

INFO 6500 Community-Led Services
Winter 2025
Wednesdays, 11:35am-2:25pm
McCain 2021

Course Type: In person

Instructor: [Alison Brown](#) (she/her)

Office: Rowe 4028

Email: alisonbrown@dal.ca

Office Hours: If my door is open, come on in! You are also encouraged to book a virtual or in-person meeting; my Outlook calendar is kept up to date or email me to confirm. I typically respond to emails promptly.

LAND ACKNOWLEDGEMENT

Dalhousie University operates in the unceded territories of the Mi'kmaw, Wolastoqey, and Peskotomuhkati Peoples. These sovereign nations hold inherent rights as the original peoples of these lands, and we each carry collective obligations under the Peace and Friendship Treaties. Section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights in Canada.

I encourage you to check out *The Yellowhead Treaty Map* (<https://treatymap.yellowheadinstitute.org/>), an accessible introduction to Indigenous perspectives on treaties in Canada. It describes the context, negotiation process and terms of treaties – as well as the implications of failing to honor them.

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.

Dalhousie recognizes that African Nova Scotians are a distinct people whose histories, legacies and contributions have enriched that part of Mi'kma'ki known as Nova Scotia for over 400 years.

To be a librarian is not to be neutral, or passive, or waiting for a question. It is to be a radical positive change agent within your community. ~ R. David Lankes

COURSE DESCRIPTION

This course will cultivate a theoretical and practical understanding of community-led principles, approaches, methods, and tools. We will interpret and demonstrate the value of community-led practice for building more inclusive, equitable, and vibrant communities. Particular attention will be given to working in the community with those who have been pushed to the margins. Students will learn how to integrate the interests, strengths, and needs of community members when developing strategic plans, service models, resources, programs, and policies.

LEARNING OUTCOMES AND RELATIONSHIP TO MI CORE COMPETENCIES

Your learning experiences in this course will cover the entire spectrum of the MI [core competencies](#). Through our readings, discussions, exercises, and assignments, you will develop knowledge and proficiency related to information managers' leadership competencies in the following areas:

COURSE LEARNING OUTCOME	RELEVANT MI CORE COMPETENCY
Critically engage with theories of social exclusion/inclusion and understand how systemic	Commitment to equity, diversity, inclusion, accessibility, and decolonization; Communication; Learning; User-centered design

factors marginalize particular community groups and create barriers to accessing information and services.	
Examine various ethical, professional, and pragmatic issues related to working with those on the margins and explore the differences between traditional and community-led library principles.	Adaptation; Commitment to equity, diversity, inclusion, accessibility, and decolonization; Communication; Evidence-based practice; Leadership; Learning; User-centered design
Identify and assess the diverse assets and needs of identifiable community groups in order to determine appropriate institutional services.	Commitment to equity, diversity, inclusion, accessibility, and decolonization; Communication; Learning; User-centered design
Evaluate and critically assess the value of community-led principles when developing library strategic plans, spaces, service models, policies, programming, and assessment tools.	Commitment to equity, diversity, inclusion, accessibility, and decolonization; Digital and technological literacy; Evidence-based practices; Learning; Management; User-centered design
Develop the capability to use community entry techniques, analysis, and asset mapping methods and tools.	Adaptation; Collaboration; Commitment to equity, diversity, inclusion, accessibility, and decolonization; Communication; Digital and technological literacy; Evidence-based practices; Learning; Management; User-centered design

INSTRUCTIONAL METHODS

The University's official accommodation statements are found below but I wish to state from the top that what is most important to me is that you feel able to show up fully to our work together. I trust you. Our world is increasingly complex; not all of us are encountering this moment in the same ways, so each of us will have to make decisions about how we can engage. If you are finding it challenging to show up fully, come and talk with me.

My intention is to create an engaged community of inquiry where there are opportunities for interactive study and application of theory to practice. While I acknowledge my position of power and responsibility as the course instructor, I know I will often be as much the learner from experiences and expertise brought to the class by students and invited guests. In this class we will take a critical literacy stance. Questions to consider when thinking about the course material include: How is resource text trying to make me feel? Who is represented and how? Who holds power and who does not? Whose voices are included? Whose voices are left out? What assumptions or biases might I be holding onto while reading?

