

**Social Media & Politics
POLI 3546
Fall 2022
Monday and Wednesday 2:35-3:55pm
LSC-COMMON AREA C216**

Instructor: Dr. Scott Pruyzers

Office: Henry Hicks Building, Room 360

Office Hours: Monday and Wednesday at 10:00am – 11:00am

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On weekdays, I will generally respond to your emails within 24 hours. Substantive questions are best discussed in person during office hours. Feel free to email me or to drop by during office hours to see me with any questions you may have or simply to chat about your progress in the course. This time is for you so I hope that you will use it. I look forward to getting to know you better. If these times do not work for you (or if you'd rather meet online), please get in touch and we can arrange an alternative time to meet or see Brightspace for a virtual office hours option.

Course Description

This course provides students with an introduction to politics in the digital era. Election campaigns are increasingly being fought on the internet, municipalities across the country are removing paper ballots entirely and replacing them with online voting, and citizens and voters are turning to social media (Facebook, Twitter, YouTube, etc.) more and more for opportunities to participate in, and learn about, politics. While the course explores digital politics broadly, the primary focus will be on social media, especially debates surrounding the role and importance of social media in contemporary political life. Does social media encourage individuals who would not normally participate in politics to become active? Does social media increase political knowledge via exposure to 'shared' content? Can social media be used to effectively organize social movements and spur protests? Who 'falls' for fake news and shares this content online? Is social media a threat to democracy and the integrity of elections? These are some of the questions we will address throughout the course. Weekly topics will include political communication (new and old media); digital democracy and concerns regarding the digital divide; political memes and user generated content; fake news; incivility and online polarization; the relationship between social media and political knowledge and participation; the role of social media in elections, social movements and protests; and concerns regarding privacy, surveillance, and election interference.

Required Texts

There is no assigned textbook for this class. Instead, we will draw on a variety of readings – journal articles, book chapters, popular media accounts, and documentaries. See course schedule for assigned readings each week. These will be posted on Brightspace as either a pdf (in the case of book chapters) or hyperlinks (in the case of journal articles).

Course Learning Outcomes

1. Provide students with an introduction to, understanding of, the following:
 - a. the changing media landscape including the intersection of old and new media

- b. the role and significance of social media in contemporary political life (elections, protests, social movements, everyday politics, etc.)
 - c. the challenges associated with social media (privacy, surveillance, etc.) as well as possible threats to the democratic process (fake news, election interference, etc.)
2. Assist students in rooting their arguments in the relevant empirical literature and expose them to the fundamental arguments of scholars in the field regarding the role and influence of social media in politics.
3. Help students develop and practice critical reading and writing skills.

Class Format

The class is scheduled to meet twice a week. For the first number of weeks I will lecture on both Monday and Wednesday. After this, the typical weekly structure will include a lecture for the first class of the week (Monday) and a student (group) presentation and discussion on the second day (Wednesday). As student-centered discussions are an important component of the course, students are expected to attend having read the required readings for that week. Attendance and participation will be graded.

Course Assignments

Requirement/Assessment	Date	Weighting
Attendance & Participation	Ongoing	5%
Group Presentation and Discussion	Ongoing	20%
Social Media Reflection	September 21	15%
Tests	October 5 & November 21	30%
Social Media Campaign Document	December 5	30%

Attendance & Participation (5%)

An important component of this course will be student-centered presentations/discussions. Classroom participation provides students with the ability to interact with one another as well as critically engage with the course material. Attendance will be taken during each student presentation. Students are expected to attend having read the required materials for that week and actively participate in discussion (see Course Schedule).

Group Presentation & Discussion (20%)

Starting in week 6 of the course, the Wednesday class each week will be devoted to student presentations. In groups (approximately 4 or 5 per group), students will present on a specific case study (recent election, social movement, etc.) regarding the intersection of social media and politics. Presentations should include a discussion of the case in question (i.e., background and context, etc.), an explanation of the outcome of the case, examples of how social media was used (i.e., show YouTube videos, tweets, etc.), and an analysis of the use, role, and effectiveness of social media (drawing on academic literature) in the particular case. Where possible, presentations should make connections to course material and major themes. Topics for presentation will be discussed in class and posted online but include elections, referendums, and social movements such as the Brexit campaign, Idle no More, the Arab Spring protests, Black Lives Matter, and so on. Presentations should be approximately 45-50 minutes in length. In addition to the group presentation, each group will develop a series of discussion questions relating to their specific case to lead the remainder of the class.

