

**DALHOUSIE UNIVERSITY**

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

**POLI 4207 and 5207: Advanced Seminar in Canadian Politics**

**Course Syllabus - Fall 2022**

**3 Credit Hours**

**Location: McCain Arts and Social Sciences Building, Room 1130**

**Time: Fridays, from 8:35 a.m. to 11:25 a.m.**

***Instructor:** Professor Kristin Good, Associate Professor and Graduate Coordinator,  
Department of Political Science (Cross-appointed with the Law, Justice and Society  
Program)*

E-mail: [Kristin.Good@Dal.Ca](mailto:Kristin.Good@Dal.Ca)

**Office:** 301C Henry Hicks (located inside the Department of Political Science's main office because I am Graduate Coordinator)

**Office Hours:** Meetings with the instructor will be virtual and arranged on an as needed basis given the small size of this class.

**Telephone:** 902-494-1944

**Note:** My telephone is only answered when I'm in the office and I don't have voicemail. Email is my preferred mode of communication.

## **IMPORTANT INFORMATION ABOUT SAFETY DURING THE COVID-19 PANDEMIC**

**Please read the information available here:**

[COVID-19 information and updates - Dalhousie University](#)

### **MASKS:**

For the safety and comfort of your classmates, please wear your masks within the classroom.

### **CLASSROOM DISTANCING:**

To the extent possible, please leave a seat between you and other classmates.

### **CONGESTION IN THE HALLWAY:**

Try to avoid congesting within the hallways – where possible, consider travelling from class to class outdoors instead of through our various tunnels connecting university buildings. Where possible, please arrive for your class no sooner than 5 minutes before the start time.

### **STAY HOME IF YOU FEEL UNWELL:**

If you are not feeling well, please remain home. If diagnosed with COVID-19, follow guidance from Nova Scotia Public Health.

### **SEEKING HELP:**

If you are struggling, and are looking for mental health support, please make sure you reach out for help. There are a variety of mental health resources and supports available for students at [www.dal.ca/mentalhealth](http://www.dal.ca/mentalhealth).

If you wish to chat with a mental health professional, same-day counselling appointments are available at the Student Health and Wellness Centre on the 2nd floor of LeMarchant Place. Appointments can be made by calling 902-494-2171 or online at: [www.dal.ca/studenthealth/bookonline](http://www.dal.ca/studenthealth/bookonline)

In Truro, you can make an appointment at Health Services in the Dairy Building by calling 902-893-6300.

Students can also access free and confidential mental health counselling support 24 hours per day, 7 days a week, by calling Good2Talk at 1-833-292-3698 or by texting GOOD2TALKNS to 686868.

If you are in crisis, you can always call 902-429-8167 or 1-888-429-8167 to reach the Mental Health Mobile Crisis Team, 24 hours a day, 7 days a week.

## Course Description, Information and Expectations

**Calendar Description of POLI 4207 and 5207 (the POLI 5207 description provides more detail)**

**POLI 4207 Canadian Politics: Themes and Theories:** CREDIT HOURS: 3 This senior seminar will take an in-depth and critical look at the major issues and institutions in Canadian politics and government. Topics include: the concentration of power; parliamentary governance: constitutional politics; party and electoral systems; and, the role of the mass media and pressure groups. PREREQUISITES: Permission of the instructor. CROSSLISTED: POLI 4207.03 or POLI 5207.03 EXCLUSIONS: POLI 4204.03 FORMATS: Seminar

### **POLI 5207 Advanced Seminar in Canadian Politics**

CREDIT HOURS: 3

This senior seminar will take an in-depth and critical look at the major issues and institutions in Canadian politics and government. Topics include: 'responsible government'; Parliament (including the House of Commons and the Senate); the nature of the Canadian party system and elections; federalism; the courts; interest groups and social movements; municipal governance; colonialism and the relationship of Indigenous governments and peoples to the Canadian state; Canadian political culture; regionalism; Quebec nationalism; multiculturalism; structural racism; and gender.