This is a seminar course aimed at theoretical, methodological, conceptual, and personal discovery. Learning in the course will be achieved through readings, lectures, videos, in-class discussion *led by students*, in-class activities, engagement with guests, and assignments that require application of concepts to real world problems and practice.

TECHNOLOGY REQUIREMENTS

The course site, hosted through Brightspace, has several functions: storage of digital copies of the syllabus and assignments, list of course readings, hosting of discussion boards, repository for assignments, and notifications of announcements or course updates. Students will use databases to access readings and support research. Assignment options include those which may provide opportunities to develop skills with supporting software (e.g., in creating interactive digital maps, infographics, etc.)

LEARNING MATERIALS

This course has no required textbook, though a list of books you may find useful is below. Readings and additional learning resources are listed in this syllabus and links are provided on Brightspace. The *Community-Led Libraries Toolkit* will be used extensively throughout the course.

A note on readings: Because we are reading scholarship of marginalized thinkers (in addition to those of relative privilege), it helps them to have their work searched, accessed, and downloaded. I therefore have not provided .pdf files or links to course materials within Brightspace. If you experience challenges accessing any of the material, let me know.

Good books (not required, but helpful to consult)

- Fournier, M. D., & Sarah, O. (Eds.). (2021). *Ask, listen, empower: Grounding your library work in community engagement*. American Library Association.
- Cooke, N. A. (2017). *Information services to diverse populations: Developing culturally competent library professionals*. Libraries Unlimited.
- Lankes, R. D. (2011). *The atlas of new librarianship*. MIT Press.
- Pateman, J., & Williment, K. (2013). *Developing community-led public libraries: Evidence from the UK and Canada*. Ashgate.
- Dowd, R. (2018). *The librarian’s guide to homelessness: An empathy-driven approach to solving problems, preventing conflict, and serving everyone*. American Library Association.

METHODS OF EVALUATION

Assessment for this course will be qualitative in nature as opposed to quantitative. While you will get a grade at the end of the term, as required by the University, instead of assigning grades to individual assignments, I will be providing feedback in the form of questions and comments that engage your work rather than simply evaluate it. My intention is to help you focus on formative learning and understanding rather than compliance to a prescribed rubric or idea of excellence. My goal is to encourage you to engage in reflective practice, deeper thinking, be creative, and take risks.

You will also be reflecting critically on your own work during the semester – completing a mid-term and final reflection in which you will discuss your learning, the elements of the course that excite and challenge you, and your assessment of your work (what are you proud of, what would you change, what questions do you have etc.).

If this process causes more worry than it alleviates, see me at any point to talk about your progress in the course to date. If you are worried about your grade, the best strategy is to be an active, engaged participant in class, do the readings, and complete the assignments.

Detailed instructions regarding each assignment will be provided.

	ASSIGNMENT	DETAILS	DUE DATE
GROUP COMPONENTS	Community Group Portrait	Infographic providing a descriptive overview of a group experiencing barriers to inclusion	Feb 12, presented in class
	Community Asset Map	A descriptive profile of the strengths and resources of a particular community/ neighbourhood (flexible format – e.g., story map with ArcGIS, hand-crafted interactive map, interactive digital map, Lego)	Mar 12, 11:59pm
	Social Inclusion Audit	A report assessing one library’s/institution’s/ organization’s use of community-led approaches and ability to demonstrate inclusion	Apr 2, 11:59pm

INDIVIDUAL COMPONENTS	Inside-Out OR Outside-In	Cultural autobiography (flexible format – e.g., essay, poem, artwork) OR a report on your experience being an outsider in an unfamiliar place	Jan 22, 11:59pm
	Self Reflection	Assessment of your engagement and work, relative to your goals and learning objectives for this course	Feb 12, 11:59pm Apr 2, 11:59pm
	Participation	Active engagement and discussion of course materials, including structured reading group	Ongoing

COURSE SCHEDULE

The course readings are subject to change based on your interests, experiences, and responses to what we are learning – we may discover new and intriguing work we would like to share! I will send an email if the week’s readings change. Suggested” materials are optional but recommended if/when time allows. *Some of the invited guests are tentative, depending on their availability.*

