

EURR 4202/5202 & HIST 4915J

EVERYDAY LIFE IN THE SOVIET UNION

(students should confirm the room number on Carleton Central before the first class)

Fridays, 2:35–5:25pm

Professor: Dr. Erica Fraser
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Office: 460 Paterson Hall
Office Hours: Tues/Thurs. 1:30–2:30pm
or by appointment



COURSE DESCRIPTION

In Soviet ideology, the isolation, complacency, or ennui of the oppressed proletariat's everyday life was supposed to have been conquered by the new access all workers had to a meaningful revolutionary community. This utopian vision sounded good, but how did people *actually* live? How did they negotiate their daily lives and personal spaces under such ideological and state control? We will examine the blurred boundaries between public and private, and the collective and the individual, over the course of the 20th century and at different moments in Soviet history. We will also discuss the parameters of choice in Soviet life, challenging the totalitarianism narrative that persists in western minds that Soviet citizens could live only how they were told to live. Topics will include: city life and rural life (housing, transportation, work, childcare, leisure, community), class and privilege, life in the non-Russian republics, soldier life and the home front in World War II, everyday resistance or “weapons of the weak,” prison life, shopping and bartering, courtship and sex, religious life, everyday violence, and everyday hope.

REQUIRED READINGS

All readings will be available electronically via ARES and cuLearn.

GRADING & EVALUATION

Undergraduate students (EURR 4202 & HIST 4915J)

Seminar Participation:	15%	
Presentation & Discussion Leading	10%	
4 Reading Response Papers (4-6 pages; 10% each)	40%	
Proposal & Bibliography for Research Essay	10%	due Nov. 4
Final Research Essay (15-18 pages)	25%	due Dec. 7

Graduate students (EURR 5202)

Seminar Participation:	20%	
Presentation & Discussion Leading	10%	
4 Reading Response Papers (6-8 pages; 10% each)	40%	
Proposal & Bibliography for Research Essay	5%	due Nov. 11
Final Research Essay (18-22 pages)	25%	due Dec. 7

LEARNING OBJECTIVES

By the end of this course, students (who pass) will be able to:

- Identify historiographical trends that have generated histories of everyday life and comfortably explain why those histories matter.
- Compare (in writing and discussion) different eras and themes in Soviet history in terms of history “from below.”
- Conduct independent research using primary evidence and secondary scholarship and synthesize different arguments and perspectives.
- Present arguments orally to the class about a given topic and facilitate group discussion of it.

BACKGROUND REQUIRED

This is a fourth year and M.A. joint seminar that discusses the history of the Soviet Union at an advanced level. Students should have taken at least one previous course in Russian or Soviet history in the History Department or a post-Soviet studies course through EURUS. Students without this background should come see me before continuing in this course.

Even with the background course, students who would like further context for our topics should take the initiative to consult a textbook on Soviet history. Recommended: Ronald Grigor Suny, *The Soviet Experiment: Russia, the USSR, and the Successor States*, 2nd edition. New York: Oxford University Press, 2011. (ISBN: 978-0195340556). This book is on reserve in the library under HIST 3902B and may be used for consultation, or used copies are widely available for purchase online.

ASSIGNMENTS

For each assignment, detailed instructions will be posted separately to cuLearn. These are only brief descriptions:

- Seminar participation
See below regarding class format.
- Presentation & Discussion Leading:
At least once during the semester, students will give presentations of about 10 minutes each that will give some background and offer a way to frame the issues of the week. No extra readings are required, but students should think more broadly about connecting the week’s themes, rather than only summarizing the assigned reading. The presenter will then lead the rest of the class discussion. This assignment may be done in pairs or threes.
- Reading Response Papers:
These discussion papers will compare and analyze the readings for the week, discussing the authors’ arguments and pinpointing major issues within the selected theme. Students must submit two of their four papers before the Fall Break. Papers are due by Sunday night for the readings discussed in class the previous Friday.
- Final Research Essay:
The essay will take one of two forms. The first is designed for history students and the second for political science or post-Soviet studies students, but either option is available for anyone:

Option 1: Focus on primary sources: the student will rely mainly on a body of primary sources to write an essay. Some primary source ideas include: memoirs, novels or films, newspapers, advice manuals, posters, political cartoons, television or radio broadcasts,

advertisements, pamphlets, diaries, government documents, music performances, documentary or newsreel footage, museum exhibits, etc.

