

Literature and Culture in Europe



Course Schedule: Thursdays 11:35 am - 2:25 pm
 Southam Hall 317

Instructor Info

Vildana Stanišić-Keller
 Office: River Building 3315
Vildana.StanisicKeller@carleton.ca
 Office hours: Thursdays 2:30-3:30



In this course, we explore narratives that contribute to and reflect the stories of European culture and society. Designed as an interdisciplinary seminar, it offers, through selected readings/movie screening and discussions, a survey of European cultural diversity and issues that emerge in the European cultural traditions. Topics include exploration and discussion on issues of cultural politics and social conditioning, creation of cultural fabric and cultural encounters.

SYLLABUS COTENT

2 COURSE DESCRIPTION and OBJECTIVES & OUTCOMES

3-5 COURSE STRUCTURE AND REQUIREMENTS

4 EVALUATION & GRADING

6 TOPICS & SEMINAR OVEVIEW AND PAPERS

7 SECONDARY SOURCES

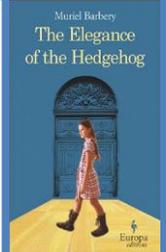
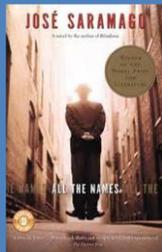
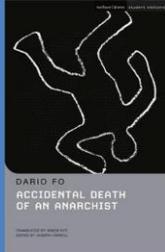
8 COURSE CALENDAR & SCHEDULES & READINGS

9-10 ADEMIC REGULATIONS & POLICIES

COURSE RESOURCES

Primary sources - a combination of main readings and movie screenings.

Main Readings:



NOTE: Texts for the Main Readings (books) could be purchased at the University's Bookstore. During the class, the students are expected to have a copy of the texts.

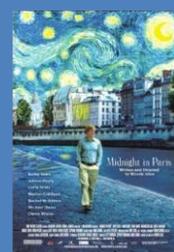
Movies:



Spanish Apartment
by Cédric Klapisch



Ποτέ Την Κυριακή
by Jules Dassin



Midnight in Paris
by Woody Allen



Mies vailla menneisyyttä
by Aki Kaurismäki

NOTE: All movies are with English subtitle. Synopsis, including trigger warnings and movie ratings, for each movie is posted on the cuLearn course page.

WHY STUDY LITERATURE & CULTURE?

My abiding interest for literature, culture, theatre, languages and social issues helps me in illuminating some aspect of the human condition, in gaining greater understanding of the ways of the world, in widening horizons about people and forces shaping our minds and actions. Living and studying, abroad and over here, awarded me with ability to unfold amazing intricacies of diverse cultures and ideas, and opened a gate into a broader context for pondering about life, questioning (im)possibilities of ideas, and understanding of differences and similarities in human experiences. Someone said that "literature gives us a mirror in which to examine our collective reflection as a people". Such a reflective aspect of literature lures me to engage with interdisciplinary projects as a portal to connect with variety of perceptions and their endless values...and much more...



You are thinking: WHAT IS HERE FOR ME? Apart from the course content, while studying literature and culture, you will refine the tools to appreciate and understand diverse cultures and societies, perceive the world from multiple viewpoint, improve transferable skills essential to your personal and professional future regardless of your academic interests and expertise. The skills such as effective communication, critical and independent thinking, comparing, reflecting, analysing and interpreting not only complement your experience, but also broaden your job prospects...

I sure you will enjoy narratives that delight and instruct all of us!

OBJECTIVES & OUTCOMES

COURSE DESCRIPTION

Our course is oriented towards comparative analyses of the phenomena of European culture from mid-20th century to the challenges of the 21st century. Our encounter with novels, plays and movies, created by authors from the regions in question, aims to investigate literature and cinema as alternative cultural history of Europe.

Through examining primary and secondary sources and our classroom discussions you will not only improve your ability to critically assess individual works in a socio-cultural context in order to gain insights into the significance of diverse European traditions, but also create your own interpretations on a variety of ideas that probe entire culture and inspire individuals and communities. With an assumption that literature is a one of the greatest forms of cultural knowledge, the course will explore the ways in which literature creates a transitional space where the boundaries of language and subjectivity are continually shaped and reshaped on both an individual and a cultural level.