Reflection (15%)

In his New Yorker article, “[Small Change. Why the Revolution will not be Tweeted](#)”, Malcolm Gladwell (2010) is critical of those who argue that social media is profoundly changing political life. The purpose of this assignment is to read the article and respond to Gladwell in a short reflection (**3-4 page double spaced**). How important is social media in contemporary political life, and importantly, is Gladwell correct in his assessment some 12 years later? A pdf copy of the article is available on Brightspace. The reflection is to be submitted via Brightspace on September 21.

Tests (15% each)

There will be two in-class tests during the semester (October 5 and November 21). The tests will cover all assigned readings, lectures, and presentations up to the date of the test. The tests will consist (primarily) of two parts: a section in which students will be asked to define and explain the significance of key terms/concepts, and a short essay question.

Social Media Campaign Document (30%)

The major individual assignment for this course is a social media campaign document (more information on Brightspace). Imagine the following hypothetical scenario: It is fall 2022 and there is a federal election in Canada. You are tasked with developing an online strategy document for your preferred (fictional) candidate/party in the election. Each assignment must include at least **4 types** of original content that **you create** from the following list:

- YouTube video/ad (30 seconds+)
- TikTok video (x2)
- Political meme (x5)
- Facebook post (x5)
- Tweet (x10)
- Blog post (700 words)
- Campaign website
- Infographic regarding a particular policy
- Op-ed for an online news outlet (500 words)
- Instagram post (x7)

In addition to creating your unique social media campaign content, students will need to discuss the overall strategy of their social media campaign, **drawing on course readings as well as original research**. The strategy portion of the assignment (**6 pages double spaced**) should draw on the academic literature and consider questions such as: Why these forms of social media over others? Who was the intended audience? What was the primary message (were some messages better suited for different forms of media/social media)? What was the overall campaign strategy? This assignment is due December 5 and will be submitted via Brightspace.

COVID-19

All students are required to comply with health and safety requirements on campus, and should be considerate of others' health concerns. The fall semester still holds some uncertainty. We may be required to “go online” either for a short or extended period (with relatively short notice). Please monitor your email and Brightspace for updates throughout the semester.

Course Schedule and Readings

Week 1: Introduction & What is ‘social media’?

September 7

- Chapter 2. “Evolution or Revolution – Why Facebook and Twitter Matter?” In *Tweeting to Power*. Oxford: Oxford University Press.
- Carr, Caleb, and Rebecca Hayes. 2015. “Social Media: Defining, Developing, and Divining.” *Atlantic Journal of Communication* 23(1): 46-65.
- Granovetter, M. S. 1973. The Strength of Weak Ties. *American Journal of Sociology* 78(6): 1360–1380.

Week 2: Old Media and Social Media Logic

September 12 & 14

- Blumler, Jay, and Dennis Kavanagh. 1999. “The Third Age of Political Communication: Influences and Features, Political Communication.” *Political Communication* 16(3): 209-230.
- Van Dijck, Jose, and Thomas Poell. 2013. “Understanding social media logic.” *Media and Communication* 1(1): 2-14.

Week 3: The Digital Divide

September 19 & 21

- Small, Tamara, Harold Jansen, Frederick Bastien, Thierry Giasson, and Royce Koop. 2014. “Online Political Activity in Canada: The Hype and the Facts.” *Canadian Parliamentary Review* 37(4):9-16.
- Goodman, Nicole, Michael McGregor, Jerome Couture, and Sandra Breux. 2018. “Another Digital Divide? Evidence that Elimination of Paper Voting Could Lead to Digital Disenfranchisement.” *Policy and Internet* 10: 164-184.
- Seong-Jae Min. 2010. “From the Digital Divide to the Democratic Divide: Internet Skills, Political Interest, and the Second-Level Digital Divide in Political Internet Use.” *Journal of Information Technology & Politics* 7(1): 22-35.

***September 21: Reflection due via Brightspace**

Week 4: Memes and User Generated Content (UGC)

September 26 & 28

- Ostman, Johan. 2012. “Information, expression, participation: How involvement in user-generated content relates to democratic engagement among young people.” *New Media and Society* 14: 1004-1021.
- Chapter 6. “US Memes on Donald Trump and Hillary Clinton in 2016.” In *Internet Memes and Society*. New York: Routledge.
- Lalancette, Mireille, Tamara Small, and Maxime Pronovost. 2019. “Trolling Stephen Harper: Internet memes as online activism.” In *What’s Trending In Canadian Politics? Understanding Transformations in Power, Media, and the Public Sphere*. Vancouver: UBC Press.

