

## Dalhousie University

The Dalhousie University Senate acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People and pays respect to the Indigenous knowledges held by the Mi'kmaq People, and to the wisdom of their Elders past and present. The Mi'kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people.

The Dalhousie University Senate also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.

Faculty of Management/School of Information Management

# INFO2001: Digital Society Winter, 2023

Online

## COURSE INFORMATION

- **Instructor:** James Boxall (he/him)
- **Office:** GIS Centre, 5<sup>th</sup> Floor, Killam Library
- **Office Hours:** By appointment (either on site or online)
- **Email:** James.Boxall@dal.ca

Students can contact the instructor via email. A response will be with 24 hours, normally excluding weekends and not after 6pm. Emails from the instructor will be sent via Brightspace and with the heading INFO2001 plus a subject topic.

### Overview:

It is more interesting that it is ironic that this course is online. We are going to explore, analyze, critique, reflect upon and discuss the nature of digital information technologies.

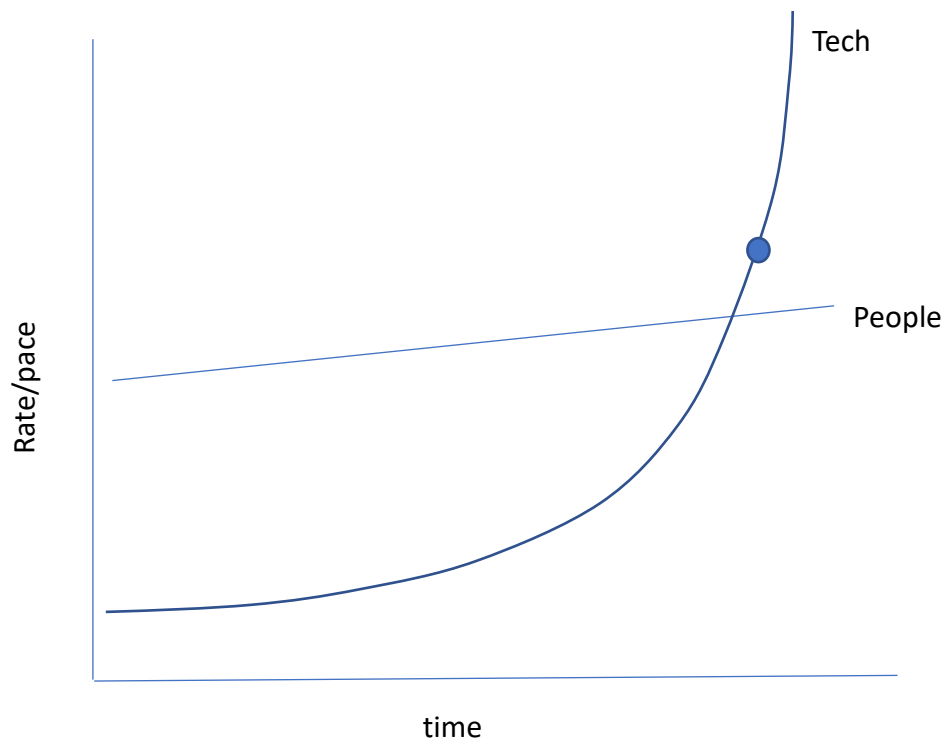
The use of short reflective papers is meant to focus the description of each person's experience as a member of a digital society. That description should use elements of other thought leaders and/or technological realities to help frame the reflection. This is where the use of citations comes in.

The course uses discussion boards on Brightspace is to focus input on questions coming from one or two short readings (or other formats). These will be monitored by the instructor.

Video and PowerPoint lectures will layout key points from readings, basic or foundational information coming from additional sources, as well as raising issues for discussion board contributions and reflections. Students are expected to interact with those resources which add to the participation grade.

The most important feature of this course is to use both the information provided and to seek additional information to add to their knowledge base. This is the first step in the research process, and it gets to the heart of critical issues in our digital society – namely the rise of mis/dis information.

