

POLITICAL SCIENCE 4601/4602 (HONOURS SEMINAR / THESIS)

Honours programme coordinator: Brian Bow (brian.bow@dal.ca)

Seminar meetings: Fridays, 11:35am-2:25pm, McCain 1130 (more details below)

Office hours: by appointment only (more details below)

Overview

This is the course guide for POLI 4601/4602, the Honours seminar for Political Science (POLI). The Honours degree is a special version of the BA which recognizes outstanding academic achievement, but it is also a specialized program of study, with specific admission and completion requirements. This course—the Honours seminar—is one of the requirements for completion of the Honours degree—both for “concentrated” Honours in POLI and for “combined” Honours in POLI and another discipline, where POLI is the primary department.¹ (You can get more info about what the Honours programme is, and the criteria for admission and completion, from the Political Science department website: <https://www.dal.ca/faculty/arts/politicalscience/programs/undergraduate-programs/honours-program.html>.)

We call this a guide, rather than a syllabus, because the Honours seminar isn’t organized like other courses offered by the department, with regular meetings and assignments all the way through the academic year. As outlined in the schedule below, the seminar will meet once per week for most weeks in the Fall term, but then only convene for a few specific events in the Winter term, when students will be focusing on completing their Honours essays. POLI 4601/4602 has unusual and somewhat-complicated assessment criteria, which are explained in the “Assessment” section, below.

Simplifying things a bit, you will do five main things for this course: 1. throughout the Fall semester, participate in weekly seminar meetings; 2. complete a series of small assignments in the Fall, as preparatory work for your Honours essay research; 3. in mid-November, give a (first) presentation to the seminar group, based on your preliminary work on your Honours essay; 4. in late January, give a (second) presentation based on research and draft work on your Honours essay; 5. in mid-March, “defend” your Honours essay in a meeting with your Honours essay supervisor and a second reader. Each of these things is explained in a little bit more detail, below.

Honours seminar meetings

The Honours seminar has **three main purposes**: 1. provide general guidance and support for Honours students preparing to undertake their Honours essays; 2. facilitate and encourage the building of a mutually-supportive community in this year’s cohort of Honours students; and 3. linking the two previous things together, providing Honours students with some practice with peer review and collaboration.

¹ If you are doing a combined Honours degree, and POLI is **not** your primary department, then you **don’t** have to take this course; there is probably another course like it, offered by your primary department, that you should be taking instead.

The seminar meetings will provide a general overview of some of the basic building blocks of Political Science research: specifying a research question and formulating useful hypotheses; locating the research in relevant academic and policy debates (i.e., literature review); selecting and developing a plan for research and analysis (i.e., research design or “methodology”); and presenting the results of research in a user-friendly and compelling way. Some of these things will pick up on some abstract concepts from courses you’ve already taken—esp. POLI 3492 and POLI 3493—so in that sense at least part of the seminar process is a review. But it is also very much focused on some of the everyday practicalities involved in doing research, which you may not have talked much about in previous classes—e.g., managing your time, anticipating and avoiding ethical problems, editing strategies, etc.

Honours seminar meetings are a mandatory component of the Honours program, and your participation in seminar meetings plays a part in the calculation of the “21st grade” (see “Assessment,” below). These will be proper small-group seminar meetings, where your **active participation** is not only welcome but **required**. I’ll do some small-scale lecturing from time to time, usually to set the stage for the day’s discussion, but the success of the class depends on every students’ active engagement in the discussion. You won’t just be thinking about how to make your own research project better, but also about how best to help your classmates to make their projects better, and they will be doing the same for you. Remember that the seminars are meant to be constructive and supportive, not competitive.