Emphasis will be on illuminating concepts and ideas of reality, perception of reality and its representation, liberty and its conditions, cultural divisions and their implications on an individual, 'walls' and their forms, memory and storytelling, truth vs. 'truths', mainstream & popular culture, social norms & the changing role of institutions, individual & collectivity, belonging, myth-making / invention and cultural tradition, self-exploration and imagination, as well as social movements and cultural trends.

OBJECTIVES

In the process of our study, we will explore diversity of European cultures reflected in the novels, plays, and movies. The course will proceed simultaneously along two lines of inquiry.

The first concerns the works of literature and cinema directly: what, if anything, do these authors have to tell us about cultures (including that most puzzling of themes – cultural commonalities/ diversities) and individuals (regarding their hopes, desires, concerns and struggles)? We will treat these sources as alternative cultural documents that open a window on the society, trends, and events not only of the era in which they are created, but also of the intellectual traditions of the human world.

The second line will require us to reflect on articles written by prominent European authors.

INTENDED OUTCOMES

Students should develop:

- a greater understanding of contemporary Europe, European issues and appreciation for the diversity of its cultures;
- the ability to critically analyze material, synthesize diverse disciplinary perspectives, present and debate arguments;
- the ability to work independently and collaboratively in drafting, writing and oral skills.



FORMAT: LEARNING / TEACHING METHODS

The general, methodological approach of the course will be a discourse analysis. In order to make most of it and create the opportunity for variety of expressions, we will employ elements of **the flipped-classroom model:**

There will be one three-hour seminar per week consisting typically of a short introductory contextualization of major themes, followed by instructor- & student-prepared discussions, questions, small group to whole class discussion, and consolidation of the themes and perspectives.



Due to its format, the seminar offers students substantial opportunities for expression and intellectual challenges. The quality of the discussion and the seminar depends on doing our readings and being prepared for each class. Participation in discussions is essential to the life of the seminar and standing in the course. Due to its format, the seminar offers students substantial opportunity for expression and intellectual challenges. The quality of the discussion and the seminar depends on doing our readings and being prepared for each class. Participation is essential to the life of the seminar and standing in the course.

NOTE: The course assumes no prior knowledge of literatures, languages and cinema of Europe. All books are in English language and movies with English subtitle. However, you are welcome to read books in original languages.

COURSE STRUCTURE & REQUIREMENTS

This seminar, which involves reading and group discussion, **meets once a week for a three-hour session.** You are expected to attend all classes and do assigned work. Attendance is mandatory and participation, based on active and effective involvement in discussions, will form an important part of the final grade.

Each student is responsible for the main reading, as noted in the Course Calendar. A student or a group is responsible for selected supplementary readings (as indicated in the Course Calendar).

Participation in discussion is essential to the life of the class and intensity of your remarks has a marked influence on grades.

Much of the grade also depends upon the quality of the **presentation** and the written assignment required by the course: **an essay** (running from ten to twelve pages). The presentation will deal with major aspects of the readings and the paper will deal with common aspects of the primary sources and discussions. Topics may be suggested by the students, but the elaborate topics for the written assignment will be provided in advance.

Thus, there are three requirements:

Effective Participation: Attendance and active involvement leads to consistent progress! **35 %**

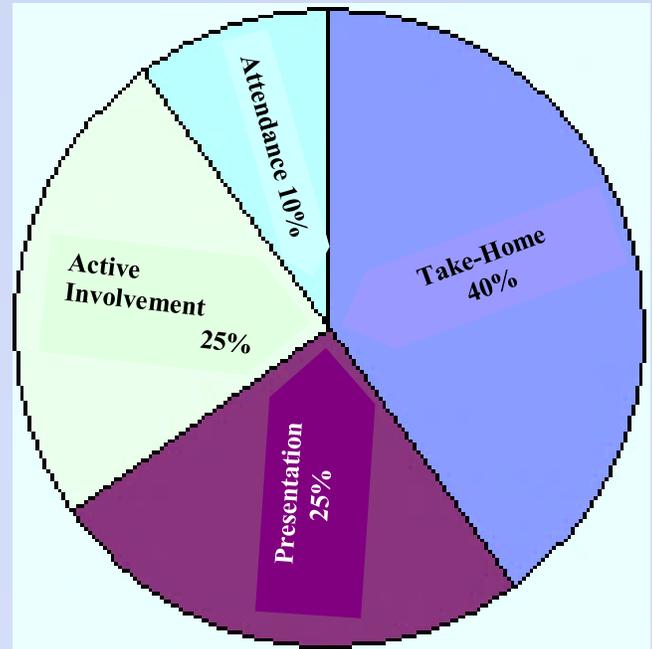
Attendance is taken in each session. This is a seminar that will develop through class discussion as a form of collaborative labor. Thus, regular attendance (including arriving to class on time) and thoughtful engagement with the course materials are crucial to its success. Careful preparation is a key component of your participation. Complete all readings and written assignments before you come to class in order to be ready to participate in that day's discussion. Come to class with questions you have about the material and/or with specific issues or passages from works you would like to discuss. Preparation, thus, means not just having completed the assignment, but having engaged with the materials thoughtfully and actively.

