# Course Syllabus (Winter Semester 2024)

**Acknowledgements**

Dalhousie University and the course teaching team are located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all treaty people.

We recognize that African Nova Scotians are a distinct people whose histories, legacies, and contributions have enriched the part of Mi'kma'ki, currently known as Nova Scotia since 1604.

**Course offering and instructor information**

## Course instructor, lecture schedules, and office hours:

***Dr. Raghav V. Sampangi***
(he/him)
Senior Instructor,
Dalhousie Computer Science

Office: Room 222,
Goldberg Computer Science Building

- Office hours:
  - 30 minutes following class, unless there are exceptional situations/appointments.
  - "Open-door, walk-in" policy.
  - Alternatively, you can book an appointment to either meet online or in-person using the link below: https://calendly.com/RaghavSampangi

## Lecture Discussions & Labs:

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| ***Lecture Discussions*** | • Tuesdays and Thursdays, 14:35 – 15:55, CHEB C150 |
| ***Lab B01 (CSCI 4169)*** | • Wednesdays, 11:35 – 12:55, Goldberg 143 |
| ***Lab B01 (CSCI 6307)*** | • Wednesdays, 11:35 – 12:55, Goldberg 143 |

Course website: https://dal.brightspace.com/ Course email: raghav@cs.dal.ca

## Course textbook and reference material:

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| ***Required textbook*** | • *Security and Usability*<br>Aug 2005 I Lorrie Faith Cranor, Simson Garfinkel<br>O'Reilly Media, Inc., ISBN: 9780596008277<br>**More info**: https://www.oreilly.com/library/view/security-and-usability/0596008279/ |
| ***Recommended online readings and materials*** | • Lecture slides and links to readings (research/other papers) will be posted on the learning management system (Brightspace). |

## Course interactions: (See Course Communication Section on Page 7)

- All asynchronous course interactions and discussions regarding assignments, lectures, and labs will take place on Microsoft Teams.
- Please join the course space on Teams by using this code: **3bnwm3u**



Image source:
SecureBlitz, https://secureblitz.com/best-cybersecurity-memes/ Philosoraptor Meme Template, https://www.kapwing.com/explore/philosoraptor-meme-template

## This document contains



## I. Course overview: what is this course all about?

Human factors play an important role in the effectiveness of security and privacy solutions, and it is important for security and privacy experts to understand how people may interact with the systems they develop. This course is designed to introduce students to a variety of usability and user interface problems related to privacy and security, and to give them experience in designing studies aimed at evaluating usability issues in security and privacy systems. One key challenge that impacts both the design and evaluation of these systems is that privacy and security are not the primary tasks of users. Topics include human threat identification, security warning design, Privacy by Design (including location privacy, privacy policies, web browser privacy and security on the web), phishing, passwords, and secure communication. The course is suitable both for students interested in privacy and security who would like to learn more about usability, as well as for students interested in usability who would like to learn more about security and privacy.

**Pre-requisites:**

- CSCI 3160 (for CSCI 4169)
- None (for CSCI 6307) – students are expected to have a basic understanding of concepts of HCI and the foundations of designing user studies.

***If I have concerns/questions about the course material, what do I do?*** It is perfectly natural to have concerns or questions. Learning something new can feel uncomfortable.

Always remember: it is a good thing to ask questions.

Feel free to email get in touch with the Raghav via raghav@cs.dal.ca if you have any questions.
You can also reach out to your TAs during labs or the course representative if you prefer, and they can check with the instructors on your behalf as well.

## II. Course outcomes

By the end of the course, you will be able to…

1. Develop a foundational understanding of privacy, security, and usability.
2. Explain why usable security and privacy offers unique challenges to designers and researchers.
3. Develop an understanding of the privacy and security continuum.
4. Understand the various approaches to usable security and privacy.
5. Identify the trade-offs of various HCI research methodologies, with a focus on usable security and privacy.
6. Design and assess systems with usability, privacy, and security frame of mind.
7. Identify and explore a usable privacy and security problem. This involves:
    a. Conduct a literature review.
    b. Design a study of a usable security and privacy problem.
    c. Prototype a solution to a usable security and privacy problem.
    d. Evaluate a usable security and privacy problem.
8. Identify challenges and best practices in design of interaction elements in applications.
9. Explore emerging usable privacy and security topics.

