

INFO6850 Knowledge Justice

Course Type In-person

- **Instructor: Dr. Stacy Allison-Cassin (she/her)**
- **Office: Room 4024. Kenneth C. Rowe Management Building**
- **Office Drop-in Hours:**
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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.¹

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

COURSE DESCRIPTION

Epistemic injustice is an injustice related to knowledge and one's position as a "knower" or holder of knowledge. Epistemic injustice and related concepts such as epistemicide, epistemic oppression, and knowledge justice are of growing interest within the study of information and within information work. The purpose of this course is to introduce students to concepts and considerations of epistemic injustice, power, and the ways information organizations and practices are implicated as sites of injustice. Students will learn practices related to knowledge justice to work toward collective justice and the betterment of the field and the profession of information.

COURSE PREREQUISITES

None

LEARNING MANAGEMENT SYSTEM SITE INFORMATION

¹ For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit <https://native-land.ca/>.

The course has a Brightspace site. Brightspace can be accessed using a web browser. Brightspace will be used to provide access to course syllabus, readings and resources, communicate announcements, and will be where you will find assignment information. All course assignments should be submitted via Brightspace unless other arrangements have been made.

*It is your responsibility to monitor Brightspace for communication and announcements related to the course.

INSTRUCTIONAL METHODS

The course will be taught in-person. The course format will be a mix of lectures and in class activities.

LEARNING MATERIALS

There is no textbook for this class. All learning materials will be provided through Brightspace.

METHODS OF EVALUATION

See the [Grading Policy](#).

COMPONENT	BRIEF DETAILS	DUE DATE	WEIGHT
Course Reflection Journal (10)	Throughout the course you will produce 10 weekly reflections on your learning. Weekly reflections are a way for you to articulate and document your learning, ask questions, or keep in communication with the instructor. They can be as long or as short as needed (you decide). Learning reflections do not need to be a summary of readings, and can take the form of bullet points, drawings, mind maps or anyway you would like to document your thoughts on any aspect of the course—including if your reactions to the course content. There is no right or wrong way to reflect, however submissions should at minimum be at least the equivalent of three sentences long. The reflections are marked on a pass/fail basis. You will receive one percent of your final grade for every submission up to a total of 10% of your final grade.	Throughout the term	10%
Collaborative Reading Annotation x 3	Students will use Hypothesis's online collaborative annotation tool to discuss selected readings (3). Each submission is worth 10%. Annotations should include at least two comments or questions and at least one response to someone else's comment. Annotations should demonstrate substantive critical engagement with the text through insight, connections to other readings, or pithy questions. Successful annotations will demonstrate critical engagement with the text and classmates, distribution of annotations ahead of the due date (i.e. not all the annotations on the due date), courteous and helpful engagement with classmates,	September 22 nd , October 13 th and November 10 th	30%

	and clarity and mechanics of writing. A rubric and more detailed instructions on using the annotation software will be provided in Brightspace.		
Course Project Proposal	<p>Course Project (full details below this table)</p> <p>In preparation for the course project, students will submit a plan for their course project outlining the form the project will take, the topic area, group members (if applicable), anticipated roles of group members and tools of software needed, an abstract describing the project and its connection to knowledge justice (no more than 500 words), a feasibility plan included timelines (no more than 500 words), and initial list of at least 5 resources consulted. A Word template will be provided in Brightspace.</p> <p>Proposals will be graded on the connection to knowledge justice, feasibility, completeness of the plan, as well as the clarity and effectiveness of your writing.</p>	Oct. 27 th	20%
Course Project (Groups Possible)	<p>Course Project (full details below this table)</p> <p>Working alone or in a group, choose to engage in an alternative form of communication of your learning. Possible options are a zine, poster presentation, podcast, video, book display, digital exhibit, etc. Completed projects can be posted to the internet.</p> <p>Final submissions should include a brief report outlining the roles and work of each group member (if applicable), an abstract outlining the project, and citations.</p> <p>The evaluation criteria for the project will include: successful application of a topic related to knowledge justice, originality and substance of expression, effectiveness of the communication of your idea, and the organization, clarity, and cohesiveness of your project and final report.</p> <p>Workshop time will be given in class to work on the course project.</p>	Final product due December 8th	40%

Course Project

The course project is your opportunity to integrate your learning on knowledge justice by both considering alternate forms of communicating your knowledge (outside a standard research paper) and considering methods to invent and defend solutions to create more just approaches to knowledge in information management.

