

RECOGNITION OF MI'KMAQ TERRITORY

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

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

Class Meetings: Mondays (11:30am – 2:30pm)
Last day of class is Monday, April 3 as per Registrar's Office
Location: Rowe Management Building – Room 5053

Instructor: Dr. Jenny Baechler
Office: **Room 3032**, Kenneth Rowe Management Building (office is located within the School of Public Administration which can be found just at the top of the stairs on the third floor).
Office Hours: By appointment
Email: jenny.baechler@dal.ca

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COURSE DESCRIPTION AND OBJECTIVES

“Security and development are indissolubly linked: development is compromised when security remains problematic, while a secure environment requires some form of sustainable development. Two of the principle manifestations of this ‘security-development nexus’ have been intrastate wars and collapsed states. In 2011 for example, none of the states emerging from civil war had reached any of the Millennium Development Goals set by the United Nations. Moreover, the security-development relationship conditions our capacity to develop effective policies on how and whether to intervene in ‘fragile’ or ‘collapsed’ states where the security environment is highly problematic, and our capacity to contribute to the economic and human development of these countries. This course aims, first, to give students a broad understanding of the various dimensions of the security-development nexus; and second, to address significant practical implications of this nexus.

The first objective of this course is to give students a broad understanding of the notion of the security-development nexus, as well as the various dimensions of this nexus. Students will also be familiarized with the numerous debates, both conceptual and practical, surrounding this issue and examine promising avenues for future praxis. The second aim of this course is to address significant practical implications and applications of the security-development nexus. In this

respect, key components of this course include the examination of specific case studies where security-development issues are paramount and an interagency simulation to provide students with a sense of what it is like to grapple these concepts beyond the classroom.

Pre-Requisites for POLI 4561: [POLI 2301.03](#) or [POLI 2302.03](#) or [POLI 2520.03](#) or [POLI 2530.03](#) [INTD 2001.03](#) or [INTD 2002.03](#) or by permission of instructor

Note: While this course is designed as a seminar course for graduate students from a number of academic disciplines including (Political Science, International Development Studies and Public Administration), well-prepared third and fourth-year undergraduates may be admitted with special permission from the course instructor.

LEARNING OBJECTIVES

By the end of this course students will be able to:

1. Understand and communicate core theoretical perspectives on the security-development nexus: human security, peacebuilding, stabilisation, securitization of humanitarian aid, state fragility, etc.
2. Analyze contemporary manifestations of the security-development nexus. This form of analysis will involve identifying and understanding the competing and reinforcing relationships that exist between interconnected actors, interests and operational / policy imperatives within a given context. Moreover, students will be able to discuss if and how these tensions might be reconciled.
3. Understand the practical application of theories related to the security-development nexus through administrative concepts such as: interagency approach, whole-of-government approach or civil-military coordination and/or joined-up government.
4. Select and apply effective techniques and tactics to advance an interagency approach to a policy issue characterized by the security-development nexus.

FORMAT

This is a three-hour seminar style course, held once a week, which will be primarily divided into a lecture and discussion. Students are expected to come fully prepared for each seminar, and actively and thoughtfully participate in the discussions. Each week, we will critically reflect and discuss the assigned readings. In particular, we will dissect the central arguments, key concepts, theoretical or conceptual frameworks, empirical evidence, and/or policy implications outlined in the readings.

REQUIRED READINGS

To eliminate the high price of textbook and reading packages, all of the required readings will be posted in Brightspace. Where possible the weblinks exist as permalinks – meaning that you will be taken into the Dal Library website where you can download the article as a PDF.

Readings are listed in the 'Class Schedule and Readings' section of the syllabus. Please follow the course schedule to download the correct reading. Over the course of the semester, I may also revise assigned readings, lecture topics, and assignments. Any changes to the course schedule or readings will be announced at least one week in advance.

It should be noted that this course is considered a heavy reading course. The seminar style requires that students arrive to class having read the required readings and prepared to participate in class discussions. Generally, there are three readings prescribed each week. To be well-prepared for the class discussion, students should be familiar with all three articles.