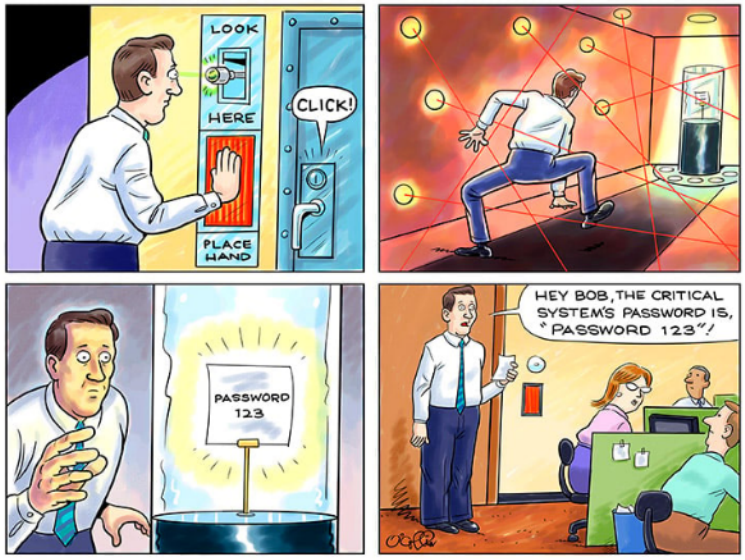




Image source:
Sungard Availability Services, https://www.sungardas.com/en-us/blog/it-security-cartoon-why-humans-are-cybersecuritys-biggest-adversary/

## III. What are some "things" we will learn in this course?

*A.k.a. tentative high-level topics that we will discuss…*

- **Module 1:** "*What does usable security and privacy mean to me?*"

  a.k.a. Exploring the human-in-the-loop
  - Overview of security, privacy, usability, and trust
  - Impact of security and privacy decisions (e.g., privacy policies, PIA, etc.)
- **Module 2:** "*What can I do to build systems that users can trust?*"

  a.k.a. Building usable systems that users trust
  - Trustworthy systems and designs
  - Factors that influence trust (e.g., open v. closed source systems, authentication measures, compliance, risks, etc.)
- **Module 3:** "How do I know if my design has the intended impact on users?"

  a.k.a. Evaluating systems that we design
  - User-centric design and evaluation (an exploration of relevant HCI methods and studies)
- **Module 4:** "How can I better build usable and secure systems from a user's perspective?"

  a.k.a. Being a developer-in-the-loop
  - Privacy by Design and Security-first designs
  - Security plans, organizational policies, etc.
- **Note:** *specific topics and schedules will be announced on the course website on Brightspace.*




Image source:
SecureBlitz, https://secureblitz.com/best-cybersecurity-memes/ Philosoraptor Meme Template

## IV. How can I pursue excellence and success in this course?

Our teaching team is here to support you in your learning and success in this course ☺ Here are a few things you can do to be proactive in your learning:

1. ***Attend classes and labs:*** unless there is an unavoidable situation or emergency, attend all classes and labs. These are designed to support you in your learning, and we'll also be there, in case you have any questions.
2. ***Participate in class and lab discussions and solution brainstorming:*** participate in in-class discussions and activities and be an active participant in the course. Remember, this course – and much of Computer Science – is about critical + logical thinking and problem solving. Solving problems in this course and in the real world requires us to think in our own unique, individual ways about how to approach solving a problem. This part becomes a critical skill that you learn and will continue to develop throughout your degree and in your professional life.
3. ***Nurture your curiosity and practice, practice, practice:*** we have created this course with a bunch of ways you can practice and apply your knowledge. These include mechanisms such as assignments, labs, case studies, exams, etc. In addition to these, nurture your curiosity: when learning a concept, ask yourself – *what happens if this situation were different* or *what happens if I use something else here* – these kinds of questions will help you nurture your curiosity, and help build in additional practice time as well.
4. ***Plan your work and start your work early:*** assignments and other activities are announced early to give you the time to plan and complete your work. Start your work early so that you are able to work without feeling stressed.
5. ***Plan around ground realities:*** the world today is not the way it used to be in the past. There are several ground realities that may have an impact on your course participation including but not limited to jobs, housing issues, etc. Remember to factor these in your planning and explore supports available at Dal as applicable.
6. ***Submit your work:*** submit whatever you're able to complete. Yes, submit even if your work is incomplete. You'll get good feedback, and this is important in learning.
7. ***Ask questions:*** when we learn new things, it is natural to have questions. Our minds are trying to make connections with the concepts we already know and creating neural pathways to meaningfully store what we're learning. If you have any questions, please reach out to members of our teaching team.
8. And of course, ***take care of yourself***. A healthy and balanced approach is critical when learning. As best as you can, please take care of your well-being, and consider using well-being and accommodation supports that are available to you through Dal, if you need them.