In order to both have worthwhile class discussion and foster dialogue, it is essential that we all come to class having read the assigned material closely, being prepared to contribute by articulating and expressing your views, listening classmates and engaging in conversation respectfully. No one is expected to provide a brilliant insight at every moment, or agree with others' views and comments, but coming prepared to voice your perspectives and interpretations is assumed. All of your ideas, opinions, comments and questions matter!

The whole class reads the main reading and everyone is expected to contribute. Preparation means keeping up with the reading, articulating questions and issues to explore. You are encouraged to be creative and personal in expressing their insights and reactions, as well as responding to specific issues and texts of the seminar. **For each book in our main reading list, students need to choose an issue, theme, character, paragraph(s) that appeal to them and communicate that during the class. Or, there is a comment or a question that you would like to share with the rest of the class.** You are highly encouraged to participate through either of mentioned means in order to have your participation points granted accordingly.

Weekly questions: As an element of your preparation and active involvement, you will also be asked to post/e-mail a thoughtful discussion question on the course page. Please read all of the questions before coming to class. Post/e-mail your question for the day on which you are not coming to the session as well. Questions are due every week - a day prior to the class. No question is due for the first two weeks of class.

EVALUATION & GRADING



GRADING* - 12 POINTS

1. Effective Participation: attendance & active involvement
 - a) attendance 1.2
 - b) active involvement 3.0
2. Presentation 3.0
3. Take-home 4.8

GRADING SCALE - 12 POINTS:

Letter Grade	Carleton Numerical System	% Ranges
A+	12 Outstanding	90-100
A	11 Excellent	85-89
A-	10 Great	80-84
B+	9 Very Good	77-79
B	8 Good	73-76
B-	7 Adequate	70-72
C+	6 Barely Adequate	67-69
C to D-	5-1 Less than Adequate	63-50
F	Failure	0-49

*The Carleton University uses a 12 point grading scale from A+ (12) to F (0). Your overall Grade Point Average (GPA) will be calculated on the basis of this 12-point scale and the final evaluation you receive in the course will be submitted as a letter grade corresponding to this scale.

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

In case you are not able to attend the weekly seminar for some good reason, please, inform me in advance (in person or via e-mail). The 1% will be taken off (of the Attendance total 10%) for each incident. Being late (more than 15 minutes) is a form of absence, and I will decide when a sufficient number of late arrivals (if not advised in advance) becomes equivalent to absence of one seminar.

Overall, quality counts more than quantity, on both ends.

2. Presentation: Everybody is expected to do an oral presentation.

25%

A presentation should be on a topic related to the secondary sources (articles).

We should have a couple of students per class for the presentation of the topics related to the readings. Besides individual student's presentation, you are encouraged to work as a group (two to four people) in preparing a seminar presentation. If you choose to work in a group, each individual involved needs to actively participate in the class presentation either by outlining the issues, presenting the key points, asking questions, commenting on arguments and discussion in order to have individual contribution to the group work appropriately evaluated. It is up to the group to organize division of the tasks.

Please, see page 7 of the syllabus for the Secondary Sources!

The presentation should have a form of discussion or debate that would involve a team engaged/class in an argument on an issue raised in the readings or assigned by the instructor. Each presenter is expected: a) to present key points/ ideas/ arguments/ propositions and information comprehensively and in a logical manner; b) to participate in constructive communication by listening critically and attentively in order to make connections, interpret, infer, confirm, summarize, question; c) to lead the discussion by briefly highlighting key themes and issues to explore; d) to provide handouts (1 page)*, with the key points of the presentation.

*A handout (with potential questions) should be emailed to me in advance, at least 2 days before the presentation, so it could be posted on the course cuLearn page.