METHOD OF EVALUATION

Assignment	Weighting	Due Date (all assignments are submitted to dropbox folders in Brightspace)
Seminar Presentation & Facilitated Discussion <i>Students will be assigned to groups and dates / topics.</i>	20%	Ongoing <i>Slides or materials from presentation should be posted to Brightspace by 11:30am on the day of your presentation.</i>
Research Paper	20%	Monday, March 6 @ 11:30am
Interagency Simulation INDIVIDUAL: Opening Brief – Actor Profile GROUP: Written Analysis GROUP: Presentation INDIVIDUAL: Summative Reflection	5% 10% 10% 5%	March 13 @ 11:30am (<i>bring with you to class</i>) April 3 @ 11:30am April 3 (<i>delivered in class</i>) April 11 @ 11:30am
Attendance & Participation	20%	Ongoing. <i>Participation grade at half-way point in the semester will be made available to students.</i>
TOTAL	100%	

LATE SUBMISSIONS

Assignments are due on the day and time stated on Brightspace. Late submissions may only be made upon prior permission of the instructor. A 5% penalty will be applied for each day an assignment is late. No assignment will be accepted if it is submitted more than 5 days after the due date.

GRADE SCALES

Grade Scale (Undergraduate)

Letter Grade	Numeric Grade	Definition
A+	90-100	Excellent
A	85-89.9	
A-	80-84.9	
B+	77-79.9	Good
B	73-76.9	
B-	70-72.9	
C+	65-69.9	Satisfactory
C	60-64.9	
C-	55-59.9	
D	50-54.9	Marginal Pass
F	0 – 49.9	Inadequate

Grade Scale (Faculty of Graduate Studies)

Letter Grade	Numeric Grade
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
F	< 70

NOTE: Graduate students must achieve a minimum, or passing, grade of B- in all classes required as part of their degree program. Any lower grade will be recorded as a failure, with the exception of those classes with an approved pass/fail grading scheme.

ASSIGNMENT DELIVERABLES (DETAILS)

Attendance & Participation

Students are expected to attend every class. Attendance will be monitored on a weekly basis. Every student in the class can miss one class without any penalty provided it is not the day of your seminar presentation or one of the simulation days in March. Beyond the one 'free' class, the penalties for missed classes, even with a submitted SDA, increase.

Missing more than three classes over the semester will result in a grade of 0 for attendance and participation.

The instructor will assess participation after each class. **Your participation will be evaluated in a number of dimensions: conduct, participation in the seminar discussions facilitated by your peers, leadership within the context of class discussions, reasoning and argumentation, active listening and evidence of preparation.**

How to prepare to be an engaged audience member for weekly seminar discussions?

You can expect that I will ask you 3-4 of the questions below every week. You are strongly encouraged to reflect upon and write out the answers to the following questions before they come to the seminar. Although you will not be asked to submit these answers, this will help you during the seminar discussions. Have these questions with you as you review the required material:

- What is the main argument the author(s) outlines in the article?
- Were you convinced by the argument? Why or why not?
- What evidence does the author(s) draw upon (i.e., conceptual, theoretical, empirical to advance her/his argument)?
- What limitations do you see in the author(s) approach or methodology?
- How do the ideas / arguments / observations in the article contribute to your understanding of the relationship between security and development?
- Make a connection between an idea(s) communicated in the article and something appearing in the news this week (domestic news, international news – either is fine).
- Do you have any questions about the article?
- You may find it helpful to identify a quote, idea and/or concept in the article that they want to discuss in class. Perhaps you agree or disagree with this or perhaps you simply found it helpful to your understanding of the topic.

Seminar presentation & facilitated discussion:

The course instructor will assign students to small groups (2-3) students and each group will be assigned to one of the following classes noted in the weekly course schedule. Each team will have the responsibility of presenting topics / themes and leading a class discussion related to two assigned readings. One reading will be described as the 'primary' reading and the other a 'secondary' reading. The primary article will generally provide a theoretical analysis, and the secondary article explores the weekly concepts within a specific context.