FORMAT: Seminar

PREREQUISITES: Permission of the instructor.

EXCLUSIONS: POLI 4204.06, POLI 4207.03

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**Format:** This class is offered in seminar format. A list of questions will be provided when the seminar begins to structure an instructor-led class discussion.

**Learning Platform:** The learning platform for this course is Brightspace, which can be accessed at the following address: <https://dal.brightspace.com>

## Learning Objectives

The course's primary learning objectives are the following:

Students will ...

Develop an in-depth understanding of Canada's political institutions.

Become familiar with some of the fundamental debates in the Canadian political science literature.

Hone reading comprehension skills by being asked to read, digest and analyze a significant amount of reading quickly and accurately.

Strengthen oral and written communication skills by writing weekly short analytical pieces on the readings and through participation in small group (instructor-led) discussions about the material.

Improve analytical skills and one's ability to develop a sound argument by filtering the readings through a weekly question.

Learn how to edit one's work in response to constructive class and instructor feedback.

### **Method of Assessment**

Discussion papers	40%
Research paper (Due on December 7 <sup>th</sup> )	40%
Commentary on colleague's paper	10%
Participation	10%

**Grading Scale and Definitions (see also section on Dalhousie University's Grading Practices Policy under "University Policies" in Section C of this syllabus)**

**Here is a link to Dalhousie University's Grading Scale:**

**[https://www.dal.ca/campus\\_life/academic-support/grades-and-student-records/grade-scale-and-definitions.html](https://www.dal.ca/campus_life/academic-support/grades-and-student-records/grade-scale-and-definitions.html)**

Graduate students should also consult the Department of Political Science's grading rubric which also elaborates upon the meaning of grades in a graduate context. It is available on the Department's website at the following address:

**<http://www.dal.ca/content/dam/dalhousie/pdf/politicalscience/syllabi%202012-13/Graduate%20Student%20Grading%20Rubric.pdf>**

## Description of Assignments

**\*Please note differences between graduate and undergraduate requirements**

### **Discussion Papers**

These papers should respond to the question that is provided in the syllabus. They should draw upon ALL of the assigned readings for the week (and cite them). A bibliography isn't necessary unless the paper goes beyond the assigned readings (which isn't expected). The idea is to develop a dialogue among the authors in response to the assigned question asking, for instance, 'how would each author answer the question?' as well as 'on which points do the authors of the readings differ in their perspective and on which points do they share common ground?'

Discussion papers should be **500-600 words** in length and formatted on a single page. They should conclude by raising a question for class discussion that flows from the paper.

These short papers replace testing and exam requirements for the course. They are designed as a way to assess students' knowledge of the material without testing as well as to assess analytical and communication skills more than memorization. The discussion paper with the lowest grade will be dropped in the final grade calculation. However, the requisite number of discussion papers must be written to receive credit for the course (see numbers below).

**Discussion papers should be submitted on Brightspace by the Wednesday morning at 8 a.m. at the latest on the week of the seminar.** Discussion papers will be posted on Brightspace by Thursday morning at the latest. Seminar participants should read their colleagues' discussion papers before the seminar on Friday

**\*POLI 4207 – 7 discussion papers**

**\*POLI 5207 – 9 discussion papers**

## Research Paper

The paper will be graded on the quality of its research, its argument (whether its thesis statement is clear and well-supported in the paper), its organization and the quality of the writing.

The papers will be circulated to colleagues (posted on Brightspace) and will be discussed in class on November 18<sup>th</sup> and November 25<sup>th</sup>, 2022. The paper discussion will be led by a student who is tasked with providing a written commentary on the paper. Students will have an opportunity to revise and resubmit their papers after this discussion. First drafts of papers are due on **November 10<sup>th</sup>, 2022**. The final deadline for the research paper is **December 7<sup>th</sup>, 2022** (the last official day of classes). Please submit the paper to the course Brightspace page (both the draft and final iteration).

