

SUST 1000.06 An Introduction to Environment, Sustainability, and Society

Fall 2017

6 CREDIT HOURS

Welcome to SUST 1000, the exciting introductory class in Dalhousie's College of Sustainability!

Since the foundation of the College of Sustainability, this class has provided the introduction to the cross disciplinary approach at the heart of the curriculum. Professors from completely different backgrounds are up on the stage teaching and learning together – an approach that encompasses exactly what we need to move toward a sustainable society: different perspectives and different resources in a conversation with each other. So in this class you'll see an architect, an historian, a conservation biologist, and a marine biologist, together with guest lecturers from disciplines like archaeology, engineering and agriculture, and from the community outside the university. We'll be discussing everything from marsh grasses to poetry, from grain elevators to whalesongs.

What we're trying to do is learn how to talk to one another, and learn how to work together. That, to us, is what interdisciplinary learning is all about: bringing particular interests and talents to the table, and sharing them with others. We're all concerned with the same kinds of issues; we're just trained to ask different kinds of questions and to look for different kinds of solutions. We're passionate about our own areas of expertise, but what we share – concern for improving the place of humanity on the planet – is in many ways more important.

This is what you're going to be doing, too, with us and with each other. ESS is all about finding out who you are, where you want to go, and what you can do. You might like art or chemistry or politics – we need them *all* in order to develop sustainable practices, at Dalhousie and around the world. In addition to the flow of issues in class, every Thursday evening we'll host a lecture or event that is open to the public. This way our journey of discovery is shared with the world outside the university.

Class Locations

- Tuesdays and Thursdays, 11:35-12:55 pm: Potter Lecture Auditorium, Rowe Building
- Thursday evenings, 7:05-8:55 pm: Ondaatje Hall, McCain Building
- A weekly 1.5-hour tutorial: Check your own schedule for location

Please arrive on time. This is a large class, and we're going to cover a *lot* of ground.

Instructors & office hours:

John Bingham
History, 1401 Mona Campbell Building
Thursdays 1:30-3:30 (or by appointment)

Steven Mannell
Architecture, 1401 Mona Campbell Building
Tuesdays 1:30-3:30 (or by appointment)

Joint Instructor email: sust1000@dal.ca

With... Nicholas Hill, Hal Whitehead and 30 other guest instructors and lecturers from Dalhousie and beyond.

Tutorial Coordinator & office hours:

Laurel Schut
Phone: 494-7886
1401 Mona Campbell Building
Email: laurel.schut@dal.ca
Tuesdays 9:30-11:30 (or by appointment)

College of Sustainability Main Office

Monday – Friday, 9:00 – 4:30, except holidays.
Phone: 494-4851 Fax: 494-8929
1401 Mona Campbell Building,
1459 LeMarchant St. (corner of Coburg Rd.).
Email: sustain@dal.ca

SUST 1000 Overview

This class consists of four clusters. The instructors will be joined by a variety of guest lecturers from Dalhousie and beyond, to share expertise and perspectives as we work to develop your understanding of the sustainability challenge.

1. A Place: Halifax and Grand Pré (September 7 – September 26)
2. A Process: Displacement (September 28 – October 17)
3. A Being: The Whale (October 19 – November 2)
4. An Element: Water (November 14 – November 28)

Brightspace site: The class Brightspace site contains the syllabus, organization chart, all required readings and resources, assignment and tutorial descriptions, class announcements, class mail/message boxes and discussion boards, along with drop boxes for all assignments. We will post outlines and presentations for all daytime lectures after class. You will not be able to complete the class successfully using only the materials on Brightspace. In addition to attending all daytime and evening lectures and tutorials, you should expect to log in to the Brightspace class site every day. **To access the SUST 1000 Brightspace site, click the “Brightspace” link at the top of the main Dalhousie web page www.dal.ca and then log in using your Dal NetID and password.**

Schedule of Class Activities

The organizational chart contains details of the dates for all class Lectures, Readings, Tutorials and Assignments. In the event of conflict, the information on the chart will prevail. You are required to attend **all** class components; the Thursday evening ESS lecture sessions and the tutorials are **not** optional.

