COMP 5900 K Winter Term 2023 cross-listed with COMS5225
Selected Topics in Computer Science
Data Science, Ethics and Society / Critical Data Studies

Course Information
Instructor: Tracey P. Lauriault
Contact: Tracey.Lauriault@Carleton.ca
Classroom: Canal Building 2400
Lectures: Mondays 14:30-17:30 (in-person)
Tutorials: N/A
Course Website: https://brightspace.carleton.ca/d2l/home.

Graduate courses only: Brightspace access for University of Ottawa Students; please see information here: https://gradstudents.carleton.ca/faculty-of-graduate-and-postdoctoral-affairs-access-to-brightspace/

Teaching Assistants
N/A

Course Calendar Description
COMP 5900 [0.5 credit] (CSI 5140) Selected Topics in Computer Science
Selected topics, not covered by other graduate courses. Details will be available from the School at the time of registration.

Required Textbook(s) and Other Resources
See course outline for readings, these will be available from ARES in Brightspace. NOTE, readings will be divided among the students Week 1, each week each student will have approximate 3 readings. Reference materials are not compulsory readings.

SCS Laptop Requirement (only applies to on-campus courses)
Please bring your laptop or tablet for in-class activities.

Topics Covered and Learning Outcomes
The emphasis is to learn to envision data genealogically, as a social and technical assemblages, as infrastructure and reframe them beyond technological conceptions. During the term we will explore data, facts and truth; the power of data both big and small; governmentality and biopolitics; risk, probability and the taming of chance; algorithmic culture, dynamic nominalism, categorization and ontologies; the translation of people, space and social phenomena into and by data and software and the role of data in the production of knowledge.
This class format is in person, a graduate MA seminar and a collaborative workshop. We will work with Ottawa Police Services and critically examine the socio-technological data assemblage of the OPS with a particular focus on demographic data collection. This includes a fieldtrip to the Elgin Street station; a tour of the 911 communication centre and meeting with data experts.

Assessment Scheme

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<thead>
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<tbody>
<tr>
<td>1.</td>
<td>Data Description &amp; Conceptualization, 3-pages</td>
<td>Week 2 Jan. 16</td>
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<tr>
<td>2.</td>
<td>Weekly 1-2 page (max) reading reflections</td>
<td>Pick 5 of 11</td>
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<td>3.</td>
<td>In-Class Indigenous Data Map Assignment</td>
<td>Week 7 Feb. 27</td>
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<td>4.</td>
<td>Research Paper and Poster Project</td>
<td>Total 60%</td>
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<tr>
<td>4.1</td>
<td>Field Trip Ottawa Police Services</td>
<td>Week 4 Jan. 30</td>
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<td>4.2</td>
<td>Paper &amp; Poster Project Proposal – Quad Chart</td>
<td>Week 5 Feb. 6</td>
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<td>4.3</td>
<td>DRAFT Paper outline &amp; Poster Abstract - Peer Review</td>
<td>Week 6 Feb.13</td>
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<tr>
<td>4.4</td>
<td>Submit Poster Abstract (CULearn &amp; CUIDS)</td>
<td>TBD</td>
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<tr>
<td>4.5</td>
<td>Draft Poster for In-Class Peer Review</td>
<td>Week 9 Mar. 13</td>
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<td>4.6</td>
<td>Print Final Poster &amp; Submit to CULearn</td>
<td>Week 10 Mar. 20</td>
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<tr>
<td>4.7</td>
<td>Submit draft research paper for peer review</td>
<td>Week 11 Mar. 27</td>
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<td>4.8</td>
<td>Attend Data Day 9.0</td>
<td>Week 11, Mar. 28</td>
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<td>4.9</td>
<td>Submit Final Research Paper to CULearn, 15-20 pages</td>
<td>Week 13 Apr. 10</td>
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<td>Total</td>
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1. **Data Description and Conceptualization - Due Week 2, Jan. 16, 9:00AM (10%)**: Select a Canadian dataset related to this year’s theme of police data. In a total of 3 pages describe these data in the form of an analytical report to a superior who must decide if these data are fit for purpose. Technical descriptions of data generally include the following, but do not be limited to this: format, sample size, headings, metadata, licences and terms of use, data dissemination method, publisher, producing institution, authors, methodology, dates, geography, classifications, models, methods, etc. Be sure to cite the dataset & provide the URL, cite any related documentation, you can use footnotes, images and tables if useful. Get to know these data. You will also conceptually frame these data according to Kitchin’s conceptualizations and identify any elements of the socio-technological assemblage. This can be done in a table. How might these data inform your final paper? NOTE: Images, tables and references will not go against your page count.