Since the heart of this course is discussion, the presenter is responsible for leading discussion/ conversation. A schedule will be distributed in the second week of class (upon signing up during our first session). Presenting the contextual material should take no more than 10 minutes and you will have the opportunity to have questions and lead the conversation for at least 15 minutes, after which, if and when discretion dictates, I may take over.

Each of you is welcome to use space within the cuLearn server forum where you can (need not) submit any materials or links you would like us to consider before class. Each of us is responsible for checking the forum, but you must add any new material in a timely manner - at least 24 hours before your presentation. If you wish, bring to class any materials you like or are pertinent to your presentation. Please, include a list of sources in your handout as well.

Timely **feedback** will be provided to each student and communicated through e-mail after the session.

It is recommended that you discuss the presentation outline with me (in advance, ideally a week before presenting).

3. Written Assignment: For this course you will be required to write a take-home exam: an analytical reflection essay.

40%

The take-home is related to the issues discussed during the seminar and relevant to the themes covered by the literature and cinema. It will be assigned during our last class and posted on the course cuLearn page after the class.

Students are given topics out of which 3 (three) should be selected and elaborated in short (3 pages each) essays. Topics will be broad enough to allow you to explore your specific interests, but will involve close reading of key passages and analysis of the major reading's texts.

The complementary critical texts for both presentations and papers will be suggested when we discuss the main ideas and concepts (during my office hours). You are welcomed to have your list of complementary sources.

MORE ON THE TOPICS & SEMINAR

The course is organized into four broad units as thematic frames:

- cultural politics
- cultural condition/-ing
- cultural creation/re-creation
- cultural encounters

Our discussion on these themes will lead us toward exploring several topics, including but not limited to issues of cultural production, class & gender, social norms & new norm(al), belonging & acceptance, a role of an individual, memory & story-telling, meanings of phenomena and paradoxes of multiculturalism in the European cultural setting, as well as socio-cultural movements and trends.

To be able to discuss these topics, an essential part of this course is **close examination of the sources**, both primary and secondary. Since we will also be exposed to a various set of materials, we will, thus, be able to see the ways different disciplines interact –creating a network of complex perspectives on European culture.

There will be plenty of information covered in this course. However, the course is structured to **accommodate diverse academic backgrounds and be low stress**, providing everyone makes a good faith effort (and attends). **I believe that all of us will work together to establish optimal conditions for honorable academic work and exchange of ideas.**

Paying attention to the schedule (see the course calendar) and to the primary sources accompanied by the secondary sources (material posted on our cuLearn page) will heighten your performance and enrich your experience during our sessions.

I expect our journey through readings, movie screenings, and lively discussions will be an enjoyable discovery if you do assigned reading in advance.

One more thing: Please, sign up for an appointment (the sheet is posted on our cuLearn page) to meet during my office hours. Thank you!

PAPERS (submission & advice)

Papers are expected to be sent **electronically as an attachment (document format)** to me by **4:00pm on December 22nd, 2016.**

The essay will be evaluated on the criteria of framing of the topic (a clearly defined argument, consistent formulation of the main ideas, internal organization of the text, correct citation of sources) and technical matters (spelling, grammar, and use of style guide).

The papers, with comments and evaluation, will be returned to you electronically in a timely manner.

Paper Style Guidelines: Please, use the *MLA Handbook for Writers of Research Paper*.

*
* *

I know, unfortunately, how it is losing work, files, data...

In order to avoid this trouble, I remind myself relentlessly:

- **Do not keep your files on only one device!**
- **Save them on a few devices!**
- **And / Or store them in Google Drive, Dropbox, Cloud for remote access!**
- **Why not send it/them as an e-mail attachment to yourself!?**

SECONDARY SOURCES

Secondary sources - a combination of **editorials** and **video material** - are posted on the cuLearn course page according to our class calendar. We will be using some of the material from this list.