Dates and Topics	Course Readings	Notes, Reminders, and Assignment Deadlines
Week 1 Jan 8, 2025 Introductions to the course and to one another Community-led: What it means and why it matters The Working Together Project	Syllabus, in full; review assignments Working Together Project. <i>Community-Led Libraries Toolkit</i> , 3-33. Williment, K. (2020). It takes a community to create a library. <i>Public Library Quarterly</i> , 39(5), 410-420. [Skim] Edmonton Public Library. (2013). <i>Community-led service philosophy toolkit</i> . <u>Suggested</u> Tuck, Eve. (2009). “Suspending damage: A letter to communities.” <i>Harvard Educational Review</i> 79(3), 409–28.	
Week 2 Jan 15, 2025 Social inclusion and social exclusion Barriers to inclusive service	Dalmer, N., McKenzie, P., Rothbauer, P., Martin-Yeboah, E., & Oswald, K. (2022). "Palaces for the people": Mapping public libraries' capacity for social connection and inclusion. Lo, P., & Stark, A. (2021). Examining the relationship between social inclusion and mobile libraries in the age of Internet connectivity: A qualitative study of mobile librarians around the globe. <i>Journal of Librarianship and Information Science</i> , 53(2), 245-270.	Share top 3 preferences for community-group to profile, by Jan 17 , via email

	<p>Edmonton Public Library. (2014). <i>Top Five Barriers to Library Access</i>.</p> <p><u>Suggested</u></p> <p>Richter, S., Bell, J., Jackson, M. K., Lee, L. D., Dashora, P., & Surette, S. (2019). Public library users: Perspectives of socially vulnerable populations. <i>Journal of Library Administration</i>, 59(4), 431-441.</p> <p>Beretta, P., Sayyad Abdi, E., & Bruce, C. (2018). Immigrants' information experiences: an informed social inclusion framework. <i>Journal of the Australian Library and Information Association</i>, 67(4), 373-393.</p> <p>Robinson, T. (2016). Overcoming social exclusion in public library services to LGBTQ and gender variant youth. <i>Public Library Quarterly</i>, 35(3), 161-174.</p> <p>Kania, J., Williams, J., Schmitz, P., Brady, S., Kramer, M., Juster, J. (2021). Centering Equity in Collective Impact. <i>Stanford Social Innovation Review</i>, 38-35. https://ssir.org/articles/entry/centering_equity_in_collective_impact#</p>	
<p>Week 3 Jan 22, 2025 Community entry techniques Community asset mapping</p>	<p>Working Together Project. <i>Community-Led Libraries Toolkit</i>, pages 35-60.</p> <p>[Read the brief article and check out the additional resources/tools] Weaver, L. (2018). Building collaborative readiness: Mapping community resources.</p> <p>Williment, K. W., & Jones-Grant, T. (2012). Asset mapping at Halifax public libraries: A tool for beginning to discover the library's role with the immigrant community in Halifax. <i>Partnership: The Canadian Journal of Library and Information Practice and Research</i>, 7(1).</p> <p><u>Suggested</u></p> <p>Brown, E. (2009). Mapped! A youth community mapping toolkit for Vancouver. (https://youthrex.com/wp-content/uploads/2019/02/mapped_vancouver_final1.pdf)</p> <p>Mosavel, M., Gough, M. Z., & Ferrell, D. (2018). Using asset mapping to engage youth in community-based participatory research: The WE project. <i>Progress in community health partnerships: research, education, and action</i>, 12(2), 223-236.</p>	<p>Inside-Out OR Outside-In Due: Jan 22, 11:59pm</p>