Thursday evening lectures

The ESS Lecture Series is a required part of this class. ESS Lecture Reflection assignments account for 15% of your grade for the class. The speakers are invited guests and should be treated with respect. Your conduct in the lecture reflects on the entire Dalhousie student body so please behave appropriately: arrive on time, turn off phones, and do not engage in irrelevant activities (i.e. Facebook, texting), listen attentively, think of questions to ask (you are invited to challenge the speakers!) and stay until the end of the question period. This lecture is scheduled for 7:05 – 8:55 pm; plan to be there for the full time.

Tutorials

Tutorials are a required class component, and account for 15% of your overall grade through a combination of participation and assignments. The tutorials involve a variety of activities to help you develop skills required for a successful research paper. We also discuss lectures and readings to help you with your reflections, quizzes and exam. Tutorial attendance is far more important for your overall grade than the direct 15%! It is in your best interest to participate fully in all tutorials.

Writing Assistance

Students seeking individual help with their writing are strongly encouraged to contact the tutors at the Writing Centre: <http://dal.ca/writingcentre>

Acknowledgement

SUST 1000 was originally developed and taught by Steve Mannell (School of Architecture) and Claire Campbell (Department of History), demonstrating a cross disciplinary contribution that remains both central and invaluable to the class's current vision and focus.

Readings

It is essential you have the readings for each week completed by Monday, because we will be discussing them in lecture *and* in your tutorial.

All required readings are available in digital form and/or online through weblinks on the SUST 1000 Brightspace site. In addition to logging in to Brightspace, you will need to be logged into the Dalhousie network to access many of the online articles. To access the Dalhousie network, log into any computer located on campus, or use Dal's Virtual Private Network for off-campus access. For information see: <https://wireless.dal.ca/vpnsoftware.php>

Week 1 – 4 Sept

- Gro Harlem Brundtland et al, *Our Common Future: The Report of the World Commission on Environment and Development* (United Nations, 1987), Chapter 2: Towards Sustainable Development
- J. Sherman Bleakney, *Sods, Soil, and Spades: The Acadians at Grand Pré and Their Dykeland Legacy* (McGill-Queen's University Press, 2004) "Sods, Soil, and Spades: The Botanical Contribution" (selection) pp. 20-33.
- Michael Pollan, "Farmer in Chief," *The New York Times* (12 October 2008).

Week 2 – 11 Sept

- Sally Ross, *Dykes and Aboiteaux - The Acadians Turned Salt Marshes into Fertile Meadows* (Société Promotion Grand-Pré, 2002).
- Christopher F. Meindl, "Water, Water Everywhere," in Jack E. Davis and Raymond Arsenault eds., *Paradise Lost? The Environmental History of Florida* (University Press of Florida, 2005), pp. 113-13.
- Trudy Sable and Bernie Francis, *The Language of This Land, Mi'kma'ki* (Cape Breton Univ. Press, 2012), pp. 19-25.
- William Wicken, *Mi'kmaq Treaties on Trial: History, Land, and Donald Marshall Junior* (Univ. of Toronto Press, 2002), pp. 129-130.

Week 3 – 18 Sept

- David R. Montgomery, *Dirt: The Erosion of Civilizations* (University of California Press, 2007), Chapter 4: "Graveyard of Empires" (selections) pp. 49-51; 53-54; 56-69; 80-81.
- G. Braun and B. Craig, eds., *Organic Apple Production Guide for Atlantic Canada*, (Atlantic Food and Horticulture Research Centre, 2008), pp. 22-26 only.
- Lezlie Lowe, "Milking It," *The Coast* (30 July 2009).

Week 4 – 25 Sept

- George Monbiot, *Feral: Rewilding the Land, the Sea, and Human Life* (Penguin, 2013), pp. 8-9.
- Charles G.D. Roberts, "Tantramar Revisited" (1883).
- Manny Fernandez and Richard Fausset, "A Storm Forces Houston, the Limitless City, to Consider Its Limits," *New York Times*, 30 Aug 2017.
- George Monbiot, "Why are the crucial questions about Hurricane Harvey Not Being Asked?" *The Guardian*, 29 August 2017.