Honours essay (“thesis”)

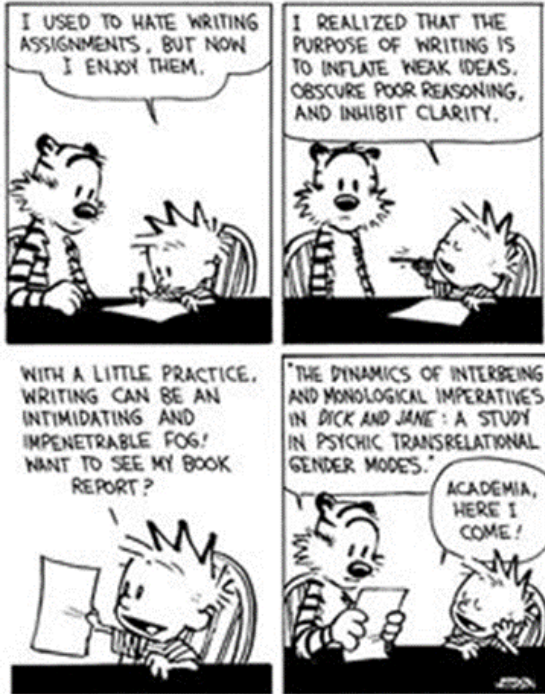
The Honours essay is sometimes called the thesis, and here in the guide I’ll move back and forth between these two terms. The Honours essay is the centrepiece of the Honours degree, and is both the main product of your work in the course and the main basis for assessment. The thesis is intended to serve **four main purposes**: 1. experience in developing a substantial research project at a sophisticated level of analysis; 2. opportunity to work in depth in an area of inquiry in which you may have a particular interest; 3. sustained engagement with one more members of the teaching faculty; and 4. general introduction to the kinds of challenges involved in research and analysis at the graduate level and beyond.

One could say that **an Honours essay is what every term paper wishes it could be**: an essay on a topic that you choose for yourself; for which you have plenty of time for research, reflection, and editing; and which is developed and refined through close collaboration with a faculty mentor. Because you will have had much more time for research and reflection, the expectation is that you’ll have a lot more to say, so Honours essays are significantly bigger than most term papers. But they are not generally as ambitious and detailed as an MA thesis. It’s hard to pin down in advance exactly how long your Honours thesis will be, as much will depend on the particular research strategy employed and the kinds of information you have to work with (e.g., theses based on detailed case studies are often longer than those based on statistical methods, without necessarily being “more work”). Each student will work this out with their supervisor. But, for reference, we can tell you that historically most Honours essays have tended to be *about 50 double-spaced pages*.

The Honours essay is a **big project**, but it is manageable, as long as you aim for something that’s clear-cut and limited in scope, stay in touch with your supervisor, get to work on the research right away, and consistently make time to work on it each week, all the way through the year. As a rough guide to the amount of work involved, and assuming a normal load of five full-year classes (or the equivalent) in a minimum 45-hour working week, you should consider an average of 8 to 9 hours per week throughout



the academic year as a reasonable allocation of time to the Honours essay project. There are some aspects of the process that are the same for everyone, but of course there are also many aspects of the experience that are specific to the individual. You'll figure out what works for you, as you go along. (More details about how to think about workload and time management in "General advice," below.)



The key to a successful Honours essay is to have **a clear and manageable research question** and a clear and manageable plan to find an answer to that question. You should be aiming to have a short list of likely topics for research when you start the Honours seminar (e.g., "I am interested in examining the roots of authoritarianism in Latin America"). By mid-October, you should have selected a specific topic and translated that into a workable research question (e.g., "I am investigating whether authoritarianism in Latin America is due to certain problems of industrialization"). By the end of the Fall term, you should have worked out a clear plan for research to answer your research question (e.g., "My working hypothesis is that whether a Latin American state turns to authoritarianism depends on whether land ownership is highly concentrated at the time when the economy is going through industrialization. To figure out whether that's true, I'm going to look at what's going on with these factors during the period of rapid industrialization in Brazil, Argentina, Venezuela, Colombia, and Ecuador.") By the time we get to Presentation 2, at the end of January, you should have

worked out clearly what your answer to the research question is, and be able to justify that answer in terms of your (more or less preliminary) research findings.

Since one of the purposes of the Honours essay is to provide you with experience in developing and carrying through a research project on your own, **the initiative is to a considerable extent left to you** rather than to your supervisor. You're expected, for example, to choose your own field of inquiry and your own research question, though you might adjust these things based on advice from your supervisor. It's also up to you to find and interpret whatever research materials are relevant to your work, but of course your supervisor might have suggestions for things to read and advice about where to find them. This is *your* project, and the supervisor's job is to raise difficult questions, point out some potential pitfalls, and offer advice—not to tell you exactly what to do and exactly how to do it.