## V. Important dates

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| General important dates | Please refer to **https://www.dal.ca/dates** for a list of all Dal important dates and link to fee refund schedules.<br>• Winter Break (no classes): February 19--23, 2024<br>• Last date to drop course without academic penalty: January 22, 2024<br>• Last date to drop course without a "W": February 6, 2024<br>• Last date to drop course with a "W": March 6, 2024 |

## VI. Course format and communication

1. Content will be delivered via a combination of lectures, labs/tutorials, and interactive exercises. All lectures and labs will begin in in-person mode. The lectures will be recorded.
2. We will be using the following tools for this course:
   a. **Brightspace:** as the official course website (used for course content and announcements).
   b. **Microsoft Teams:** as the communications & discussions tool.
   Note – Microsoft Teams will be used for everything (all announcements, discussions, any group work, etc.) in this course. Please download the desktop and/or mobile app to stay up to date.
3. Students must ask the instructor permission before personally recording class lectures.
4. Course emails: Course emails, if any, will only be sent to the student's Dalhousie email address. It is the student's responsibility to check their Dal email on a daily basis.

## VII. Course Assessments

**Assignment (Ax)**

There are 4 assignments in this course. These are not optional because they assess learning in each module of the course, and all students are required to complete and submit all assignments.

- A1 – due at 23:59 on Feb 02
- A2 – due at 23:59 on Mar 08
- A3 – due at 23:59 on Mar 22
- A4 – due at 23:59 on Apr 05

***Notes:***

1. These are to be completed by each student in the class individually and independently. Collaboration is not allowed on these assignments.
2. The *Life Happens* Clause (Section VIII) applies to assignment submissions.
3. Grading for A1, A2, A3, and A4 will be subjective and based on completion of assignment specifications. You will receive one of the following grades for these assignments:
   a. Complete, exceeds expectations (only if we have bonus).
   b. Complete, meets expectations (if student work meets all expectations).
   c. Complete, has scope for improvement.
   d. Incomplete, does not meet expectations yet.
   e. Incomplete, needs significant improvement.
   f. Not submitted.
4. Subjective assignment grades are incorporated in this course to enable you to the focus on learning the concepts through these assignments, and not limit your focus on grades.
5. Final assignment grade will be computed as described in Section IX.

**Lab exercises (Lx)**

Lab Exercise work will count for participation and iterative learning. Lab exercises will involve specific activities around module topics as well as case study analysis and designing studies for given scenarios with appropriate HCI methods. During some labs, students are expected to work on assignments.

***Notes:***

1. On the weeks when assignments are not due, you will be expected to submit a lab exercise report based on instructions provided. Lab submissions will be due at 23:59 on Fridays of the weeks during which such labs are held.
2. These are to be completed by each student in the class individually and independently. Collaboration is not allowed on these lab activities unless otherwise specified.
3. The *Life Happens* Clause (Section VIII) *does not apply* to labs.