The form of your project depends on your own interest but should be solidly grounded in a response or application of learning related to knowledge justice. For example, while lack of access to information often has a relationship to injustice, it is not epistemic injustice. Instead, projects should consider injustice in relation to individuals or groups as “knowers”.

This project can be completed on your own or as part of a group. Students working as a group will be evaluated as a group (all members will receive the same grade) and groups will need to include a brief description of no more than 250 words outlining the contributions of each group member.

Possible options for project include a zine, poster presentation, podcast, video, book display, digital exhibit, or workshop. Other options can be included with permission of the instructor.

Course projects will need to be approved by the instructor through the Project Proposal assignment. In preparation for the course project, students will submit a plan for their course project outlining the form the project will take, the topic area, group members (if applicable), anticipated roles of group members and tools of software needed, and an abstract describing the project (no more than 500 words). Proposals will be graded on: connection to knowledge justice, feasibility, as well as the clarity and effectiveness of your writing.

Final submissions should include the object (i.e. your podcast) and a brief report outlining the roles and work of each group member (if applicable), an abstract summarizing the project (500 words), a methodology section outlining how you went about your project (500 words), and an optional section to include any other information you think it is important for the instructor to know when reviewing your project. You should also include a list of resources and articles you consulted for your project in a “Works Consulted” section.

Workshop time will be given in class to work on the course project.

INTEGRATION OF [MI Competencies](#)

Learning Outcomes.	Relevant MI Core Competencies
<p>At the end of this course, you will be able to:</p> <p>Understand and describe concepts such as epistemic injustice, knowledge justice and effectively connect these concepts to the work of information management contexts such as libraries, archives, and cultural heritage organizations.</p>	<ul style="list-style-type: none"> • Commitment to equity, diversity, inclusion, accessibility, and decolonization • User-centered design • Evidence-based practices • Leadership
<p>Analyze and critique issues related to justice and information in relation to human rights frameworks and international objectives such as United Nations Sustainable Development goals and reports and policy in Canada such as the Report of the Truth and Reconciliation Commission.</p>	<ul style="list-style-type: none"> • Commitment to equity, diversity, inclusion, accessibility, and decolonization • Leadership • Management • Adaptation

Articulate factors that create inequities in access to information, injustice within scholarly communication, and injustice in digital systems with a focus on key issues such as platform capitalism, injustice and AI, inequity in scholarly networks and publishing, and information situations such as healthcare.	<ul style="list-style-type: none"> • Commitment to equity, diversity, inclusion, accessibility, and decolonization • Digital and technological literacy • Management • Adaptation • Learning • User-centered design
Invent and defend solutions to create more just approaches to knowledge in information management.	<ul style="list-style-type: none"> • Evidence-based practices • Management • Adaptation