2. **Weekly 1-2-page Reading Reflections (20%) submit 5 of 11 Weeks Mondays by 9:00AM**: Students are asked to submit weekly critical reflections of a combination of a set of readings, thematic readings and thematic encyclopaedia readings. Students will conceptually integrate the material for that week and will identify concepts that may inform their paper and/or poster project. The reflection should end with a question for the class.
3. Indigenous knowledge and communication infrastructure in-class mapping Assignment Week 7 Feb. 27 (10%)
This assignment will be conducted during class time in the MacOdrum Library.

4. Research paper and poster project – Data and Policing:
   Students will demonstrate their familiarity with the course material by applying critical data studies concepts and theories related to this year’s theme which is data related to policing, maps, crime statistics and governance. This consists of a paper proposal, a conference abstract, a poster to be presented poster at the Data Day 9.0 Conference on March 28 organized by the Carleton Institute for Data Science and a final research paper. The research paper will aim to address a specific research question. It is evidence informed and must involve a combination of academic and grey literature and include a series of recommendations for our community partner to consider.

4.1 Field Trip to the downtown Ottawa Police Communication Centre Week 4, Jan. 30
Details to follow.

4.2 Poster Project Proposal, 1-page Quad Chart, Week 5 Feb.6 (5%)
   1. Introduce what you will examine and why
   2. Provide two potential research questions
   3. State your methodological approach, concepts, etc.
   4. References

4.3 DRAFT Outline of the paper and poster abstract for peer review Week 6, Feb. 13
   Follow the CUIDS instructions once available.

4.4 Submit Final Poster Abstract to CUIDS & Brightspace date TBD (5%)

4.5 Digital Draft of Poster for In-Class Peer Review Week 9 Mar. 13, in class
   See CUIDS instructions. Note that a poster is a form of scholarly communication common in science and engineering. You will adapt this format to critical data studies and your topic. This is not an infographic. Here are some useful guidelines:
   o Urbana Champaign Library Guide: http://guides.library.illinois.edu/c.php?g=347412&p=2343433
   o 10 Simple Rules for a Good Poster Presentation: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1876493/

4.6 Print poster and submit digital copy to CULearn Week 10 Mar. 20 (15%)
   If your poster is accepted for Data Day 9.0 a printout of your poster will be required and generally there is a cost to this (+/-$40). Should your poster not be accepted a digital copy only is to be submitted. Whether or not your poster is accepted does not affect your mark.

4.7 Submit a draft paper for peer review Week 11, March 27

4.8 Attend Data Day 9.0 Poster Session Week 11 on Tuesday Mar. 28
4.9 Submit final research paper to Brightspace Week 13 April 10, 35%. A copy of the paper and poster will also be shared, with your consent to Cameron Hopgood and Anita Grace at OPS.

Assignment instructions:
- Submit to Brightspace
- Format: .doc, .docx, .rtf (NOT .pdf NOT .Pages)
- Use 12 pt. font, 1.5 line spacing, 1-inch margins and indent paragraphs
- Include page numbers, captions for figures and tables, use formatting styles
- Citation style: Chicago, Harvard, APA, or any other system, just be consistent, footnotes are acceptable
- Include a document header as follows:

  COMS5225/COMP5900 Critical Data Studies, Submitted to: Dr. Tracey P. Lauriault, Assignment #, DATE, Phillip Atiba Goff, Student ID

- File naming convention:
  AtibaGoffPhillip _ COMS5225_COMP5900_Assignment1

Late Policy: Do not be late!

