Course Outline

DATA5002 Data Science, Ethics and Society
COMSS5225 Critical Data Studies
DIGH5902 Special Topics in Digital Humanities

Winter Term 2024

Course Information

Instructor: Dr Tracey P. Lauriault, Associate Professor, Critical Media and Big Data, School of Journalism and Communication
Contact: Tracey.Lauriault@carleton.ca DATA5002/COMS5225/DIGH5902 in the subject line
Student Hours: Thursdays, 13:30 – 15:30
Course Website: https://brightspace.carleton.ca/d2l/home.
Prerequisites: MA in Data Science, or Data Science, Analytics, & Artificial Intelligence
Preclusions: Additional credit for COMS 5225, ITEC 5206.

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

Course Calendar Description

The ethical, social, political, and environmental implications of data science including the roles and responsibilities of data scientists in contemporary and emerging technological systems and the impact these systems may have at multiple scales, individual, group, institution, across sectors and nation-states.

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, data governance, 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 Public Health and critically examine the socio-technological data assemblage, and ethical issues pertaining to the testing of wastewater.
Assessment

1. Data Description & Conceptualization, 3-pages | Week 2 Jan. 19 @08:00 | 10%
2. Weekly 1-2 page (max) reading reflections - handwritten | Weekly @ end of class | 20%
3. In-Class Indigenous Data Map Assignment | Week 8 Mar. 8 @23:59 | 10%
4. Research Paper and Poster Project | Total 55%
   4.1 Introduction to the GIS Lab in the MacOdrum Library | Week 2 Jan. 19
   4.2 Meeting w/ Ottawa Public Health Community Partner | Week 3 Jan. 26
   4.3 Paper & Poster Project Proposal – Quad Chart | Week 4 Feb. 2
   4.4 Revised Paper & Poster Project Proposal – Quad Chart | Week 5 Feb. 9 | 5%
   4.5 DRAFT Paper outline + Poster Abstract - Peer Review | Week 6 Feb.16
   4.6 Submit Poster Abstract (CULearn & CUIDS w/Consent Form) | TBD | 5%
   4.7 Draft Poster for In-Class Peer Review | Week 9 Mar. 15
   4.8 Print Final Poster & Submit to CULearn | Week 10 Mar. 22 | 15%
   4.9 Attend Data Day 10.0 | Tuesday Mar. 26
   4.10 Submit Final Research Paper to CULearn, 15-20 pages & present poster to the Community Partner | Week 12 Apr. 10 | 35%

Total 100%

1. Data Description and Conceptualization - Due Week 2, Jan. 19, 08:00 (10%):
   Select a dataset related to this year’s theme of testing wastewater. In a total of 3 pages describe these data in the form of an analytical report to be submitted to an executive 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/platform, 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 (Week 1 readings) and identify any elements of the socio-technological assemblage. This can be done in a table. How might these data inform your final project? NOTE: Images, tables and references do not go against your page count.

2. Weekly Reading Reflections (20%) hand written, accepted in class only.
   Students will submit weekly critical reflections of 1 of the compulsory readings and 1 of the thematic readings. Ideally, a reflection might refer to the resource materials, but that is not compulsory. Students are expected to conceptually integrate the readings, identify important concepts, and relate the material to their final project. Each reflection should end with a question for the class.
3. Indigenous knowledge mapping in-class Assignment Week 7 Mar. 1 (10%)  
This assignment will be conducted during class time in the MacOdrum Library.

4. Research paper and poster project – Water Testing, Ethics and Society  
Students will demonstrate their familiarity with the course material by applying critical data studies, ethics & society concepts and theories related to this year’s theme which is about wastewater testing and public health. This consists of a paper proposal, a conference abstract, a poster to be presented at the Data Day 10.0 Conference on March 26 organized by the Carleton Institute for Data Science and a final research paper. The research paper will aim to address a specific research question identified in the poster. This is evidence informed research which must involve a combination of academic and grey literature and include a series of recommendations for our community partner which is Ottawa Public Health (OPH). The readings can be used.

