Course Outline
PAPM4000
Capstone Seminar in Public Affairs and Policy Management
Fall Term 2024
The Public Engagement with Open Data Edition!

Course Information

Instructor: Dr Tracey P. Lauriault, Associate Professor, Critical Media and Big Data, School of Journalism and Communication

Contact: Tracey.Lauriault@carleton.ca **PAPM4000 in the Subject line!**

Student Hours: Wednesdays, 12:30 – 15:30, RB4110b

Online Meetings/Class: It is compulsory for you to turn your camera on and be ready to use the chat.

Class Format: 11 in person weekly workshops with 2 online workshops

Course Website: https://brightspace.carleton.ca/d2l/home

Prerequisites: PAPM3000 and Good Standing in the Bachelor of Public Affairs and Policy Management program.

Course Calendar Description

A policy workshop focusing on the application of public affairs analysis to develop problem solving and research skills. The seminar will be policy-focused and organized by area of specialization in the program. Students, working in small groups, will examine concrete policy problems, actual or simulated, in specific institutional contexts.

Topics Covered and Learning Outcomes

Students in a team will address an actual challenge for the City of Ottawa: public engagement as it pertains to Open Data. The City seeks an engagement strategy, and students will write an evidence informed policy brief to address this challenge. Students will develop strategic thinking, leadership, and advisory skills by applying their public policy and public management knowledge and skills to help the city address this challenge. Students are consultants hired by the city. The instructor is senior partner of the consulting firm. Students ACTIVELY seek guidance from the instructor and submit key deliverables (i.e. assignments) as they would in a firm. The City of Ottawa Data Analytics Unit is the firm's client, this unit reports to a Manager and Council and citizens/residents of the City are the beneficiaries of policy outcomes.

Carleton University

PAPM4000 Capstone
Class Time: Wednesdays 08:30-11:30
In Person Seminar: Please check Brightspace for location
Student Hours: Wednesdays, 12:30 – 15:30, RB4110b

Learning Objective

The objective is for students to deliver an independently led evidence informed stand alone open data engagement strategy policy brief to the City of Ottawa and as part of CityStudio Ottawa.

Assessment

1. Weekly In-Class Activities	Weekly @ end of class	30%
2. City of Ottawa Public Engagement Open Data Policy Brief		70%
2.1. Attend Community Partner Class	Week 2 Sept.11	
2.2. DRAFT - Proposal Quad Chart	Week 4 Sept.25 @07:00	
2.3. Submit Revised Quad Chart Proposal	Week 5 Oct.02 @07:00	5%
2.4. DRAFT - Policy Brief	Week 7 Oct. 16 @07:00	
2.5. Policy Brief	Week 13 Dec.04 @07:00	50%
2.6. Presentation to Partners	Week 13 Dec.04 @07:00	15%
Total		100%

1. 13 In-Class Activities - 30%
Activities will address questions related to the Policy Brief. Students as consultants actively engage as they would in a firm. The class time is allocated to share resources, discuss ideas and address challenges related to their projects. Students bring research findings, ask questions, pitch ideas, discuss plans and timelines, and seek direction from the lead partner. The lead partner is a sounding board, provides direction and resources and is a guide. Bring writing tools and ICT device that connects to the internet.

2. City of Ottawa Public Engagement Strategy Policy Brief – 70%
PAPM4000 students will develop an Open Data Stakeholder Engagement Strategy by way of a **policy brief** to senior executives at the City (2500-5000 words). The brief identifies a group of open data users (e.g. journalists, students, academics, community associations, other levels of government, private sector, etc.), their needs (e.g. what sort of data are they interested in, how would they like to access these data, what are their technical capabilities? Data literacy? Constraints, etc.), use cases. Finally, include how the City will strategically engage with these users.

Teams can pick an issue one of their own or may choose one from the City's Strategic Plan and connect that to a set of users and develop an open data engagement strategy accordingly.

This assignment is part of CityStudio Ottawa and the best projects will be selected for presentation in the Spring of 2025!