Within this process is an underlying theme – or the hidden curriculum – which is based upon a thought-provoking contribution by Thomas Friedman shown in the graphic below. It raises the penultimate question: **have we gone beyond our means to adapt to, or within, a digital society?**



Adapted from: Friedman, T. (2016). *Thank you for being late: An Optimist's Guide to Thriving in the Age of Accelerations*. Farrar, Straus and Giroux

## Formal Course Description

Technology has been a core feature of society for as long as we have existed. What this course is exploring is how we have shifted, almost totally, from an analog to a digitally mediated society. Information flows through technology, and it is a product of our creation and use of digital environments. The changes to our lives resulting from the move towards a digital society are numerous, unequal, and problematic, with concerns related to ethics, privacy, health, work and even democracy. Digital information technologies are pervasive, often hidden and not well-understood by the end user. This course delves into the changes and impacts on society coming out of digital information technologies.

## Description of Class Format

This class is entirely online, utilizing Brightspace as the main delivery tool. There will be video lectures and narrated PowerPoint slides. In addition, students will be using the discussion board within Brightspace.

## Minimal Technical Requirements

Minimally, a computer with web browser, Adobe PDF Reader and enough bandwidth to allow for streaming video. There is no need for a camera and mic to be used as there is no expectation of synchronous activity. Links to videos and other sources in the social media domain will be provided, but there is no expectation that students need to subscribe to any platform (privacy should be protected as much as possible).

If materials are from outside Canada, you are responsible for being aware of and observing any applicable laws of the country they are connecting from.

## Learning Management System Site Information

The course is accessible through Brightspace. If you run into any issues email [support@dal.ca](mailto:support@dal.ca)

## **Course Pre-requisites, Co-requisites, Exclusions and/or other Restrictions**

There are no pre-requisites for this course.

## **Course Rationale and/or Other Restrictions and Requirements**

This course is about reflecting upon the nature of digital society and using critical thinking to digest various viewpoints on key issues, topics or developments. The clear expression of those thoughts and student insights is the primary goal for the course.

## **Course Learning Outcomes**

Upon completion of this course, students should:

- Demonstrate a greater knowledge of the history of technological shifts from analog to digital
- Deepen their appreciation for the processes and issues related to of information and knowledge production, control and access
- Discuss ethical dimensions of creation and use, as well as the aspects of privacy and control, of personal data
- Explain problems of unequal access and the digital divide
- Explain differences (causes, methods) and implications (impacts) relating to misinformation and disinformation
- Critically reflect upon the nature of our lives within a digital society
- Be able to explain basic technical aspects of a digital, networked society

## **Required Text(s)**

There are no required texts. Readings will be provided, or links listed for the sections of the course. There will also be links to video or audio files, and various texts that may be of interest and will be mentioned in slides and lectures (such as the Friedman text noted above).

## **Readings**

During the course, selected materials will be provided as a common foundation amongst the class, especially as it relates to the discussion board.

However, these readings can and will change due to the nature of media and coverage of topics that can, and very often do, arise as concerns very quickly. In other words, there is some flexibility in the materials. And to that end, students are encouraged to forward sources to the instructor.

## Course Schedule

### ADD/DROP dates

Winter Term: Last day to add/drop classes – January 20  
Last day to drop without a “W” –  
February 6  
Last day to drop with a “W” – March 13

### Course Schedule

*Note: all readings are available through the open web or via libraries.dal.ca. If the link doesn't work here, it's available in the appropriate week through brightspace.*