4.1 Visit to the MacOdrum Library GIS Lab Week 2 Jan. 19  
This will be a short visit to the lab at the end of the class where students will be introduced to the GIS librarian, software and data resources.

4.2 Meeting w/ Ottawa Public Health Community Partner Week 3 Jan. 26  
Cameron McDermaid, Senior Epidemiologist at City of Ottawa, Ottawa Public Health (OPH), is our community Partner. He will give a 45 min. lecture about OPH and present the ethical benefits and challenges of testing waste water for disease and drugs. This will be followed by a 45 min. question and answer period.

4.3 Poster Project Proposal, 1-p. Quad Chart, Week 4 Feb.2, @08:00  
1. Introduce the wastewater issue you will examine  
2. Provide two potential research questions  
3. State your theoretical framework, methodological approach, concepts, etc.  
4. References

4.4 Submit revised Paper & Poster Project Proposal – 1-p. Quad Chart, Week 5 Feb. 9 (5%)  
4.5 DRAFT Outline of paper & poster abstract for peer review Week 6, Feb. 16  
Follow the CUIDS abstract instructions. Also provide a table of contents of your final research paper.

4.6 Submit Final Poster Abstract & consent form to CUIDS & Brightspace date TBD (5%)  
4.7 Draft of Poster for In-Class Peer Review Week 9 Mar. 15  
See CUIDS poster instructions. A poster is a form of scholarly communication common in science and engineering. You will adapt this format to critical data studies, data science, ethics and society and your topic. 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/
4.8 Print poster and submit digital copy to CULearn Week 10 Mar. 22 (15%)
If your poster is accepted for Data Day 10.0 a printout of your poster will be required. The submission guidelines are to follow. Your grade is not contingent on whether or not your submission is accepted.

4.9 Attend Data Day 10.0 Poster Session Week 10 Tuesday Mar. 26

4.10 Submit final research paper to Brightspace Week 12 Apr. 10, 35%.
A copy of the paper and poster will be shared, with your consent to Cameron McDermaid and other officials at OPH. Posters and papers will be presentend to OPH during the last class.

Assignment Submission Instructions:
Assignments are to be submitted ON TIME to Brightspace and students must use the assignment submission template format, and file naming conventions. Weekly reflections are handwritten and are to be submitted at the end of class ONLY. The class also involves a field trip to the GIS Library, an assignment in the MacOdrum Map Library, meeting with a community partner, a poster presentation at Data Day 10.0. Assignment instructions are provided on Brightspace.

File naming Convention:
LastNameFirstName_COURSEid_CourseName_Assignment#_ddmmyyyy

Document Header:
COURSEid CourseName, Submitted to: Dr. Tracey P. Lauriault, Assignment #, ddmmyyyy, First Name Last Name, Student ID

Format:
• Format: .doc, .docx, .rtf (NO .pdf or Pages)
• Use 12 pt. font, 1.5 line spacing, 1-inch margins, indent paragraphs
• Include page numbers
• captions for figures and tables,
• Format using MS styles

Abstract:
• Follow CUIDS requirements and those of this class

Poster:
• Follow CUIDS requirements and those of this class

Citation style:
• Chicago, Harvard, APA, IEEE, or any other system, just be consistent, footnotes are acceptable.
Required Textbook(s) and Other Resources

Compulsory Readings & Thematic Readings:
Each week there is a set of compulsory readings & thematic readings. Students will pick one set of each and are expected to read these in preparation for class discussion and to inform their weekly reflections submissions. **We will divide the readings among students during the Week 1 class.** There will be on average 2-3 compulsory readings per week per student.

Resources Materials:
Resources are provided weekly in the course outline and additional resources may include news articles, reports, standards, etc. Peruse these, they will be discussed but are not compulsory reading. They may however be very useful to your final project.