Readings & Schedule

Week 1 (Jan.9) –What are data? Facts? Data-based Reasoning?

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<thead>
<tr>
<th>Welcome!</th>
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<tr>
<td>Introductions &amp; exchange of data stories, review the schedule. PLS read the encyclopaedia entries and watch the videos. We will conduct a small in-class activity.</td>
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**This first class will be informed by:**

**Compulsory Encyclopaedic Readings:**

**Compulsory Videos:**
| Thematic Reference Material: |

**Week 2 (Jan. 16) – Indicators and Performance Measures**

| Compulsory Readings: |
| • Ch. 8, *Collecting the Data*, pp.123-144. |
| • Ch. 9, *Analyzing and Learning from the Data*, pp. 145-171. |
| Kitchin, Rob; Lauriault, Tracey P. and McArdle, Gavin (2014) *Knowing and governing cities through urban indicators, city benchmarking and real-time dashboards*, *Regional Studies and Regional Science* [http://dx.doi.org/10.1080/21681376.2014.983149](http://dx.doi.org/10.1080/21681376.2014.983149). |

| Compulsory Encyclopaedic Readings: |

**Thematic Reference Materials:**

Ottawa Police Service *Annual Report, budgets*


**Indicator Reference Material:**


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**Week 3 (Jan. 23) – Facts**

**This week we discuss objectivity, the production of facts and whether or not it is possible to tell the truth! We also prepare for our OPS**

**Compulsory Readings:**


Week 4 (Jan. 30) Ottawa Police Service Field Trip

Week 5 (Feb. 6) – Categories and Social Sorting

| Humans like to make sense of the world by sorting things out into classifications and then measure them with indicators. This week we examine the field trip the following Week 4. | National Academy of Science (2018) Executive Summary, The Irreproducibility Crisis of Modern Science: Causes, Consequences, and the Road to Reform, April 17, https://www.nas.org/projects/irreproducibility_report/the_report
| --- | --- |
| Compulsory Thematic Reading: | Campbell, Rebecca; Shaw, Jessica and Fehler–Cabral, Giannina (2015) Shelving Justice: The Discovery of Thousands of Untested Rape Kits in Detroit, City & Community, 14 (2) 2, pp.151–166. DOI: 10.1111/cico.12108
Toronto Police Service Public Safety Data Portal http://data.torontopolice.on.ca/pages/major-crime-indicators |
| Critical Thinking Reference Material: | Lawton, Graham (2017) Effortless Thinking: Thoughtlessly Thoughtless: Why are the ideas that come most effortlessly to us often are often misguided, New Scientists, Dec. 16.
Zucherman, Ethan (2013) When what you know is who you know, Ch. 3 in Rewire: Digital Cosmopolitanism in the Age of Connection, W.W. Norton Company |

**Compulsory Readings:**
- Beaty, Joel and Hristova, Stefka (2018) Articulating Race: Reding Skin Colour As taxonomy and as Numerical Data Ch. 2 in Flynn, Susan and Mackay, Antonia, Surveillance, Race, Culture, Palgrave, pp. 21-41.
  - Introduction: The Default Male pp1.-25
  - Being Worth Less than a Shoe, pp.128-142
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<tr>
<td><strong>Compulsory Thematic Readings:</strong></td>
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<tr>
<td><strong>Compulsory Encyclopaedic Readings:</strong></td>
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<td><strong>Thematic Reference Material:</strong></td>
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</table>
Administering people with numbers is a biopolitical and gouvernemental activity which makes up a population and a subject to govern. This week students examine state institutions and their power.