*Reading subject to change with advance notice.*

|              |  |
|--------------|--|
| Week 1       | <p><b>Introduction:</b> “We look at the present through a <b>rear-view mirror</b>. We march backwards into the <b>future</b>” (McLuhan) Digital Society came from somewhere; it was not instantly born.</p> <p><b>Also SELF_TEST (5%)</b></p>  |
| Jan 9, 2023  | <p>Clay Shirky, “<a href="#">Does the Internet Make You Smarter</a>”<br/>Nicholas Carr, “<a href="#">Is Google Making Us Stupid?</a>”</p> <p>Marshall McLuhan<br/><a href="https://www.youtube.com/watch?v=ggaRAmO3SCg">https://www.youtube.com/watch?v=ggaRAmO3SCg</a><br/><a href="https://www.youtube.com/watch?v=ijeMM-NXvus">https://www.youtube.com/watch?v=ijeMM-NXvus</a></p> <p>NOTE: Some old videos use language we do not use, and some terms that could be misunderstood. I can not edit those out, but I will make you aware that some may trouble you. Contact me if there is an issue or a need for clarification.</p> <p>Connected but alone? Sherry Turkle TEDtalk<br/><a href="https://bit.ly/3jR1aAx">https://bit.ly/3jR1aAx</a></p> |
| Week 2       | <p>How was digital society built.</p>  |
| Jan 16, 2023 | <p><a href="https://www.youtube.com/watch?v=L1tr5LjhfqQ">https://www.youtube.com/watch?v=L1tr5LjhfqQ</a> video professor 1995<br/>how do we use the internet</p> <p>1995: kids explain why should be on internet<br/><a href="https://www.businessinsider.com/kids-explain-why-we-should-use-the-internet-in-this-awesome-1995-tv-ad-2012-8">https://www.businessinsider.com/kids-explain-why-we-should-use-the-internet-in-this-awesome-1995-tv-ad-2012-8</a></p> <p><a href="https://thehustle.co/clifford-stoll-why-the-internet-will-fail/">https://thehustle.co/clifford-stoll-why-the-internet-will-fail/</a> Why the Internet will Fail 1995 Newsweek</p>   |

|  |   |
|--|---|
| Week 3   | Alternative facts: opinion is more valued than expertise  |
| Jan 23, 2023   | <p>Knowledge overconfidence is associated with anti-consensus views on controversial scientific issues <a href="https://doi.org/10.1126/sciadv.abo0038">https://doi.org/10.1126/sciadv.abo0038</a></p> <p>Wardle - <a href="#">Fake news. It's complicated.</a></p> <p>Graham - <a href="#">Some Real News About Fake News</a></p> <p>Notley &amp; Dezuanni - <a href="#">3 ways to help children think critically about the news</a></p> <p>Keane - <a href="#">Post-truth politics and why the antidote isn't simply 'fact-checking' and truth</a></p>  |
| <b>JANUARY 25<sup>th</sup> FUNDEMENTALS TEST (15%)</b> |   |
| Week 4   | Science and contested truths: Climate and Covid   |
| Jan 30, 2023   | <p>Graham &amp; Keller - <a href="#">Bushfires, bots and arson claims: Australia flung in the global disinformation spotlight</a></p> <p>Greene - <a href="#">COVID-19: the first study to look at whether fake news actually changes people's behaviour</a></p> <p>Jane Roberts – <a href="#">Sketchy Coronavirus Survival Guides are Booming on Amazon</a></p> <p>Haiqing Yu - <a href="#">The coronavirus and Chinese social media: finger-pointing in the post-truth era</a></p> <p>Menczer &amp; Hui <a href="#">Anti-vaxxers appear to be losing ground in the online vaccine debate</a></p>  |
| Week 5   | Networked logic   |
| Feb 6, 2023  | <p><b><i>Reset: Reclaiming the Internet for Civil Society (CBC Ideas Diebert Lecture)</i></b><br/> <a href="https://www.cbc.ca/radio/ideas/reset-reclaiming-the-internet-for-civil-society-1.5795345">https://www.cbc.ca/radio/ideas/reset-reclaiming-the-internet-for-civil-society-1.5795345</a></p> <p>Zeynep Tufekci, "<a href="#">We're building a dystopia just to make people click on ads</a>"</p> <p>Alan Chambers - <a href="#">How I became easy prey to a predatory publisher</a></p> <p>Joseph Stromberg - <a href="#">I Sold My Undergraduate Thesis to a Print Content Farm</a></p> <p>Dorothy Kim, "<a href="#">The Rules of Twitter</a>"</p> <p>Howard Rheingold, "<a href="#">Smart Mobs</a>"</p> |

