

Instructor: Tracey P. Lauriault
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Student Hours: Wednesdays 14:00-17:00
Teaching Assistants: TBD

Course Description:

The collection of data and the process of the datafication is now a normalized part of routine daily activities - shopping, banking, making phone calls, hailing a cab, driving, voting, exercising, and filing taxes. Data are also collected at exceptional times, such as when you are born, crossing borders, checking into hospital, when crimes are committed, and when we die. We leave data shadows, we have data doubles and doppelgangers and living a dataless life is nearly impossible, and perhaps considered suspicious.

This course covers many topics including data infrastructures, smart cities and digital twins, the internet of things (IoT) and biometric sensors, surveillance, algorithmic governance and predictive policing, the quantified self, cloud computing, geodemographics, open data, data brokers, data humanitarianism and data institutions among others. Overall, it is about the examination of how data shape and are shaped by the social and material world and what we might do to govern them.

Prerequisites:

2nd Year Standing

Learning Objectives:

Students will learn to think critically about data and their related technologies, infrastructures and institutions, and the role these have in society. The aim is to identify the social and material shaping qualities of data, and frame observations with theories, concepts and practices such as critical data studies, data feminism, data justice, ethics and data governance.

Course Material:

All course materials will be available through Aries and Brightspace.

Evaluation:

assignments are to be submitted on time in Brightspace. The Final Exam is compulsory and in-person.

Attendance:

Students are expected to attend all classes. There will be weekly activities to be submitted at the end of each class.

Assignment Submission Formats:

Assignments are fully explained in Brightspace & will be introduced in-class with detailed submission instructions. All assignments are to be submitted to Brightspace and students must use the assignment submission format.

Assignments	Due Date	Grade
In-Class Activities		15%
1. Data in the wild	Week 2 - Sept. 13, 12:00	10%
2. Data in the News	Week 5 - Oct. 4, 12:00	10%
3. Data Walk	Week 8 - Nov. 1, 21:00	10%
4. Data and Human Rights	Week 10 - Nov. 15, 12:00	10%
5. User Needs Assessment	Week 13 - Dec. 13, 12:00	20%
Exam - Compulsory	Exam Week - Dec. 10-22	25%
		100%

Schedule:

Week 1 - Sept. 6 - Introduction - Why do we Measure and Count You!

We will get to know each other, discuss what the course is about, including expectations and objectives. For the 1st lecture focuses upon the emergence of metrology as an art, craft, a science as well as a political act. We then proceed with a discussion about why we count and the process of datafication. The **1st in-class activity** involves applying critical data studies observation techniques to a set of indicators about mass shootings.

The Lecture will be informed by the following literature:

Bell, Genevieve, 2015, *The Secret Life of Big Data*, Chapter 2 in Boellstorff, T. and Maurer, B. Eds. In *Data, Now Bigger and Better*, Paradigm Press.

Musée des Arts et Métiers, 2018, *Made to Measure: The World's 7 Units*, Catalogue d'exposition, Bureau International des Poids et Mesures et Laboratoire National de Métrologie et d'Essais (LNE), Flammarion.

Week 2 - Sept. 13 - What are data?

This week students learn about data, their characteristics and how to theoretically frame them beyond usual technical conceptualizations. Students will engage with concepts such as truth, facts, objectivity, and bias. To discern fact from fiction, students will learn to read metadata, paradata, data dictionaries, methodological guides and to situate data in their institutional context. The **2nd in-class activity** involves assessing the reliability and authenticity of a variety of datasets.

Compulsory reading:

Kitchin, R. 2022, *Introducing Data*, Chapter 1 in the *Data Revolution: A Critical Analysis of Big Data, Open Data and Data Infrastructures*. 2nd Edition, Sage.

Resources:

Government of Canada, Statistics Canada. 2019. "Statistics Canada Quality Guidelines." December 4, 2019. <https://www150.statcan.gc.ca/n1/pub/12-539-x/2019001/ensuring-assurer-eng.htm>.

Week 3 - Sept. 20 - Small Data and You - Guest Speakers Library and Archives Canada (LAC)

Census and archives are apparatus of the state, census is sometimes characterized as the social and political navigation system of the state, while census and archives are often thought of as institutions that frame how we imagine nation and recall who we are. This week students will learn about the small data the state collects and why they are important in the big data era. Also, students will be introduced to the contemporary and historical census, and how those data are managed, made accessible and preserved. The **3rd in-class activity** will be a walkthrough of the new census access interface at LAC. Students will meet the team at LAC who developed the new census interface and will learn about agile development, data management, connecting concepts across time in a database, UEX and interface design.