Option 2: Focus on historicizing a contemporary issue: the student will identify an issue in Russian, Ukrainian, or any post-Soviet society of particular interest to them and explore the historical roots of the issue in Soviet everyday life. Topics might include: housing or transportation issues, architecture and urban planning, education, sports and leisure, censorship, youth protests, the arts, shopping and consumerism, marriage or dating, diary-writing (VKontakte?), labour, prisons, women's rights, LGBT rights, etc.

CLASS FORMAT & SEMINAR PARTICIPATION

- As most students will likely already know, seminars are not lecture-based classes. The readings are intensive, but you are expected to participate and contribute much more than simply “doing” the reading. As you prepare for class each week, think *actively* rather than passively, ie: rather than waiting for the discussion leaders or me to set the agenda, what do *you* want to discuss?
- Read carefully, critically, and identify questions, problems, contradictions, critiques, etc. about what you have read. Bring those issues to the group when we meet, and be prepared to respond to the questions, problems, contradictions, critiques, etc. your classmates have also brought forth for the day. With that kind of active reading and participation from everyone in the group, we will have productive discussions that will help you not only to come to terms with the topics we are discussing, but in a broader way to develop your own voice as a scholar.
- A big component of active learning is also active listening. For shy students who are often careful listeners, I would advise you to challenge yourself to come out of your shell at least once per class and engage with a question or problem that I or another student has posed. For the more gregarious students, however, I would coach you to practice active listening, and to engage directly with comments that other students have made, in order to make sure you are not dominating the discussion with all your own ideas.
- I take note of your participation grade out of 3 after each class (roughly, A, B, or C-level). A-level involves actively listening, contributing ideas to move the discussion forward or draw on previous comments, and demonstrating advanced engagement with the readings. B-level does the same but less often, perhaps only one or two comments per class, or less rigorously, not moving the discussion forward to the same extent. C-level and below is silence throughout the class, or participation that only derails the discussion or does not demonstrate any engagement with the required texts. These grades are not written in stone, however, and I look for improvement throughout the course.
- I am not interested in embarrassing shy students or making you uncomfortable in class. However, if you are not used to this sort of format, this is a perfect opportunity to work on your oral argument skills – which will serve you well in any career path! Come see me for more pointers if you are having trouble venturing into our discussions.
- Your participation grade will also take your attendance record into account (ie: if you aren't in class, you can't participate). Absences may be excused due to emergencies, serious illness, or religious holidays only; please see me about discussing excused absences.

- I expect all students to arrive on time and stay for the entire class. Barring an emergency, you may not come and go as you please during class time.

** We are all responsible for cultivating a productive and comfortable class environment and demonstrating respect for each other and for diverse perspectives. If there is anything I can do (or not do) to be more inclusive of your perspective in our discussions, please do let me know.

CLASSROOM TECHNOLOGY

- As long as you are engaged with our course work, you may use any technology you'd like in class. Laptops and tablets may be used for taking notes or pulling up the readings. You can use your phone to check a quick fact or translation during class, if necessary.
- However (and that is a large However), you may not use your devices for any other reason during class, ie: texting, Facebook, etc. Other uses are distracting to everyone around you (and to you). If you don't think you will be able to resist other uses, stick to a pen and paper.
- Come talk to me if you have a legitimate reason for keeping your phone on during class, ie: childcare, waiting for urgent news, etc. In general, however, calls and texts can and should wait until we take a break or class is over.
- **How I Use cuLearn**
I like cuLearn, and I use it in every aspect of the course. You should ensure you are familiar with the system as a whole and our course site in particular. There you will find our weekly readings and assignment instructions. You will also submit all your written work electronically via cuLearn. This allows me to return feedback to you more quickly than paper versions. I will also post your grades to cuLearn. Make sure you have regular access to a computer and internet connection.
- **Twitter**
I have set up an account for this class: [@CU_EverydayLife](https://twitter.com/CU_EverydayLife). Feel free to follow it or check in with it if you'd like, but it is not mandatory to do so. There is also a feed of it posted to our cuLearn page. My goals with it are to keep a conversation about Soviet everyday life going beyond our classroom time. Feel free to tweet at me with any pertinent links you might find. You might also browse the feed for ideas for your research paper topic, if you are looking for inspiration.