There are many different kinds of POLI research, and therefore many different kinds of Honours essays. In practice, however, **most theses take one of three forms**: 1. testing of one or more causal theories about a general category of political phenomena, by looking for patterns in the empirical record (e.g., process-tracing in a small number of case studies, or statistical analysis of a large number of cases through an existing dataset); 2. interpretation of the meaning and intent behind a theoretical text or cluster of closely-related texts, through close reading of the texts in historical and social context; or 3. at the intersection of the two previous options, critical engagement with existing theories through some combination of textual analysis and exploration of historical cases, perhaps through an interpretive or other unconventional mode of analysis. Each has its own challenges and rewards, and its own standards for evaluating the usefulness of the results. We'll discuss each of these in the seminar, but most of our attention will be on #1, since that is what the vast majority of students will actually be undertaking. If you're not sure what kind of thesis you're headed toward, confer with your supervisor and/or the programme coordinator.

For #1 above (i.e., empirical theory-testing), there are many different kinds of sources you can work with. Most students' Honours essays will be based on existing primary sources (e.g., archival records, opinion survey datasets, etc.) and/or on secondary sources—that is, work by other scholars which makes use of pre-existing primary sources (i.e., most of the existing academic work that's available to you). **It is technically possible for students to do research based on their own data collection**—e.g., interviews with policy-makers, opinion surveys, focus groups, participant observation, other ethnographic methods), and this would be great experience, especially for those thinking of doing further research using these methods. *In practice, however, very, very few students actually do this kind of research for their Honours theses in Political Science, and that's totally fine.* The main reason for this is limited time, especially but not only because of the constraints imposed by the university's **research ethics review process**. Any new research which involves human participants has to be reviewed by the Social Sciences and Humanities Research Ethics Board (SSHREB). It takes about a month for any application to SSHREB to be reviewed, and there's no guarantee that any application will be approved. Anyone thinking about doing this kind of research will have to submit a detailed plan (with the endorsement of a potential supervisor) to the programme coordinator by **September 15**, at the latest. A full application would then have to be reviewed and approved at the department level and then submitted to SSHREB for formal review by October 1 at the absolute latest. If all went well in that review, the student would be ready to begin research in early November; if not, and revisions were required, then approval and research might be delayed until December or January. If you are reading this before September 1, and thinking you might want to do this kind of research, get in touch with the programme coordinator right away; if it's after September 1, then it's probably too late.

Note that a number of Honours essays from previous years are available for examination should you wish to peruse them. Consult with the programme coordinator to arrange access to these past theses.

Honours essay committee & defence

The **supervisor's** job is to serve as a mentor, guiding the student through the thesis process. It's up to the individual student to choose and "recruit" their own supervisor, though usually this is done most successfully in collaboration with the programme coordinator. For students in the POLI concentrated Honours or in a combined Honours where POLI is the primary department, the supervisor should be one of the POLI department's full-time faculty members—see the list of Full, Associate, and Assistant Professors here: <https://www.dal.ca/faculty/arts/politicalscience/faculty-staff/our-faculty.html>.² Note that the Honours programme page includes a selection of "fact sheets" with info about some potential supervisors' research interests and supervisory experience: <https://www.dal.ca/faculty/arts/politicalscience/programs/undergraduate-programs/honours-program.html>.

In general, the best time to approach potential supervisors is in late August or early September, and it's best to try to confirm your supervisor before the end of September. (But note the exception for those thinking about doing research with human participants, noted above.) Recognize that some faculty members may deflect or even decline, because they are already carrying a very heavy supervisory load and/or have other pressing research, teaching, and service commitments. Don't be too discouraged if you don't get an immediate yes from the first faculty member you approach; it's nothing personal. If you are having trouble identifying potential supervisors, or in securing a commitment from a potential supervisor you want to work with, consult with the programme coordinator. Once you've recruited your supervisor, fill out the **topic and supervisor form** ("Form 1," available in the POLI 4601/4602 Brightspace site), ask your supervisor to sign it, and return it to the Honours programme coordinator right away.