Editorials

- “The aesthetics of crisis: Art in arrested democracies” by Brian Holmes
- “A new impulse – But for which Europe?” by Étienne Balibar
- “A sense of community or in defense of the citizens' nation” by B. Schoch
- “An enlightened localism - Ullrich Kockel in interview”, T. Kavaliauskas, Ullrich Kockel
- “Aspirational maps: On migrant narratives and imagined future citizenship” by A. Appadurai
- “Behind the world's 'crisis of humanity' “ by Z. Bauman
- “Culturalism: Culture as political ideology” by Jens-M. Eriksen, F. Stjernfelt. „Culture WITH people, not just FOR people!“ by A.a Wisniewska,
- “Digital solidarity” by Felix Stalder “Europe Essays: Love It or Leave It?” by E. Shafak
- “Freedom of Faith – Foundation of Freedom of Religion” by M.Mahlmann
- “Introduction: What are cultural politics” by Jordan, Glenn and C. Weedon. In *Cultural Politics: Class, Gender, Race, and the Postmodern World*; at the Library reserves
- “Migration: Europe's absent history” by Imke Sturm-Martin
- “No place like home: A concise history of statelessness” by L.Stonebridge
- “No time to lose hope: Central Europe at breaking point” by Michal Koran
- “Public space democracy” by Nilüfer Göle.
- “Strangers when we meet: Identity and solidarity” by Roshi Naidoo
- “The EU migrant debate as ideology” by H. Bäckström, J. Örestig, E.Persson
- “The failure of the political centre ground: The EU and the rise of right-wing populism” by Ulrike Guérot
- „The power to refuse: Commons and resistance“ by B. Kratzwald
- „The shadow citizenry“ by Andy Merrifield
- “Toward a definition of popular culture” by Holt N. Parker.
- „Utopian dreams beyond the border“ by Ivan Krastev
- „We Europeans After the loss of innocence“ by Rainer Hank
- „Who is "the people"?” by Claus Leggewie

NOTE: All texts are posted on our cuLearn page / on reserve in the Library as electronic files (majority on the supplementary reading list) and could be accessed by using cuLearn course page or logging to Ares.

Video material

- Against silence: on freedom of expression in Europe
- All the Names- Trailer
- A Tribute To Jose Saramago
- Barcelona
- Barcelona in 4K
- Barcelona, a capital that inspires
- Dario Fo - Accidental Death of an Anarchist (full)
- Dario Fo: 'What had taken centuries to create in Italy was degraded in a very short time'
- Dario Fo: We Need to Intervene
- Dario Fo: I am a Born Storyteller
- Dislocations: language, loss and discovery in narratives of migration
- Europe is Kaput. Long live Europe!
- Fantasy cartography. Redrawing the map of Europe
- Free speech now? How much freedom of expression can we tolerate?
- Freedom of Speech or Tyranny of Silence?
- Gianni Vattimo's Agora lecture "Christianity as Secularisation"
- How do Europeans really feel about each other?
- Jose Saramago at IDB (2)
- José Saramago José Saramago, A Life of Resistance pt 1.mp4
- José Saramago, A Life of Resistance pt 2.mp4
- José Saramago, A Life of Resistance pt 3.mp4
- Julian Barnes Interview.mov
- Migrating Words (with Amara Lakhous)
- Narrating Italy Today: Amara Lakhous
- THE CHALLENGE OF DIVERSITY: ITALY AND ITS "IMMIGRANTS" Lecture by Amara Lakhous
- The Elegance of the Hedgehog Trailer
- The Trilingual Dream/Amara Lakhous on writing, religion and clashing civilizations
- Towards a new Europe? Talk Real Live
- Trailer Scontro di civiltà per un ascensore in Piazza Vittorio (ITA)

NOTE: All material with links is available on our cuLearn course page.