Course Topic and Reading Schedule

Date	Topic	Required Reading and Preparation Materials
Sept. 8 th	Week 1. Provocations and Introductions	Sikri, K. (2020, October 22). <i>Academia: A Provocation by Kanishka Sikri</i> . https://www.youtube.com/watch?v=H_acOkr3Nao
Sept. 15 th	Week 2. Foundations and Theories of Epistemic Injustice	<p>Fricker, Miranda. Introduction. <i>Epistemic Injustice: Power and the Ethics of Knowing</i>. Oxford: Oxford University Press, 2007. https://www.doi.org/10.1093/acprof:oso/9780198237907.001.0001</p> <p>Fricker, Miranda. Chapter 1. <i>Epistemic Injustice: Power and the Ethics of Knowing</i>. Oxford: Oxford University Press, 2007. https://www.doi.org/10.1093/acprof:oso/9780198237907.001.0001</p> <p>Pohlhaus, G. (2017). Varieties of Epistemic Injustice. In <i>The Routledge Handbook of Epistemic Injustice</i>. Routledge Handbooks Online. https://doi.org/10.4324/9781315212043.ch1</p>
Sept. 22 nd	Week 3. Deepening Understandings of Epistemic Injustice	<p>Dotson, K. (2014). Conceptualizing Epistemic Oppression. <i>Social Epistemology</i>, 28(2), 115–138. https://doi.org/10.1080/02691728.2013.782585</p> <p>Haraway, D. (1988) Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective. <i>Feminist Studies</i>, 14(3), 575-599.</p> <p>Hill Collins, P. (2017). Intersectionality and epistemic injustice. In I. J. Kidd, J. Medina, & G. Pohlhaus, Jr. (Eds.), <i>The Routledge</i></p>

		<p>handbook of epistemic injustice Routledge. https://doi.org/10.4324/9781315212043-11</p>
Sept. 29 th	Week 4. Epistemic Injustice and Information Studies	<p>Oliphant, T. (2021) Emerging (information) realities and epistemic injustice. <i>Journal of the Association for Information Science and Technology</i> 90. https://doi.org/10.1002/asi.24461</p> <p>Pantazatos, A. (2017). Epistemic Injustice and Cultural Heritage. In I. J. Kidd, J. Medina, & G. Pohlhaus, Jr. (Eds.), <i>The Routledge Handbook of Epistemic Injustice</i>. Routledge Handbooks. https://www.routledgehandbooks.com/doi/10.4324/9781315212043.ch35</p> <p>Patin, B., Sebastian, M., Yeon, J., & Bertolini, D. (2020). Toward epistemic justice: An approach for conceptualizing epistemicide in the information professions. <i>Proceedings of the Association for Information Science and Technology</i>, 57(1), e242. https://doi.org/10.1002/praz.242</p>
Oct. 6 th	Week 5. Situating ourselves	<p>Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. <i>Stanford Law Review</i>, 43(6), 1241–1299. https://doi.org/10.2307/1229039</p> <p>Kovach, M. (2009). “Epistemology and Research: Centring Tribal Knowledge.” In <i>Indigenous methodologies: Characteristics, conversations and contexts</i>. University of Toronto Press.</p> <p>Morales, M. E., & Williams, S. (2021). Moving toward Transformative Librarianship: Naming and Identifying Epistemic Supremacy. In <i>Knowledge Justice: Disrupting Library and Information Studies through Critical Race Theory</i>. MIT Press. https://direct.mit.edu/books/edited-volume/5114/chapter/3075316/Moving-toward-Transformative-Librarianship-Naming</p>
Oct. 13 th	Week 6. Capitalism and Information	<p>Movie, Paywall The. <i>Paywall: The Business of Scholarship (Full Movie)</i> CC BY 4.0, 2018. https://vimeo.com/273358286.</p> <p>Zuboff, S. (2019). Surveillance Capitalism and the Challenge of Collective Action. <i>New Labor Forum</i>, 28(1), 10–29. https://doi.org/10.1177/1095796018819461</p> <p>Ellenwood, D. (2020). “Information Has Value”: The Political Economy of Information Capitalism <i>In the Library With the Lead Pipe</i>. https://www.inthelibrarywiththeleadpipe.org/2020/information-has-value-the-political-economy-of-information-capitalism/</p> <p>Larivière, V., Haustein, S., & Mongeon, P. (2015). The Oligopoly of Academic Publishers in the Digital Era. <i>PLOS ONE</i>, 10(6), e0127502. https://doi.org/10.1371/journal.pone.0127502</p>