Compulsory reading:

Anderson, B., 1991, *Census, Map, and Museum*; in *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Revised Edition, Verso, New York.

Library and Archives Canada (LAC). 2022. *Historical Language Advisory: Notice about the Collection*. August 23, 2022. <https://library-archives.canada.ca/eng/Pages/notices-collection.aspx>.

Resources:

Canada, Library and Archives. ND "Census Search." Date published (YYYY-MM-DD) / Date de publication (AAAA-MM-JJ). <https://recherche-collection-search.bac-lac.gc.ca/eng/Census/Index>.

"Research Data Management | MacOdrum Library." n.d. Accessed August 15, 2023. <https://library.carleton.ca/services/research-data-management>. (download the following document Portage DMP Template 2023.docx)

Week 4 - Sept. 27 - Big Data and You

Big data are a kind of data with a particular set of ontological characteristics, they are a social-technical discursive regime, and some suggest they are the cause of the 'data revolution'. This week students will learn to define and recognize big data, how to distinguish them from small data, explore some of the ways they are collected via platforms and sensors. Students will learn about the quantified self, the internet of the body, biosensing and indicators, including affirmative and deficit indicators. The **4th in-class activity** is about personal sensing devices, what they measure and their social shaping qualities as well as a discussion about big data indicators.

Compulsory reading:

Lupton, D. 2017, 'Know Thyself' *Self-Tracking Technologies and Practices*, Chapter 1 in *The Quantified Self*, Polity.

Resources:

CIHI. *What Is an Indicator?* n.d. Accessed August 15, 2023.

<https://www.cihi.ca/en/access-data-and-reports/health-system-performance-measurement/what-is-an-indicator>.

MASSTech. 2015. *The Massachusetts Big Data Indicators 2015*. 2015.

<https://masstech.org/research-and-reports/mass-big-data-reports>.

Week 5 - Oct. 4 - Data Infrastructures and You

Data big or small require an infrastructure to store, manage, share, analyze, redistribute and govern them. This week students learn about data centres and the cloud, how they data flow via the global internet and about large complex social and technical systems such as cyberinfrastructures, spatial data infrastructures, and digital twins. Concepts such as data governance, sovereignty, geofencing, and infrastructural determinism are introduced. The **5th in-class activity** involves discussing and identifying the social, economic, geographical, political and environmental issues related to data infrastructures.

Compulsory reading:

Holt, J. and Vondereau, P. 2015, "Where the Internet Lives": *Data Centers as Cloud Infrastructure*, Chapter 3 in *Signal Traffic: Critical Studies of Media Infrastructures* eds. By L. Parks and N. Starosielski.

Glanz, James. 2012. "Power, Pollution and the Internet." *The New York Times*, September 23, 2012, sec. Technology.

<https://www.nytimes.com/2012/09/23/technology/data-centers-waste-vast-amounts-of-energy-belying-industry-image.html>.

Hogan, Mél, Dustin Edwards, and Zane Griffin Talley Cooper. 2022. "5 Things about Critical Data Center Studies." *CommonPlace*, October.

<https://doi.org/10.21428/6ffd8432.af5934aa>.

Resources:

Dgtl Infra. 2023. *Dgtl Infra Home Page*. August 11, 2023.

<https://dgtlinfra.com/>.

Telegeography, 2022, *Submarine Cable Map 2022*. <https://submarine-cable-map-2022.telegeography.com/>.

Week 6 - Oct. 11 - Data Institutions and You

Data assemblages include context and content attributes and data big or small belong to and are administered by organizations such as governments, industry, Indigenous peoples, the private sector, and civil society organizations to name a few. Institutions govern data and governance

approaches may include open and closed data, standards, data diplomacy, law and legalities, accountability and transparency, business models and data stewards. Concepts such as openness, accountability and transparency are introduced. The **6th in-class activity** involves identifying institutions related to beneficial ownership and open contracting, understanding open data catalogs and identifying the characteristics of what makes open data open data and the reading of open data licences.