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|--------------|--|
| Week 6       | <b>Privacy and ethics: health and reward cards</b>   |
| Feb 13, 2023 | <p>Fowler - <a href="#">There's no escape from Facebook, even if you don't use it</a></p> <p>NPR, <a href="#">"Do You Read Terms Of Service Contracts? Not Many Do, Research Shows"</a></p> <p>Inside Edition, <a href="#">"Social Experiment Proves That No One Really Reads Terms and Conditions"</a></p> <p>Gry Hasselbalch • UX Copenhagen 2019 "What is Data Ethics"<br/> <a href="https://www.youtube.com/watch?v=q9wD9cl2IJs">https://www.youtube.com/watch?v=q9wD9cl2IJs</a></p> <p>Stommel &amp; Morris, <a href="#">"A Guide for Resisting Edtech: the Case Against Turnitin"</a></p> <p><a href="#">Canada's laws need updating to protect against abuse from surveillance tech</a></p> <p>Microchipping people: Professor Katina Michael at TEDxUWollongong<br/> <a href="https://www.youtube.com/watch?v=fnghvVR5Evc&amp;t=16s">https://www.youtube.com/watch?v=fnghvVR5Evc&amp;t=16s</a></p> |
|              | <b>FEBRUARY 15<sup>th</sup> FIRST REFLECTION DUE (15%)</b>   |
| Week 7       |  |
| Feb 20, 2023 | <p><b>Break Week</b></p> <p><b>HINT: CHECK ON PROGRESS WITH DISCUSSIONS</b></p>  |
| Week 8       | <b>Who do you think you? Who do you say you are?</b>   |
| Feb 27, 2023 | <p>Herrman - <a href="#">You Anon</a></p> <p>Baggini - Ted Talk: <i>Is there a real you?</i></p> <p>Boer <a href="#">"The Construction of an Online Identity"</a></p> <p>Battan, <a href="#">"The Rise of the 'Getting Real' Post on Instagram"</a></p> <p>Amelia Hill (Guardian Jan. 1, 2023) Social media triggers children to dislike their own bodies, says study<br/> <a href="https://www.theguardian.com/society/2023/jan/01/social-media-triggers-children-to-dislike-their-own-bodies-says-study?CMP=share_btn_tw">https://www.theguardian.com/society/2023/jan/01/social-media-triggers-children-to-dislike-their-own-bodies-says-study?CMP=share_btn_tw</a></p> <p>The Dark Side of Screen Time with Adam Alter, PhD<br/> <a href="https://www.youtube.com/watch?v=vD9ybYEO5wY">https://www.youtube.com/watch?v=vD9ybYEO5wY</a></p>   |

|               |  |
|---------------|--|
|               |  |
| Week 9        | <b>Surveillance Capitalism: creation and control of data and knowledge</b>   |
| March 6, 2023 | Shoshana Zuboff on surveillance capitalism   VPRO Documentary<br><a href="https://www.youtube.com/watch?v=hIXhnWUmMvw">https://www.youtube.com/watch?v=hIXhnWUmMvw</a><br>Bassett - The Good, the Bad, and the Ugly of Online Communities<br><a href="#">New York Times #Gamergate Retrospective</a> |