STANDARDS FOR WRITTEN ASSIGNMENTS

All assignments (including Reading Response papers and the Final essay) will be submitted via cuLearn.

Format:

- Written work must be word-processed, double-spaced, 12 pt. font, black font on white background.
- Number all pages.
- Work submitted electronically should include your name in the file name.
- References to sources of interpretation, fact, and evidence should always be duly noted in footnotes.
- References to outside sources should be footnoted according to *The Chicago Manual of Style*.

Quick guide: http://www.chicagomanualofstyle.org/tools_citationguide.html

Deadlines:

- Your essays must be submitted on time (or earlier), according to the dates on the course outline and/or assignment instructions. If you believe you have a legitimate excuse for an extension, come talk to me (ie: serious illness, bereavement). **Having assignments due in other classes and managing your time poorly is not a legitimate excuse.**
- No late work will be accepted without a verifiable reason. Late work will be deducted 5% per day to a maximum of 7 days.

TOPICS & READING SCHEDULE

September 9 – Introduction

No reading

What is “everyday life”? Why does it deserve its own topic in Soviet history?

September 16 – Methodology & Historiography: How Should We Study Everyday Life?

- Alf Lüdtke, “Introduction: What Is the History of Everyday Life and Who Are Its Practitioners?” in Lüdtke, ed, *The History of Everyday Life: Reconstructing Historical Experiences and Ways of Life* (Princeton UP, 1995), 3-40.
- David L. Ransel, “The Scholarship of Everyday Life,” in Choi Chatterjee et al, eds, *Everyday Life in Russia Past and Present* (Indiana UP, 2015), 17-34.
- Case Study of a Bolshevik Revolutionary: Eduard M. Dune, *Notes of a Red Guard*, ed. and trans. Diane P. Koenker & S.A. Smith (Urbana & Chicago: University of Illinois Press, 1993): read “Introduction” (xi-xxxiii), Ch. 3, “Workers’ Power,” and Ch. 4, “Rob the Robbers,” 44-87.

September 23 – Building a New Society

- William G. Rosenberg, “Introduction: NEP Russia as a ‘Transitional’ Society,” in Fitzpatrick, Rabinowitch, & Stites, eds, *Russia in the Era of NEP: Explorations in Soviet Society and Culture* (Bloomington: Indiana University Press, 1991), 1-11.
- Diane P. Koenker, “Class and Consciousness in a Socialist Society: Workers in the Printing Trades during NEP,” in Fitzpatrick et al, eds, *Russia in the Era of NEP*, 34-57.
- Elizabeth A. Wood, “Daily Life and Gender Transformation,” in Wood, *The Baba and the Comrade: Gender and Politics in Revolutionary Russia* (Indiana UP, 1997), 194-214.
- Catriona Kelly, “Shaping the ‘Future Race’: Regulating the Daily Life of Children in Early Soviet Russia,” in Christina Kiaer and Eric Naiman, eds, *Everyday Life in Early Soviet Russia: Taking the Revolution Inside* (Indiana UP, 2006), 256-81.

September 30 – Peasant Life in the 1920s and 1930s

- Régine Robin, “Popular Literature of the 1920s: Russian Peasants as Readers,” in Fitzpatrick et al, eds, *Russia in the Era of NEP*, 253-67.
- Sheila Fitzpatrick, Ch. 8, “Culture,” in Fitzpatrick, *Stalin’s Peasants: Resistance & Survival in the Russian Village after Collectivization* (Oxford UP, 1994), 204-32.
- Lynne Viola, Ch. 2, “The Mark of Antichrist: Rumors and the Ideology of Peasant Resistance,” in Viola, *Peasant Rebels Under Stalin: Collectivization and the Culture of Peasant Resistance* (Oxford UP, 1999), 45-66.