Important Documents/Resources:
- [City Hall](#)
- [City of Ottawa Strategic Plan](#)
- [City of Ottawa Open Data Policy](#)
- [Open Ottawa](#)
- [Engagement at the City of Ottawa](#)
- [Administrative Policies at the City of Ottawa](#)
- [IDRC How to Write a Policy Brief](#)
- [International Association for Public Participation](#) (IAP[2])

2.1 Attend Week 2 Class with Community Partner – Sept. 11
The community partners (i.e. clients) are City of Ottawa Senior Data Analytics Strategists [Ben Dick](#) and [Darrell Bridge](#). They will introduce the challenge and [CityStudio Ottawa](#).

2.2 DRAFT Policy Brief Quad Chart Proposal – Due Week 4, Sept. 25 @07:00
A quad chart is a proposal style used in science and the private sector. It is 1 power point slide divided into 4 quadrants. Your proposal must include the following components in addition to basic metadata such as your names, perhaps the name of your firm, title of the project, class information and metadata. In class you will pitch your idea, receive feedback, revise it, and then re-submit a final.

1. **What & Why** – introduce your problem statement and the rationale/purpose for an open data engagement strategy
2. **Who** – is your prospective audience, what are their needs and who are the beneficiaries of your open data engagement strategy (i.e. audience & users)
3. **How** - describe your research approach and how you think the City will reach the prospective audience you propose
4. **References** - List the datasets, resources, tools, and services your audience might use/collect/need and why, and any scholarly and gray literature you need to support your ideas.

2.3 Submit FINAL Quad Chart – 5% - Due Week 5 OCT. 02 @07:00
2.4 Submit DRAFT Policy Brief to in Class Week 7, Oct. 16 @07:00
According to [IDRC](#) policy briefs are "*a key tool to present research and recommendations to a non-specialized audience. They serve as a vehicle for providing evidence-based policy advice to help readers make informed decisions. A strong policy brief distills research findings in plain language and draws clear links to policy initiatives. The best policy briefs are clear and concise stand-alone documents that focus on a single topic.*" In

your case you have a have specialist clients at the City of Ottawa who are seek guidance from you. Examine the briefs on the IDRC website in their [repository] and the featured [example briefs] and follow the instructions on [how to write a policy brief]. Your draft should include all the components of a policy brief and enough content to inform the class of your direction, ideas, plans, etc. The class will be your sounding board.

2.5 Submit FINAL Policy Brief Week 13, - 50% - Due Dec. 04 @07:00

2.6 Submit FINAL Policy Brief Presentation to clients – 15% - Week 13, Dec. 04 @07:00

Assignment Submission & Instructions:

Assignments are to be submitted **ON TIME** to Brightspace. *1 mark per day will be deducted for late assignments.*

File naming Convention:

LastNameFirstName_PAPM4000_Capstone_AssignmentName_ddmmyyy

Document Header:

PAPM4000 Capstone Assignment Name, Submitted to: Dr. Tracey P. Lauriault, dd-mm-yyyy, First Name Last Name, Student ID

General Document Format:

- Format: .doc, .docx, .rtf, pptx (**NO** .pdf or Pages)
- Use 12 pt. font, 1.5 line spacing, 1-inch margins, indent paragraphs (MS-Home/Paragraph settings)
- Include page numbers (MS-Insert/Page Number)
- Use captions for figures & tables (MS-References/insert caption)
- Use **MS styles** for headings (MS-Home/Styles)
- Insert Document Header (MS-Insert/Header)
- Use file naming convention

FINAL Policy Brief Format:

Adopt one of the formats from the IDRC [repository] and/or their featured [example briefs] and follow the instructions on [How to write a policy brief]. Be sure to use the file naming convention.