Week 5: Fake News and Polarization

October 3 & 5

- Gary King, Jennifer Pan, and Margaret E. Roberts. 2017. “How the Chinese Government Fabricates Social Media Posts for Strategic Distraction, not Engaged Argument.” *American Political Science Review* 111(3): 484-501.
- Spohr, Dominic. 2017. “Fake news and ideological polarization: Filter bubbles and selective exposure on social media.” *Business Information Review* 34(3):150–160.
- Rheault, Ludvic, Erica Rayment, and Andrea Musulan. 2019. “Politicians in the line of fire: Incivility and the treatment of women on social media.” *Research & Politics*. Online First.

*Test 1 (October 5)

Week 6: Participation

October 10 & 12

- Chapter 2. “#stopslacktivism: Why Clicks, Likes, and Shares Matter.” In *Beyond Slacktivism*. Switzerland: Palgrave Macmillan.
- Boulianne, Shelley. 2015. “Social media use and participation: a meta-analysis of current research.” *Information, Communication & Society* 18(5): 524-53.

*Occupy Wall Street group presentation (October 12)

Week 7: Mobilization and Protests

October 17 & 19

- Bond, R. M., Fariss, C. J., Jones, J. J., Kramer, A. D., Marlow, C., Settle, J. E., and Fowler, J. H. 2012. “A 61-million-person experiment in social influence and political mobilization.” *Nature* 489(7415): 295-298.
- Wolfsfeld, Gadi, Elad Segev, and Tamir Sheafer. 2013. “Social Media and the Arab Spring: Politics Comes First.” *The International Journal of Press/Politics* 18(2):115–137.
- Pond, Phillip, and Jeff Lewis. 2019. “Riots and Twitter: connective politics, social media and framing discourses in the digital public sphere.” *Information, Communication & Society*, 22(2): 213-231.

* Arab Spring group presentation (October 19)

Week 8: Control and Surveillance

October 24 & 26

- Chapter 2. “The Surveillance Machine.” In *Antisocial Media: How Facebook Disconnects Us and Undermines Democracy*. Oxford: Oxford University Press.
- McKelvey, Fenwick. 2018. “[Protecting our information in the age of data-driven politics](#).” *Policy Options*
- Zuckerberg, Mark. 2019. “[Four Ideas to Regulate the Internet](#).” *Facebook Newsroom*.

*Idle No More group presentation (October 26)

Week 9: Elections

October 31 & November 2

- Pal, Leslie. 2020. “Social Media and Democracy: Challenges for Election Law and Administration in Canada.” *Election Law Journal* 19(2).
- Andreas Jungherr (2016) Twitter use in election campaigns: A systematic literature

review, *Journal of Information Technology & Politics* 13(1): 72-91.

*Canadian Elections group presentation (November 2)

Fall Break

Week 10: Election Interference and Threats

November 14 & 16

- Kim, Young Mie, et al. 2018. “The Stealth Media? Groups and Targets behind Divisive Issue Campaigns on Facebook.” *Political Communication*. Online First.
- Chapter 1. “How Do We Know That Russian Spies and Saboteurs (aka Hackers and Trolls) Intervened in the 2016 Presidential Election?” In *Cyberwar: How Russian Hackers and Trolls Helped Elect a President*. Oxford: Oxford University Press.
- Chapter 5. “Cambridge Hyperbolytica.” In *Outnumbered: From Facebook and google to fake news and filter bubbles – the algorithms that control our lives*.

*Brexit group presentation (November 16)

Week 11: Test 2

November 21 & 23

*Test 2 (November 21)

*#MeToo group presentation (November 23)

Week 12: Documentary

November 28 & 30

- Jonathan Haidt and Tobias Rose-Stockwell. 2019. “The Dark Psychology of Social Networks.” *The Atlantic*. <https://www.theatlantic.com/magazine/archive/2019/12/social-media-democracy/600763/>
- Zack Beauchamp. 2019. “Social Media is Rotting Democracy From Within.” *Vox Media*. <https://www.vox.com/policy-and-politics/2019/1/22/18177076/social-media-facebook-far-right-authoritarian-populism>