² In some exceptional circumstances, faculty members from other departments may be permitted to serve as Honours thesis supervisors, but this is something that must be approved in advance by the Honours programme coordinator.

Each faculty member has their own approach to supervision. You should choose a potential supervisor partly based on their research expertise, but also partly based on what you know about their supervisory philosophy/style; if you're not sure about the latter, it's a good idea to meet with potential supervisors early, and talk with them about their interests and expectations, *and also **your** interests, expectations, etc.* Don't worry too much if there doesn't seem to be a faculty member whose research expertise closely matches the issues you want to explore in your Honours essay; the most important thing a faculty supervisor brings to the table is their experience with the **the process** of doing research, in general.

The **second reader's** main job is to work with the supervisor to evaluate the finished Honours essay. A second reader may give some general advice early in the process, but in general they are not much involved in the research process until the final draft of the thesis is ready for defence. Second readers don't have to be full-time faculty members in Political Science (they could, e.g., be part-time instructors or faculty members from other FASS departments). It's a good idea to confer with your supervisor and the programme coordinator before trying to "recruit" your second reader. In any event, students should try to finalize and confirm their second reader before the end of November if possible, and definitely before the end of December.

The **programme coordinator** will try to support each individual Honours student, but their focus is on guiding the whole cohort through the process. The programme coordinator runs the Honours seminar meetings in the Fall term and manages the presentations and defences in the Winter term. In most cases, the programme coordinator tries to sit in on as many thesis defences as possible, but it isn't strictly required, and may not be possible in some cases. Note that the programme coordinator is available to serve as supervisor or second reader for a few students' Honours theses.



The **thesis defence** is an oral exam based on the Honours essay. It's called a "defence" because it's an opportunity for the student to explain the choices they made in undertaking the research, but it isn't necessarily an adversarial process. The point is for the committee members to clarify and understand the process and outcomes of the research, partly to evaluate the work itself, and partly to help the student to reflect on what worked, what didn't, and what lessons can be drawn from the process. For some, it can be a bit nerve-wracking, but for others it can be a rewarding and even enjoyable experience. (How often are you going to get two or three faculty members to sit with you for an hour to talk about your research?) Thesis defences should take

place in mid-March, and final versions of the thesis should be distributed to the committee at least 10 days before that date. Consult with your supervisor to determine when you'll be ready to defend and to schedule the defence itself.

In most cases, the defence will take about an hour, and the **format** is pretty straightforward. It begins with a brief presentation (8-10 mins) by the student, outlining the rationale, process, and outcomes of the research. Then the faculty committee members take turns asking questions about the work, and the student answers as best they can. The student is then asked to step out while the committee members decide on grades (see "Assessment," below), and the student is invited to come back to the meeting to get their results. More details about the defence procedure, and strategies for preparing for the defence, will be provided in seminar meetings.

Other steps

The Honours seminar has built into it a series of assignments and reports designed to force you to “check in” with your supervisor, the programme coordinator, and—in a way—with yourself.

Presentation 1: On Friday, November 25, each student will give a brief presentation on their progress to that point. (If it’s not possible to schedule all of the presentations on November 25, then there may be “overflow” presentations early in the following week.) For most, this presentation will be a clear statement of (the current version of) the core research question and a brief overview of the way the question fits into existing debates surrounding the phenomenon or problem in question. Much of what is presented here will find its way into the introduction and literature review sections of the thesis.

Each student will be required to sit in as an audience member for at least three other students’ presentations; a sign-up sheet will be provided on the course Brightspace site. Students will be expected to pay careful attention during others’ presentations, and to ask questions and offer constructive criticism afterward. The programme coordinator will provide brief comments and suggestions to the student based on Presentation 1, but there is no specific formal assessment for this step. The programme coordinator’s comments will also be shared with the supervisor, to inform the supervisor’s progress report (below).

Outline: On or before Friday, December 2, each student will submit to the programme coordinator a one-page outline describing the overall plan for their Honours essay research. The outline will be assessed by the programme coordinator, and that assessment will make up part of the 21st grade (see “Assessment,” below). The program coordinator’s grade and comments on the outline will be shared with the supervisor, to inform the supervisor’s progress report (below).