Citation style:

- Chicago, Harvard, APA, etc. just be consistent, footnotes are acceptable. In text links are not acceptable.
- **See** Harvey, Gordon. 2017. [Writing with Sources: A Guide for Students. Third edition]. Indianapolis: Hackett Publishing Company, Inc.
- You may NOT re-use your own work from a different course or assignment, and you cannot generate your policy brief with ChatGPT or any other generative AI tool.

Required Textbook(s) and Other Resources:

Reading resources listed at the end of the syllabus are available to you in ARES also available via Brightspace. Others will be compiled during class and shared in a Google Drive folder or in a PAPM4000 group Zotero. Each week students will identify the resources they need.

Schedule:

Week 1 - Sept. 04 - Introduction - We construct the Class!

> **Class Lead:** Tracey

We will get to know each other, discuss the course format, identify student and instructor expectations, the final assignment, CityStudio Ottawa, the community partners and make decisions about how we will work together for the term. A **PAPM4000 2024 GDrive Folder**, has been created please join it.

Students will explore Open Data Ottawa, engagement at the City, data catalogs, data platforms, dashboards, and metadata.

Week 2 - Sept. 11 - Open Data Public Engagement Challenge

> **Class Lead:** Tracey

PART 1 - Student meet City of Ottawa Senior Data Analytics Strategists Ben Dick and Darrell Bridge who will introduce the challenge and provide an opportunity for questions and discuss CityStudio Ottawa.

QUESTIONS to consider: *What policies ought the Engagement Strategy align with? Have you seen any engagement strategies or activities at other cities that you think are good and why? Why are open data important? How are open data used?* Etc.

PART 2 - Students debrief and discuss ideas for their Policy Brief. Also, students select items from the Reading Resources they will examine and discuss during the week 3 class on Open Data, and they may request specific additional resources from the instructor.

Week 3 - Sept. 18 - Open Data

> **Class Lead:** Cassandra

Open Data according to the first Open Definition means "*Open data and content can be freely used, modified, and shared by anyone for any purpose*" while the Open Definition 2.1 provides attributes to distinguish what open data are while the Open Data Index and the Open Data Barometer are indicator systems that evaluate open data along a

set of criteria, and the Open Data Charter provides a set of principles that open data initiatives ought to sign onto and follow, while the City of Montreal has a Digital Data Charter to guide decision making as it pertains to data. Are open data always good? Indigenous people might consider open data to be a threat to Indigenous Data Sovereignty, most notably the open by default principle vs publish with purpose and the principles of Ownership, Control, Access and Possession. Lauriault (2022) on the other hand suggest that open data are part of the discursive regime openness and situationally emerge overtime.

QUESTIONS to consider: *How does Open Data get articulated at the City of Ottawa? What kind of data do they share and how do they do so? How does the Open Data Policy connect to the City's Strategic Plan? Should open data be governed differently? How would you engage with the City's open data at the moment? What criteria would you use to assess the City of Ottawa's Open Data? Can it be improved?*

This week students discuss these ideas, explore the definitions and indicators, compare these with that of their client's open data, and the potential needs of their users. Also, students will learn to distinguish between distinct kinds of data, learn about data collection methods, data visualization and data dissemination methods. Students also select readings about engagement to share with the week 4 class.

Week 4 - Sept. 25 - Engagement + DRAFT Policy Brief Proposal

Class Lead: Patrick

PART 1 - Students present their DRAFT quad chart; and they actively seek constructive feedback and critical questions/reflections from the class.

QUESTIONS to consider: *What is an Engagement Strategy? What are its components? Do you have any open data use scenarios for your audience? What does engagement as it pertains to open data mean in the context you are examining? What kinds of engagement processes exist?*

PART 2 – Public engagement according to the IAP[2] is "*any process that involves the public in problem-solving or decision-making and that uses public input to make better decisions*". The IAP2 also provides a spectrum of participation, a set of principles and a code of ethics. Haklay (2011) provides level of citizen science as a form of engagement, while Kitchin, Lauriault and Wilson suggest that

crowdsourcing, participatory GIS, volunteered geographic information are also forms of Web 2.0 enabled types of engagement. And what of environmental impact assessment. What of co-creation, hacktivism, maker spaces? The Open Government Partnership includes a list or participatory strategies Mansbridge (2019) considers this to be deliberation while Williams (2021) might consider activism to be a form of engagement.