Oct. 20 th	Week 7. (In)Equity in Scholarly Knowledge Production	<p>Grande, S. (2018). Refusing the University. In <i>Toward What Justice?</i> (pp. 47–65). Routledge. https://doi.org/10.4324/9781351240932-4</p> <p>Hudson, M. (2021). Indigenous Data Sovereignty: Towards an Equitable and Inclusive Digital Future. <i>A Digital New Deal: Visions of Justice in a Post-Covid World</i>. Retrieved April 5, 2021, from https://itforchange.net/digital-new-deal/2020/11/01/indigenous-data-sovereignty-towards-an-equitable-and-inclusive-digital-future/</p> <p>Inefuku, H. W. (2021). Relegated to the Margins: Faculty of Color, the Scholarly Record, and the Necessity of Antiracist Library Disruptions. In S. Leung & J. R. Lopez-McKnight (Eds.), <i>Knowledge Justice</i>. MIT Press. https://direct.mit.edu/books/oa-edited-volume/5114/chapter/3075324/Relegated-to-the-Margins-Faculty-of-Color-the</p> <p>Podcast. Knowledge Equity Lab, & The Scholarly Publishing and Academic Resources Coalition (SPARC). (2021). <i>Knowledge By Whom? For Whom?</i> (No. 1). Retrieved April 25, 2021, from http://openresearch.community/posts/the-inaugural-issue-of-the-unsettling-knowledge-inequities-podcast-discusses-equity-and-inclusion</p> <p>Review</p> <p>SPARC. “Right to Research Coalition.” https://sparcopen.org/our-work/r2rc/.</p> <p>Open Access. (n.d.). <i>Canadian Association of Research Libraries</i>. Retrieved September 13, 2021, from https://www.carl-abrc.ca/advancing-research/scholarly-communication/open-access/</p> <p>Budapest Open Access Initiative (2022, March 15). 20th Anniversary Recommendations. Retrieved April 26, 2022, from https://www.budapestopenaccessinitiative.org/boai20/</p>
Oct. 27 th	Week 8. Citation Justice	<p>Ahmed, S. (2013). “Making Feminist Points.” <i>Feministkilljoys</i>. http://feministkilljoys.com/2013/09/11/making-feminist-points/</p> <p><i>Citation Practices Challenge</i>. (n.d.). Organized by Eve Tuck, K. Wayne Yang, & Rubén Gaztambide-Fernández https://docs.google.com/forms/d/e/1FAIpQLSdpbmsJDZ3-zwca-dgGjfePrT_6koBTZRWlvh80fmoYYQRrlw/viewform?usp=embed_facebook</p> <p>Kumar, N., & Karusala, N. (2021). Braving Citational Justice in Human-Computer Interaction. In <i>Extended Abstracts of the 2021 CHI Conference on Human Factors in Computing Systems</i> (pp. 1–</p>