**Compulsory Readings:**


- Kitzmiller, Erika M. and Burnett, TC. *The AISP Network: Three Organizational Models for Building, Using and Sustaining Integrated Data Systems*, pp.169-190


**Peruse these Thematic Material:**


Powered by Data (2019) Maximizing Impact through Administrative Data Sharing, [https://static1.squarespace.com/static/5623f0e8e4b0126254053337/t/5c40c61ac2241be9935695fe/1547748890823/Public+Briefing+Document++Admin+Data+++January+2019++Updated.pdf](https://static1.squarespace.com/static/5623f0e8e4b0126254053337/t/5c40c61ac2241be9935695fe/1547748890823/Public+Briefing+Document++Admin+Data+++January+2019++Updated.pdf)


Week 7 (Feb. 27) – Spatial Data, Maps & Indigenous Knowledge

This class takes place in the library.
Students will examine large the materiality of infrastructure by studying the Evolution of the Canadian Communication Infrastructure map display in the library. Students will learn to critically read maps with the added dimension Indigenous spatial data.

Compulsory Reading:

Compulsory Thematic reading:

Reference Material:


In-Class Map Assignment 10%. In the Map, Data and Government Information Centre there is a map display entitled the Evolution of the Communication Infrastructure in Canada with some maps about Aboriginal People in Canada. The maps are organized into groups, you will be assigned a set of maps and will be provided with an in-class assignment. You will be required to consider the Harley paper and the Phillips keynote.
Standards and interoperability are the bread and butter of data infrastructures. This week students examine the control and power exerted by these unsung power houses!

**Compulsory Readings:**

**Compulsory Thematic Reading:**
IDNYC, https://www1.nyc.gov/site/idnyc/index.page

**Thematic Reference Material:**
CARE Principles for Indigenous Data Governance - https://www.gida-global.org/care
GODAN https://www.godan.info/working-groups-list

IATI [http://www.aidtransparency.net/](http://www.aidtransparency.net/)
Mukurtu [https://mukurtu.org/](https://mukurtu.org/)
OCAP Principles – [https://fnigc.ca/ocap-training/](https://fnigc.ca/ocap-training/)


Research Data Alliance [https://www.rd-alliance.org/](https://www.rd-alliance.org/)


### Week 9 (Mar. 13) – Big Data

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<th>Compulsory Thematic Reading:</th>
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**Reference Materials:**


Canadian Association of Chiefs of Police, *Analytics and Big Data*, [https://www.cacp.ca/analytics-and-big-data.html#443](https://www.cacp.ca/analytics-and-big-data.html#443)


UN Big Data Project Inventory [https://unstats.un.org/bigdata/inventory/](https://unstats.un.org/bigdata/inventory/)

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**Week 10 (Mar. 20) – Probability and Risk**

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<tr>
<th>Compulsory Reading:</th>
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<tr>
<td>Crawford, Kate (2017) <em>The Trouble with Bias</em> - NIPS 2017 Keynote - #NIPS2017, <a href="https://www.youtube.com/watch?v=fMym_BKWQzk">https://www.youtube.com/watch?v=fMym_BKWQzk</a></td>
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</table>
contemporary examples.


**Compulsory Thematic Reading:**

**Compulsory Thematic Encyclopaedic Readings:**

**Thematic Reference:**

**Week 11 (Mar. 27) – Data Infrastructure**

Students have looked at aspect of data infrastructure throughout the class and this week we look at these large technological systems philosophically and

**Compulsory Reading:**
- Platform and Stack pp.41-74
- City Layer pp. 147-190.


Students will dig through documents that help us infer the data infrastructure of an institution.