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| Participation and iterative learning | Participation activities may be given during lecture discussions and are expected to be submitted on Brightspace before or just at the end of the lecture time. |
| Tests | There are **2 applied/concept tests** in this course. They will be held during **the lecture time** (80 minutes) on the following dates:<br>• T1: Thursday, February 8, 2024<br>• T2: Thursday, March 14, 2024<br>The final exam serves as an opportunity to make-up for performance on the tests. Students must participate in both tests to be eligible for this make-up of performance. |
| Final Exam | Final exam will be scheduled by the Dal Registrar's Office in the Final Exam Period at the end of the term.<br>The final exam will have 3 parts. Part 1 and Part 2 will correspond to the topics on Test 1 and Test 2, respectively, and will be opportunities to make-up for performance on tests. |
| Encounters in the wild<br>***Note:** This applies only to grad students in CSCI 6307* | Throughout the term, a few "encounters in the wild" case study research and reflection activities will be released for grad students.<br>These activities will be announced in detail in Week 2.<br>Think of these as case studies that you are required to analyze based on concepts discussed, and reflect on them based on research that has been done in the area.<br>You will be required to submit the first group of reflections on the Friday during the week before the Winter Break (i.e., Feb 16), and the second group of reflections on the Friday before the last day of classes (i.e., Apr 05).<br>Detailed instructions will be available on Brightspace. |

## VIII. Assignment submission policy

1. All submissions are due at 23:59 (Atlantic time, Halifax) unless otherwise noted in the description and/or requirements of the specific assignment/lab/activity.
2. All submissions must be submitted on Brightspace or otherwise as instructed.
3. The *Life Happens* clause for specified assignments:
   a. For assignments (**applies to Ax and "Encounters" submissions only**), students have an extra 72 hours (i.e., grace period or submission window) from the deadline to submit individual assignments.
   b. Example: if an assignment is due at 23:59 on Friday, February 9, with the *Life Happens* clause, students will be able to submit it until 23:59 on Monday, February 12.
   c. Students do not have to request for this extension – it is available by default to everyone.
   d. This clause **does not apply** for tests/exams or lab submissions or quizzes or MCQs or other participation activities during class.
4. **No SDA:** With 72-hour extensions available with the Life Happens clause, the Student Declaration Policy **does not apply** in this course.
5. If students have any accommodations set up through the Dalhousie Accommodations Centre, or need any supports due to illnesses, etc., please contact the instructor **BEFORE the original deadline** to discuss supports.

## IX. Course grading scheme

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| **Participation & iterative learning ( applies only to CSCI 4169 students )**<br>• ***In-class activities and exercises (10%):***<br>  ○ Complete and submit any in-class activities before the end of class time on Brightspace.<br>• ***Labs and lab reports (15%):***<br>  ○ Submitting activities assigned/covered during labs via respective dropboxes on Brightspace by the end of the lab day (See Due Dates section for more information). | **25%** |
| **Participation & iterative learning ( applies only to CSCI 6307 students )**<br>• ***In-class activities and exercises (5%):***<br>  ○ Complete and submit any in-class activities before the end of class time on Brightspace.<br>• ***Labs and lab reports (10%):***<br>  ○ Submitting activities assigned/covered during labs via respective dropboxes on Brightspace by the end of the lab day (See Due Dates section for more information).<br>• ***Encounters in the wild case study research + reflections (10%):***<br>  ○ Complete and submit any in-class activities before the end of class time on Brightspace.<br>  ○ There is a milestone submission for these "Encounters" case studies in the week before the Winter Break. *If a student does not submit this milestone, the final "Encounters" submission at the end of the term will incur a 20% penalty.* | **25%** |
| **Tests (Tx)**<br>• There are 2 applied concept tests in the course throughout the term. *Students must secure a passing grade (at least 50%) in each test to be eligible to pass the course*.<br>• ***Notes*:**<br>1. There is no make-up test.<br>2. The final exam will have 3 parts, and Part 1 and Part 2 will correspond to topics on Test 1 and Test 2, respectively.<br>3. If your performance on Part 1 of final exam is better than that of Test 1, the grade from Part 1 of final exam will replace the grade obtained for Test 1, and similarly for Part 2 and Test 2. *You must write all tests to be eligible for this performance make-up opportunity.*<br>4. The passing eligibility (i.e., 50% minimum) will be computed after the final exam is graded and any performance is applied as specified above to test grades. | **25%** |
| **Assignments (Ax)**<br>• There are 4 required assignments in this course.<br>• A1, A2, A3, and A4 are graded using a subjective and feedback-oriented grading scheme as specified in Section VII. The numeric grades for A1-4 will be computed based on subjective grading as follows – you are eligible to receive a grade of:<br>  ○ **Ax = 20/20**, if you receive a grade of "*Complete*" for all 4 assignments.<br>  ○ **Ax = 18/20**, if you receive a grade of "*Complete*" for 3 but not 4 out of A1, A2, A3, A4, and "*Incomplete*" for the remaining assignment.<br>  ○ **Ax = 15/20**, if you receive a grade of "*Complete*" for 3 but not 4 out of A1, A2, A3, A4, and have not submitted the other. | **20%** |