**\*POLI 4207** - Research papers should be **4000-5000 words in length** and should reference at least **10 high quality academic sources** (not including the course reading material which should also be engaged if appropriate to the subject area).

**\*POLI 5207** - Research papers should be **6000-7000 words in length** and should reference at least **15 high quality academic sources**.

## Commentary

Students will submit a written commentary on another student's research paper. The commentary should be **1000-1200 words in length**. It should provide a critical assessment of the paper's strengths and weaknesses focusing primarily on its analytical, organizational and research aspects (rather than issues of writing style or grammar). The commentary will be presented informally (only the written commentary will be graded) in class to begin the discussion of the student's paper. It should be submitted to the instructor **by 8.am. on the Thursday (on either November 17<sup>th</sup> or November 24<sup>th</sup>)** before its presentation in class the following Friday morning. Only the instructor will have read the commentary before its presentation in class. The paper discussion/commentary schedule will be determined early in the semester.

## Participation

Active participation in seminar discussions is expected of all members of the group and attendance is mandatory.

The participation grade will be assigned on the basis of the quality of students' interventions in class discussions. Essentially, it will assess students' knowledge and analysis of readings as well as their ability to express their ideas clearly and effectively through oral communication.

As part of their discussion grade, students are also expected to demonstrate knowledge and engagement of the material in other students' discussion papers and to provide feedback on their peers' research papers.

**Students WILL NOT be penalized for missing classes due to illness.** If you have any COVID-19 symptoms or are ill in any way, please inform the instructor and do not attend the seminar!

### **Policy on lateness**

Late discussion papers and paper commentaries will not be accepted and will receive grades of "0" with the exception of documented family and medical emergencies. The best seven (undergraduate) or nine (graduate) discussion papers will count toward the grade. I am willing to mark more discussion papers than required for the course should students want to improve their grades by writing a higher number of discussion papers.

Late penalties for research papers are 2% per business day (after the final deadline of December 7<sup>th</sup>, 2022).

### **Other Class Policies to Note (See also Sections B and C of this syllabus below)**

Research papers for the class must be submitted on Brightspace and could be verified for plagiarism using Dalhousie's approved detection software. Please familiarize yourself with Dalhousie University's policies concerning academic integrity in Section B of the syllabus (under university statements).

The seminars will not (and should not) be recorded.

## **Important Dates – Fall 2022**

**Please note:** links to or pdfs of all reading material (except chapters in class textbook) will be available on the course Brightspace platform

### Some Important Dates:

For a complete list of important dates refer to the following webpage:

[https://www.dal.ca/academics/important\\_dates.html](https://www.dal.ca/academics/important_dates.html)

September 6 – Classes begin

September 30 – University Closed - National Day for Truth and Reconciliation

October 3 – Last day to drop Fall term classes without “W”

October 10 – University Closed -Thanksgiving Day

November 1– Last day to drop Fall term classes with a “W”

November 7-11 – Fall Study Break

November 11 –University Closed – Remembrance Day

**December 7 - Classes End – Friday Classes (including ours!) will be held**

December 9-20 – Exam Period (there is not a final exam in this class)

## **Topic Schedule**

Introduction to the course: September 9th

Topic 1: Canadian Political Origins and Identity (September 16)

Topic 2: Parliament (September 23)

Topic 3: Political Parties, Party Systems and Elections (October 7)

Topic 4: Political Communication and Digital Politics in Canada (October 14)

Topic 6: Federalism and Intergovernmental Relations (October 21)

Topic 7: Municipal Government and City Politics (October 28)

Topic 8 The Courts and the Charter (November 4)

## **Fall Break – November 7-11**

Topic 9: Colonialism and Indigenous-Canadian State Relations (November 18)

Topic 10: Diversity in Canadian Politics? (November 25) – Discussion of paper/s

Topic 11: Race in Nova Scotian and Canadian Politics (December 2) – Discussion of paper/s

Topic 12: Group Politics (December 7) – And conclusion to the course – last hour devoted to discussion of how to improve Canadian democracy.