*Black Lives Matter group presentation (November 30)

Week 13: Wrap up and Review

December 5 & 6

*December 5: Social Media Campaign Document due via Brightspace

Additional Suggested Readings (not required)

- “Chronology.” In *Encyclopedia of Social Media and Politics*. London: Sage.
- “Web 2.0.” In *Encyclopedia of Social Media and Politics*. London: Sage.
- Chapter 14. “Online news creation and consumption: implications for modern democracies.” In *Routledge Handbook of Internet Politics*. New York: Routledge.
- Chapter 4. “Cybercascades.” In *#Republic: Divided Democracy in the Age of Social Media*. Princeton: Princeton University Press.
- Chapter 1. “A Society Searching.” In *Algorithms of Oppression: How Search Engines Reinforce Racism*. New York: New York University Press.

Resources for Student Presentations

The following readings are not required for lecture or tests but are meant to help students with their group presentations

Brexit

- Bastos, Marco T., and Dan Mercea. 2019. "The Brexit Botnet and User-Generated Hyperpartisan News." *Social Science Computer Review* 37(1): 38–54.
- Hänska, Max and Stefan Bauchowitz. 2017. "[Tweeting for Brexit: How Social Media Influenced the Referendum](#)." LSE Online Research.
- Del Vicario, Michela, Fabiana Zollo, Guido Caldarelli, Antonio Scala, and Walter Quattrociocchi. 2017. "Mapping Social Dynamics on Facebook: The Brexit Debate." *Social Networks* 50: 6-16.
- Lomas, Natasha. 2018. "[It's Official: Brexit Campaign Broke the Law – With Social Media's Help](#)." *Tech Crunch*.
- Sloam, J. (2018) #Votebecause: Youth mobilization for the referendum on British membership of the European Union. *New Media & Society*, 20(11), 4017-4034.

Occupy Wall Street

- Penney, Joel, and Caroline Dadas. 2014. "(Re)Tweeting in the Service of Protest: Digital Composition and Circulation in the Occupy Wall Street Movement." *New Media & Society* 16(1): 74–90.
- Theocharis, Yannis, Will Lowe, Jan W. van Deth, and Gema García-Albacete. 2015. "Using Twitter to mobilize protest action: online mobilization patterns and action repertoires in the Occupy Wall Street, Indignados, and Aganaktismenoi movements." *Information, Communication & Society* 18(2):202-220
- Gleason, Benjamin. 2013. "#Occupy Wall Street: Exploring Informal Learning About a Social Movement on Twitter." *American Behavioral Scientist* 57(7): 966–982.
- DeLuca, Kevin, Sean Lawson, and Ye Sun. 2012. "Occupy Wall Street on the Public Screens of Social Media: The Many Framings of the Birth of a Protest Movement." *Communication, Culture and Critique* 5(4): 483–509.
- Agarwal, S. D., Barthel, M. L., Rost, C., Borning, A., Bennett, W. L., & Johnson, C. N. (2014). Grassroots organizing in the digital age: Considering values and technology in Tea Party and Occupy Wall Street. *Information, Communication & Society*, 17(3), 326–341.
- Thorson, K., Driscoll, K., Ekdale, B., Edgerly, S., Thompson, L. G., Schrock, A., Swartz, L., Vraga, E. K., & Wells, C. 2013. "YouTube, Twitter, and the Occupy Movement: Connecting content and circulation practices." *Information, Communication, & Society* 16(3): 421-451.

Arab Spring

- Haque Khondker, Habibul. 2011. "Role of the New Media in the Arab Spring." *Globalizations* 8(5): 675-679.
- Francesca Comunello and Giuseppe Anzera. 2012. "Will the revolution be tweeted? A conceptual framework for understanding the social media and the Arab Spring." *Islam and Christian–Muslim Relations* 23(4): 453-470.

- Markham, Tim. 2014. "Social media, protest cultures and political subjectivities of the Arab spring." *Media, Culture & Society* 36(1): 89–104.
- Bruns, A., Highfield, T., & Burgess, J. 2013. "The Arab Spring and Social Media Audiences: English and Arabic Twitter Users and Their Networks." *American Behavioral Scientist* 57(7):871–898.