The group is required to:

- a. Summarize the primary article – provide a sufficient amount of context / background information and discuss the main insights or contributions presented by the author(s). Where appropriate, be sure to situate the articles within their temporal, disciplinary, methodological and geographic perspectives.
- b. Make connections between the primary and the secondary articles. How do the ideas from one article support or contradict the ideas in the other? Why are these similarities or differences important as we look to understand complex relationships between different policy realms.
- c. Alongside the peer-reviewed articles, identify an article from a press outlet that speaks to a current manifestation of the SD Nexus some place in the world (let's call this Nexus in the News!). In addition to briefly summarizing the

new article, you'll look to make connections to key themes / topics identified within the peer-reviewed literature (your seminar articles). At a minimum, you'll want to discuss: *how does the current event support or contradict themes from the articles and/or how does the article allow us to better understand the nexus as it is presented in the news?*

- d. Facilitate a critical discussion with the class about themes / ideas / insights that emerged in the presentation. **You can expect that the class has read the articles that you're referencing.**

Each group is expected to present for a total of 30 minutes. Please be conscious about how much time you allocate for each activity as points will be deducted if you go under or over the time. Time management is important component of public speaking, especially in academic settings. Groups are encouraged to present on the assigned readings for 10 minutes, introduce and distill insights from the 'Nexus in the News' component of the presentation for 10 minutes and facilitate a class discussion for the remaining 10 minutes.

Groups will be evaluated on:

- a. Concisely summarizing the article and distilling important take-aways and key insights
- b. Drawing interesting / insightful connections between the two articles.
- c. Selecting a news article that speaks to a manifestation of the SD Nexus (Nexus in the News) and incorporating it into the presentation in a manner that continues to explore themes / topics from the peer-reviewed articles.
- d. Clarity, form and public speaking skills.
- e. Engaging classmates and stimulating thoughtful discussion

The assignment will be introduced in detail on class on January 9 (our first week of class). **A detailed evaluation rubric will be posted to Brightspace.**

Research Paper

On March 6 students will submit a 6000 – 6500-word research paper.

The research paper will provide students with a chance to prepare deeply for the simulation that occurs later in the semester. **The assignment will be introduced in detail on class on January 16 (our second week of class).**

Adopted from Graduate Student Grading Rubric - [Graduate Student Grading Rubric.pdf \(dal.ca\)](#): Overall, students are expected to evince a deep analytical ability when evaluating readings; to show familiarity with a wider variety of sources; and to articulate a significant complexity of thought. Your writing should demonstrate sophistication, both in the construction of the argument and in the clarity and lucidity. Through this assignment students should show evidence of good research skills; of the capacity for revision; and strong analytical capability as noted above.

Papers will be evaluated using the standard descriptors of the Department of Political Science:

- **A+** Papers that earn the highest grade are usually somewhat rare; they are original and innovative, and add to the scholarly discussion on the topic(s) at hand. They also show considerable command of critical and other secondary material. Depending on the type of assignment, these papers could, with no or minor revisions, be considered publishable in academic journals specific to the field.
- **A** These essays constitute excellent graduate work. They are original and strongly written, and show considerable command of critical and other secondary material, but would need significant revision before being considered publishable.
- **A-** These essays are very good graduate level work, and are well written and researched, offering a good understanding of the primary material and the scholarly discussion thereof.
- **B+** Essays in the B+ range may be considered good graduate work, but show weaknesses in terms of research, argumentation or writing.

- **B** These essays are satisfactory graduate work, but with substantial flaws in one or more areas of research, argumentation or writing. They may indicate difficulty in moving beyond undergraduate-level work.
- **B-** Essays in this range are minimally passable graduate work, showing considerable weaknesses or errors in research, argumentation, and writing. These essays demonstrate difficulty in moving beyond undergraduate-level work.

Interagency Simulation – Joint Assessment of Conflict and Stability (JACS)

It is essential for international actors to understand the specific context in each country, and develop a shared view of the strategic response required. - Principles for Good International Engagement in Fragile States and Situations, OECD, 2007

A Joint Analysis of Conflict and Stability (JACS) is a strategic assessment used to underpin UK National Security Council Strategies. It was introduced by the UK's Building Stability Overseas Strategy (BSOS) in 2011 as a tool to strengthen cross-government approaches to tackling overseas conflict and instability and to "identify the situation-specific interventions that will be most likely to succeed in helping to prevent conflict and build stability". We will focus on the JACS model, but it is worth noting that the US has a similar tool called the Interagency Conflict Assessment Framework (ICAF). ICAF enables a team comprised of a variety of United States Government agency representatives ("interagency") to assess conflict situations systematically and collaboratively and prepare for interagency planning for conflict prevention, mitigation and stabilization.