## **POLI 4207 and 5207 Reading**

**Prof. Kristin Good**  
**Associate Professor, Department of Political Science**

### **Textbook (For purchase)**

Bickerton, James and Alain-G. Gagnon. Eds. (2020) *Canadian Politics* (seventh edition). Toronto: University of Toronto Press.

### **Introduction and Discussion of the Role of the Canadian Political Scientist and Future of Canadian political science?**

#### **Question for discussion: What is the role of the political scientist?**

Alain Noël. 2014. “Studying Your Own Country: Social Scientific Knowledge for Our Times and Places” *Canadian Journal of Political Science*, 47, 4, December 2014, 647-66.

Peter Aucoin. 1996. “Political Science and Democratic Governance,” *Canadian Journal of Political Science*. 29, 4: 643-660.

Nisha Nath, Ethel Tungohan, and Megan Gaucher. 2018. “The Future of Canadian Political Science: Boundary Transgressions, Gender and Anti-Oppression Frameworks.” *Canadian Journal of Political Science* 51(3): 619-642.

#### **Additional (optional) reading:**

Tom Pocklington. 1998. “The Place of Political Science in Canadian Universities,” *Canadian Journal of Political Science*. 31/4: 643-658.

## 1. Canadian Political Origins and Identity

**Discussion paper question: What is the nature and origins of Canadian political identity?**

*Canadian Politics* (7<sup>th</sup> edition):

Samuel V. Laselva – “Understanding Canada’s Origins: Federalism, Multiculturalism, and the Will to Live Together,” (Chapter 1)

Guy Laforest and Alain-G. Gagnon – “The Canadian Political Regime from a Quebec Perspective,” (Chapter 2)

Donald Savoie. 2019. “Understanding the Roots of Canadian Democracy,” (Chapter 2) and “Everything is Regional, Except National Political Institutions” (Chapter 6) of his *Democracy in Canada: The Disintegration of Our Institutions*.

Other required reading material:

Kiera L. Ladner and Michael McCrossan. 2014. “Whose Shared History?,” *Labour/Le Travail* 73: 200-202.

Magnusson, Warren. 2005. “Are Municipalities Creatures of the Provinces?,” *Journal of Canadian Studies*. Spring, 39, 2: 5-29.

Maynard, Robyn. 2017. “On State Violence and Black Lives,” in her *Policing Black Lives*. Halifax & Winnipeg: Fernwood Publishing. [Recommended but not required due to page limitations – also her “Devaluing Black Life, Demonizing Black Bodies,”]

## 2. Parliament: What is responsible government? Is it in need of reform?

**Discussion paper question: What is ‘responsible government’? Is it in need of reform?**

*Canadian Politics* (7<sup>th</sup> edition):

Donald Savoie – “The Centre Rules: Executive Dominance” (Chapter 3)

Lori Turnbull – “The House of Commons and Responsible Government” (Chapter 4)

Andrew Heard – “The Senate: A Late-Blooming Chameleon,” (Chapter 5)

Amanda Clarke – “The Civil Service” (Chapter 6)

Other required reading:

Lagassé, Philippe. 2016. "The Crown and Prime Ministerial Power," *Canadian Parliamentary Review*. 39(2): 17-23.

### **3. Political Parties, Party Systems and Elections**

**Discussion paper question: Does continuity or change stand out in Canadian elections and party politics?**

*Canadian Politics (7<sup>th</sup> edition):*

Allison Harrell, Laura Stephenson, Lyne Deschatelêts – "Public Opinion and Political Cleavages in Canada," (Chapter 12)

James Bickerton – "Parties and Elections: An End to Canadian Exceptionalism?," (Chapter 13)

Brian Tanguay. "Democratic Reform and the Vagaries of Partisan Politics in Canada," (Chapter 14)

Alex Marland – "Media and Strategic Communication in Canadian Politics," (Chapter 15)

Other required material:

Carty, R. K. 2002. "The Politics of Tecumseh Corners: Canadian Political Parties as Franchise Organizations." *Canadian Journal of Political Science* 35(4): 723.