**Compulsory Thematic Reading:**


Pulsifer, Peter L., Kontar, Yekaterina, Berkman, Paul Arthur (2020) and D. R. Fraser Taylor, *Information Ecology to Map the Arctic Information Ecosystem* in Ch. 12 in O. R. Young et al. (eds.), *Governing Arctic Seas: Regional Lessons from the Bering Strait and Barents Sea, Informed Decision Making for Sustainability*, [https://doi.org/10.1007/978-3-030-25674-6_12](https://doi.org/10.1007/978-3-030-25674-6_12)


**Thematic Reference Materials:**


Ottawa Police Service (2022) *Draft Budget*, [https://ottawapoliceboard.ca/opsb-cspo/policies-publications.html](https://ottawapoliceboard.ca/opsb-cspo/policies-publications.html)


Tuesday March 28 Data Day 9.0

Week 12 (Apr. 3) – From Critical Theory to Action

This week student discuss observations are derived from watching the documentary and a news clip. We will discuss activism and the engaged scholarship your professor has been involved with.

**Compulsory Video:**

Hoping to arrange a screening of the documentary film Coded Bias ([https://www.codedbias.com/](https://www.codedbias.com/)).

**Reference Material:**
Stop LAPD Spying Coalition [https://stoplapdspying.org/](https://stoplapdspying.org/)


Week 13 (Apr. 10) – Assemblages, Genealogies and Dynamic Nominalism

Students will examine three methodological approaches that can be applied to the study of data systems. In addition, we will review the theories discussed throughout the term and share the findings of your research papers, possibly with our community partners.

Exam Week – April 15-27

Important Considerations

Undergraduate Academic Advisors
The Undergraduate Advisors for the School of Computer Science are available in Room 5302HP; or by email at scs.ug.advisor@cunet.carleton.ca. The undergraduate advisors can assist with
information about prerequisites and preclusions, course substitutions/equivalencies, understanding your academic audit and the remaining requirements for graduation. The undergraduate advisors will also refer students to appropriate resources such as the Science Student Success Centre, Learning Support Services and Writing Tutorial Services.

**Graduate Academic Advisors**
The Graduate Advisors for the School of Computer Science are available in Room 5302 HP; or by email at grad.scs@carleton.ca. The graduate advisors can assist with understanding your academic audit and the remaining courses required to meet graduation requirements.

**SCS Computer Laboratory**
Students taking a COMP course can access the SCS computer labs. The lab schedule and location can be found at: [https://carleton.ca/scs/tech-support/computer-laboratories/](https://carleton.ca/scs/tech-support/computer-laboratories/). All SCS computer lab and technical support information can be found at: [https://carleton.ca/scs/tech-support/](https://carleton.ca/scs/tech-support/). Technical support staff may be contacted in-person or virtually, see this page for details: [https://carleton.ca/scs/tech-support/contact-it-support/](https://carleton.ca/scs/tech-support/contact-it-support/).

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**University Policies**

**Grading:**

Standing in a course is determined by the course instructor, subject to the approval of the Faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

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<tr>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
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<th>Letter grade</th>
<th>12-point scale</th>
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<td>90-100</td>
<td>A+</td>
<td>12</td>
<td>67-69</td>
<td>C+</td>
<td>6</td>
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<tr>
<td>85-89</td>
<td>A</td>
<td>11</td>
<td>63-66</td>
<td>C</td>
<td>5</td>
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<tr>
<td>80-84</td>
<td>A-</td>
<td>10</td>
<td>60-62</td>
<td>C-</td>
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<tr>
<td>77-79</td>
<td>B+</td>
<td>9</td>
<td>57-59</td>
<td>D+</td>
<td>3</td>
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<tr>
<td>73-76</td>
<td>B</td>
<td>8</td>
<td>53-56</td>
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<tr>
<td>70-72</td>
<td>B-</td>
<td>7</td>
<td>50-52</td>
<td>D-</td>
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**Approval of final grades:**

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Carleton E-mail Accounts**

Please use your Carleton University e-mail accounts for all emails related to this class. All email communication to students from the Communication and Media Studies Program will be via official Carleton University e-mail accounts.
Diversity Statement

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

Land Acknowledgment

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

Statement on Student Conduct (Class Etiquette/Netiquette)

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

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

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

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

Statement on Plagiarism:

If you are unsure of the expectations regarding academic integrity (how to use and cite references, if collaboration with lab- or classmates is permitted (and, if so, to what degree), then you must ASK your instructor. Sharing assignment or quiz specifications or posting them online (to sites like Chegg, CourseHero, OneClass, etc.) is ALWAYS considered academic misconduct. You are NEVER permitted to post, share, or upload course materials without explicit permission from your instructor. Academic integrity offences are reported to the office.
of the Dean of Science. Information, process and penalties for such offences can be found on the ODS webpage: https://science.carleton.ca/students/academic-integrity/.