The simulation (our efforts to simulate the JACS process) will take place over two full classes in March – the 13th and 20th.

In addition to participating in the simulation, students will submit deliverables prior to the simulation and upon completing the simulation. Teams will also deliver a final presentation and written submission that outlines conclusions and recommendations to emerge from the simulation. **In order to submit the assignments associated with the simulation, students have to participate fully in both simulation days.**

In addition to strong writing, analytical, role-playing and reflection skills, a key point of evaluation for the assignment will be your ability to examine a conflict from multiple perspectives; to identify and understand the relationships that exist between security, development, political, economic and environmental issues.

More detailed information about the simulation and the various course assignments associated with the simulation will be covered in class on January 30th.

COURSE SCHEDULE AND READINGS

Date	Weekly Content
WEEK 1 January 9	<hr/> <p>Class Topics:</p> <ul style="list-style-type: none"> - Welcome and Introductions: overview of course syllabus - Security-Development Nexus Foundations: Key terms, concepts and actors <p>Course Admin: Overview of the Seminar Presentation / Discussion assignment; Meet your seminar presentation group</p>
	<hr/> <p>Teaching Case: A Moment in Time: the SD Nexus in 2011</p>

<p>WEEK 2 January 16</p>	<ul style="list-style-type: none"> • WDR 2011 – Situating the report in context, critiques, a policy instrument (?) • Theoretical descriptions of the Nexus <p>Course Admin: Overview of Research Paper assignment</p> <p>Readings – come to class prepared to discuss all three readings. <i>I will facilitate our discussion</i> 😊</p> <ul style="list-style-type: none"> • The World Bank’s 2011 World Development Report. The entire report is focused on the problematic relationship between conflict, security and development. Part 1 of the report (pages 49-93) is the part I’d like you to review. • Jones, G.A. & Rodgers, D. (2011). The World Bank’s World Development Report 2011 on conflict, security and development: a critique through five vignettes. Journal of International Development, 23(7), 980-995 • Stern, M., & Öjendal, J. (2010). Mapping the security—development nexus: conflict, complexity, cacophony, convergence? Security Dialogue, 41(1), 5-29.
<p>WEEK 3 January 23</p>	<p>Teaching Case: The New World Order of the early 1990s and Canada’s Foreign Policy Response</p> <ul style="list-style-type: none"> • Intrastate conflict in the former Yugoslavia, Somalia and Rwanda • Growth of the human security agenda <p>Seminar Presentations and Discussions: <i>All students should prepare to participate fully in the seminar discussions by reading all assigned readings prior to class.</i></p> <ul style="list-style-type: none"> • Group #1 – Primary Article: Galtung, J. (1969). Violence, Peace and Peace Research. Journal of Peace Research, 6 (3), 167-191. • Group #2 – Primary Article: Gasper, Des (2005). Securing Humanity: Situating ‘Human Security’ as Concept and Discourse. Journal of Human Development, Vol. 6, No. 2, p. 221-245. • Secondary / Shared Article: Ide, Tobias. COVID-19 and Armed Conflict. World Development 140 (2021): World Development, 2021-04, Vol.140.
<p>WEEK 4 January 30</p>	<p>Teaching Case: Unpacking the concepts of “fragility” and “stabilization”</p> <p>Course Admin: Preliminary introduction to the Joint Analysis of Conflict and Stability (JACS) simulation that will take place later in the term</p> <p>Seminar Presentations & Discussions: <i>All students should prepare to participate fully in the seminar discussions by reading all assigned readings prior to class.</i></p>