### **4. Political Communication and Digital Politics in Canada**

**Discussion paper question: How has political communication changed in recent decades and has it had a positive or negative effect on Canada's democratic life and political identity?**

*Canadian Politics (7<sup>th</sup> edition):*

Alex Marland – "Media and Strategic Communication in Canadian Politics," (Chapter 15) [review]

Other required reading material:

David Taras – *Digital Mosaic: Media, Power and Identity in Canada*. Toronto: University of Toronto Press – Read Chapter 1, 3, 8 and 9.

Tamara Small and Harold Jansen. 2020. “Twenty Years of Digital Politics in Canada,” in their edited *Digital Politics in Canada: Promises and Realities*. and their conclusion “Optimists, Sceptics and the Future of Digital Politics in Canada”.

*Optional:*

Daniel J. Paré and Susan Delancourt. 2014. “Canadian Parliamentary Press Gallery: Still Relevant or Relic of Another Time,” in *Political Communication in Canada: Meet the Press and Tweet the Rest*. Edited by Alex Marland, Thierry Giasson and Tamara A. Small. Vancouver: UBC Press.

## 5. Federalism and Intergovernmental Relations

**Discussion paper question: Does continuity or change stand out in the way in which disputes are resolved in the Canadian federation and the tenor of intergovernmental relations?**

*Canadian Politics (7<sup>th</sup> edition):*

Jennifer Wallner – “Practices of Federalism in Canada,” (Chapter 8)

Martin Papillon – “The Two Faces of Treaty Federalism,” (Chapter 11)

Naomi Walqwan Metallic – “The Relationship between Canada and Indigenous Peoples: Where Are We?,” (Chapter 20)

Other required reading material:

Simeon, Richard, Ian Robinson and Jenn Wallner. 2014. “The Dynamics of Canadian Federalism,” in James Bickerton and Alain-G. Gagnon. Eds. *Canadian Politics* (sixth edition). Toronto: University of Toronto Press.

Magnusson, Warren. 2005. “Are Municipalities Creatures of the Provinces?,” *Journal of Canadian Studies*. Spring, 39, 2: 5-29. [review]

## 6. Municipal Government and City Politics in Canada

**Discussion paper question: What purpose do municipalities serve in the Canadian political system? Is reform needed to serve this purpose as Canada becomes increasingly urban?**

Caroline Andrew. 2001. "The Shame of (Ignoring) the Cities." *Journal of Canadian Studies* 35(4): 100-110.

Cameron, David M. 1980. "Provincial Responsibilities for Municipal Government." *Canadian Journal of Public Administration* 23(2): 222-235.

Sancton, Andrew. 2005. "The Governance of Metropolitan Areas in Canada," *Public Administration and Development*. 25, 4: 317-327.

Sancton, Andrew. 2008. *The Limits of Boundaries*. Montreal & Kingston: McGill-Queen's University Press. [read enough to familiarize yourself with his argument]

Lucas, Jack. 2019. "The Size and Sources of Municipal Incumbency Advantage in Canada," *Urban Affairs Review*.

Magnusson, Warren. 2005. "Are Municipalities Creatures of the Provinces?," *Journal of Canadian Studies*. Spring, 39, 2: 5-29 [review]

Good, Kristin R., 2021. Reconsidering the Constitutional Status of Municipalities: From Creatures of the Provinces to Provincial Constitutionalism, Essay no. 8, Montreal, Institute for Research on Public Policy.

## 7. The Courts and Rights

**Discussion paper question: In what ways do judges "govern from the bench"? Are the courts and Parliament playing appropriate roles in determining the boundaries of jurisdiction and rights?**

*Canadian Politics (Seventh edition):*

Raymond Bazowski – "Politics and the Charter of Rights and Freedoms," (Chapter 9)

Other required reading material:

Puddister, Kate. 2019. "The Canadian Reference Power: Delegation to the Courts and the Navigation of Federalism," *Publius*, 49, 4: 561-586.