	<p>American Library Association: Libraries transforming communities: Community conversations workbook.</p> <p>[Webjunction Webinar: Free, but you must register] Mackenzie, H., Fullerton, A., & Williment, K. (2018). Laying out the welcome mat: Asset mapping to better serve the immigrant community.</p>	
<p>Week 4 Jan 29, 2025 Relationship building Partnership development</p>	<p>Working Together Project. <i>Community-Led Libraries Toolkit</i>, pages 61-84.</p> <p>Garner, J. (2024). Public library partnerships: Using collaborative governance to support vulnerable users. <i>Journal of the Australian Library and Information Association</i>, 1-20.</p> <p>Lenstra, N. (n.d.) Cultivating the relationship-driven library: A toolkit https://letsmovelibraries.org/wp-content/uploads/2023/02/HEAL-Book.pdf</p> <p><u>Suggested</u></p> <p>[Browse through] Urban Libraries Council. (2005). <i>The Engaged Library: Chicago Stories of Community Building</i>.</p> <p>Pugh, C., & Doyle, B. (2019). Equity, diversity, inclusion: Seattle’s “Loud at the Library” collaboration. <i>Children and Libraries</i>, 17(3), 27-29.</p> <p>Pateman, J. & Williment, K. (2013). Chapter 5: Outreach, community development, and partnerships. <i>Developing community-led public libraries: Evidence from the UK and Canada</i>.</p> <p>[Webjunction Webinar] Gutsche, B. (2019). The library as social connector: Forging community connection</p>	<p>Invited guest: Amber Matthews, Assistant Professor, Department of STEM Education & Professional Studies, Old Dominion University, “Anti-Racism in Practice: The Development of a Black Community Public Library in Canada”</p>
<p>Week 5 Feb 5, 2025 Understanding community member’s experiences in physical and virtual spaces</p>	<p>Turnbull, G., Pouliot, R., & Hakimizadeh, S. (2023). Issues in the Management of Accessible Collections in Public Libraries for People with Physical Disabilities. <i>Contemporary Issues in Collection Management</i>.</p> <p>Browse the resources (and select one or two to read in depth) available through the Accessible Libraries website, perhaps beginning with Legislation Summaries (https://accessiblelibraries.ca/resources/legislation-summaries/) and Get Started (https://accessiblelibraries.ca/learning-path-get-started-with-accessibility/)</p>	<p>Invited guests: Kelli Wooshue and Ursula Mogensen, Nova Scotia Provincial Library, “Accessibility in Libraries and the <i>Nova Scotia Public Libraries Joint Accessibility Framework</i>”</p>

	<p>Jaeger, P. T. (2018). Designing for Diversity and Designing for Disability. <i>The International Journal of Information, Diversity, & Inclusion</i>, 2(1/2), 52-66.</p> <p><u>Suggested</u></p> <p>Li, C., Ma, K. O. Y., Saugstad, M., Fujii, K., Delaney, M., Eisenberg, Y., ... & Froehlich, J. E. (2024, May). "I never realized sidewalks were a big deal": A Case Study of a Community-Driven Sidewalk Accessibility Assessment using Project Sidewalk. In <i>Proceedings of the CHI Conference on Human Factors in Computing Systems</i> (pp. 1-18).</p> <p>Costanza-Chock, S. (2020). <i>Design justice: Community-led practices to build the worlds we need</i>. The MIT Press. https://library.oapen.org/bitstream/handle/20.500.12657/43542/1/external_content.pdf?</p> <p>Small, R. V., Myhill, W. N., & Herring-Harrington, L. (2015). Developing accessible libraries and inclusive librarians in the 21st century: Examples from practice. In <i>Accessibility for persons with disabilities and the inclusive future of libraries</i>. Emerald Group Publishing Limited.</p>	
<p>Week 6 Feb 12, 2025 Sharing Community Group Portraits Building capacity for community-led practice</p>	<p>Working Together Project. <i>Community-Led Libraries Toolkit</i>, pages 111-122, 130-137.</p> <p>Overall, P. M. (2009). 'Cultural competence': A conceptual framework for library and information science professionals. <i>Library Quarterly</i>, 79(2): 175-204.</p> <p>Hernández-Pérez, O., Vilariño, F., & Domènech, M. (2022). Public libraries engaging communities through technology and innovation: Insights from the library living lab. <i>Public Library Quarterly</i>, 41(1), 17-42.</p> <p><u>Suggested</u></p> <p>[Podcast] The Next Idea. (2018). Laundry, libraries, and literacy: Why one group is putting books in laundromats.</p> <p>Ovalle, A., Subramonian, A., Singh, A., Voelcker, C., Sutherland, D. J., ... & Stark, L. (2023, June). Queer in AI: A case study in community-led participatory AI. In <i>Proceedings of the 2023 ACM Conference on Fairness, Accountability, and Transparency</i> (pp. 1882-1895).</p> <p>Birdi, B., Wilson, K., & Tso, H. M. (2009). The nature and role of empathy in public librarianship. <i>Journal of Librarianship and Information Science</i>, 41(2), 81-89.</p>	<p>Community Group Portrait Due: February 12, in class</p> <p>Self Reflection Due: February 12, 11:59pm</p>