Week 5 – 2 Oct

- Michael Pollan, *The Omnivore's Dilemma: A Natural History of Four Meals* (Penguin Press, 2006): "A naturalist in the supermarket" pp. 15-19; "The rise of zea mays" pp. 23-26; "Vanishing Species" "There goes the sun" pp. 38-47; "The Elevator" pp. 58-64.
- Michael Pollan, "Why Did the Obamas Fail to Take on Corporate Agriculture?" *New York Times*, 05 September 2016.
- William Cronon, *Nature's Metropolis: Chicago and the Great West* (Norton and Co., 1991), Chapter 3, "Pricing the Future: Grain" (selections) pp. 104-119.
- Heakal, "Futures Fundamentals: Introduction & A Brief History"

Week 6 – 9 Oct

- JUDES (Just Us! Coffee Roasters Development and Education Society), *Statement of Principles* and “Conscious Consumer Quiz”
- E.F. Schumacher, “Economics as if People Mattered,” in George McRobie, *Small is Possible* (Harper & Row, 1981), pp. 183-191.
- David Owen, *Green Metropolis* (Riverhead Books, 2009), Chapter 1, “More Like Manhattan” pp. 1-18; 38-48.

Week 7 – 16 Oct

- Bob Giddings et al., “Back to the City: A Route to Sustainability,” in Mike Jenks and Nicola Dempsey, eds., *Future Forms and Design for Sustainable Cities* (Architectural Press, 2005), pp. 13-30.
- Stephan Singer, ed., *The Energy Report: 100% Renewable Energy by 2050* (World Wildlife Fund, 2011), pp. 1-30.
- Steven Mannell, *“Living lightly on the earth”: Building the Ark for Prince Edward Island 1974-1976* (Dalhousie Architectural Press, 2017), pp. 10-30: “The Ark Moment.”
- Rachel Carson, *The Sea Around Us* (Oxford University Press, 1951), Chapter 4, “The Sunless Sea” pp. 37-54.

Week 8 – 23 Oct

- Garrett Hardin, “Tragedy of the Commons,” *Science* (13 December 1968) 162 (3859), pp. 1243-1248.
- Elinor Olstrom, “A Multi-Scale Approach to Coping with Climate Change and Other Collective Action Problems,” *Solutions* 1(2) (March–April 2010), pp. 27–36.
- Nathaniel Philbrick, *In the Heart of the Sea: The Tragedy of the Whaleship Essex* (Viking, 2000), pp. xi-xiii; Chapter 1, “Nantucket” pp. 1-27.

Week 9 – 30 Oct

- R.A. Myers et al., “Cascading Effects of the Loss of Apex Predatory Sharks from a Coastal Ocean,” *Science* (2007) 315, pp. 1846-1850.
- “Scallops Decline Tied to Shark Overfishing,” Associated Press (29 March 2007).
- Joe Roman, *Whale* (Reaktion Books, 2006), Chapter 10, “Eating Whales” p. 183-198.
- Hiroko Tabuchi et al., “UN Court Orders Japan to Halt Whaling Off Antarctica,” *NY Times*, 31 Mar 2014.
- *Guardian* staff, et al., “Japan Admits to Killing More than 300 Whales in Southern Ocean,” *Guardian* 25 Mar 2016.

Week 10 – 6 Nov

Fall Study Break – No class, no tutorials

Week 11 – 13 Nov

- Marq de Villiers, *Water: The Fate of Our Most Precious Resource* (McClelland & Stewart, 2003), Chapter 1, “Water in Peril” pp. 6-18.
- Johannes Willms, *Paris: Capital of Europe* (Holmes & Meier, 1997), pp. 10-22; 256-82.
- Steven Mannell, “A Civic Vision for Water Supply: The Toronto Water Works Extension Project” in Wayne Reeves and Christina Palassio, eds., *HTO: Toronto’s Water* (Coach House Books, 2008), pp. 102-11

Week 12 – 20 Nov

- Remi A. Nadeau, *Water Seekers* (Doubleday, 1950), “The Troublemaker” (selections) pp. 14-21; “California’s Civil War” pp. 76-93, plus photos pages ii, iii; maps pages. viii, ix.
- Jane Qiu, “China Admits Problems with Three Gorges Dam,” *Nature*, 25 May 2011.
- Chaoqing Yu, “China’s Water Crisis Needs More Than Words” *Nature*, 470, February 17th, 2011, p. 307.

Week 13 – 27 Nov

- Jim Schultz, “The Politics of Water in Bolivia,” *The Nation* (28 January 2005).
- International Development Research Centre Canada, Factsheet: “After the Water Wars: The Search for Common Ground” (2005).
- Annie Leonard, *The Story of Stuff* (Free Press, 2010), Epilogue “Writing the New Story” pp. 237-252.

Evaluation and Assignments

N.B. All due dates are on the master class schedule.