In-Class Activities, Discussions and Peer Reviewing:
The class is a seminar and a workshop. There will be in-class activities directly related to the Week’s topic and readings. Please bring a laptop or other electronic device to class and be prepared to do some group data work! We will also peer review proposals, abstracts and posters during class.

Library Lab:
The Week 7, Mar. 1, class will be held in the MacOdrum Map Library on the 1st floor. Students will learn to read Atlas of Canada historical and contemporary maps of indigenous topics.

Schedule:

Week 1 – Jan. 12 – Introduction – Metrology and critical Data Studies
This week we will get to know each other, discuss course objectives, assignments, expectations and divide the weekly readings among the students. This will be accompanied by a short introductory lecture.

**Compulsory Readings:**

- **Chapter 1.** Introducing Data
- **Chapter 2.** Critical Data Studies

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- **Chapter 1:** Defining Knowledge: The Eight Principles.
- **Chapter 4:** Demystifying Data
Resource Materials:


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

Week 2 – Jan. 19 – Data & Wastewater Ethics

There will be a small field trip to the GIS lab in the MacOdrum Library at the end of the class. You will meet the GIS Librarian Rebecca Bartlet who will introduce you to the facilities and the data resources.

Compulsory Readings:

  o Chapter 1: Moral Machines
  o Chapter 2: Introduction to Ethical Approaches in Data Science

  o Chapter 2: Ethics and Global Health
  o Chapter 4: Human Rights Discourse within Global Health Ethics.


Compulsory Thematic Readings:


**Resource Materials:**


**Week 3 – Jan. 26 – Dashboards and Ottawa Public Health Community Partner Visit, Cameron McDermid**

**Compulsory Readings:**

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


**Compulsory Thematic Readings:**


**Resource Materials:**


**Week 4 – Feb. 2 – Facts**

**Compulsory Readings:**


  o Chapter 5: “facts and Facts”: Abolitionists’ Database Innovations,
  o Chapter 1: Data Before the Fact


**Compulsory Thematic Readings:**

- 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
  - Chapter 1: Do Biosensors Biomedicalize? Sites of Negotiation in DNA-Bases Biosensing Data Practices.
  - Chapter 10: Field Notes in Contamination Studies
  - Chapter 5: Ordering Objects
  - Chapter 6: Seeing Genomes

**Reference Materials:**

Week 5 – Feb.9 – Social Sorting and the Making of Categories

Compulsory Readings:


  o Chapter 1: The Evolution of Racial Classification
  o Chapter 7: Deracializing the Logic of Social Statistics Chapters

Compulsory Thematic Readings:

Beaty, Joel and Hristova, Stefka (2018) Articulating Race: Reading Skin Colour As taxonomy and as Numerical Data Ch. 2 in Flynn, Susan and Mackay, Antonia, Surveillance, Race, Culture, Palgrave, pp. 21-41.


Reference Material:

Week 6 – Feb. 16 – Administrative and Survey Data

**Compulsory Readings:**


  - Introduction to the Actionable Intelligence Model. p. 1-38
  - Ethical Use of Administrative Data for Research Purposes. pp. 125-155


**Compulsory thematic Readings:**

https://doi.org/10.1093/acprof:oso/9780190277314.003.0005.


Reference Materials:


Study Break Feb. 19-23
Week 7 – Mar. 1 – Spatial Data, Maps & Indigenous Knowledge – In-Library

**Compulsory Readings:**


**Compulsory Thematic Readings:**


- Chapter 2: Disease Health and Housing
- Chapter 6: Crime and Disorder

**Reference Materials:**


Kitchin, Rob; Lauriault, Tracey and Wilson, Matt (2017) Chapter 1, Understanding Spatial Media, Sage: London.