<p>Winter Study Break Feb 17-21, 2025</p>		
<p>Week 7 Feb 26, 2025 Sustainability</p>	<p>Henfrey, T., Feola, G., Penha-Lopes, G., Sekulova, F., & Esteves, A. M. (2023). Rethinking the sustainable development goals: Learning with and from community-led initiatives. <i>Sustainable Development, 31</i>(1), 211-222.</p> <p>Albright, K. S., Chu, C. M., Du, J. T., & Mehra, B. (2021). Inspiring information communities to advance the UN Sustainable Development Goals: Information action briefs for social transformation. In <i>Social justice design and implementation in library and information science</i> (pp. 270-282). Routledge.</p> <p>Rowan, J., Ma, A., & Sharkey, K. (2021). Connecting community through sustainability: Seeds, climate action kits, and repair cafés. In René Tanner, Adrian K. Ho, Monika Antonelli, & Rebekkah Smith Aldrich (Eds.), <i>Libraries and sustainability: Programs and practices for community impact</i>. (pp. 97-104). ALA Editions.</p> <p>[Browse] Sustainable Libraries Initiative Website. https://www.sustainablelibrariesinitiative.org/</p>	<p>Invited Guest: Noah Lenstra, Associate Professor of Library and Information Science in the School of Education at the University of North Carolina at Greensboro, “Sustaining Ourselves, Sustaining Relationships, Sustaining Communities: How Public Libraries Build Sustainable Communities in the 21st Century”</p>
<p>Week 8 March 5, 2025 Community-led principles in programming Exemplars of community-led principles in action Community engagement in rural areas</p>	<p>Orr, Mukash, N., & Menarick, P. (2021). Rediscovering the tradition of painted caribou belongings in Eeyou Istchee: A community-based and community-led research project. <i>KULA: Knowledge Creation, Dissemination, and Preservation Studies, 5</i>(1), 1–10.</p> <p>Bak, G., Allard, D., & Ferris, S. (2019). Knowledge organization as knowledge creation: Surfacing community participation in archival arrangement and description. <i>Knowledge Organization, 46</i>(7), 502–521.</p> <p>Wonder, V. (2018, March 5). Civic engagement through community-led programming. <i>Public Libraries Online</i>.</p> <p><u>Suggested</u></p> <p>Reid, H., & Howard, V. (2016). Connecting with community: The importance of community engagement in rural public library systems. <i>Public Library Quarterly, 35</i>(3), 188-202.</p> <p>Bosold, B., Scott, E.-J., & Chantraine, R. (2020). Queer tactics, handwritten stories: Disrupting the</p>	<p>Invited guest: Sean Ottosen, Madison Public Library, “Library Takeover”</p>