|   |  |
|---|--|
| Week 10   | <b>AI, Race, Algorithms and Bias</b>   |
| March 13, 2023  | Rebecca Heilweil, <a href="#">Why algorithms can be racist and sexist</a><br>Stephen Buranyi, <a href="#">Rise of the racist robots – how AI is learning all our worst impulses</a><br>Oscar Schwartz, <a href="#">In 2016, Microsoft’s Racist Chatbot Revealed the Dangers of Online Conversation</a><br>Benjamin, Podcast: <a href="#">“The New Jim Code? Race and Discriminatory Design”</a><br>As AI rises, lawmakers try to catch up (France24)<br><a href="https://www.france24.com/en/live-news/20221228-as-ai-rises-lawmakers-try-to-catch-up">https://www.france24.com/en/live-news/20221228-as-ai-rises-lawmakers-try-to-catch-up</a><br>Ai writers/writers who are Ai <a href="https://www.jounce.ai/lp/free-ai-copywriting">https://www.jounce.ai/lp/free-ai-copywriting</a> |
| Week 11   | The next hurdle: new technologies via <b>Black Mirror</b>  |
| March 20, 2023  | Daniel Miessler, <a href="#">“The Internet, the Deep Web, the Dark Web”</a><br>Juan Sanchez and Garth Griffin, <a href="#">“Who’s Afraid of the Dark? Hype Versus Reality on the Dark Web”</a><br>Kris Shaffer, <a href="#">“Visualizing the network that connects mainstream and extremist news”</a><br>Demboski - <a href="#">Far-Right Extremist Use of Bitcoin and Dark Web Platforms: The Dark Network Links of tPP Cases</a>   |
| Week 12   | To whom shall we speak, and what shall we say. <i>Is the Machine Stops</i> the most prescient story ever?  |
| March 27  | No Readings <a href="https://www.thesocialdilemma.com/the-film/">https://www.thesocialdilemma.com/the-film/</a>  |
| Week 13   | <b>APRIL 3<sup>rd</sup> ADVANCEMENTS TEST</b>  |
| April 3, 2023   | Last bits and pieces. Things missed. Final ideas for reflection. A chance to open an online review, live.  |
| <b>Final Reflection due April 9<sup>th</sup>. Discussions close April 5<sup>th</sup> and 5pm.</b> |  |

| Assessment                                    | Due date                 | Value       |
|---|--------------------------|-------------|
| <b>Self-Test</b>                              | January 16th             | 5%          |
| <b>Fundamentals of InfoTech Test</b>          | January 25th             | 15%         |
| <b>Mid-Term &amp; End of Term Reflections</b> | Feb 15/April 9th         | 30%         |
| <b>Advancements in Digital Society Test</b>   | April 3rd                | 20%         |
| <b>Discussion posts</b>                       | 4 spread out during term | 20%         |
| <b>Participation/engagement</b>               | Weekly                   | 10%         |
| <b>Total</b>                                  |                          | <b>100%</b> |

### Late Assignments

Written assignments are due on the date indicated. An assignment received after the due date will be considered late. Late papers will be penalized 5 points per day. Assignments more than five days late will not be accepted. Missing assignments will receive a mark of zero.

#### Self-Test (5%) – Due January 16<sup>th</sup>

The self-test (or what some call a pre-test) is designed to give you a sense of how much general knowledge you have gained or current events you are aware of. It is not about trivia, nor is it designed to be critical; hence the fact it is not graded per se. If we are to discuss society and impacts of digital information technologies, it is a good idea to see how much we are aware of in the broadest context. And it's some fun to start the term with a 5% automatic grade simply for trying.

#### Fundamentals of InfoTech Test (15%) – Due January 25<sup>th</sup>

This test will be about the facts and features of information technologies from historical development perspective. For example, knowing who did what and when gives one a common base of knowledge that makes discussions and reflections easier. Also, this test helps support the final reflection in March. It becomes a baseline to measure progress.

#### Reflections (15% each) – Due February 15<sup>th</sup> and April 9<sup>th</sup>

These are a minimum of 1500 and maximum of 2000 words (approx. 3-4 pages excluding diagrams, images and citations). A handout is provided on Brightspace explaining how the reflections works, along with an example of one written by the instructor.