Week 8 – Mar. 8 – Standards

Compulsory Readings:


Compulsory Thematic Materials:


Harmon, Shawn H. E. 2021. “Making Standards In Science: The Imperfect Case of The European Bank for Induced Pluripotent Stem Cells (EBiSC).” In The Social Life of Standards: Ethnographic Methods for Local Engagement, edited by Janice E. Graham,
Week 9 – Mar. 15 – Probability and Data Analytics

Compulsory Readings:


  - Chapter 1: The Argument and
  - Chapter 23: The Universe of Chance


**Compulsory Thematic Readings**


**Resource Materials:**


Week 10 – Mar. 22 – Data Infrastructure

**Compulsory Readings:**

- Platform and Stack pp.41-74
- City Layer pp. 147-190.


**Compulsory Thematic Materials:**

- Chapter 1: The Design of Sustainability
- Chapter 2: Just Sustainabilities and The Debts of Computing


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

Resource Materials:


Data Day 10.0 Tuesday March 26

Week 11 – Apr. 5 – Data Governance & Data Sovereignty

Compulsory Readings:


○ Chapter 4: The Responsible Data Science Framework
○ Chapter 6: Beginning a Responsible Data Science Project
https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1ortgfo/cdi_safari_books_v2_9780124103894

Compulsory Thematic Materials:
https://doi.org/10.1093/oxfordhb/9780190067397.013.41


Resource Materials:


https://technicspub.com/diplomacy/.


**Week 12 – Apr. 10 – Critical Data Studies, Data Science, Ethics & Society**

**Compulsory Readings:**


- Chapter 4: Toward a New Approach: Toward Critical Data Literacies
- Chapter 7: Reappropriating and Resisting Digital Data: Collective Tactics and Activism

**Compulsory Thematic Readings:**


Exam Week April 13-25

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/. All SCS computer lab and technical support information can be found at: 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/.

University Policies

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

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

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean. The system of grades used, with corresponding grade points is as follows.

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Statement on Student Conduct (Class Etiquette/Netiquette):

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

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

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

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

Course Copyright:

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

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

**Declining Online Imaging and Recording Statement:**

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

**Statement on Plagiarism:**

The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources using proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

**Academic Accommodation:**

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

**Academic consideration for medical or other extenuating circumstances:**
Students must contact the instructor(s) as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables. Students may also consult Course Outline Information on Academic Accommodations for more information. More information on the procedure for requesting academic consideration under this policy can be found here, including for longer-term requests and for student appeals of accommodation decisions.

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

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

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

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

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

Statement on Student Mental Health:
As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you.

**Student Resources:**

**Emergency Resources (on and off campus):**
https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/

**Carleton Resources:**
- Carleton Wellness Services Navigator: [https://carleton.ca/wellness/](https://carleton.ca/wellness/)
- Carleton Health and Counselling Services | 613-520-6674
- The Centre for Student Academic Support (CSAS) | 613-520-3822
- Academic Advising Centre (AAC)
- International Students Support Office (ISSO) | 613-520-6600
- Centre for Indigenous Initiatives | Indigenous@carleton.ca
- Ojigkwanong Indigenous Student Centre | Indigenous@carleton.ca
- Equity and Inclusive Communities (EIC) | 613-520-2600 X5622
- Trans Resource Hub | 613-520-2600 X5622
- Accessibility Supports | 613-520-2600 X7323
- Campus Safety | Emergency: 613-520-4444
- Paul Menton Centre for Students with Disabilities | 613-520-6608
- Sexual Assault Support Centre | 613-520-5622
- CUSA Gender and Sexuality Resource Centre | 613-560-2600 X3723
- CUSA Womyn’s Centre | 613-560-2600 x 2712
- CUSA Foot Patrol | 613-520-4066
- Carleton Communications Student Society | @cucomssociety | carletoncuss@gmail.com

**Off-Campus Resources**
- Distress Centre of Ottawa and Region | CALL (613) 238-3311 or TEXT: 343-306-5550
- Mental Health Crisis Service | (613) 722-6914, 1-866-996-0991,
- Empower Me | 1-844-741-6389
- Good2Talk | 1-866-925-5454
- The Walk-In Counselling Clinic