	<p>field of museum practices. <i>Museum International</i>, 72(3–4), 212–225.</p> <p>Bain, A. L., & Podmore, J. A. (2020). Scavenging for LGBTQ2S public library visibility on Vancouver’s periphery. <i>Tijdschrift voor economische en sociale geografie</i>, 111(4), 601-615.</p> <p>Mattern, S. (2019). Fugitive libraries. <i>Places Journal</i>.</p>	
<p>Week 9 March 12, 2025 Evaluation, Assessment De-Escalation</p>	<p>Working Together Project. <i>Community-Led Libraries Toolkit</i>, pages 85-94, 138-142.</p> <p>Institute of Museum and Library Services. Outcome based evaluation basics.</p> <p>Magnus, E., Belanger, J., & Faber, M. (2018). Towards a critical assessment practice. <i>In The Library With the Lead Pipe</i>.</p> <p><u>Suggested</u></p> <p>Chow, L., & Sajonas, S. (2020). From UX study to UX service: using people-centered research methods to improve the public library experience. <i>Public Library Quarterly</i>, 39(6), 493-509.</p> <p>Irwin, B., & Silk, K. (2019). Changing stakeholder expectations of library value. <i>Public Library Quarterly</i>, 38(3), 320-330.</p> <p>Marquez, J., & Downey, A. (2015). Service design: An introduction to a holistic assessment methodology of library services. <i>Weave: Journal of Library User Experience</i>, 1(2).</p>	<p>Community Asset Map Due: March 12, 11:59pm</p> <p>Invited guest: Christina Pottie, Communication and Engagement Lead, South Shore Public Libraries, “De-Escalation 101: Tips and Tricks”</p>
<p>Week 10 March 19, 2025 Library response to opioid crisis Naloxone Training</p>	<p>Real, B., & Bogel, G. (2019). Public libraries and the opioid crisis, part 2: community-centered responses. <i>Public Library Quarterly</i>, 38(3), 270-289.</p> <p>Giesler, M. (2021). Perceptions of the public library social worker: Challenges and opportunities. <i>The Library Quarterly</i>, 91(4), 402-419.</p> <p>Lloyd, P. (2020). The public library as a protective factor: An introduction to library social work. <i>Public Library Quarterly</i>, 39(1), 50-63.</p> <p><u>Suggested</u></p> <p>Wahler, E. A., Provence, M. A., Helling, J., & Williams, M. A. (2020). The changing role of libraries: How social workers can help. <i>Families in Society</i>, 101(1), 34-43.</p> <p>Provence, M. A. (2020). Encouraging the humanization of patrons experiencing homelessness: A case study of the role of the US public library social worker. <i>The Library Quarterly</i>, 90(4), 431-446.</p>	<p>Invited guest: Jonnie-Lyn Baron, Manager, Student Health Promotion, Dalhousie, “Naloxone Training”</p>

	Dowdell, L., & Liew, C. L. (2019). More than a shelter: Public Libraries and the information needs of people experiencing homelessness. <i>Library & Information Science Research</i> , 41(4), 100984.	
<p>Week 11 March 26, 2025</p> <p>Community-led principles in organizational structure, strategic planning, and policies</p> <p>Community-led practice in academic libraries</p>	<p>Working Together Project. <i>Community-Led Libraries Toolkit</i>, pages 124-129.</p> <p>Seiter, A. (2022). The information and knowledge landscapes of mutual aid: how librarians can use participatory action research to support social movements in community development. In R. Stoecker and A. Falcón (Eds.), <i>Handbook on participatory action research and community development</i> (pp. 342–358). Edward Elgar Publishing.</p> <p>Cecchetto, A., & Rucchetto, L. (2015). Let the community lead: MPL’s community-led strategic planning process.</p> <p><u>Suggested</u></p> <p>Bird, A. & Martinez, P. (2013). Ensuring that public library strategic planning (and thinking) is community-led. <i>Feliciter</i>, 59(6), 19-20.</p> <p>Pateman, J. & Williment, K. (2013). Mainstreaming and resourcing for social exclusion. In John Pateman & Ken Williment (Eds.), <i>Developing community-led public libraries: evidence from the UK and Canada</i>. (pp. 163-179).</p> <p>Pateman, J. (2019). Blue Ocean Strategy: Making a Blue Ocean Shift at Thunder Bay Public Library. <i>Public Library Quarterly</i>, 38(4), 353–368.</p>	<p>Invited guest: Donna Langille, Community Engagement and Open Education Librarian, University of British Columbia, Okanagan Campus</p>
<p>Week 12 April 2, 2025</p> <p>Critical Hope</p> <p>Bringing it all together</p>	<p>Swist, T., Hendery, R., Magee, L., Ensor, J., Sherman, J., Budge, K., & Humphry, J. (2022). Co-creating public library futures: An emergent manifesto and participatory research agenda. <i>Journal of the Australian Library and Information Association</i>, 71(1), 71-88.</p> <p>Pateman, J. & Williment, K. (2013). Chapter 12: A road map towards the community-led library service. <i>Developing community-led public libraries: Evidence from the UK and Canada</i> [eBook]. Farnham: Ashgate.</p> <p>Nilsson, J. (2020). Community-led Work and Its Impact on Deprofessionalization: The Case of Public Library Professionals. <i>Professions and Professionalism</i>, 10(3).</p> <p><u>Suggested</u></p> <p>Henfrey, T., Feola, G., Penha-Lopes, G., Sekulova, F., & Esteves, A. M. (2022). Rethinking the</p>	<p>Social Inclusion Audit Due Apr 2, 11:59pm</p> <p>Self Reflection Due April 2, 11:59pm</p>

	sustainable development goals: Learning with and from community-led initiatives. <i>Sustainable Development.</i>	
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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.