Students will select a set of readings about impact assessment, specifically about assessing the impact of their engagement strategies.

Week 5 - Oct. 02 - Accountability and Impact Measures - Final Proposals

Class Lead: Erin

PART 1 - Students present their FINAL quad chart to the class.

QUESTIONS to consider: *How will proposed open data engagement strategies achieve their goals? How will success be measured? Who will be accountable to ensure the strategy is evidence-driven? Ought there be public engagement in the creation of impact assessment measures? Does your proposal measure success?* Has the strategy been effective and by what measure?

PART 2 – Students will how they will measure the success of their strategies. According to the Impact Assessment Agency of Canada, impact assessment is *"a planning and decision-making tool used to assess the potential positive and negative effects of proposed projects. Impact assessments consider a wide range of factors and propose measures to mitigate projects' adverse effects. They also consider components of follow-up programs (for projects that are allowed to proceed), which verify the accuracy of an impact assessment and the effectiveness of mitigation measures."* According to Imperial College London being SMART – *Specific, Measurable, Achievable, Relevant and Time-based* – when assessing one engagement strategy will make it easier. The Sunlight Foundation on the other hand provides a useful framework to assess the impact of community engagement and open data that includes inputs and activities to associated outputs, outcomes, and impacts. Finally, Data Feminists include a checklist.

Students select readings on Open Government for week 6.

Week 6 - Oct. 09 - Open Government

    Class Lead: Nathan

According to the [Directive on Open Government](#), it is "*A governing culture that holds that the public has the right to access the documents and proceedings of government to allow for greater openness, accountability, and engagement*". The [Information and Privacy Commissioner of Ontario](#) suggests it involves *open data, open information* and *open dialogue*. This could also include open access publishing, open science, and freedom of information. This week's class will start with a brief discussion of these ideas /concepts /discourse /actions, and related institutions such as the [Open Government Partnership](#), [Open Government at the Federal Government of Canada](#).

QUESTIONS to Consider: *Does the City of Ottawa adhere or have an open government policy? Does open dialogue and engagement relate to open government? Is your engagement strategy strictly about data or is also about information and better dialogue more broadly on a range of topics that may require data?*

Students select readings on Data Diplomacy for week 7.

Week 7 - Oct. 16 - Data Diplomacy - DRAFT Policy Briefs

    Class Lead: Blake

PART 1 – Students present their DRAFT policy briefs and actively seek constructive feedback and critical questions/reflections from the class. Teams will develop a to list of items to address and improve their policy briefs.

QUESTIONS to consider: *Does your proposed open data engagement strategy address data diplomacy in the sense the AAAS defines it? Does the concept of data sovereignty apply? What mechanism are required to grow data diplomatic skills? Are data required to do so? Is engagement and kind of data diplomacy?*

PART 2: Students will discuss the ideals and practice of data diplomacy. Data diplomacy is a relatively new tool/activity/concept about the management of relations between global and/or regional actors, nation states, within nation states and localities and between a variety of journalists, civil society, scholarly and/or private sector actors. Data might be the means or a tool to conduct diplomacy, for example the [US Department of State](#) has developed an *Enterprise*

Data Strategy for evidence informed diplomacy and this involves data how data could be put to work during a diplomatic process. The [American Association for the Advancement of Science (AAAS)](#) suggests that data diplomacy is about *"the harnessing of diplomatic actions and skills by a diverse range of stakeholders to broker and drive forward access to data, as well as widespread use and understanding of data"*.

Study Break Oct. 21-25

Week 8 - Oct. 30 - ONLINE - Students work on their Policy Briefs During Class

Class Lead: Alexis

This is an online class. Students join, cameras on, and work in teams on their policy briefs with the instructor. At the end of the class, students share the list of readings for Week 9 on Digital Strategies.

