, Cham. [https://doi.org/10.1007/978-3-030-46636-7\\_8](https://doi.org/10.1007/978-3-030-46636-7_8)

### **Recommended**

E. Randazzo, "The paradoxes of the 'everyday': scrutinizing the local turn in peacebuilding," **Third World Quarterly**, 37 (8), 2016, 1351-1370

McKnight, Janet (2010), "Child Soldiers in Africa: A Global approach to Human rights Protection, Enforcement and Post-Conflict Reintegration," **African Journal of International & Comparative Law**, 18, 2, pp. 113-142.

Joyce P. Kaufman & Kristen P. Williams (2015), "Women, DDR and Post-conflict transformation: Lessons from the Cases of Bosnia and South Africa," **Journal of Research in Gender Studies**, 5,2, pp. 11-53.

Murithi, Tim (2018), "Advancing transitional justice in post-conflict societies in Africa," **African Journal of Democracy and Governance**, 5, 3, pp. 103-124.

## **Class Eleven (March 25<sup>th</sup>) DEMOCRATIZATION AND DEVELOPMENT**

### **Required Readings**

Clark C. Gibson, Barak D. Hoffman, Ryan S. Jablonski, (2015), "Did aid promote democracy in Africa: the role of technical assistance in Africa's transition," **World Development**, 68, pp. 323-335.

Tope Shola Akinyetun (2022). The State of Democracy in Africa: Democratic Decline or Autocracy? **POLITIČKE PERSPEKTIVE**, Vol. 12, No. 2, 89-114.

Rakner, Lise, (2021). Don't Touch My Constitution! Civil Society Resistance to Democratic Backsliding in Africa's Pluralist Regimes. **Global Policy** 12, Supplement 5, 95-105.

### **Recommended:**

Wahman, M. (2014), "Democratization and electoral turnovers in sub-Saharan Africa and beyond," **Democratization**, 21, 2, 220-243.

Cho W. & Logan C. (2014), "Looking Toward the Future Alternations in Power and Popular Perspectives on Democratic Durability in Africa," **Comparative Political Studies**, 47, 1, pp. 30-54.

Nwosu, Bernard (2012), "Tracks of the third wave: democracy theory, democratisation and the dilemma of political succession in Africa," **Review of African Political Economy**, 39, 131, pp. 11-25.

Brown, Stephen & Kaiser, Paul (2007), "Democratizations in Africa: Attempts, Hindrances and Prospects," **Third World Quarterly**, 28, 6, 1131-49.

Ayers, Alison (2006), "Demystifying democratisation: the global constitution of neoliberal polities in Africa," **Third World Quarterly**, 27, 2, pp. 321-338.

### **Class Twelve: April 1<sup>st</sup>: REGIONALISM IN AFRICA Required**

Channing Arndt & Simon J. Roberts (2018), "Key issues in regional growth and integration in Southern Africa," **Development Southern Africa**, 35:3, 297-314.

Grant, J. A., Issa, A., Söderbaum, F., & Yusuf, B. (2022). Regionalism beyond state-centrism: African regionalism in comparative perspective. **International Journal**, 77(3), 449-468.

### **Recommended**

Iheduru, Okechukwu C. (2011), "The 'new' ECOWAS: implications for the study of regional integration," In Timothy M. Shaw, J. Andrew Grant, and Scarlett Cornelissen (Editors), **Ashgate Research Companion to Regionalisms**, Farnham: Ashgate Publishing Ltd, pp. 213-239 (Available online at Novanet).

Healy, Sally (2011), "Seeking Peace and Security in the Horn of Africa: the contribution of the Inter-Governmental Authority on Development," **International Affairs**, 87, 1, pp. 105-120.

Bah, Adama (2013), "Civil Conflicts as a Constraint to Regional Economic Integration in Africa," **Defence and peace economics**, 24, 6, pp. 521 -534.

Tavares, Rodrigo and Tang, Vanessa (2011). "Regional economic integration in Africa: impediments to progress," **South African Journal of International Affairs**, 18 (2): 217-233.

Dirar, Luwan (2010). "Common Market for Eastern and Southern African Countries: Multiplicity of Membership Issue and Choices," **African Journal of Comparative and International Law**, 18 (2): 217-232.

## Other Important Information

### Territorial Acknowledgement

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

### Academic Integrity

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

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 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.

Students are reminded that **plagiarism** (handing in another person's work as one's own or exact copying of the words of another author without attribution), submitting the same essay to more than 1 course, and close **paraphrasing** (reliance on a source with only minor alterations in wording) are unacceptable. Any paper submitted by a student may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a serious academic offence which 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 or on the Dal web at:

(read more:

[https://www.dal.ca/content/dam/dalhousie/pdf/university\\_secretariat/Syllabus\\_Statement](https://www.dal.ca/content/dam/dalhousie/pdf/university_secretariat/Syllabus_Statement) \

### • 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).

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Office of Student Accessibility & Accommodation (OSAA) prior to or at the outset of the term. Please see [www.studentaccessibility.dal.ca](http://www.studentaccessibility.dal.ca) for more information and to obtain the Request for Accommodation – Form A.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom so that students who require their usage will be able to participate in the class (read more:

[http://www.dal.ca/campus\\_life/student\\_services/academic-support/accessibility.html](http://www.dal.ca/campus_life/student_services/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. (read more: [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). (read more: <http://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](http://www.dal.ca/academics/important_dates.html)

University Grading Practices: Statement of Principles and Procedures

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

Scent-Free Program

<http://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

### **Learning and Support Resources**

General Academic Support – Advising

[http://www.dal.ca/campus\\_life/student\\_services/academic-support/advising.html](http://www.dal.ca/campus_life/student_services/academic-support/advising.html)

Fair Dealing Guidelines

<http://www.dal.ca/dept/copyrightoffice/fair-dealing/fair-dealing-guidelines.html>

Library

<http://libraries.dal.ca>

Black Students

[http://www.dal.ca/campus\\_life/student\\_services/black-student-advising.html](http://www.dal.ca/campus_life/student_services/black-student-advising.html));

International Students

[http://www.dal.ca/campus\\_life/student\\_services/international-centre.html](http://www.dal.ca/campus_life/student_services/international-centre.html))

Student Health Services

[http://www.dal.ca/campus\\_life/health-and-wellness/health-services.html](http://www.dal.ca/campus_life/health-and-wellness/health-services.html)

Counselling

[http://www.dal.ca/campus\\_life/student\\_services/health-and-wellness/counselling.html](http://www.dal.ca/campus_life/student_services/health-and-wellness/counselling.html)

Copyright Office

<http://www.dal.ca/dept/copyrightoffice.html>

E-Learning website

<http://www.dal.ca/dept/elearning.html>