	<ul style="list-style-type: none"> • Group #3 – Primary Article: John Karlsrud. From Liberal Peacebuilding to Stabilization and Counterterrorism, <i>International Peacekeeping</i>, 26:1 (2019), 1-21. • Group #4 – Primary Article: Beall, J., Goodfellow, T., & Putzel, J. (2006). Introductory Article: On the Discourse of Terrorism, Security and Development. <i>Journal of International Development</i>, 18 (1), 51-67. • Shared / Secondary Article: Zürcher, Christoph. Conflict, State Fragility and Aid Effectiveness: Insights from Afghanistan. <i>Conflict, Security & Development</i> 12.5 (2012): 461-80.
WEEK 5 February 6	<hr/> <p>Teaching Case: Changing nature of the humanitarian space since 9/11</p> <ul style="list-style-type: none"> - Foundations of humanitarianism – principled humanitarian aid - Practical challenges to humanitarian action - Securitization of the humanitarian space - Re-purposing official development assistance (ODA) <hr/> <p>Seminar Presentations & Discussions: <i>All students should prepare to participate fully in the seminar discussions by reading all assigned readings prior to class.</i></p> <ul style="list-style-type: none"> • Group #5 – Primary Article: Collinson, S., Elhwawary, S., & Muggah, R. (2010). States of fragility: stabilization and its implications for humanitarian actions. <i>Disasters</i>, 34(3), S275-S296. • Group #6 – Primary Article: Stoddard, A et al, Out of Reach: How Insecurity Prevents Humanitarian Aid from Accessing the Neediest. <i>Stability: International Journal of Security & Development</i>, 6: 1 (2017), pp. 1–25. • Shared / Secondary Article: Osland, Kari M, and Erstad, Henriette U. The Fragility Dilemma and Divergent Security Complexes in the Sahel. <i>The International Spectator</i> 55.4 (2020): 18-36.
WEEK 6 February 13	<hr/> <p>Teaching Case: Arrival of the Coordination Imperative</p> <hr/> <p>Seminar Presentations & Discussions: <i>All students should prepare to participate fully in the seminar discussions by reading all assigned readings prior to class.</i></p> <ul style="list-style-type: none"> • Group #7 – Primary Article: Mele, Valentina & Cappellaro, Giulia. Cross-level coordination among international organizations: Dilemmas and practices. <i>Public Administration</i>. 96 (2018):736–752.

	<ul style="list-style-type: none"> • Group #8 – Primary Article: Coning, Cedric De, and Friis, Karsten. Coherence and Coordination. The Limits of the Comprehensive Approach. Journal of International Peacekeeping 15.1-2 (2011): 243-72. • Shared / Secondary article: Rotmann, P. (2016) Toward a Realistic and Responsible Idea of Stabilisation. Stability: International Journal of Security & Development, 5(1): 5, pp. 1-14.
February 20 - READING WEEK – No Class	
WEEK 7 February 27	<p>Teaching Case: SD Nexus as a Driver of Organizational Reform</p> <ul style="list-style-type: none"> • Public sector organizations: structure, accountability and funding • Dedicated stabilization units and Pooled Funding in Canada, the UK and the USA • United Nations Reform related to Peace & Security Architecture <p>Seminar Presentations & Discussions: <i>All students should prepare to participate fully in the seminar discussions by reading all assigned readings prior to class.</i></p> <ul style="list-style-type: none"> • Group #9 – Primary Article: Sproule-Jones, M. (2000). Horizontal management: implementing programs across interdependent organizations. Canadian Public Administration. 42(1) p. 92-109. • Group #10 – Primary Article: Bensahel, N. (2007). Organising for Nation Building. Survival, 49(2), 43-76. • Secondary / Shared Article: Patrick, S. and Brown, K. (2007). Greater Than the Sum of Its Parts. International Peace Academy. Chapter Three, pages 56 – 75.
WEEK 8 March 6	<p>Teaching Case: March 6 – Navigating the Nexus</p> <ul style="list-style-type: none"> • Beyond structure: culture, process and people • Organizational tools that facilitate cross-departmental coordination: training and assessments <p>Readings: <i>All students should prepare to participate fully in the seminar discussions by reading all assigned readings prior to class.</i></p> <ul style="list-style-type: none"> • Group #11 – Primary Article: Molenveld, A. et al. (2019). Images of Coordination: How Implementing Organizations Perceive Coordination Arrangements. Public Administration Review, Vol. 80, Iss. 1, pp. 9–22. • Group #12 – Primary Article: Barakat, Sultan, and Waldman, Thomas. Conflict Analysis for the Twenty-first Century. Conflict, Security & Development 13.3 (2013): 259-83. • Shared / Secondary Article: Williams, Paul (2013). We are all boundary spanners now? <i>The International Journal of Public Sector Management</i>; Vol. 26, Iss. 1 : 32-17.