Week 9 - Nov. 06 - ONLINE - Digital Strategies

Class Lead: Lindsey

This week students examine a series of digital strategies and discuss how open data, and engagement may or may not be part of these strategies.

Digital strategies, as stated in the Government of Canada's [Digital Ambition](#) *"lays out how the government will provide secure and modern digital services"* and there is a [directive](#) and a [policy](#) related to this strategy. The City of Toronto on the other hand has a [Digital Infrastructure Strategic Framework](#) which is a *"corporate-wide framework that establishes a principles-based approach to decision-making associated with Digital Infrastructure"*. And the City of Vancouver has a [Digital Strategy](#) and they use as a *"map to: Enhance how you **engage** with and access the City through online, mobile, and social media channels Improve and expand our digital infrastructure Support and strengthen Vancouver's digital economy."*.

QUESTIONS to consider: *Does the City have a digital strategy? Does your proposed open data engagement strategy align with a City digital strategy? Do other cities have a digital strategy? Is open data and engagement a part of those strategies? What does that look like? Should the City have a digital strategy? What currently governs technology decisions at the City of Ottawa?*

Students select readings for Week 10 on Data Governance.

Week 10 - Nov. 13 - Data Governance

Class Lead: Daniel

Students deliberate how open data, and engagement might be related to data governance. According to [David Plotkin](#) data governance is *"the exercise of decision making and authority for data-related matters. It's a system of decision rights and accountabilities for information-related processes, executed according to agreed-upon models which describe who can take what actions with what information, and when, under what circumstances, using what methods."* It is about *"making sure that people are properly organized and do the right things to make their data understood, trusted, of high quality, and, ultimately, suitable and usable for the enterprise's purposes."* Data Governance is related to data diplomacy, is interrelated with digital strategies, and about the executive authority to guide data management. It includes organizational structures, roles and responsibilities, accountability and transparency, a road map, business models, impact assessment and agreements. Students will also learn about the [Volt-Age](#) Climate Data Hub project that examines data Governance.

QUESTIONS to consider: *Does your proposed open data engagement strategy refer to and align with the City's approach to Data Governance? Does the City include data governance in its data strategy? How does the city address data governance? Do other cities articulate how they govern their data? Is open data and engagement a part of data governance? Does that align with the City of Ottawa Strategic Plan?*

Students select readings for the Week 11 class on Data Capitalism.

Week 11 - Nov. 20 - Data Capitalism

Class Lead: Adeline

In class students discuss these companies that incorporate open data into their work and will learn about recent research conducted in this area by your instructor as part of the [GMICP Project](#).

The collecting, buying, selling and the trading of data is big business. How data are used, bought, and sold are addressed in data diplomacy, digital strategies, and values are set in data governance and articulated in licenses, terms and conditions, terms of use, privacy policies, standards, and rules. Private sector companies benefit from the free and no cost access to publicly generated open data. Data brokers for example, as defined by the [California Privacy Protection Agency](#) which is part of the State of [California Data Broker](#)

Registrte Statute are "*a business that consumers don't directly interact with, but that buys and sells information about consumers from other businesses*". Geodemographic companies such as Environics Analytics now owned by Bell Canada, also benefit from open data, while forms of corporate and state surveillance combine behavioural, social and health data with open data to categorize, segment and profile the population to target market, focus a policy action, frame elections speeches, to protect and conduct dataveillance. Also, open data are integrated into generative artificial intelligence tools and a variety of other algorithms – all of which may inform policy.

QUESTIONS to consider: *Does your proposed open data engagement strategy consider the private sector as an audience? Should open data be part of AI? Ought the City procure the services of data brokers or use generative AI tools? Should open data be at no cost to companies that generate profit from these public sector goods? Are open data a public good? What sort of privacy protections ought the City have?*

Students select readings for Week 12 on Data Infrastructure and the Environment.