Do not cut and paste, screen shot, share course content, or post the words of your classmates, TA, or Instructor outside of class without permission. All work submitted in this course must be uniquely your own. When submitting assignments and/or completing exams, you are expected to articulate responses in your own words rather than cutting and pasting from course materials without permission, which is a form of plagiarism.

Please be careful to avoid plagiarism and other Academic Integrity violations. The Carleton University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one’s own”. You can find more details here: https://carleton.ca/registrar/wp-content/uploads/Academic-Integrity-policy-June-2021.pdf

**Examples of plagiarism can include the following:**

- Reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the source;
- Submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another’s data or research findings;
- Failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- Handing in "substantially the same piece of work for academic credit more than once without the prior written permission of the course instructor in which the submission occurs."

**Course Copyright**

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

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

**COVID Policy:**

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements. For the most recent information about Carleton’s COVID-19 response and required measures, please see the University’s COVID-19 webpage and review the Frequently Asked Questions (FAQs). Should you have additional
questions after reviewing, please contact covidinfo@carleton.ca. Please note that Carleton University requirements may be more stringent than those established by the province. In such cases, all Carleton employees, students, and visitors are required to adhere to university regulations and requirements.

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are a number of actions you can take to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you’re sick, washing your hands and maintaining proper respiratory and cough etiquette.

**Feeling sick?**

Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton’s symptom reporting protocols.

**Masks:**

In light of the recent announcements from Ontario’s Chief Medical Officer of Health and the evolving recommendations from Ottawa Public Health, Carleton has paused its mandatory mask mandate as of June 25, 2022. Even though masks will no longer be mandatory, we continue to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained.

**Requests for Academic Accommodation:**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows.

**Pregnancy obligation:**

Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the EIC’s website: [https://carleton.ca/equity/](https://carleton.ca/equity/)

**Religious obligation:**

Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the EIC’s website: [https://carleton.ca/equity/](https://carleton.ca/equity/)

**Academic Accommodations for Students with Disabilities:**

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, attention deficit hyperactivity disorder (ADHD), autism spectrum disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no
later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (if applicable) at https://carleton.ca/pmc/

You can visit the EIC’s website to view the policies and to obtain more detailed information on academic accommodation at https://carleton.ca/equity/

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

Accommodation for Student Activities:
Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf

Student Supports:
Student Supports and Resources
- The Centre for Student Academic Support (CSAS) 613-520-3822
- Carleton Health and Counselling Services 613-520-6674
- International Students Support Office (ISSO) 613-520-6600
- Centre for Indigenous Initiatives Indigenous@carleton.ca
- Ojigkwanong Indigenous Student Centre Indigenous@carleton.ca
- Equity and Inclusive Communities (EIC) 613-520-2600 X5622
- Trans Resource Hub 613-520-2600 X5622
- Accessibility Supports 613-520-2600 X7323
- Campus Safety Emergency: 613-520-4444
- Paul Menton Centre 613-520-6608
- Coalition for a Carleton Sexual Assault Centre Peer Support Line 613-620-1030
- CUSA Gender and Sexuality Resource Centre @CUSA_GSRC, 613-560-2600 X3723
- CUSA Womyn’s Centre, @Womyn’s_Centre, 613-560-2600 X2712
- CUSA Foot Patrol, 613-520-4066
- Carleton Communications Student Society, @cucomssociety