October 7 – Stalinism: “Ordinary Life in Extraordinary Times”

- Sheila Fitzpatrick, Ch. 2, “Hard Times,” Ch. 4, “The Magic Tablecloth,” and Ch. 6, “Family Problems,” in Fitzpatrick, *Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s* (Oxford UP, 1999), 40-66, 89-114, 139-65.
- Natalia Kozlova, “The Diary as Initiation and Rebirth: Reading Everyday Documents of the Early Soviet Era,” in Kiaer and Naiman, eds, *Everyday Life in Early Soviet Russia*, 282-98.

October 14 – Stalinism: Building a New Society amid Everyday Violence

- Sheila Fitzpatrick, Ch. 11, “Denunciations: Signals from Below,” in Fitzpatrick, *Tear off the Masks! Identity and Imposture in Twentieth-Century Russia* (Princeton UP, 2005), 203-39.
- Dan Healey, “Homosexual Existence and Existing Socialism: New Light on the Repression of Male Homosexuality in Stalin’s Russia,” *GLQ: A Journal of Lesbian and Gay Studies* 8:3 (June 2002), 349-78.
- Matthew D. Pauly, “Tending to the ‘Native Word’: Teachers and the Soviet Campaign for Ukrainian-Language Schooling, 1923-1930,” *Nationalities Papers* 37:3 (May 2009), 251-76.
- Marianne Kamp, “The Wedding Feast: Living the New Uzbek Life in the 1930s,” in Jeff Sahadeo and Russell Zanca, eds, *Everyday Life in Central Asia: Past and Present* (Indiana UP, 2007), 103-14.

October 21 – Religious Life

- Marianne Kamp, “Where Did the Mullahs Go? Oral Histories from Rural Uzbekistan,” *Die Welt des Islams*, 50.3/4 (2010), 503-531.
- Elissa Bemporad, Ch. 5, “Behavior Unbecoming a Communist: Jewish Religious Practice in a Soviet Capital,” in Bemporad, *Becoming Soviet Jews: the Bolshevik Experiment in Minsk* (Indiana UP, 2013), 112-44.
- Irina Korovushkina Paert, “Memory and Survival in Stalin’s Russia: Old Believers in the Urals during the 1930s-50s,” in Bertaux et al, eds, *On Living Through Soviet Russia*, 93-119.

*** First two Reading Response Papers due by Oct. 23 ***

October 28 – No class (Fall Break)**November 4 – The Great Patriotic War & Its Aftermath**

*** Proposal & Bibliography due for EURR 4202 & HIST 4915J ***

- Catherine Merridale, *Ivan’s War: The Red Army, 1939-1945* (Faber and Faber, 2010), excerpts.
- Lisa Kirschenbaum, “‘The Alienated Body’: Gender Identity and the Memory of the Siege of Leningrad,” in Nancy Wingfield and Maria Bucur, eds, *Gender and War in Twentieth-Century Eastern Europe* (Indiana UP, 2006), 220-35.
- Donald Filtzer, “Standard of Living versus Quality of Life: Struggling with the Urban Environment in Russia during the Early Years of Post-War Reconstruction,” in Fürst, ed, *Late Stalinist Russia: Society Between Reconstruction and Reinvention* (Routledge, 2006), 81-102.

November 11 – Prison Life

*** Proposal & Bibliography due for EURR 5202 ***

- Kevin McDermott, “Stalinism ‘From Below’?: Soviet State, Society, and the Great Terror,” in Alf Lüdtke, ed, *Everyday Life in Mass Dictatorship: Collusion and Evasion* (Palgrave, 2016), 94-111.

- Wilson T. Bell, “Was the Gulag an Archipelago? De-Convoyed Prisoners and Porous Borders in the Camps of Western Siberia,” *Russian Review* 72 (January 2013), 116-41.
- Miriam Dobson, Ch. 4, “Returnees, Crime, and the Gulag Subculture,” in Dobson, *Khrushchev's Cold Summer: Gulag Returnees, Crime, and the Fate of Reform after Stalin* (Cornell UP, 2009), 109-32.
- Evgeniia Ginzburg, *Journey into the Whirlwind*, excerpts.