- **Ax = 12/20**, if you receive a grade of "*Complete*" for 2 out of A1, A2, A3, A4, but not 3, and a grade of "*Incomplete*" for at least 1 of the remaining.
- **Ax = 10/20**, if you receive a grade of "*Complete*" for 2 out of A1, A2, A3, A4, and have not submitted the other two.
- **Ax = 9/20**, if you receive a grade of "*Complete*" for 1 out of A1, A2, A3, A4, and have received a grade of "Incomplete" for at least 2 of the remaining assignments.
- **Ax = 8/20**, if you receive a grade of "*Incomplete*" for all 4 assignments, and have not completed any of these 4 assignments (A1, A2, A3, A4).
- **Ax = 5/20**, if you receive a grade of "*Complete*" for 1 out of A1, A2, A3, A4, and have not submitted the remaining assignments.
- **Ax = 5/20**, if you receive a grade of "*Incomplete*" for 2 out of A1, A2, A3, A4, and have not submitted the others.
- **Ax = 3/20**, if you receive a grade of "*Incomplete*" for 1 out of A1, A2, A3, A4, and have not submitted the others.
- **Ax = 0/20**, if you have not submitted any assignment.

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| **Final Exam**<br>• The final exam will test students' knowledge of concepts covered in the course and application knowledge gained through assignments/lab work.<br>• *Students must secure a passing grade (at least 50%) in the final exam to be eligible to pass the course*. | **30%** |

***Notes about your grades:***

1. Please consult with your academic advisors for any changes in passing grades and/or dependencies on other courses.
2. As of 2015, a minimum grade of C must be achieved in all core computer science courses (BCS/BACS).
3. As of 2019, students who receive a grade lower than C in the same core computer science course twice, will face dismissal from the university.
4. The grade conversion scale in Section 17.1 of the Academic Regulations, Undergraduate Calendar will be used.
5. It is up to the discretion of the instructor to use remote proctoring for any online testing. Students may be required to download proctoring software onto their devices. Students who cannot meet system requirements for remote proctoring should contact the instructor for an alternate assessment. (Typical system requirements are: (i) Mac OS or Windows, (ii) a web-cam, and (iii) an internet connection.)

## X. Academic Honesty and the Regret Clause

Academic honesty is an important attribute that adds value to your university degree and such integrity and honesty continues to be important as you pursue your career path. **Keeping this in mind, we expect you to *be reasonable* in your course work.** We recognize that discussions and interactions with classmates and others can facilitate mastery of the course's material. However, there remains a line between enlisting the help of another and submitting the work of another, or for that matter, submitting work generated by AI tools. The course's policy characterizes both sides of that line. We trust you, and we want you to succeed. But understand the boundaries, i.e., what is okay and what is not, as you pursue excellence in this course.

***The Dal Academic Integrity Policy:***

- Please note that the Dalhousie Academic Integrity policy is the foundation on which this policy is based. Please make sure to consult the policy to understand your rights and university expectations: https://dal.ca/academicintegrity

***Course Academic Honesty Policy for CSCI 4169 & CSCI 6307:***

- The essence of all work that you submit to this course must be your own.
- Unless otherwise specified, collaboration on assessments (e.g., assignments, labs, problem sets, projects, quizzes, or tests) is **not permitted** *except* to the extent that you may ask classmates and others for help so long as that help does not reduce to another doing your work for you.
- Generally speaking, when asking for help, you may show your work to others, but you may not view theirs, so long as you and they respect this policy's other constraints.