	<p>Research Paper Due</p> <p>Submit to Brightspace Assignment folder by 11:30am</p>
<p>WEEK 9 March 13</p>	<p>JACS Simulation (Part 1)</p> <p><i>Students prepare for the simulation by completing the following:</i></p> <ul style="list-style-type: none"> Stabilisation Unit (2018). "The UK Government's approach to Stabilisation: A guide for policy makers and practitioners". Online article – link on Brightspace. Read Chapters 1 and 2 before class. Completing the Research Paper and the Actor Profile Assignment <p>Simulation Actor Profile Assignment Due – Submit to Brightspace Assignment folder by 11:00am and bring a copy to class (digital or hard copy)</p>
<p>WEEK 10 March 20</p>	<p>JACS Simulation (Part 2)</p> <ul style="list-style-type: none"> There is no required reading for this class but there will be work for your simulation to do between Part 1 and Part 2 of the simulation.
<p>WEEK 11 March 27</p>	<p>I hold this week in case the simulation needs a bit more time. However, the plan is that we won't have class this week and that, instead, your teams will have a chance to pull together JACS Simulation outputs.</p>
<p>WEEK 12 April 3</p>	<p>Teaching Case: Framing the practice of collaboration as a form of public sector innovation</p> <p>There are no assigned readings for this although I will make some resources available to you in case the content is of special interest.</p> <p>Simulation Presentation</p> <p>Simulation Debrief</p> <p>Simulation Presentation Slide Deck Due – Submit to Brightspace Assignment folder by 11:30am</p>

WEEK 13 April 11	<p>No class on Monday, April 11 (it behaves as a 'Friday' as per the Registrar's Office)</p> <p>Simulation Analysis Due – Submit to Brightspace Assignment folder by 11:30am.</p> <p>Simulation Individual Reflection Due – Submit to Brightspace Assignment folder by 11:30am</p>

COURSE-SPECIFIC POLICIES

If you have concerns about this course, please contact me using any of the ways described in this syllabus so we can have a conversation. Giving constructive feedback is a valuable skill, so you should always thoughtfully complete any course feedback surveys, student ratings of instruction, and other opportunities to provide input.

If your issue is not resolved, you can follow up with an academic or program advisor in the Department of Political Science or the School of Public Administration.

Missed or Late Academic Requirements due to Student Absence:

Dalhousie University's policy on student absences states:

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time **AND** by submitting a completed Student Declaration of Absence form to their instructor in case of missed or late academic requirements. Only two (2) separate Student Declaration of Absence forms may be submitted per course during a term (note: faculty, college, school, instructor or course-specific guidelines may set a lower maximum).

The submission of the form **does not guarantee accommodations, or provide an automatic exemption**, from any academic requirements that were missed or late during an absence. Any alternate coursework arrangements for missed or late academic requirements are at the discretion of individual course instructor(s).

Students who experience recurring short-term or long-term absences are strongly encouraged to meet with an Academic Advisor.

Click [here](#) for further information.

In the context of PUAD 6561 / POLI 5561:

Student Declaration of Absence form submissions are most relevant if a student experiences a short-term absence that impacts the submission of a course assignment.

- I will accept the SDA for the **Research Paper**. A submitted SDA will result in a three-day extension on the Research Paper deadline.
- I will not accept a SDA for the JACS simulation classes in March. Outside of the scheduled offerings of the simulation classes, there are no opportunities to participate in the exercise. If you do not participate fully in the simulation days, you will not be able to submit the final simulation deliverables.
- With respect to participation and attendance. I will provide every student with the opportunity to miss a class without penalty provided you do not miss the day that you are responsible for the seminar presentation and discussion. You do not need to submit a SDA for the first class that you miss. After the one missed class, there will be a penalty for missed classes regardless of whether a SDA is submitted. The penalties start out 'small' and increase as a pattern of missed classes emerges.