November 18 – Living Spaces & Privacy

- Christine Varga-Harris, excerpts from “Introduction: *Kommunalki, Khrushchevki*,” and Ch. 4, “Liminal Spaces: Corridors, Courtyards, and Reviving Socialist Society,” in Varga-Harris, *Stories of House and Home: Soviet Apartment Life during the Khrushchev Years* (Cornell UP, 2015), 1-6, 106-10, 116-35.
- Deborah A. Field, Ch. 6, “Child Rearing and the Problem of Selfishness,” in Field, *Private Life and Communist Morality in Khrushchev's Russia* (Peter Lang, 2007), 83-98.
- Anna Rotkirch, “‘What Kind of Sex Can You Talk About?’: Acquiring Sexual Knowledge in Three Soviet Generations,” in Daniel Bertaux et al, eds, *On Living Through Soviet Russia* (Routledge, 2004), 93-119.

November 25 – In the Mainstream and on the Margins: Late Soviet Life

- Sarah D. Phillips, “‘There Are No Invalids in the USSR!’: A Missing Soviet Chapter in the New Disability History,” *Disability Studies Quarterly* 29, no. 3 (2009).
- Christian Noack, “Coping with the Tourist: Planned and ‘Wild’ Mass Tourism on the Soviet Black Sea Coast,” in Anne Gorsuch & Diane Koenker, eds, *Turizm: The Russian and East European Tourist under Capitalism and Socialism* (Cornell UP, 2006), 281-304.
- Sergei I. Zhuk, “Religion, ‘Westernization,’ and Youth in the ‘Closed City’ of Soviet Ukraine, 1964-84,” *Russian Review* 67 (October 2008), 661-79.
- Donald Raleigh, “Living Soviet During the Brezhnev Era Stagnation,” in Raleigh, *Soviet Baby Boomers: An Oral History of Russia's Cold War Generation* (Oxford UP, 2012), 228-42.

December 2 – Living Glasnost' & Wrap-Up

- Nancy Ries, Ch. 2, “‘Our Fairy-Tale Life’: The Narrative Construction of Russia, Women, and Men,” in Ries, *Russian Talk: Culture and Conversation During Perestroika* (Cornell UP, 1997), 42-82.
- Sheila Fitzpatrick, “Afterword,” in Chatterjee et al, eds, *Everyday Life in Russia Past and Present*, 390-406.

Final Research Paper due via cuLearn by Wednesday, December 7 at 11:55pm.

REGULATIONS COMMON TO ALL EURUS CLASSES

Academic Accommodations:

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

Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism:

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own”. This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

All suspicions of plagiarism will be dealt with according to the Carleton's Academic Integrity Policy (<http://carleton.ca/studentaffairs/academic-integrity/>). The Associate Dean of the Faculty will conduct a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of F for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission, Return and Grading of Term Work:

Written assignments must be submitted directly to the instructor(s) according to the instructions in the course outline. If permitted in the course outline, late assignments may be submitted to the drop box in the corridor outside room 3305 River Building. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructors. For written assignments not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

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

Carleton E-mail Accounts: All email communication to students from the Institute of European, Russian and Eurasian Studies will be via official Carleton university e-mail accounts and/or cuLearn. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Official Course Outline: The course outline posted to EURUS website is the official course outline.

REGULATIONS COMMON TO ALL HISTORY COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- 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;
- submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence which cannot be resolved directly with 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.

COURSE SHARING WEBSITES and COPYRIGHT

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).

STATEMENT ON CLASS CONDUCT

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”. [In May of 2001 Carleton University’s Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)
A = 85-89 (11)	B - = 70-72 (7)	D+ = 57-59 (3)
A - = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)

F Failure. No academic credit WDN Withdrawn from the course

ABS Absent from the final examination

DEF Official deferral (see "Petitions to Defer")

FND Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

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.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last date to withdraw from Early Summer term courses is August 16, 2016.

REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by July 24, 2016 for the late summer term. 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/accommodation>

PETITIONS TO DEFER

Students unable to complete a final term paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to extend a term paper deadline or to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

ADDRESSES (613-520-2600, phone ext.)

- Department of History (2828) 400 PA
- Registrar's Office (3500) 300 Tory
- Student Academic Success Centre (7850) 302 Tory
- Paul Menton Centre (6608) 500 Unicentre
- Learning Support Services – Study Skills, Writing Tutorial Service (1125) 4th fl Library

Application for Graduation Deadlines

- Spring Graduation (June): March 1
- Fall Graduation (November): September 1
- Winter Graduation (February): December 1