Compulsory reading:

Lauriault, T. P. 2022, *Looking Back Toward a “Smarter” Open Data Future*, Chapter 1 in *The Future of Open Data* edited by P. Robinson and T. Scassa, University of Ottawa Press.

Resources:

OECD, 2019. *Open, Useful and Re-Usable Data (OURdata) Index: 2019 - Policy Paper - OECD*. n.d. Accessed August 15, 2023.

<https://www.oecd.org/gov/digital-government/policy-paper-ourdata-index-2019.htm>.

Open Data Barometer, n.d. *Open Data Barometer - 5th Edition*. Accessed August 15, 2023. <https://opendatabarometer.org/>.

Transparency International Canada. 2022. “Canadian Corporate Data Transparency Index.” Transparency International Canada. 2022.

<https://transparencycanada.ca/beneficial-ownership-transparency/our-work>.

Week 7 - Oct. 18 - Spatial Data and You

Spatial data are a form of media that includes maps, location-based services, mapping and mobility. This week students will learn how spatial data are collected by remote sensing technologies such as satellites, LIDAR or drones, how GPS or cell towers pinpoint a location, and about a combination of spatial data technologies related to navigation, wayfinding and autonomous vehicles. Students will also learn cartography and how place, space, scale and time are depicted in maps and spatial data collection practices such as citizen science, crowdsourcing, and counter mapping and the intersection of data visualization with VR and AR technologies. The **7th in-class activity** we examine the Arctic Spatial Data Infrastructure, the Atlas of Canada and identify spatial data types, media and mapping techniques.

Compulsory reading:

Meier, P. 2015. *The Rise of Digital Humanitarianism in Digital Humanitarians: How Big Data is Changing the Face of Humanitarian Response*, CRC Press.

Resources:

“Arctic SDI n.d. Accessed August 15, 2023. <https://arctic-sdi.org/>.

Natural Resources Canada. 2013. *Atlas of Canada*. Natural Resources Canada. October 7, 2013. <https://natural-resources.canada.ca/maps-tools-and-publications/maps/atlas-canada/10784>.

OSM, n.d. OpenStreetMap.” Accessed August 15, 2023. <https://www.openstreetmap.org/>.

Study Break Oct. 23-27

Week 8 - Nov. 1 - Data Walk

This week’s class students will learn about and apply a data collection and observation methodology called a data walk. The first part of the class will involve a short introductory lecture followed doing of a data walk and collecting observations about the practices and technologies of data collection as seen at the Carleton University Campus. Observations may be photos, sketches, diagrams, maps or audio recordings. The **8th in-class activity** involves conducting the walk, collecting observations, and reporting back to class at the end for a brief discussion. The **Data Walk assignment** consists of a 500-word Data Walk write up that includes a map of where the walk was conducted and observations. Detailed instructions for conducting and reporting the results of the Data Walk will be discussed in class and will be posted in Brightspace. Do bring paper, a pen, phone, clipboard, etc.

Compulsory reading:

Powell, A. 2018, *The Data Walkshop and Radical Bottom-up Data Knowledge*; Chapter 9 in *Ethnography for a Data-Saturated World* by editors H. Knox and D. Nafus, Manchester University Press.

Resources:

Powell, Alison. n.d. *Data Walking – A Process for Reflecting on the Production and Significance of Data*. Accessed August 15, 2023. <https://www.datawalking.uk/>.

Week 9 - Nov. 8 - Data Brokers and You

Data Brokers are the multibillion-dollar corporations for which we know very little about, but who seem to know quite a bit about each of us! This week students will learn about credit scoring, data brokers, social sorting, geodemographics, the buying and selling of data, statistical categories, data analytics and corporate surveillance. The **9th in-class activity** involves searching through an online geodemographic profiling application to identify a category associated with your postal code and assessing whether you fit the profile.

Compulsory reading:

Lamdan, Sarah. 2022. In *Data Cartels: The Companies That Control and Monopolize Our Information*, 1-26. Stanford University Press.

<https://doi.org/10.1515/9781503633728-003>.

- Chapter 1: The Data Cartels: An Overview.
- Chapter 2: Data Brokering

Resources:

Canadian Internet Policy and Public Interest Clinic (CIPPIC). 2018. FAQ - Data Brokers. November 21, 2018. <https://databrokers.cippic.ca/faq/>.