Emmett Macfarlane. 2013. *Governing from the Bench: The Supreme Court of Canada and the Judicial Role*. Vancouver: UBC Press. [Introduction]

Kelly, James B. 2007. "Parliament and the Charter: An Unfinished Constitutional Revolution," *Policy Options*, February.

MacFarlane, Emmett. 2013. "Dialogue or compliance? Measuring legislatures' policy responses to court rulings on rights," *International Political Science Review*. 34, 1: 39-56.

*Optional:*

Albert, Richard. 2018. "The Desuetude of the Notwithstanding Clause – and How to Revive It," (Chapter 7) in Emmett MacFarlane. *Policy Change, Courts, and the Canadian Constitution*. Toronto: University of Toronto Press.

Hiebert, Janet. 2018. "The Charter, Policy, and Political Judgment," (Chapter 4) in Emmett MacFarlane. *Policy Change, Courts, and the Canadian Constitution*. Toronto: University of Toronto Press

## **8. Colonialism, Indigenous peoples and the Canadian state**

**Discussion paper question: What is and ought to be the nature of the relationship between Indigenous peoples and the Canadian state?**

Pamela Palmater. 2014. "Genocide, Indian Policy, and Legislated Elimination of Indians in Canada," *Aboriginal Policy Studies* 3, 3: 27-54.

Murphy, Michael. 2009. "Civilization, Self-Determination, and Reconciliation," in Timpson, Annis May Ed. *First nations, First Thoughts: The Impact of Indigenous Thought in Canada*. Vancouver: UBC Press, 251-278.

Greg Poelzer & Ken Coates. 2016. "Political and Institutional Approaches," (Chapter 5) in their *From Treaty Peoples to Treaty Nation: A Road Map for All Canadians*. Vancouver: UBC Press

Heather Dorries, Robert Henry, David Hugill, Tyler McCreary, and Julie Tomiak. 2019. "Introduction: Settler City Limits" in their edited *Settler City Limits: Indigenous Resurgence and Colonial Violence in the Urban Prairie West*. Winnipeg: University of Manitoba Press.

Optional:

Newhouse, David, and Yale Belanger. 2020. "The 'Canada Problem' in Indigenous Politics." In *Visions of the Heart: Issues Involving Indigenous Peoples in Canada*, fifth edition, Eds. Gina Starblanket and David Long, 34-58. Oxford: Oxford University Press.

Borrows, John. 2017. "Canada's Colonial Constitution." In *The Right Relationship: reimagining the implementation of historical treaties*, Eds. Michael Coyle and John Borrows, 17-38. Toronto: University of Toronto Press.

Flanagan, Tom, and Alan Cairns. 2001. "Flanagan and Cairns on Aboriginal Policy," in *Policy Options*:

<https://policyoptions.irpp.org/magazines/how-big-should-city-governments-be/flanagan-and-cairns-on-aboriginal-policy/>

## 9. Diversity in Canadian Politics?

**Discussion paper question: How is diversity conceptualized in Canada? What is the nature of the challenge of addressing diversity and creating an equitable political community?**

*Canadian Politics (7<sup>th</sup> edition)*

Will Kymlicka – "Citizenship, Communities and Identity in Canada," (Chapter 16)

Alain Gagnon – "Five Faces of Quebec: Shifting Small Worlds and Evolving Political Dynamics," (Chapter 10)

Yasmeen Abu-Laban – "Diversity in Canadian Politics" (Chapter 18)

Uberoi, Varun. 2016. "Legislating Multiculturalism and Nationhood: The 1988 Canadian Multiculturalism Act," *Canadian Journal of Political Science* 49(2): 267-287.

Nath, Nisha. 2011. "Defining Narratives of Identity in Canadian Political Science: Accounting for the Absence of Race." *Canadian Journal of Political Science* 44(1): 161-94.