Student Declaration of Absence forms can be submitted to Brightspace – there is an Assignment folder called “Student Declaration of Absence Forms”

Standard Citation Style

Please use APA style in your assignments to briefly identify (cite) other people’s ideas and information and to indicate the sources of these citations in the References list at the end of your assignment. For more information on APA style, consult Dalhousie Library website at <https://libraries.dal.ca/help/style-guides.html> or consult the Frequently Asked Questions about APA

Accreditation and Competency Development



As a CAPPA (Canadian Association of Programs in Public Administration) accredited program, Dalhousie University’s Master of Public Administration is programs are subject to Assurance of Learning (AOL) standards. During the semester anonymous data may be collected to assess if AOL goals and objectives are being met. The data collected will be used for program improvement purposes only and will not impact nor be associated with student grades. This course has been

designed to contribute to the development of the CAPPA competencies. ***Please see the course outline for alignment between weekly topics and opportunities for competency development.***

Accreditation Competency Grid

COMPETENCY 1 - CRITICAL AND STRATEGIC THINKING - the ability to analyze and think critically and strategically about public sector issues and problems.			
1.1	Ability to exercise careful and sound judgement by accessing, analyzing, discerning and comparing information	1.2	Ability to devise and employ plans that lead to results that have an impact
COMPETENCY 2 – LEADERSHIP - the ability to lead and manage within public organizations			
2.1	Ability to create visions, to develop plans and to achieve results	2.2	Ability to put into practice effective performance and results management frameworks as key elements of public sector accountability and stewardship
2.3	Ability to understand how organizations function (how to get things done)	2.4	Ability to participate and contribute to the policy and program design and implementation process
2.5	Ability to inspire others to follow and lead	2.6	Ability to collaborate, to create coalitions and partnerships, and to work in teams
2.7	Ability to listen respectfully and appreciate the value of diverse perspectives	2.8	Ability to self-evaluate, to be aware of one’s own principles, values, strengths and limitations, and to take responsibility for one’s own actions and well-being
2.9	Ability to model qualities such as humility, empathy, resilience and confidence		
COMPETENCY 3 – ENGAGEMENT - the knowledge and understanding of the tools and techniques required to engage stakeholders and partners in networked policy and governance processes.			
3.1	Ability to negotiate, facilitate and build consensus	3.2	Ability to listen respectfully, to appreciate diverse perspectives and to solicit feedback
3.3	Ability to understand power dynamics (who has it and whether it is devolved or shared)	3.4	Ability to change course (learn from experience, flexibility, humility)

COMPETENCY 4 – VALUES AND ETHICS - an appreciation of the purpose of public service and associated standards of ethics and the application thereof in a professional context.			
4.1	Understanding of ethical frameworks	4.2	Ability to work through ethical issues and dilemmas
4.3	Ability to discover how to do the right thing	4.4	Ability to articulate and apply a public service perspective to an organization's mandate
COMPETENCY 5 – COMMUNICATION - the capacity to communicate and interact both professionally and productively with a diverse and changing citizenry and workforce			
5.1	Ability to listen respectfully, to appreciate the value of diverse perspectives, and to solicit feedback	5.2	Ability to recognize one's own biases, preferences, blind spots and worldview in relation to others
5.3	Ability to understand one's audience and to modify language, tone and other factors, when necessary	5.4	Ability to employ a variety of tools and methods for communicating, including digital media

Drop dates:

Last Day to Change and Add Classes for registered students – January 20, 2023

Last day to drop without a "W" – February 6, 2023

Last day to drop with a "W" – March 13, 2023

[Other important dates](#)

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 Management program courses 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 material to a commercial third-party website) may lead to a violation of Copyright law.

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.¹

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."

¹ 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/>.

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.

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So, when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the [Faculty of Management Professor and Student Contract on Academic Integrity](#), and it is your responsibility to ask questions if there is anything you do not understand.

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

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

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

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

Finally: If you suspect a lapse in academic integrity by colleagues or a professor, you may confidentially share your concerns via DeanManagement@dal.ca.

Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

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)
- 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.

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 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 Student Union Food Bank](#)
- [Dalhousie Student Union Funding](#)
- [Dalhousie Student Union](#)
- [Dalhousie Ombudsperson](#)
- [Office of Equity & Inclusion](#)
- [Writing Centre](#)
- [Study Skills/Tutoring](#)
- [Dal Awards and Financial Aid](#)