Supervisor’s progress report: This isn’t an assignment for the student to complete/submit. It’s an evaluation of the student’s progress so far, as assessed by the supervisor, based on the students’ meetings with the supervisor up to that point, and the supervisor’s assessment of Presentation 1 and the Outline. If in early-/mid-December and feel you haven’t had many opportunities to talk with your advisor recently, you might try to schedule a meeting for mid-December or early January, to give your supervisor an update and make sure you’re on the right track. The supervisor’s progress report makes up part of the 21st grade (see “Assessment,” below).

Presentation 2: This presentation is similar to the first one, with a few important differences. Whereas Presentation 1 is just about your preliminary ideas, Presentation 2 is an opportunity to report on actual research findings. Whereas Presentation 1 is just for the seminar students, Presentation 2 is open to faculty and other members of the departmental community. Presentation 2 will be assessed and will make up part of the 21st grade (see “Assessment,” below).

Assessment

Unlike regular university courses, the Honours seminar has **two** final grades: the normal transcript grade that goes with POLI 4601/4602 and the so-called “21st grade.” Perhaps counterintuitively, the grade for POLI 4601/4602 is based on the quality of your Honours essay, and the 21st grade is based on your contributions to seminar discussion and various assignments in POLI 4601/4602. The grade for your Honours essay is decided on jointly by the supervisor and second reader, at the end of the thesis defence meeting; the 21st grade is decided at the same time, by the supervisor and second reader, with input from the programme coordinator. The 21st grade can be further broken down as follows:

Assignment	Due date	As assessed by	Portion of grade
Contributions to Fall term seminar meetings	--	Programme coordinator	15%
Outline	Fri Dec 2	Programme coordinator (but see "Other steps," above)	15%
Supervisor's progress report	early Jan	Supervisor (see "Other steps," above)	15%
Presentation 2	Fri Jan 27	Programme coordinator (see "Other steps," above)	15%
Thesis defence	late Mar	Supervisor & second reader	40%
Total			100%

There are a couple of awards attached to the Honours program. The **James H. Aitchison award** is for the best Honours thesis in each year, as selected by a committee of Honours supervisors.³ The **Eric Dennis Gold Medal Prize** goes to the Honours student with the highest cumulative GPA throughout their degree programme, who is notified by the registrar at graduation.⁴

Schedule

Fri Sept 9	Seminar meeting #1: general introduction
Sept 9-23	Students "recruit"/confirm faculty supervisors and notify programme coordinator, using "Form 1" (see "Honours essay committee and defence," above)
Thu Sept 15	For those considering research with human participants, deadline to submit detailed plan of research, in preparation for SSHREB application (see "Honours essay," above)
Fri Sept 16	Seminar meeting #2: academic ethics
Fri Sept 23	Seminar meeting #3: the "science" in Political Science
Fri Sept 30	Seminar meeting #4: idea → question → plan: lit review
Fri Oct 7	Seminar meeting #5: idea → question → plan: hypotheses & research designs
Fri Oct 14	Seminar meeting #6: interpreting texts
Fri Oct 21	Seminar meeting #7: case studies, process-tracing, comparisons

³ In 1979 colleagues of Dr. J.H. Aitchison established a fund from which an annual prize would be awarded in recognition of the best undergraduate Honours essay. The fund was established to honour Professor Aitchison who was instrumental in founding the department.

⁴ Founded by Senator William Dennis and Mrs. Dennis in 1918, in memory of their son, who was lost in World War I. This medal will be awarded on graduation to the student who stands first among those taking First Class Honours in Government and Political Science.