Christl, Wolfie. 2017. *Corporate Surveillance In Everyday Life. How Companies Collect, Combine, Analyze, Trade, and Use Personal Data on Billions*, June. <http://crackedlabs.org/en/corporate-surveillance>.

Financial Consumer Agency of Canada 2016. "Getting Your Credit Report and Credit Score." Education and awareness. May 27, 2016.

<https://www.canada.ca/en/financial-consumer-agency/services/credit-reports-score/order-credit-report.html>.

Lauer, Josh. 2020. Plastic Surveillance: Payment Cards and the History of Transactional Data, 1888 to Present. *Big Data & Society* 7 (1): 2053951720907632. <https://doi.org/10.1177/2053951720907632>.

OpenMedia. n.d. *Everything You Need to Know about Data Brokers*. Accessed August 15, 2023. <https://openmedia.org/article/item/data-brokers>.

OpenMedia. n.d. *Everything You Need to Know about Data Brokers*. Accessed August 15, 2023. <https://openmedia.org/article/item/data-brokers>.

Week 10 - Nov. 15 - Watching You

Surveillance manifests in many forms, there is health surveillance, corporate surveillance, labour surveillance, and state and mass surveillance to name a few. Surveillance is often associated with social and technical practices such as predictive policing, racial profiling, hot zone mapping, dataveillance, Unique Identifiers and biometrics, disaggregated data, and issues of justice, bias, ethics, and privacy. Students will learn about technologies, techniques and surveillance practices including theoretical approaches and concepts such as dataveillance, data assemblage, surveillance creep, and surveillance studies. The **10th in-class activity** involves a close reading of a news article on surveillance and discussion questions related to chapters from the readings.

Compulsory readings (Note these are short 2-page chapters):

Monahan, T. and Murakami Wood, D., 2018, *Surveillance Studies a Reader*, Oxford University Press.

- Ch. 1, J. B. Rule, *Private Lives and Public Surveillance: Social Control in the Computer Age*
- Ch. 4, D. Lyons, *Surveillance Studies: An Overview*
- Ch. 9, K. D. Haggerty and R. V. Ericson, *The Surveillant Assemblage*

- Ch. 22, D. Nelkin and L. Andrews, *DNA Identification and Surveillance Creep*
- Ch. 46, R. Clarke, *Information Technology and Dataveillance*
- Ch. 72, S. Browne, *Dark Matters: On the surveillance of Blackness*

Resources:

- Perry, Walt L. 2013. *Predictive Policing: The Role of Crime Forecasting in Law Enforcement Operations*. Santa Monica, CA: RAND.
https://www.rand.org/pubs/research_reports/RR233.html#:~:text=Predictive%20policing%20is%20the%20use,are%20they%20a%20crystal%20ball.
- Schlehahn, Eva, Patrick Aichroth, Sebastian Mann, Rudolf Schreiner, Ulrich Lang, Ifan D. H. Shepherd, and B. L. William Wong. 2015. Benefits and Pitfalls of Predictive Policing. In *2015 European Intelligence and Security Informatics Conference*, 145-48. Manchester, United Kingdom: IEEE. <https://doi.org/10.1109/EISIC.2015.29>.
- Vincent, James. 2023. EU Draft Legislation Will Ban AI for Mass Biometric Surveillance and Predictive Policing. *The Verge*. May 11, 2023.
<https://www.theverge.com/2023/5/11/23719694/eu-ai-act-draft-approved-prohibitions-surveillance-predictive-policing>.

Week 11 - Nov. 22 - AI/ML, Algorithms, Automation, Robots and you

Artificial intelligence, machine learning (AI/ML), algorithms, automation and robots are discussed daily in the media. Actors are striking concerned that their images, voices and writing will be replaced machines, images artists are worried about protecting their intellectual property (IP) from generative AI training datasets, workers in Amazon warehouses or hail riding companies such as UBER rail about how automation and AI control them, and people are misidentified by facial recognition systems and there is fear of military drones and autonomous vehicles. This week students will learn to define the terms in the title of this week's topics, will be introduced to the basics of AI/ML in and related ethical issues. In-class we will **screen** the film ***Coded Bias*** Directed and produced by Shalini Kantayya about the work of Algorithmic Justice League MIT Scholar Joy Buolamwini and the **11th in-class activity** will be conducted during the screening.

Compulsory reading:

- Crawford, Kate and Joler, Vladan. 2018. *Anatomy of an AI System: The Amazon Echo As An Anatomical Map of Human Labor, Data and Planetary Resources*. AI Now Institute and Share Lab. <http://www.anatomyof.ai>.