COURSE CALENDAR

<p>September 08 Introduction to the course</p>	<ul style="list-style-type: none"> • Concepts, meanings and descriptions • Interpretations of the term culture as used in the course • Ideas of culture • Approaches to culture and its production
<p>September 15 Context(s) and interpretation(s)</p>	<ul style="list-style-type: none"> • Film: <i>Spanish Apartment /L'auberge espagnole</i>
<p>September 22 Cultural politics: Culture and Belonging; Reality and Representation</p> <ul style="list-style-type: none"> • Key concepts: use and abuse, us&them 	<ul style="list-style-type: none"> • <i>Clash of Civilizations over an Elevator in Piazza Vittorio / Scontro di civiltà per un ascensore a Piazza Vittorio</i> by Amara Lakhous • "Introduction: What are cultural politics" by Glen Jordan and Chris Weedon. In Cultural Politics: Class, Gender, Race, and the Postmodern World; • "A sense of community or in defense of the citizens' nation" by Bruno Schoch • "The EU migrant debate as ideology" by Hanna Bäckström, Johan Örestig, Erik Persson
<p>September 29 Cultural Politics: Cultural Condition/-ing; Liberty, Truth(s)</p> <ul style="list-style-type: none"> • Key concepts: deceptions and distortions 	<ul style="list-style-type: none"> • <i>Clash of Civilizations over an Elevator in Piazza Vittorio</i> by Amara Lakhous • "A new impulse – But for which Europe?" by Étienne Balibar • "Aspirational maps: On migrant narratives and imagined future citizenship" by Arjun Appadurai • "Behind the world's 'crisis of humanity'" by Zygmunt Bauman • "An enlightened localism - Ullrich Kockel in interview", Tomas Kavaliauskas, Ullrich Kockel
<p>October 06 Cultural Encounters</p> <ul style="list-style-type: none"> • Key concepts: assumptions&biases, understanding, acceptance, respect, tolerance and opposites 	<ul style="list-style-type: none"> • Film - <i>Never on Sunday/Ποτέ Την Κυριακή</i>
<p>October 13 Cultural Creation/Re-creation: Identity & Belonging</p> <ul style="list-style-type: none"> • Key concepts: Myth-making/invention and cultural tradition; Individual and communal identity 	<ul style="list-style-type: none"> • <i>England, England</i> by Julian Barnes • "Culturalism: Culture as political ideology" by Jens–Martin Eriksen and Frederik Stjernfelt • "The failure of the political centre ground: The EU and the rise of right-wing populism" by Ulrike Guérot • „The power to refuse: Commons and resistance“ by Brigitte Kratzwald
<p>October 20 Cultural Creation/Re-creation: Individual and/or collective</p> <ul style="list-style-type: none"> • Key concepts: Cultural values and their fluidity; Diversity 	<ul style="list-style-type: none"> • <i>England, England</i> by Julian Barnes • „Europe as a republic: The story of Europe in the twenty-first century“ by Ulrike Guérot • „Who is "the people"?" by Claus Leggewie • „Culture WITH people, not just FOR people!“ by Agnieszka Wisniewska • "History, politics and postmodernism: Stuart Hall and cultural studies" (Chapter 7) by Lawrence Grossberg. <i>Stuart Hall: Critical Dialogues in Cultural Studies</i>, p.151-16
<p>October 24-28: Fall Break – No classes</p>	
<p>November 03 Cultural condition(ing): Individual and collective</p> <ul style="list-style-type: none"> • Key concepts: Forgetting vs. remembering & being; Experiences & Existence(s); Invented and inverted (hi)story; Devices and disguises 	<ul style="list-style-type: none"> • <i>All the Names / Todos os nomes</i> by José Saramago
<p>November 10 Cultural condition(ing): Boundaries and their forms</p> <ul style="list-style-type: none"> • Key concepts: Social divisions and their implications on an individual; Making/Breaking the walls 	<ul style="list-style-type: none"> • <i>All the Names</i> by José Saramago • "Public space democracy" by Nilüfer Göle • "Strangers when we meet: Identity and solidarity" by Roshi Naidoo • „Utopian dreams beyond the border“ by Ivan Krastev
<p>November 17 Cultural Politics: Liberation & Self-actualization</p> <ul style="list-style-type: none"> • Key concepts: Social divisions and their implications on an individual; Making/Breaking the walls 	<ul style="list-style-type: none"> • <i>Accidental Death of an Anarchist / Morte accidentale di un anarchico</i> by Dario Fo • „The shadow citizenry“ by Andy Merrifield • "Toward a definition of popular culture" by Holt N. Parker. <i>History and Theory</i> 50 (May 2011), 147-17
<p>November 24 Cultural Politics: Art & Story-telling</p> <ul style="list-style-type: none"> • Key concepts: Time and place; Meanings & Ambiguities 	<ul style="list-style-type: none"> • Film – <i>Midnight in Paris</i>
<p>December 01 Cultural Politics Deconstructed</p> <ul style="list-style-type: none"> • Key concepts: Public&Private; The self and the other & Make-ups 	<ul style="list-style-type: none"> • <i>The Elegance of the Hedgehog / L'élégance du hérisson</i> by Muriel Barbery • "The aesthetics of crisis: Art in arrested democracies" by Brian Holmes
<p>December 08 Cultural Politics Recreated Assignment for a Take-Home</p>	<ul style="list-style-type: none"> • Film - <i>The Man Without a Past/ Mies vailla menneisyttä</i> • Draft of the Assignment

ACADEMIC REGULATIONS & POLICIES

➤ **What is the course policy on academic freedom, classroom etiquette, or academic integrity?**

“Sound scholarship rests on a commitment to a code of academic integrity that stresses principles of honesty, trust, respect, fairness and responsibility. The University demands integrity of scholarship from all of its members including students. The quality and integrity of academic work is paramount in achieving student success.”