		<p>9). Association for Computing Machinery. http://doi.org/10.1145/3411763.3450389</p> <p>Kwon, D. (2022). The rise of citational justice: How scholars are making references fairer. <i>Nature</i>, 603(7902), 568–571. https://doi.org/10.1038/d41586-022-00793-1</p> <p>Review</p> <p>Cite Black Women Collective</p> <p>Gender Balance Assessment Tool</p>
Nov. 3 rd	Week 9. Power, Knowledge, Resistance, and Refusal	<p>Andrews, N. (2018). Reflections on Resistance, Decolonization, and the Historical Trauma of Libraries and Academia. In K. P. Nicolson & M. Seale (Eds.), <i>The Politics of Theory and the Practice of Critical Librarianship</i>. Library Juice Press. https://web.p.ebscohost.com/ehost/ebookviewer/ebook?sid=05a23b92-7514-475a-b189-f491cde254%40redis&ppid=pp_181&vid=0&format=EB</p> <p>Causevic, A., Philip, K., Zwick-Maitreyi, M., Lewis, P. H., Bouterse, S., & Sengupta, A. (2020). Centering knowledge from the margins: Our embodied practices of epistemic resistance and revolution. <i>International Feminist Journal of Politics</i>, 22(1), 6–25. https://doi.org/10.1080/14616742.2019.1701515</p> <p>Medina, J. (2013). The Epistemology of Resistance: Gender and Racial Oppression, Epistemic Injustice, and the Social Imagination. Oxford University Press. Retrieved 11 May. 2021, from https://oxford-universitypressscholarship-com.myaccess.library.utoronto.ca/view/10.1093/acprof:oso/978019929023.001.0001/acprof-9780199929023</p> <p>Simpson, L. B. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. <i>Decolonization: Indigeneity, Education & Society</i>, 3(3), 1-25.</p>
Nov. 10 th	Week 10. Indigenous Knowledges, Equity, and Justice	<p>Corbiere, A. 'Audio of Text: Art of Tradition.' In <i>Afterlives of Indigenous Archives</i>, edited by Ivy Schweitzer and Gordon Henry. 202-211. Hanover, NH: Dartmouth College Press, 2019. https://digitalcommons.dartmouth.edu/facoa/3983/</p> <p>Bruce Granville Miller, <i>Oral History on Trials: Recognizing Aboriginal Narratives in the Courts</i>, 2011, Chapter 2. https://dal.novanet.ca/permalink/01NOVA_DAL/1nek75v/alma990030486670107190</p> <p>O'Neal, J. (2015). "The Right to Know": Decolonizing Native American Archives. <i>Journal of Western Archives</i>, 6(1). https://doi.org/10.26077/fc99-b022</p> <p>Robinson, D. (2020). <i>Hungry listening: Resonant theory for indigenous sound studies</i>. University of Minnesota Press.</p>

		<p>Introduction and Chapter 1. https://dal.novanet.ca/permalink/01NOVA_DAL/1nek75v/alma990070182240107190</p>
Nov. 24	Week 11. Human Rights Frameworks	<p>Flyverbom, M. and G. Whelan (2019). "Digital Transformations, Informed Realities, and Human Conduct." In <i>Human Rights in the Age of Platforms</i>. https://direct.mit.edu/books/oa-edited-volume/4531/chapter-standard/202529/Digital-Transformations-Informed-Realities-and</p> <p>Mathiesen, K. (2015). Human rights as a topic and guide for LIS research and practice. <i>Journal of the Association for Information Science and Technology</i>, 66(7), 1305–1322. https://doi.org/10.1002/asi.23293</p> <p>Design Practices: "Nothing about Us without Us." (2020). In <i>Design Justice</i> (1st ed.). Retrieved from https://design-justice.pubpub.org/pub/cfohnud7</p> <p>United Nations. (2007) "United Nations Declaration on the Rights of Indigenous Peoples" 2007. https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html (Links to an external site.).</p> <p>United Nations. (n.d). <i>Transforming our world: The 2030 Agenda for Sustainable Development</i> Department of Economic and Social Affairs. Retrieved January 9, 2021, from https://sdgs.un.org/2030agenda</p> <p>United Nations. (10 December 1948). <i>Universal Declaration of Human Rights</i>. United Nations; United Nations. Retrieved April 25, 2021, from https://www.un.org/en/about-us/universal-declaration-of-human-rights</p> <p>National Centre for Truth and Reconciliation. (n.d.). <i>Reports</i>. NCTR. https://nctr.ca/records/reports/</p>
Dec. 1 st .	Week 12. Toward Knowledge Justice in the Information Professions	<p>Brown, J., & Leung, S. (2018). Authenticity vs. Professionalism: Being True to Ourselves at Work. In <i>Sofia Leung</i>. Library Juice Press. https://dspace.mit.edu/handle/1721.1/121971</p> <p>Dunbar, A. W. (2021). Introduction To Part II: The Courage of Character and Commitment versus the Cowardliness of Comfortable Contentment. In S. Leung & J. R. Lopez-McKnight (Eds.), <i>Knowledge Justice: Disrupting Library and Information Studies through Critical Race Theory</i>. https://direct.mit.edu/books/edited-volume/5114/chapter/3075320/Introduction-To-Part-II-The-Courage-of-Character</p>

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CLASS POLICIES

Attendance

Class attendance is required in all MI courses and is included in the participation mark. Attendance records will be kept by the instructor.