Overview

1. Position Papers (2 @ 5%)	10%
2. ESS Lecture Reflections (1 @ 3%; 3 @ 4%)	15%
3. Quizzes (2 @ 5%)	10%
4. Footprint Stats Report	5%
5. Tutorial Participation & Attendance	10%
6. Tutorial Assignments (2 @ 1%; 1 @ 3%)	5%
7. Research Paper (3 components)	25%
8. Final Exam	20%

1. Position Papers: What is Sustainability? (2 papers, 5% each) due on Brightspace

Think of this as the kind of writing you might find in the Opinion section of a newspaper, or on a professional blog: you can write in the first person, but you need to present your position very clearly and provide evidence to convince the reader of your point of view. Citations (APA style) are required for direct quotations, or ideas drawn from sources other than your own direct experience.

Position Paper #1 will be on the meaning of “Sustainability.” State your thesis (position) and provide examples (perhaps from your own experience, perhaps from national or international events) to support your thesis in approximately 500 words.

Position Paper #2 asks you to reconsider your position on the question, “What is Sustainability?” as presented in the first position paper. Your personal position on this question might be quite different from before, or may remain unchanged from Position Paper #1; in either case your second argument will be substantially different, based on evidence from lectures, discussions, assignments, and readings encountered during the term. All of your evidence, again, must be cited properly in APA format. This second position paper must be concisely delivered in approximately 750 words.

POSITION PAPER ACADEMIC INTEGRITY NOTES

- You are to use your own words whenever possible
- Direct quotations from sources must be indicated with quotation marks and correct citations (APA style)
- Ideas from sources also require citations (APA style)

2. ESS Lecture Reflections: (4 submissions, 15% total) due on Brightspace

For the first position paper you articulated your definition of “sustainability.” The ESS Lecture Reflections are an ongoing exploration of that definition as it evolves over the course of the semester. Every Thursday evening you will hear a speaker who brings a different perspective to the question of sustainability. In these reflections, consider how that speaker has informed your own view. Did she or he challenge it, enrich it, or contradict it? (Perhaps all three!) What can you take from each week’s speaker?

Each lecture reflection submission will address two or three ESS lectures. Each lecture reflection must briefly summarize the key points of each lecture that are relevant to your paper, and an integrated discussion of the lectures. You must also incorporate the questions and discussion component of each lecture. The reflections will contain 1350 to 1650 words (5-7 pages) per submission for three lectures (900 to 1100 words for two lectures).

LECTURE REFLECTIONS ACADEMIC INTEGRITY NOTES

- You are to use your own words whenever possible
- Direct quotations from the lectures must be indicated with quotation marks
- Direct quotations from other sources must be indicated with quotation marks and correct citations (APA style)
- Ideas from other sources also require citations (APA style)

3. Quizzes (2 Quizzes, 5% each) in class, 20 minutes each

Each quiz will include a set of five short answer questions (true/false, multiple choice, and fill in the blank), and one paragraph answer question, (selected by you from a set of three to five options). The paragraph answer questions will ask you to look for connections – to synthesize evidence from the lectures and readings to make an argument. Quiz 1 will include material from Cluster 1 – Place; Quiz 2 will include material from Cluster 2 – Displacement.

4. Footprint Stats Report (5%) due on Brightspace

Based on an activity done in tutorial. Detailed description posted on Brightspace.

5. Tutorial participation (10%)

Based on your willingness to participate in a constructive, informed, and respectful way. Complete your readings before tutorial, bring your notes from Thursday evening lectures, fulfill other preparatory tasks as specified in previous tutorial, and be respectful of others' opinions. Participation is evaluated by your TA on an ongoing basis, up to 1 point awarded per tutorial class.

6. Tutorial assignments (5%)

Tutorial Assignment 1: Syllabus Assignment (Brightspace Quiz) (1%)

Tutorial Assignment 2: Academic Integrity Module and Quiz (1%)

Tutorial Assignment 3: Refined Research Question and "Mind Map" (3%)

7. Research Paper (25% total) 3 components as noted below

Each tutorial section is assigned a broad topic, and each student will develop a specific research question related to that topic. Your question should be one that has an answer that can be justified with academic evidence and that requires literature research by you to develop a complete answer. You will work on the steps of your Research Paper over several tutorial sessions. The final paper will be 7 - 8 pages long, double-spaced, containing 1700-2000 words of body text. You must refer to a minimum of 7 sources for your paper, including a minimum of 4 peer-reviewed academic sources (books or scholarly journal articles). Citations are required in APA style. Captions and image sources are required for images.