Fri Oct 28	Seminar meeting #8: basic QCA, basic statistical methods
Fri Nov 4	Seminar meeting #9: idea → question → plan: practice
Nov 7-11	FALL BREAK WEEK
Nov 14-18	Students “recruit”/confirm second reader and notify programme coordinator (see “Honours essay committee and defence,” above)
Fri Nov 25	Student presentations 1 (see “Other steps,” above)
Fri Dec 2	Outlines are due (see “Other steps,” above)
Fri Jan 27	Student presentations 2 (see “Other steps,” above)
Feb 20-24	WINTER BREAK WEEK
Fri Mar 3	Penultimate draft of Honours essay submitted to supervisor (see “Honours essay committee and defence,” above)
Mon Mar 13	Final draft of Honours essay submitted to supervisor, second reader, programme coordinator (see “Honours essay committee and defence,” above)
Mar 17-31	Thesis defences, as scheduled by student and committee members (see “Honours essay committee and defence,” above)
mid-April?	Honours luncheon (more details provided later)

General advice and disclaimers

1. **The most important thing is clarity.** The sooner you can arrive at a clear-cut research question, the better. The clearer that question is, the more likely you are to figure out a clear plan for the research and to carry out that plan in a timely way. The best research questions are ones that you can convey to someone who doesn’t know anything about the topic, in one crisp sentence. In October, November, December, and January, you will be asked—REPEATEDLY—to convey to the programme coordinator (and sometimes also to your classmates in the seminar) the most up-to-date, increasingly-polished, 30-words-or-less version of your research question, and then you’ll be peppered with difficult questions about it, to try to make sure you’re as clear as you can be about what you are doing and why. And then in January and February you will also be asked to convey your plan for research, and that will be given the same kind of treatment, for the same kinds of reasons.
2. **You must make time for the Honours essay, all the way through the year.** As noted above, the whole point of the Honours essay is that it’s like the ideal term paper—the term paper that gets all of the time and attention it deserves. The main thing that undercuts regular term papers is that they tend to be written in a rush, at the last minute. If you do the same thing with your thesis, you’ll be disappointed with the results, and they may not pass muster at the defence. To do justice to your thesis, you need to make it a priority. For most Honours students, the easiest and best way to do that is to set aside a specific block of time in each week for thesis work, and protect that time from encroachments from other kinds of commitments (other courses, work, etc.). If you can put in the time every week, you will almost certainly end up with a strong thesis, and you may even finish most of the work early, and not be clobbered with a lot of stress in February and March. The Honours essay project is a marathon, not a sprint. It doesn’t matter how smart you think you are, or how many all-

nights you're ready to do in March; if you try to sprint it, you may get something done by the deadline, but it won't be proper Honours work.

3. **Enjoy the work.** This is the one chance you'll get to work on an issue that really interests you, as opposed to the sometimes-tedious exercises that will have been assigned to you by your professors over the past three years. Try to find a subject that genuinely sparks your curiosity, and that you're pretty sure will sustain that curiosity over several months.
4. **Take responsibility for yourself.** The programme coordinator and your supervisor make themselves available to offer feedback and advice, but—to go back to the sprint/marathon metaphor—they cannot take responsibility for carrying you to the finish line. It's up to you to know the programme requirements and deadlines, and to make steady progress in fulfilling them. There is some flexibility in the timeline (see "Schedule," below), but that flexibility has real limits. If you get stuck on something, it's up to you to send that email to your supervisor and/or the programme supervisor, to explain the problem, and to ask for advice.

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 (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.

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

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

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

Students in this class are expected to read and understand the policies on academic integrity and plagiarism referenced in the university's Academic Integrity website: http://www.dal.ca/dept/university_secretariat/academic-integrity.html. Ignorance of such policies is no excuse for violations.

Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a serious academic offence which may lead to loss of credit, suspension or expulsion from the University, or even to 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 Online Dalhousie website. The Senate has affirmed the right of any instructor to require that student papers be submitted in both written and computer-readable format, and to submit any paper to be checked electronically for originality.

Safety and security

In the event of a closure due to weather, power outage, flood, etc., additional information will be released via multiple channels through **DalSAFE**. Students should download the DalSAFE app and consider subscribing to text alerts as the most efficient way to receive information as things evolve.