General Guidelines for Written Assignments

To aid you in meeting professional expectations, these guidelines suggest points to consider when preparing, writing and presenting your work.

1. Submit your assignments via Brightspace as attached files in MS Word (not PDF). Name files clearly, following the template:
YourSurname_INFO6070_AssignmentTitle, e.g. Brown_INFO6070_Readers Field Trip
2. All assignments should have a header with your name, course number, and assignment title.
3. All sources of information should be cited. Please use APA citation style. This point refers to all sources of information: published documents in any format, electronic mail, or personal (spoken) communication. The APA Style Quick Guide prepared by Dalhousie Libraries (https://cdn.dal.ca/content/dam/dalhousie/pdf/library/Style_Guides/apa_style7.pdf) and The Purdue Writing Lab (<http://owl.english.purdue.edu/>) can help you to format your papers properly.
4. The Faculty guidelines regarding Academic Integrity (AI) are included as a part of this syllabus.
5. Please take care with spelling and grammar as these matter in professional life. Read your work over carefully before submitting it. Usually automated spell-checking and grammar-checking are not sufficient. Spelling, grammar, punctuation, and clarity of expression are incorporated into the evaluation of every written assignment.
6. Questions are welcome at any time!

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.

Statement on Use of AI Tools

Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives. The use of AI tools can serve as a starting point for exploring a topic, with students expected to uphold academic integrity by appropriately attributing all sources of information and avoiding plagiarism. Exercises and written assignments students’ own thoughts and independent written work.

Students should also generate their own figures (e.g., graphs, diagrams) rather than using AI generated ones. By adhering to these guidelines, students contribute to a responsible and effective learning environment that promotes critical thinking and independent inquiry.

Inappropriate use of AI tools, including representing AI-generated written works as your own, is an academic offense equivalent to plagiarism (for more detail, please review Academic Policies on Academic Integrity below) and will be processed in line with the general policy for academic offense in the Faculty of Management.

Late assignments

Assignment requirements, including due dates and submission details, are established and made clear at the beginning of the course and apply equally to every student. Though extensions rarely improve the quality of the work submitted, they are sometimes necessary or very helpful. If you need more time with an assignment, please get in touch with me. Communicating this need clearly and early is important.

Missed or Late Academic Requirements due to Student Absence:

Dalhousie University recognizes that students may experience short-term physical or mental health conditions, or other extenuating circumstances that may affect their ability to attend required classes, tests, exams or submit other coursework.

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by email prior to the academic requirement deadline or scheduled time **AND** by submitting a completed [Student Declaration of Absence form](#) to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term.

MI 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

Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information or send an email to notetaking@dal.ca.

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

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

[ACCESSIBILITY](#)

The Advising and Access Centre serves as Dalhousie's Centre for expertise on student accessibility and accommodation. Our work is governed by Dalhousie's Student Accommodation Policy, to best support the needs of Dalhousie students. Our teams work with students who request accommodation as a result of: disability, religious obligation, an experienced barrier related to any other characteristic protected under Canadian Human Rights legislation.

[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).

[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.

LINKS TO ADDITIONAL INFORMATION AND SUPPORTS

[Sexualized Violence Policy](#)

[Mental Health Resources](#)

[Scent-Free Program](#)

[Writing Centre](#)

[Study Skills/Tutoring](#)

[Student Health & Wellness Centre](#)

[Indigenous Student Centre](#). See also: [Indigenous Connection](#).

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 or 902-494-6803.

[Black Student Advising Centre](#)

[International Centre](#)

[South House Sexual and Gender Resource Centre](#)

[LGBTQ2SIA+ Collaborative](#)

[Office of Equity & Inclusion](#)

[Dalhousie Ombudsperson](#)

[Dalhousie Student Advocacy Service \(DSAS\)](#)

[Dal Awards and Financial Aid](#)
[Dalhousie Student Union Funding](#)
[Dalhousie Student Union Food Bank](#)
[Dalhousie Student Union](#)
[Dalhousie Libraries](#)
[Copyright Office](#)