The Research Paper will be marked with equal weight given to three elements: **i) research** (depth and breadth of appropriate academic sources, selection and use of evidence); **ii) analysis** (the clarity, originality and sophistication of argument); and **iii) writing style and structure**.

a) Research Paper Outline and Evidence (5%) due on Brightspace

Outline and evidence for your research paper following the format template provided in Tutorial 4. Successful completion of this assignment requires that you have gathered, read, and analysed significant resources, and planned the structure of your paper.

b) Draft Research Paper (10%) due on Brightspace

The Draft Research Paper is a full draft text of your paper, in paragraph form, with in-text citations and a reference list. It is not a "first draft" or "rough draft" – we expect your best effort at a complete paper. It will be assessed using the same rubric as the final paper. It is submitted on Brightspace and we will print a hard copy to facilitate grading and feedback by your TA.

RESEARCH PAPER ACADEMIC INTEGRITY NOTES

- You are to use your own words whenever possible
- Direct quotations from sources must be indicated with quotation marks and correct citations (APA style)
- Ideas from sources also require citations (APA style)

c) Final Research Paper (10%) due on Brightspace

The Final Research Paper will incorporate further development of your Draft Research paper, based on advice from your TA and the writing TA and focused work in Tutorial 8. Grading will reflect the expectation of further development; a Final Research paper that is unchanged from the Draft Research paper will receive a lower grade. You must return the graded hard copy of your draft paper in the last class on Thursday, 1 December.

8. Final examination (20%) during the exam period, 3 hours

Combination of multiple choice, short answer and long answer questions. The University Registrar sets the date, time and place of the final examination during the exam period of 8-18 December. Do not book a flight home until the exam schedule has been posted on October 1st!

Grade Book: Grades for individual assignments will be posted to the Grade Book in Brightspace. Please keep paper and/or electronic copies of all assignments and papers until final grades are posted in December.

Late penalties: Assignments submitted after the deadline indicated in the syllabus will be penalized 5% per day, including weekends. Extensions will be considered for students with a documented illness or emergency.

Documentation: Documentation is required to substantiate illness and emergency. In the case of illness a doctor's note is required. In the case of other emergencies please speak with Laurel Schut about appropriate documentation (for example, a funeral program in the case of a death in the family). All documentation MUST be submitted to the College of Sustainability main office.

Letter Grade Conversion

Final grades will be converted to a letter grade according to the following system:

Grade	% Grade Value	Grade Point	Definition	
A+	90-100	4.3	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
A	85-89	4.0		
A-	80-84	3.7		
B+	77-79	3.3	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
B	73-76	3.0		
B-	70-72	2.7		
C+	65-69	2.3	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
C	60-64	2.0		
C-	55-59	1.7		
D	50-54	1.0	Marginal Pass	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of 'C' is required).
F	0-49	0	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.

SUST 1000 and College Policies

We aim to cultivate a culture of mutual respect and collective curiosity. We ask that all students arrive to class on time, turn off their cell phones, and do not engage with materials that are outside of the course during class time. Please also be courteous to your neighbours by not distracting them during class time. Do not use the door at the front of the auditorium during class time.

We view teaching as a collaboration between instructors, TAs and students. Our collective goal is for each of us to increase our knowledge base and hone our research, analytical and writing skills within the intersections of environment, sustainability and society. Each of us has responsibilities to ensure the success of this relationship.

As instructors and TAs, we commit to:

- Ensuring that course materials are instructive and engaging
- Communicating expectations clearly to students
- Responding to and integrating student feedback into the course
- Provoking questions, curiosity and constructive feedback from students
- Providing grades that are transparent and consistent among all students

In joining this class, students commit to:

- Attending and engaging in all course components
- Respecting alternative viewpoints that might not coincide with their own
- Completing and reflecting on all of the weekly readings
- Arriving on time to all elements of the course
- Remaining curious about and critical of the material covered

Citation Style: It is the policy of the College of Sustainability that students in all SUST-designated classes at the undergraduate level use the APA (American Psychological Association) citation style in all assignments. Students should familiarize themselves with the 6th edition of the Publication Manual of the American Psychological Association published in 2009, available in “Writing Resources” in Brightspace or on the Dalhousie Libraries’ website.