## **Reflections Format**

1.5 spacing . 12 point Calibri font. Minimum of 4 references outside readings provided.

### *Standard Citation Style*

The School of Information Management uses APA as its standard citation style (unless otherwise indicated by your professor). Please use APA style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of your assignment.

**For more information on APA style**, consult Dalhousie Library website at <https://libraries.dal.ca/help/style-guides.html> or consult the [Frequently Asked Questions about APA](#)

### *Back-up Copies*

Keep a copy of every assignment you submit.

### *Grammar and Expression*

Correct spelling, punctuation, and grammar are expected.

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

## **Discussion posts (20%) – Weekly**

Because this is an online class, your participation on the discussion board and your contribution of ideas, examples, and insights are important in making the class successful and valuable. For this reason, your participation is expected and will be evaluated on discussions related to the weekly topic. You will be expected to make **4 posts** on the discussion board on **4 different topics**. You can choose any topics, you will be graded on your knowledge, insights and relevance of your posts. It is ok to have opinions that differ from those of your classmates, the reading's authors, and the instructor, however, any assertions you make must be backed up with evidence.

## **Participation (10%) – Weekly**

Students will be graded on their engagement with the course materials.

## **Power/internet issues;**

Should any issues arise with access to Brightspace or things like power outages due to storms, extensions will be provided without penalty.

## **Time zones:**

All tests and assignments are due local time Halifax UNLESS there is an issue with being outside the local time zone. In that case, please contact the instructor for accommodation.

| Grade         | Grade Point Value              |        | Definition                     |   |
|---------------|--------------------------------|--------|--------------------------------|---|
| A+            | 4.30                           | 90-100 | Excellent                      | Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.       |
| A             | 4.00                           | 85-89  |                                |   |
| A-            | 3.70                           | 80-84  |                                |   |
| B+            | 3.30                           | 77-79  | 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             | 3.00                           | 73-76  |                                |   |
| B-            | 2.70                           | 70-72  |                                |   |
| C+            | 2.30                           | 65-69  | Satisfactory                   | Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.                                    |
| C             | 2.00                           | 60-64  |                                |   |
| C-            | 1.70                           | 55-59  |                                |   |
| D             | 1.00                           | 50-54  | Marginal Pass                  | Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of "C" or "C+" is required).                   |
| F             | 0.00                           | 0-49   | Inadequate                     | Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.                                    |
| INC           | 0.00                           |        | Incomplete                     |   |
| W             | Neutral and no credit obtained |        | Withdrew after deadline        |   |
| ILL           | Neutral and no credit obtained |        | Compassionate reasons, illness |   |
| P             | Neutral                        |        | Pass                           |   |
| TR            | Neutral                        |        | Transfer credit on admission   |   |
| Pending (PND) | Neutral                        |        | Grade not reported             |   |

## Course-specific policies

### Late Work

Written assignments are due on the date indicated. An assignment received after the due date will be considered late. Late papers will be penalized 5 points per day. Assignments more than five days late will not be accepted. Missing assignments will receive a mark of zero.

### Tests

Test will be made available at 6pm on the date in the outline, and they will remain open for 48 hours. If a student cannot fit the test into those dates and times, they must contact the instructor at least 48 hours prior to the start of the test. After that, arrangements for an alternative test at a different time will be made by the instructor. If the alternate date is missed, another time will be scheduled, but the maximum value for the test will be 50%.

### Illness:

Even though this is an online course, there is still an expectation that students will attend to their work. However, if a student is experiencing illness that is interfering with their class work, they should contact the instructor and submit an SDA ([https://www.dal.ca/news/today/2020/08/27/student\\_declaration\\_of\\_absence\\_form.html](https://www.dal.ca/news/today/2020/08/27/student_declaration_of_absence_form.html)) so that both the instructor and student can monitor if the illness is having a serious effect on work and to help find a way to accommodate and/or adjust the workload.