Citation Style

MI courses use APA as the default standard citation style. Unless the instructor provides alternative written instructions, please use the APA citation 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 the assignment. For more information on APA style, consult Dalhousie Library website at <https://libraries.dal.ca/help/style-guides.html> or the APA's Frequently Asked Questions about APA

Assignment Expectations

All assignments are to be submitted online via Brightspace unless stated otherwise. Do not send assignments to the instructor via email without prior agreement. Note: Brightspace will be set to close to submissions after the last submission date.

Proper formatting of citations is an important part of graduate and professional level work. Please use APA style. You may find it helpful to use [Zotero](#) to keep track of your research and create footnotes and bibliographies. Dalhousie libraries have many resources to assist with citations and keeping track of research resources.

Information Management Subject Liaison Librarian Lindsay McNiff is available for consultation to assist with research support. The [LibGuide](#) for Information Management and other supports in the Libraries are valuable resources. Please take advantage of them.

Written work should:

- Be submitted as a Word document or PDF
- Formatted using single space, 12-point Times New Roman font, page numbers in the top right corner. Use a single space between sentences and do not indent paragraphs.
- Do not include a cover page.
- Headings are strongly encouraged to increase clarity and organization of your writing.
- Make sure to put your name in the top right corner of the first page.

ASSIGNMENT DEADLINES, LATE ASSIGNMENT POLICY, MISSED CLASSES

Students are strongly encouraged to submit assignments by the posted deadline.

If you are facing challenges in completing your assignment by the deadline, please contact the instructor as soon as possible. Requests for extensions must be ideally received by email a minimum of 48 hours in advance of the due date. Extensions are granted at the discretion of the instructor.

- Assignments are due by 11:59 pm Atlantic on the date they are due unless another deadline is stipulated. Submissions uploaded past this time will be considered late.
- Unexcused late assignments will not be accepted for class presentations and collaborative annotations. Group work requires participation of everyone.
- The final assignment deadline is set up along a "best by" date. Submissions received by the due date will receive full feedback. Submissions will be received up to seven days after the due date will be graded with no reduction in marks but will not receive full feedback. **Unexcused (you have**

not communicated with me and arranged for accommodation) late assignments will not be accepted seven days after the due date and will receive a grade of zero.

Personal situations can create numerous challenging circumstances. If you are encountering any circumstances that are making it difficult to meet your course obligations and/or assignment deadlines, please let me know as soon as possible so that we can adjust and accommodate.

The Student Declaration of Absence is not required and should not be used for this course.

NOTE: It is your responsibility to communicate with the instructor via email when you will be absent from class or miss an assignment deadline.

METHODS OF EVALUATION

Detailed instructions regarding each assignment will be provided. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of significant analysis and reflection. See also the [SIM Grading Policy](#).

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

ACCOMMODATION POLICY FOR STUDENTS

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD). If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Student Accessibility Centre. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. Visit https://www.dal.ca/campus_life/academic-support/accessibility/accommodations-/classroom-accommodation.html for more details.

Please note that your classroom may contain accessible furniture and equipment. It is important that these items remain in the classroom, undisturbed, so that students who require their use will be able to fully participate.

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.

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

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

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

Please note that Dalhousie subscribes to 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 Academic Dishonesty](#) 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 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.

UNIVERSITY STATEMENTS

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

ACCESSIBILITY

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. We work collaboratively with Dalhousie and King's students, faculty, and staff to create an inclusive educational environment for students. The Centre is responsible for administering the university-wide [Student Accommodation Policy](#) working across all programs and faculties.

STUDENT CODE OF CONDUCT

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

DIVERSITY AND INCLUSION

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).

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."

RECOGNITION OF MI'KMAQ TERRITORY

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people. For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit <https://native-land.ca/>.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

FAIR DEALING POLICY

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