Missed classes: All of the information related to the logistical and administrative components of this course will be communicated in the lectures. If you miss any part of a lecture, it is your responsibility to catch up on what you missed, regardless of whether the absence was justified or not.

Tutorial Policies

Attendance: You must attend the tutorial section in which you are registered. You may switch tutorial sections until 19 September by dropping BOTH the lecture and tutorial in Dal Online and adding the lecture and the new tutorial section if there is space available. After 19 September you may no longer switch your tutorial section. You will only be graded for participation if you are on the class list for that tutorial section. If you miss a tutorial due to a documented illness or emergency you may request the opportunity to do make-up work for the participation point **but** you must notify Laurel Schut and your TA of the absence before, or no more than 24 hours after, the missed tutorial.

Tutorial participation: You may earn up to 1 point for participation in each tutorial. Simply being present in body at the tutorial does not grant you the point for participation! If you are present but disruptive or disrespectful you will get a zero! Participation grades will be assigned as follows:

1.0: Listened (throughout) and contributed to small group or full class activity/discussion. Clearly prepared for discussions of readings and lectures. Completed individual or group work collected at end of tutorial.

Grades in between: Lacking in one or more of the requirements above.

0: Disruptive or disrespectful. No meaningful contribution made to small group or full class, clearly not prepared (e.g. did not complete readings, did not attend lectures), distracted (e.g. texting, on Facebook).

Student Resources

Subject Specialist (Library Resources): Students in the ESS program with questions or concerns related to information retrieval or management can contact Dominic Silvio, the ESS subject specialist in the Killam Library. Call 494-2670 or email d.silvio@dal.ca

Writing Centre: [The Writing Centre](#), located in the Learning Commons of the Killam Library, provides assistance with essay organization, proofreading, writing styles, citations, and all manner of things to do with essay writing. If you want to spend some time with a tutor you should make an appointment at least 1.5 weeks in advance. Call 494-1963 or email: writingcentre@dal.ca

The Studying for Success Program can help you become a more effective learner. Attend workshops or drop in for individual study skills sessions, where you can get help with Time Management, Critical Reading, Note Taking, Preparing for Exams, and much more. SFS can also put you in touch with a study coach or direct you to departmental resources that may help you do better in a particular discipline. <http://www.dal.ca/study-skills-and-tutoring.html>

Academic Accommodations: Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

Dalhousie Counseling and Psychological Services Centre: Located on the 2nd floor of the LeMarchant Centre, offers counseling for a range of personal concerns, including stress management, personal concerns and distress, and the management of learning disabilities. Call 494-2081 or drop by the Centre, or visit the website: <http://dal.ca/counselling>

Academic Integrity: At Dalhousie 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. All students in this class are to read and understand the policies on plagiarism and academic honesty at <http://www.academicintegrity.dal.ca> . **Ignorance of such policies is no excuse for violations.** Please discuss this with your instructors and teaching assistants if you have any questions.

UNIVERSITY POLICIES, STATEMENTS, GUIDELINES and RESOURCES for SUPPORT

This course is governed by the academic rules and regulations set forth in the [University Calendar](#) and the Senate.

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. Click [here](#) to read more.

Accessibility: The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD). Click [here](#) to read more.

Student Code of Conduct: Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. Click [here](#) to read more.

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). Click [here](#) to read more.

Recognition of Mi'kmaq Territory: 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. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

University Policies and Programs

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

Learning and Support Resources

- General Academic Support - Academic Advising: https://www.dal.ca/campus_life/academic-support/advising.html
- Copyright and Fair Dealing: <https://libraries.dal.ca/services/copyright-office/fair-dealing/fair-dealing-guidelines.html>
- Libraries: <http://libraries.dal.ca>
- Student Health Services: https://www.dal.ca/campus_life/health-and-wellness/health-services.html
- Counselling and Psychological Services: https://www.dal.ca/campus_life/health-and-wellness/counselling.html
- Black Student Advising: https://www.dal.ca/campus_life/communities/black-student-advising.html
- Aboriginal Student Centre: https://www.dal.ca/campus_life/communities/native.html
- ELearning Website: <https://www.dal.ca/dept/elearning.html>
- Student Advocacy Services: <https://www.dsu.ca/services/community-student-services/student-advocacy-service>
- Dalhousie Ombudsperson: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html
- Writing Centre: https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
- Studying for Success program and tutoring: https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html