Resources:

- AI Index Steering Committee, and Institute for Human-Centered AI. 2023. "AI Index Report 2023 - Artificial Intelligence Index." 6th. Ai Index. Stanford University. <https://aiindex.stanford.edu/report/>.

Innovation, Science and Economic Development Canada. 2023. *The Artificial Intelligence and Data Act (AIDA) – Companion Document*. <https://ised-isde.canada.ca/site/innovation-better-canada/en/artificial-intelligence-and-data-act-aida-companion-document>.

Russell, Stuart J. 2021. *Introduction*, Chapter 1 in *Artificial Intelligence: A Modern Approach*. Fourth Edition., Global Edition. Pearson Series in Artificial Intelligence. Harlow: Pearson.

Scassa, Teresa. n.d. “Explaining the AI and Data Act.” Accessed August 15, 2023.

https://www.teresascassa.ca/index.php?option=com_k2&view=item&id=369:explaining-the-ai-and-data-act&Itemid=80.

Sookman, McCarthy Tétrault LLP-Barry B. 2023. “AIDA’s Regulation of AI in Canada: Questions, Criticisms and Recommendations.”

<https://www.lexology.com/library/detail.aspx?g=73efa3e7-c556-4dc5-a5f2-95be6774050a>.

Week 12 - Nov. 29 - Data Activism, Data Justice & You

This week students learn about some of the approaches and actions that engaged scholars, activists and organizations have taken to address, mitigate and counter data injustices, environmental issues related to data, and data colonialism. This class will discuss data feminism, data justice, decolonizing data, ethics and related principles, protocols, and standards. The **12th in-class activity** involves examining, discussing & applying the data feminist evaluation framework to assess this course and a student’s work.

Compulsory reading:

D’Ignazio, C. and Klein, L. F. 2020, *Data Feminism*, The MIT Press.

- Introduction: Why Data Science Needs Feminism
- Conclusion: Now Let’s Multiply
- Our Values and Our Metrics for Holding Ourselves Accountable

Resources:

British Medical Journal (BMJ). n.d. “Accountability for Canada’s Covid-19 Response | The BMJ.” Accessed August 15, 2023.

<https://www.bmj.com/canada-covid-series>.

Chokly, Kit. 2021 “Hack the Data Gap: Making Institutions for Disabled People Visible.” Accessed August 15, 2023.

<https://www.datalibre.ca/2021/03/01/hack-the-data-gap-making-institutions-for-disabled-people-visible/>.

E4D. n.d. *Evidence for Democracy: Homepage*. *Evidence For Democracy*. Accessed August 15, 2023. <https://evidencefordemocracy.ca/>.

Open North. n.d. “Open North – Smart Cities, Open Data & Governance Initiatives.” Open North. Accessed August 15, 2023.

<https://opennorth.ca/>.

Thorpe, Matt. n.d. "The Decision in Great Lakes United v. Canada (Minister of Environment): The Federal Government's Responsibility to Report on Pollution from the Mining Sector, and Beyond?" *Environmental Law Centre*. <https://elc.ab.ca/Content Files/Files/NewsBriefs/FedResponsibilityPollution.pdf>.

Week 13 - Dec. 6 - Critical Data Studies and You

The final class will include a review of the course, discussion about the exam and a lecture about what critical data studies is and why it matters.

Compulsory reading:

Kitchin, R. and Lauriault, T. P. 2018, *Toward Critical Data Studies: Charting and Unpacking Data Assemblages and Their Work*, Chapter 1 in *Thinking Big Data in Geography: New Regimes, New Research*, edited by J. Thatcher, J. Ekert and A. Shears.

Resources:

Canadian Femicide Observatory for Justice and Accountability (CFOJA). n.d. "CFOJA Reports | Femicide in Canada." Accessed August 15, 2023. https://www.femicideincanada.ca/cfoja_reports.

Exam Week - Dec. 10-22

Land Acknowledgment:

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation.

Diversity Statement:

Carleton University supports an inclusive learning environment where diverse communities and perspectives are recognized and respected. Our goal as a community is to always ensure a safe learning environment that welcomes open and honest dialogue. We do not allow any form of discrimination, including but not limited to those based on color, age, race, religion, disability, gender, gender identity, gender expression and sexual orientation. Faculty and students are expected to commit to creating a learning environment that encourages inquiry and self-expression, while also demonstrating diligence in respecting how other students may have different viewpoints than their own.