## 10. "Race" in Nova Scotian and Canadian Politics

**Discussion paper question: How "race" political in Canada?**

Debra Thompson. 2008. "Is Race Political?" *Canadian Journal of Political Science*. 41, 3: 525-547.

Thompson, Debra. 2014. "The Comparative Study of Race: Census Politics in Canada, the United States and Great Britain." In *Comparing Canada: Methods and Perspectives on Canadian Politics*, ed. Martin Papillon, Luc Turgeon, Jennifer Wallner and Stephen White. Vancouver: UBC Press.

Maynard, Robyn. 2017. "The Black Side of the Mosaic," in her *Policing Black Lives*. Halifax & Winnipeg: Fernwood Press.

Ted Rutland. 2018. "Making Space for Homo economicus: Neoliberalism, Regional Planning, and the Boundaries of Economic Life," (Chapter 7) in his *Displacing 12 Blackness: Planning, Power, and Race in the Twentieth*. Toronto: University of Toronto Press.

Ingrid Waldron. 2018. "Re-thinking waste: Mapping Racial Geographies of Violence on the Colonial Landscape," *Environmental Sociology*. 4, 1: 36-53.

## **11. Group Politics: Social Movements and Interest Groups**

**Discussion paper question: How should we conceptualize and study group politics in Canada?**

*Canadian Politics (7<sup>th</sup> edition)*

Michael Orsini – "Of Pots and Pans and Radical Handmaids: Social Movements and Civil Society," (Chapter 18)

Érick Montpetit and Graham Wilson – "Interest Groups in Canada and in the United States: Evidence of Convergence," (Chapter 7)

Jacquetta Newman – "Acting in and on History: The Canadian Women's Movement," (Chapter 19)

**Other required reading material:**

Miriam Smith. 2018. *A Civil Society? Collective Actors in Canadian Political Life*. Chapters 1, 2 and 6.

**Optional reading material:**

Smith, Miriam. 1999. *Lesbian and Gay Rights in Canada: Social Movements and Equality-Seeking, 1971-1995*. Toronto: University of Toronto Press. [Introduction]

## SECTION B: UNIVERSITY STATEMENTS

### *Territorial Acknowledgement:*

The Dalhousie University Senate acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People and pays respect to the Indigenous knowledges held by the Mi'kmaq People, and to the wisdom of their Elders past and present. The Mi'kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people.<sup>1</sup>

The Dalhousie University Senate also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.

### *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.

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<sup>1</sup> The Dalhousie University Senate also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.

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/>.

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)
- the [Student Success Centre in Truro](#) for courses offered by the Faculty of Agriculture

Your classrooms may contain accessible furniture and equipment. It is important that these items remain in place, undisturbed, so that students who require their use will be able to fully participate.

### ***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 - University Secretariat - Dalhousie University](#)

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 [Academic Calendar](#) and the [Senate](#).

**Important student information, services and resources are available as follows:**

### University Policies and Programs

- [Important Dates in the Academic Year](#) (including add/drop dates)
- [Classroom Recording Protocol](#)
- [Dalhousie Grading Practices Policy](#)
- [Grade Appeal Process](#)
- [Sexualized Violence Policy](#)
- [Scent-Free Program](#)

### Learning and Support Resources

- Academic Support - Advising [Halifax](#), [Truro](#)
- [Student Health & Wellness Centre](#)
- [On Track](#) (helps you transition into university, and supports you through your first year at Dalhousie and beyond)
- [Indigenous Student Centre](#). See also: [Indigenous Connection](#).
- 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](mailto:elders@dal.ca) or 902-494-6803.
- [Black Student Advising Centre](#)
- [International Centre](#)
- [South House Sexual and Gender Resource Centre](#)
- [LGBTQ2SIA+ Collaborative](#)
- [Dalhousie Libraries](#)
- [Copyright Office](#)
- [Dalhousie Student Advocacy Service \(DSAS\)](#)
- [Dalhousie Ombudsperson](#)
- [Human Rights & Equity Services](#)
- [Writing Centre](#)
- [Study Skills/Tutoring](#)