Idle No More

- Callison, C., & Hermida, A. (2015). Dissent and resonance: #IdleNoMore as an emergent middle ground. *Canadian Journal of Communication*, 40(4), 695–716.
- Dahlberg-Grundberg, M. D., & Lindgren, S. (2015). Translocal frame extensions in a networked protest: Situating the #IdleNoMore hashtag. *IC Revista Científica de Información y Comunicación*, 11, 49–77.
- Donkin, K. (2013). "[Social media helps drive Idle No More movement.](#)" *Toronto Star*.
- Tupper, J. (2014). Social media and the Idle No More movement: Citizenship, activism and dissent in Canada. *Journal of Social Science Education*, 13(4), 87–94.
- Lesley J. Wood. 2015. "Idle No More, Facebook and Diffusion." *Social Movement Studies*, 14:5, 615-621.
- Moscato, Derek. 2016. "Media Portrayals of Hashtag Activism: A Framing Analysis of Canada's #Idlenomore Movement." [Journalism](#).

#MeToo

- Mendes, K., Ringrose, J., & Keller, J. 2018. "#MeToo and the promise and pitfalls of challenging rape culture through digital feminist activism." *European Journal of Women's Studies* 25(2): 236–246.
- Ying Xiong, Moonhee Cho, Brandon Boatwright. 2019. "Hashtag activism and message frames among social movement organizations: Semantic network analysis and thematic analysis of Twitter during the #MeToo movement." *Public Relations Review* 45(1):10-23.
- Jaffe, Sarah. 2018. "The Collective Power of #MeToo." *Dissent* 65(2): 80-87.
- Lydia Manikonda, Ghazaleh Beigi, Huan Liu, and Subbarao Kambhampati. 2018. "Twitter for Sparking a Movement, Reddit for Sharing the Moment: #metoo through the Lens of Social Media." <https://arxiv.org/abs/1803.08022>
- Rituparna Bhattacharyya. 2018. "# Metoo Movement: An Awareness Campaign." *International Journal of Innovation, Creativity and Change*. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3175260

Canadian Election 2015

- Croskill-Killin, Julie, and Tamara Small. 2018. "The National Message, the Local Tour: Candidates' Use of Twitter during the 2015 Canadian Election." In *Political Elites in Canada: Power and Influence in Instantaneous Times* (edited by Alex Marland, Thierry Giasson and Andrea Lawlor). Vancouver: UBC Press.
- Croskill-Killin, Julie, and Tamara Small. 2015. "All Politics is Not Local: Local Candidate Tweeting in the 2015 Election." In [Canadian Election Analysis 2015: Communication, Strategy, and Democracy](#) (edited by Alex Marland and Thierry Giasson). UBC Press/Samara.

- Small, Tamara. 2016. “Two Decades of Digital Party Politics in Canada: An Assessment.” *Canadian Political Parties in Transition: Recent Evolution and New Agendas for Research, 4th Edition* (edited by Alain-G. Gagnon and A. Brian Tanguay). Toronto: University of Toronto Press.
- McKelvey, F., Côté, M. & Raynauld, R. (2018) Scandals and Screenshots: Social Media Elites in Canadian Politics. In Alex Marland, Thierry Giasson & Andrea Lawlor (Eds.), *Political Elites in Canada: Power and Influence in Instantaneous Times*. Vancouver: UBC Press.

Black Lives Matter

- Jelani Ince, Fabio Rojas & Clayton A. Davis. 2017. “The social media response to Black Lives Matter: how Twitter users interact with Black Lives Matter through hashtag use.” *Ethnic and Racial Studies* 40(11):1814-1830.
- Carney, Nikita. 2016. “All Lives Matter, but so Does Race: Black Lives Matter and the Evolving Role of Social Media.” *Humanity & Society* 40(2): 180–199.
- Mundt, M., Ross, K., & Burnett, C. M. 2018. “Scaling Social Movements Through Social Media: The Case of Black Lives Matter.” *Social Media + Society*. Online First.
- Gallagher, R. J., Reagan, A. J., Danforth, C. M., & Dodds, P. S. 2018. “Divergent discourse between protests and counterprotests: #BlackLivesMatter and #AllLivesMatter.” *PLoS ONE*, 13, e0195644.
- Kate Keib, Itai Himelboim, Jeong-Yeob Han. 2018. “Important tweets matter: Predicting retweets in the #BlackLivesMatter talk on twitter.” *Computers in Human Behavior* 85: 106-115.
- Yang, G. 2016. “Narrative agency in hashtag activism: The case of #BlackLivesMatter.” *Media and Communication* 4:13–17.