***The Regret Clause[1] in CSCI 4169 & CSCI 6307:***

- If you commit some act that is not reasonable but bring it to the attention of the course instructors by emailing **raghav@cs.dal.ca** within **72 hours**, the student will be permitted to withdraw their submission, and the matter will not be referred for further disciplinary action, except in cases of repeated acts.
- Withdrawing the submission will result in no grade being applied to that assessment, i.e., Brightspace will show a grade of "not submitted" or 0 (zero) where applicable.

See next page for more details about academic honesty expectations in this course.

[1] Please note that this Academic Honesty policy is based on and an extension of the policy used by CS50 offered by Harvard University, available here: https://cs50.harvard.edu/x/2023/honesty/ and published here: https://cs.harvard.edu/malan/publications/Teaching_Academic_Honesty_in_CS50.pdf

***Course expectations around Academic Honesty in CSCI 4169 & CSCI 6307:***

Below are some guidelines (not exhaustive) that characterize acts that the course considers reasonable and not reasonable. If in doubt as to whether some act is reasonable, do not submit it until you solicit and receive *approval in writing* from the course instructors. TAs or markers cannot grant such approvals.

***Notes:***

1. *Acts considered not reasonable by the course are handled harshly.*
2. If the course identifies any actions that are not reasonable, we may refer the matter for further disciplinary action to the Faculty Academic Integrity Office (AIO).
3. As a Dalhousie student, you have the right to appeal or reject any penalties applied by this course as a result of either the use of the Regret Clause or other acts that are deemed not reasonable and may pursue the Academic Integrity process through either the Faculty AIO or Senate Discipline Committee (SDC).
4. You may consult with the Dalhousie Student Advocacy Services (DSAS) for further advice.

***Reasonable actions:***

1. Communicating with classmates about assessments in English (or some other spoken language), and properly citing those discussions.
2. Discussing the course's material with others in order to understand it better.
3. Helping a classmate identify a bug in their code, as by viewing, compiling, or running their code after you have submitted that portion of the work yourself.
4. Incorporating a few lines of code that you find online or elsewhere into your own code, and properly citing those sources, *provided that those lines are not themselves solutions to assigned work and that you cite the lines' origins.*
5. Sending or showing code that you've written to someone, possibly a classmate, so that they might help you identify and fix a bug.
6. Submitting the same or similar work to this course that you have submitted previously to this course.
7. Turning to the web or elsewhere for instruction beyond the course's own, for references, and for solutions to technical difficulties, but not for outright solutions to assigned work.
8. Using AI-based software (such as ChatGPT) to ask questions and learn, *but not presenting its answers as your own.*
9. Whiteboarding solutions with others using diagrams or pseudocode but not actual code.
10. Working with (and even paying) a tutor to help you with the course, *provided the tutor does not do your work for you.*

***Actions NOT Reasonable:***

1. Accessing a solution to some assessment prior to (re-)submitting your own.
2. Accessing or attempting to access, without permission, an account not your own.
3. Asking a classmate to see their solution to some assessment before submitting or resubmitting your own.
4. Discovering but failing to disclose to the course's heads bugs in the course's software that affect scores.
5. Decompiling, deobfuscating, or disassembling the staff's solutions.
6. Failing to cite (as with comments) the origins of code or techniques that you discover outside of the course's own lessons and integrate into your own work, even while respecting this policy's other constraints.
7. Giving or showing to a classmate a solution to an assessment when it is they, and not you, who is struggling to solve it.
8. Manipulating or attempting to manipulate scores artificially, as by exploiting bugs or formulas in the course's software.
9. Paying or offering to pay an individual for work that you may submit as (part of) your own.
10. Providing or making available solutions to assessments to anyone, whether a past, present, or prospective future student.
11. Searching for or soliciting outright solutions to assessments online or elsewhere.
12. Splitting an assessment's workload with another individual and combining your work.
13. Submitting (after possibly modifying) the work of another individual beyond the few lines allowed herein.
14. Submitting the same or similar work to this course that you have submitted or will submit to another.
15. Submitting solutions given by third-party Generative or other AI-based software (including ChatGPT, GitHub Copilot, the new Bing, et al.) as your own.
16. Viewing another's solution to an assessment and basing your own solution on it.