I Academic Freedom

Studying the literature, culture and ideas of societies other than their own exposes individuals to unfamiliar and sometimes challenging attitudes, images, language and values. No one will be expected to subscribe to, or be required to accept, the values represented in the material to be studied.

However, I expect you will be willing to examine the relevant texts, in various media, and make a sincere effort to understand the presuppositions of others, be willing to discuss the objects of study. By enrolling in this course, you should accept a commitment to academic freedom for all participants, yourselves and the instructor.

II Classroom Etiquette

*Though some of us may express opinions different than yours, **you are free to disagree – providing you do so in calm, courteous and respectful manner.** This is especially important because we will be covering some sensitive, divisive topics during this class.*

Showing lack of engagement by talking to other students while someone else is speaking, repeatedly reading the newspaper, using cell phone or other gadgets, doing homework for other classes, or using the notebook computer for non-class-purposes is considered disrespectful, rude and dismissive towards your fellow students and the instructor. This kind of behavior impacts your academic standing in this course. However, I doubt it will come to this.

III Academic Integrity

Carleton University demands academic integrity from all its members. The Academic Integrity Policy can be accessed at <http://www2.carleton.ca/studentaffairs/academic-integrity>. Each student in this course is expected to abide by the Carleton University Academic Integrity Policy. I believe, we all agree on the following:

- *Any work done and submitted by a student in this course for academic credit has to be the student's own work.*
- *Complete acknowledgement for all information obtained from sources outside the classroom must be clearly stated in all written work submitted.*
- *Ideas, arguments, and direct phrasings taken from someone else's work must be identified and properly footnoted.*
- *Quotations from other sources must be clearly marked as distinct from the student's own work.*

For more, please, refer to the style guides at the Library, the course cuLearn page, consult the Writing Tutorial Services (WTS) at Student Academic Success Centre (carleton.ca/sasc).

➤ **What about technology use during sessions?**

Please, do not use your electronic devices during our sessions. Exceptions are made when using your laptop for class purposes – to take notes or access course material. In case of emergencies, you could always excuse yourself and leave the class.

➤ **What is the policy regarding plagiarism?**

*Presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own, 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, submit substantially the same piece of work for academic credit more than once - **not acceptable**. Have confidence in your own potentials and abilities to produce your work! Penalties are not trivial at all!*

Do get more information on this policy, violations, procedures, and penalties at <http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/acadregsuniv14/> or carleton.ca/studentssupport/

➤ **What is the policy regarding intellectual property?**

*“Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, **are copy 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).**”*

➤ **What if I need academic accommodations?**

“**Academic accommodation** refers to educational practices, systems, and support mechanisms designed to accommodate diversity and difference within the meaning of the Ontario Human Rights Code. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time should academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University. Under the Code accommodation is assessed and provided on an individual basis, up to the point of undue hardship.

There are three types of accommodations typically made by the university: accommodations for disabilities, religious observance, and pregnancy.

Academic accommodation is assessed and provided on an individual basis. The University is committed to maintaining confidentiality to the greatest extent possible when providing academic accommodation and related support services to students.”

If you need special arrangements to meet your academic obligations during the term, please, contact me at the beginning of the term. Together, we can plan a strategy that will help you reach your goals for this course.

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 <http://carleton.ca/pmc/> 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).

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://carleton.ca/equity/>

Additional Campus Resources to assist you:

If not familiar with the MacOdrum Library up to now, get to know stuff at the Reference and Research Service Desk and contact at

<http://creativecamp.library.carleton.ca/services/research-help>

For assistance with writing, academic skills development, and a variety of support programs contact Centre for Student Academic Support (CSAS) -

<http://carleton.ca/csas/>

In case you need to address any issue regarding the course, or have some concerns about our sessions, readings, presentations, etc., please voice them during our class, come to my office hours, make an appointment, email me. Many things are settled only if communicated.

You are welcome to contact me at Vildana.StanisisKeller@carleton.ca