Submission and Return of Term Work:

Do not be late!

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. The system of grades used, with corresponding grade points is as follows.

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Statement on Student Conduct (Class Etiquette/Netiquette):

As part of a learning community, it is our responsibility to contribute to an engaging, inclusive, and safe learning environment. During all class-related activities, please engage in respectful and courteous communication and follow Carleton’s [Student Rights and Responsibilities Policy](#). Harassment of any kind will **not** be tolerated in this class.

Do not cut and paste, screenshot, share course content, or post the words of your classmates, TA, or Instructor outside of class without permission. **Students are not permitted to take photographs, screenshots, or record other students, TAs, or instructors unless they obtain explicit permission from the professor and all other students.**

All work submitted in this course must be uniquely your own. When submitting assignments and/or completing exams, you are expected to articulate responses in your own words rather than cutting and pasting from course materials without permission.

Communication and Media Studies does not allow students to turn in work that has been submitted for academic credit more than once without permission from their instructors. Examples of unauthorized resubmission of work might include but are not limited to submission of the same paper, written passages, arguments, or ideas submitted for academic credit to another class. Minor changes of phrasing or addition of new written passages to existing work is not enough to constitute new work. Please contact your instructor if there is any question about whether your submission of coursework constitutes a violation of the policy. If an assignment has been submitted more than once, it will not receive credit.

Course Copyright:

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copyright protected and remain the intellectual property of their respective author(s).

All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

Declining Online Imaging and Recording Statement:

This course may include classes or sessions that use video conferencing platforms, such as Zoom, MS Teams and BigBlueButton. This raises some important privacy considerations. To foster an active learning environment where you and your classmates are fully engaged in-class, your instructor may prefer that you keep your camera on during class. However, you are not required to turn your camera on and may decide to turn it on or off at any time. Classes or sessions will not be recorded by the instructor.

Statement on Plagiarism:

The University Academic Integrity Policy defines plagiarism as “*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 acknowledgment;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and

- failing to acknowledge sources using 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 conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

Academic Accommodation:

You may need special arrangements to meet your academic obligations during the term. Please visit the [process for academic accommodation requests](#) website for more information. For an accommodation request the processes are as follows:

Informal accommodation due to short-term incapacitation: If you need informal accommodation due to short-term incapacitation, please write me as soon as possible. You may be requested wish to provide a filled in Self-Declaration for Academic Considerations form (<https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>).

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website

for the deadline to request accommodation for the formally scheduled exam (if applicable).

Survivors of Sexual Violence:

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities:

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided for students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Statement on Student Mental Health:

As a University 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.

Student Supports and Resources:

- **Carleton Wellness Services Navigator:**
<https://carleton.ca/wellness/>
- **Emergency Resources (on and off campus):**
<https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>
- **[Carleton Health and Counselling Services](#)**
 - 613-520-6674
- **[The Centre for Student Academic Support \(CSAS\)](#)**
 - 613-520-3822
- **Academic Advising Centre (AAC):** <https://carleton.ca/academicadvising/>
- **[International Students Support Office \(ISSO\)](#)**
 - 613-520-6600
- **[Centre for Indigenous Initiatives](#)**
 - Indigenous@carleton.ca
- **[Ojigkwanong Indigenous Student Centre](#)**

- Indigenous@carleton.ca
- [Equity and Inclusive Communities \(EIC\)](#)
 - 613-520-2600 X5622
- [Trans Resource Hub](#)
 - 613-520-2600 X5622
- [Accessibility Supports](#)
 - 613-520-2600 X7323
- [Campus Safety](#)
 - Emergency: 613-520-4444
- [Paul Menton Centre for Students with Disabilities](#)
 - 613-520-6608
- [Sexual Assault Support Centre](#)
 - 613-520-5622 & carleton.ca/equity
- [CUSA Gender and Sexuality Resource Centre](#)
 - 613-560-2600 X3723
- [CUSA Womyn's Centre](#)
 - 613-560-2600 X2712
- [CUSA Foot Patrol](#)
 - 613-520-4066
- [Carleton Communications Student Society](#)
 - @cucomssociety
 - carletoncuss@gmail.com