Week 12 - Nov. 27 - Data infrastructures and Environment

Class Lead: Nora

PART 1 - All data require some sort of infrastructural system throughout their lifecycle. Infrastructure is social, environmental, and technological, involving people, policies, laws, organizations, the environment, and technologies – the underpinning of a civilizations. This week we examine storage, big computing, platforms, portals, and archives and the lifecycle of data. In addition, we will discuss the environmental impact of data and their related infrastructures and discuss green computing strategies. Students will also examine large data infrastructures such as open smart cities, digital twins and spatial data infrastructures and preservation.

QUESTIONS to consider: *Does your proposed open data engagement strategy consider the full lifecycle of the data in addition to access and dissemination topics such as where data are stored and data preservation? How is the environment a consideration in this case? What environmental concerns ought the City consider as it pertains to data in its strategic plan, digital strategy, data governance, etc.?*

PART 2: Students discover any final questions they might have regarding their policy briefs.

Week 13 - Dec. 04 - Present Policy Briefs to the Community Partners

Class Lead: Tracey & ?

Students present their FINAL policy briefs to the City of Ottawa Community Partners.

Exam Week December 09-21

Reading Resources

Barns, Sarah. *Platform Urbanism: Negotiating Platform Ecosystems in Connected Cities*. 1st ed. 2020. Geographies of Media. Singapore: Springer Singapore, 2020. https://doi.org/10.1007/978-981-32-9725-8.

Bertoni, Eleonora, Matteo Fontana, Lorenzo Gabrielli, Serena Signorelli, and Michele Vespe, eds. *Handbook of Computational Social Science for Policy*. 1st ed. 2023. Cham: Springer International Publishing, 2023. https://doi.org/10.1007/978-3-031-16624-2.

Brownlee, Jamie, and Kevin Walby, eds. *Access to Information and Social Justice: Critical Research Strategies for Journalists, Scholars, and Activists*. Winnipeg, Manitoba: ARP Books, 2015. https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/hgdufh/alma991004011689705153.

Becker, Christoph. *Insolvent: How to Reorient Computing for Just Sustainability*. 1st ed. The MIT Press. Cambridge: The MIT Press, 2023. https://doi.org/10.7551/mitpress/14668.001.0001.

Davies, Tim. 2019. *The State of Open Data: Histories and Horizons*. Cape Town, South Africa: African Minds, https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/hgdufh/alma991022889982505153

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D'Ignazio, Catherine. *Data Feminism*. Strong Ideas. Cambridge, Massachusetts: The MIT Press, 2020. https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/hgdufh/alma991022774206305153.

Eryurek, Evren, Uri Gilad, Valliappa Lakshmanan, Anita Kibunguchy, and Jessi Ashdown. *Data Governance: The Definitive Guide - Carleton University*. O'Reilly Media, Inc., 2021. https://ocul-crl.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991022786404105153&context=L&vid=01OCUL_CRL:CRL_DEFAULT&lang=en&search_scope=NewDiscoveryNetwork&adaptor=Local%20Search%20Engine&tab=OCULDiscoveryNetworkNew&query=any,contains,data%20governance%20the%20definitive%20guide&offset=0.

Goldstein, Brett, and Lauren Dyson, eds. *Beyond Transparency: Open Data and the Future of Civic Innovation - Carleton University*, 2013. https://ocul-crl.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma992560861305151&context=L&vid=01OCUL_CRL:CRL_DEFAULT&lang=en&search_scope=NewDiscoveryNetw

ork&adaptor=Local%20Search%20Engine&tab=OCULDiscoveryNetworkNew&query=any,contains,beyond%20transparency&offset=0.

Haggart, Blayne, and Natasha Tusikov. *The New Knowledge: Information, Data and the Remaking of Global Power - Carleton University*, 2023. https://ocul-crl.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991023163029605153&context=L&vid=01OCUL_CRL:CRL_DEFAULT&lang=en&search_scope=NewDiscoveryNetwork&adaptor=Local%20Search%20Engine&tab=OCULDiscoveryNetworkNew&query=any,contains,the%20new%20knowledge:%20Information,%20data&offset=0.