Due to the size and complexity of our campus, often first responders cannot find the location to which they need to respond. **In the event of an emergency**, please immediately contact Dalhousie Security at 902-494-4109 (or via the mobile bluelight feature of the DALSAFE mobile app). Dalhousie Security will contact emergency services, and bring them directly to your location on campus. If **first aid** is required, once Dalhousie Security has been notified you can contact 911 to have them help you with required first aid steps. In the event of a **fire**, please pull the closest fire alarm pull station and exit the facility. Once safely outside, contact Dalhousie Security to inform them of the location and nature of the fire.

In the event of a **fire alarm** activation, please immediately exit the building in a calm and orderly fashion via the nearest exit. Please remain outside of the alarming area. Once the alarms have ended, and the fire department has granted approval, someone will announce that people may safely re-enter the facility. In the event of an extended closure, additional information will be announced via DalSAFE. If the alarm occurs during a test or exam, please remain separated from your classmates once you have exited the facility, and do not communicate with each other. Additional updates will be made by course instructors if/when clearance is made and students re-enter the classroom or testing area.

Per Faculty of Arts and Social Sciences Policy, “[a]ll students are required to **comply with health and safety requirements** on campus, and should be considerate of others' health concerns. Non-compliance may be reported under the Code of Student Conduct.” (More on the Code of Conduct, below.) For more on compliance with health and safety requirements, including masking and vaccinations, see these FAQs: <https://www.dal.ca/covid-19-information-and-updates/covid-19-resources/safety-plan-faqs.html>

For students who must miss class due to illness or exposure/quarantine, reasonable **accommodations** will be made at the discretion of the instructor. Similarly, the instructor will communicate plans in case their class must go online for a time, either because of their own exposure/illness or because of a temporary interruption of in-person classes. To support these efforts, students are expected to regularly check their Dalhousie email and Brightspace announcements.

Students wanting to talk with a mental health professional have access to same-day **counselling** appointments through the Student Health and Wellness Centre, LeMarchant Place, 2nd floor. Appointments can be made by calling 902-494-2171 or online at www.dal.ca/studenthealth/bookonline. 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.

Other university policies, statements, guidelines, and resources

This course is governed by the academic rules and regulations set forth in the University Calendar and by the University Senate: <https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx>

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.

https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html

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).

<http://www.dal.ca/cultureofrespect.html>

Students will always be expected to engage in **online communications** in a respectful fashion. This applies to any common areas and discussion groups and exchanges as well as in individual communications with the instructor. The instructor reserves the right to remove any comment, posting or message which violates Dalhousie guidelines for a respect culture. Students who persist in such postings may face removal from course forums or further disciplinary measures.

<https://dal.brightspace.com/d2l/le/content/126100/viewContent/1834588/View>

For your information here are links on maintaining proper online “netiquette” in class settings.

- <https://www.rasmussen.edu/student-experience/college-life/netiquette-guidelines-every-online-student-needs-to-know/>
- <https://elearningindustry.com/10-netiquette-tips-online-discussions>
- https://www.cise.ufl.edu/wp-content/uploads/2019/08/CISE_Netiquette_Guide.pdf
- <http://www.albion.com/netiquette/rule1.html>
- <http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/>
- <https://distancelearning.ubc.ca/learner-support/communicating-online-netiquette/>

Dalhousie University would like to acknowledge that the University is on **Traditional Mi'kmaq Territory**. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Contact the program at elders@dal.ca

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).

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

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

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

University Grading Practices: Statement of Principles and Procedures

https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html

General Academic Support – Advising

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

Faculty or Departmental Advising Support: Studying for Success Program

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

Dalhousie Student Advocacy Services

<http://dsu.ca/dsas>

Dalhousie Ombudsperson

https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html

Indigenous Students

https://www.dal.ca/campus_life/communities/indigenous.html

Black Students

https://www.dal.ca/campus_life/communities/black-student-advising.html

International Students

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

Student Health Services

https://www.dal.ca/campus_life/health-and-wellness.html

Counselling

https://www.dal.ca/campus_life/health-and-wellness/frequently-asked-questions-august-2017.html

Scent-Free Program

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

Dalhousie University Library

<http://libraries.dal.ca>

Fair Dealing Guidelines

<https://libraries.dal.ca/services/copyright-office/guidelines/fair-dealing-guidelines.html>

Copyright Office

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

Writing Centre

https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html