# University Expectations, Policies, and Statements

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate.
https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=111&loadusecredits=False

***Academic standards***

Failure to properly attribute sources in your work will be treated as an academic standards issue and points may be deducted for not following citation requirements.

a. For example, forgetting to quote text taken from other sources, failure to include in-text citations, or a failure to include required information in the citations or references.
b. Please see the resources on proper citation provided by the Dalhousie Writing Center (https://dal.ca.libguides.com/c.php?g=257176&p=5001261):

Please note that if it appears that the error was made with intent to claim other people's work as your own such as a lack of both citations and references, an allegation of plagiarism will be submitted to the Faculty Academic Integrity Officer, which could result in consequences such as a course failure.

***Academic Integrity Policy***

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. (read more: http://www.dal.ca/dept/university_secretariat/academic-integrity.html).

***Use of Plagiarism Detection Software***

All submitted code may be passed through a plagiarism detection software, such as the plagiarism detector embedded in Codio, the Moss (https://theory.stanford.edu/~aiken/moss/) Software Similarity Detection System, or similar systems. If a student does not wish to have their assignments passed through plagiarism detection software, they should contact the instructor for an alternative. Please note, that code not passed through plagiarism detection software will necessarily receive closer scrutiny. https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/policy-repository/OriginalitySoftwarePolicy.pdf.

## *Culture of Respect*[2]

Every person has a right to respect and safety. We believe inclusiveness is fundamental to education and learning. Misogyny and other disrespectful behaviour in our classrooms and labs, on our campus, on social media, and in our community is unacceptable. As a community, we must stand for equality and hold ourselves to a higher standard.

What we all need to be ready to do:

1. **Be Ready to Act:** This starts with promising yourself to speak up to help prevent it from happening again. Whatever it takes, summon your courage to address the issue. Try to approach the issue with open-ended questions like "Why did you say that?" or "How did you develop that belief?"
2. **Identify the Behaviour:** Use reflective listening and avoid labeling, name-calling, or assigning blame to the person. Focus the conversation on the behaviour, not on the person. For example, "The comment you just made sounded racist, is that what you intended?" is a better approach than "You're a racist if you make comments like that."
3. **Appeal to Principles:** This can work well if the person is known to you, like a friend, sibling, or co-worker. For example, "I have always thought of you as a fair-minded person, so it shocks me when I hear you say something like that."
4. **Set Limits:** You cannot control another person's actions, but you can control what happens in your space. Do not be afraid to ask someone "Please do not tell racist jokes in my presence anymore" or state "This classroom is not a place where I allow homophobia to occur." After you have set that expectation, make sure you consistently maintain it.
5. **Find or be an Ally:** Seek out like-minded people that support your views, and help support others in their challenges. Leading by example can be a powerful way to inspire others to do the same.
6. **Be Vigilant:** Change can happen slowly, but do not let this deter you. Stay prepared, keep speaking up, and do not let yourself be silenced.

[2] Source: Speak Up! © 2005 Southern Poverty Law Center. First Printing. This publication was produced by Teaching Tolerance, a project of the Southern Poverty Law Center. Full "Speak Up" document found at: http://www.dal.ca/dept/dalrespect.html. Revised by Susan Holmes from a document provided April 2015 by Lyndsay Anderson, Manager, Student Dispute Resolution, Dalhousie University, 902.494.4140, lyndsay.anderson@dal.ca www.dal.ca/think

## *University Statements*

***Internationalization***

At Dalhousie, 'thinking and acting globally' enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders." https://www.dal.ca/about-dal/internationalization.html

***Accessibility***

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion please contact: https://www.dal.ca/campus_life/academic-support/accessibility.html for all courses offered by Dalhousie with the exception of Truro.

***Conduct in the Classroom — Culture of Respect***

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

***Diversity and Inclusion — Culture of Respect***

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

***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. (read more: https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-con.html)

***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. (read more: https://www.dal.ca/dept/university_secretariat/policies/academic/fair-dealing-policy-.html)

***Student Use of Course Materials***

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

***Learning and Support Resources***

Please see https://www.dal.ca/campus_life/academic-support.html