Haklay, Muki. 2011. "Levels of Participation in Citizen Science and Scientific Knowledge Production." *Po Ve Sham - Muki Haklay's Personal Blog* (blog). December 2, 2011. https://povesham.wordpress.com/2011/12/02/levels-of-participation-in-citizen-science-and-scientific-knowledge-production/.

Jenkins, Henry, Mizuko Ito, and danah boyd. *Participatory Culture in a Networked Era: A Conversation on Youth, Learning, Commerce, and Politics*. Polity, 2015. https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/hgdufh/alma991022817721305153.

Kaufman, Peter B. *The New Enlightenment and the Fight to Free Knowledge*. New York: Seven Stories Press, 2021.

Khanna, Ro. 2022. *Progressive Capitalism*. Simon and Schuster, https://www.simonandschuster.com/books/Progressive-Capitalism/Ro-Khanna/9781982163358.

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Lane, Jane. *Democratizing Our Data*, 2020. https://mitpress.mit.edu/9780262542746/democratizing-our-data/.

Lathrop, Daniel, and Laurel Ruma. *Open Government*. First edition. Theory in Practice. Sebastopol, California: O'Reilly, 2010. https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/hgdufh/alma991022762674505153.

Mansbridge, Jane J. *Participation, Deliberation, Legitimate Coercion*. Routledge Innovators in Political Theory. Abingdon, Oxon; Routledge, 2019. https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/hgdufh/alma992015762405151.

McBride, Keegan, Gerli Aavik, Maarja Toots, Tarmo Kalvet, and Robert Krimmer. 2019. "How Does Open Government Data Driven Co-Creation Occur? Six Factors and a 'Perfect Storm'; Insights from Chicago's Food Inspection Forecasting Model." *Government Information Quarterly* 36 (1): 88–97. https://doi.org/10.1016/j.giq.2018.11.006.

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University Policies

Deferred Final Exam:

See **Deferred final exams** rules.

Approval of final grades:

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean. Carleton uses an alphabetical grading system (Undergraduate Academic Regulations Section 5.4).

Grade appeals:

See https://carleton.ca/registrar/appeal-of-grade/

Academic Integrity:

See the Academic Integrity and Academic Offences section of the Faculty teaching regulations for further information and Carleton's Academic Integrity Policy.

GenAI
The use of **generative artificial intelligence tools (e.g. ChatGPT)** is not permitted, either generally or for a specific assignment, any use of generative AI tools to produce assessed content is considered a violation of academic integrity standards.

Plagiarism:
Plagiarism is *"presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own."* This includes reproducing or paraphrasing portions of someone else's published or

unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:
- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- using another's data or research findings without appropriate acknowledgement.
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own
- failing to acknowledge sources with proper citations when using another's work and/or failing to use quotations marks."

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of "F" for the course.

Statement on Student Mental Health

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult https://wellness.carleton.ca/"

Emergency Resources ([on and off campus](#))
- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources
- Mental Health and Wellbeing: https://carleton.ca/wellness/
- Health & Counselling Services: https://carleton.ca/health/
- Paul Menton Centre: https://carleton.ca/pmc/
- Academic Advising Centre (AAC): https://carleton.ca/academicadvising/
- Centre for Student Academic Support (CSAS): https://carleton.ca/csas/

- Equity & Inclusivity Communities: https://carleton.ca/equity/

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at https://www.dcottawa.on.ca/
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at http://www.crisisline.ca/
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at https://students.carleton.ca/services/empower-me-counselling-services/
- Good2Talk: call 1-866-925-5454 or connect online at https://good2talk.ca/
- The Walk-In Counselling Clinic: for online or on-site service https://walkincounselling.com

Requests for Academic Accommodations

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website, and please fill out the Academic Consideration for Coursework form.