### 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. [https://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](https://www.dal.ca/dept/university_secretariat/academic-integrity.html)

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So, when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards.

You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

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

Please note that Dalhousie subscribes to a plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources.

Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on **Intellectual Honesty** contained in the Calendar.

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

Finally: If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: [managementintegrity@dal.ca](mailto:managementintegrity@dal.ca) which is read only by the Assistant Academic Integrity Officer.

#### **Faculty of Management clarification on plagiarism versus collaboration:**

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment.

University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

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

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

An example of acceptable collaboration includes the following:

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

**SEE NEXT PAGES**

## UNIVERSITY STATEMENTS

### **Territorial Acknowledgement:**

The Dalhousie University Senate acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People and pays respect to the Indigenous knowledges held by the Mi'kmaq People, and to the wisdom of their Elders past and present. The Mi'kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people.<sup>1</sup>

The Dalhousie University Senate also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.

### **Internationalization**

At Dalhousie, “[thinking and acting globally](#)” enhances the quality and impact of education, supporting learning that is “interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders.”

### **Academic Integrity**

At Dalhousie University, we are guided in all of our work by the values of [academic integrity](#): honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

### **Accessibility**

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion please contact:

- the [Student Accessibility Centre](#) (for all courses offered by Dalhousie with the exception of Truro)
- the [Student Success Centre in Truro](#) for courses offered by the Faculty of Agriculture

### **Conduct in the Classroom – Culture of Respect**

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

**N.B.: CLASS CONVERSATIONS ARE TO BE CONDUCTED AT THE HIGHEST LEVEL OF RESPECT.**

## **Diversity and Inclusion – [Culture of Respect](#)**

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

### **Code of Student Conduct**

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

### **Fair Dealing policy**

The Dalhousie University [Fair Dealing Policy](#) provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

### **Originality Checking Software**

The instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the [Student Submission of Assignments and Use of Originality Checking Software Policy](#). Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work, and must inform the instructor no later than the last day to add/drop classes of their intent to choose an alternate method.

### **Student Use of Course Materials**

These course materials are designed for use as part of the Course Code at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g. uploading to a commercial third-party website) may lead to a violation of Copyright law.

**SEE NEXT PAGE**

## UNIVERSITY POLICIES, GUIDELINES, AND RESOURCES FOR SUPPORT

Dalhousie courses are governed by the academic rules and regulations set forth in the [Academic Calendar](#) and the [Senate](#).

**Important student information, services and resources are available as follows:**

### University Policies and Programs

- [Important Dates in the Academic Year](#) (including add/drop dates)
- [Classroom Recording Protocol](#)
- [Dalhousie Grading Practices Policy](#)
- [Grade Appeal Process](#)
- [Sexualized Violence Policy](#)
- [Scent-Free Program](#)

### Learning and Support Resources

- Academic Support - Advising [Halifax](#), [Truro](#)
- [Student Health & Wellness Centre](#)
- [On Track](#) (helps you transition into university, and supports you through your first year at Dalhousie and beyond)
- [Indigenous Student Centre](#). See also: [Indigenous Connection](#).
- Elders-in-Residence: The [Elders in Residence program](#) provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the [Indigenous Student Centre](#) or contact the program at [elders@dal.ca](mailto:elders@dal.ca) or 902-494-6803.
- [Black Student Advising Centre](#)
- [International Centre](#)
- [South House Sexual and Gender Resource Centre](#)
- [LGBTQ2SIA+ Collaborative](#)
- [Dalhousie Libraries](#)
- [Copyright Office](#)
- [Dalhousie Student Advocacy Service \(DSAS\)](#)
- [Dalhousie Ombudsperson](#)
- [Human Rights & Equity Services](#)
- [Writing Centre](#)
- [Study Skills/Tutoring](#)
- Consult your faculty/department advisor should you have any additional needs or question