Supplemental Blogs and Resources

Other relevant source of information and commentary about social media and politics are available at the following sites:

- ePolitics. www.epolitics.com
- Social Advocacy and Politics. www.socialmediatoday.com/special-columns/Social-Advocacy-&-Politics
- Pew Institute - <https://www.pewinternet.org/topics/social-media/>
- Statista <https://www.statista.com/topics/3723/social-media-and-politics-in-the-united-states/>
- Infogagement <https://medium.com/infogagement>
- Twiplomacy <https://twiplomacy.com>
- GovLoop <https://www.govloop.com>
- E-diplomacy <https://www.diplomacy.edu/e-diplomacy>
- Digiblog <https://digdipblog.com>



University Grading Policy

Grade	Grade Point Value	Percentage	Definition	
A+ A A-	4.30 4.00 3.70	90-100 85-89 80-84	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
B+ B B-	3.30 3.00 2.70	77-79 73-76 70-72	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.
C+ C C-	2.30 2.00 1.70	65-69 60-64 55-59	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
D	1.00	50-54		Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of 'C' is required).
FM	0.00		Marginal Failure	Available only for Engineering, Health Professions and Commerce.
F	0.00	0-49	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.
INC	0.00		Incomplete	
W	Neutral and no credit obtained		Withdrew after deadline	
ILL	Neutral and no credit obtained		Compassionate reasons, illness	
P	Neutral		Pass	
TR	Neutral		Transfer credit on admission	
Pending	Neutral		Grade not Neutral and no credit obtained reported	

SECTION B: 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.

Internationalization

At Dalhousie, “[thinking and acting globally](#)” enhances the quality and impact of education, supporting learning that is “interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders.”

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.

Accessibility

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion please contact:

- the [Student Accessibility Centre](#) (for all courses offered by Dalhousie with the exception of Truro)

Conduct in the Classroom – Culture of Respect

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

Diversity and Inclusion – [Culture of Respect](#)

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

Code of Student 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.

Fair Dealing policy

The Dalhousie University [Fair Dealing Policy](#) provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

Originality Checking Software

The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the [Student Submission of Assignments and Use of Originality Checking Software Policy](#). Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work, and must inform the instructor no later than the last day to add/drop classes of their intent to choose an alternate method.

Student Use of Course Materials

These course materials are designed for use as part of the Course Code at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g. uploading to a commercial third-party website) may lead to a violation of Copyright law.

SECTION C: UNIVERSITY POLICIES, GUIDELINES, AND RESOURCES FOR SUPPORT

Dalhousie courses are governed by the academic rules and regulations set forth in the University Calendar and the Senate. (<https://academiccalendar.dal.ca/catalog/viewcatalog.aspx>) Important student information, services and resources are available as follows:

University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates)
http://www.dal.ca/academics/important_dates.html
- Classroom Recording Protocol
https://www.dal.ca/dept/university_secretariat/policies/academic/classroom-recording-protocol.html
- Dalhousie Grading Practices Policy
https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html
- 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/health-and-safety/sexualized-violence-policy.html

- Scent-Free Program
<https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

Learning and Support Resources

- General Academic Support – Advising
https://www.dal.ca/campus_life/academic-support/advising.html (Halifax)
<https://www.dal.ca/about-dal/agricultural-campus/ssc/academic-support/advising.html> (Truro)

- Student Health & Wellness Centre: https://www.dal.ca/campus_life/health-and-wellness.html

- 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

See also: Indigenous Connection: <https://www.dal.ca/about-dal/indigenous-connection.html>

- Elders-in-Residence (The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the Indigenous Student Centre or contact the program at elders@dal.ca or 902-494-6803.)

- <https://cdn.dal.ca/content/dam/dalhousie/pdf/academics/UG/indigenous-studies/Elder-Protocol-July2018.pdf>

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

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

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

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

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

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

- Dalhousie Student Advocacy Services <https://www.dsu.ca/dsas?rq=student%20advocacy>

- 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
http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html

Safety

- Biosafety <http://www.dal.ca/dept/safety/programs-services/biosafety.html>
- Chemical Safety <https://www.dal.ca/dept/safety/programs-services/chemical-safety.html>
- Radiation Safety <http://www.dal.ca/dept/safety/programs-services/radiation-safety.html>
- Laser Safety <https://www.dal.ca/dept/safety/programs-services/radiation-safety/laser-safety.html>