



CARLETON UNIVERSITY

Institute of European, Russian and Eurasian Studies (EURUS)

EURR 3002/ENGL 3805	Winter 2012
Literature and Culture in Russia and Eurasia	
Time: Wednesdays 11:35 - 2:25	Location: Mackenzie Building 3269
Instructor: Vildana Stanišić-Keller	Office: Dunton Tower 1313
	Office hours: Wednesdays 2:45 -3:45 or by an appointment
e-mail: yskeller@connect.carleton.ca	Phone: 520-2600, ext. 6683

A. COURSE DESCRIPTION

The past two decades have brought enormous changes to Russia and the other countries of Eurasia. Designed with those changes in mind, the Literature and Culture in Russia and Eurasia course puts emphasis on the study of Russia and the non-Russian regions of the former USSR (with emphasis on Slavic literature and cinema).

This course is designed to present a general introduction to the study Russian and Eurasian culture and literature through a range of interdisciplinary contexts, perspectives and approaches. It will provide a survey to the issues that shape cultures of Russia and Eurasia “before” and “after” through an exploration of the ideas reflected in their artistic traditions. Through the study of literature, cinema, and the artistic avant-garde, we will explore diverse cultural fabrics (including main social, political and cultural issues since the collapse of the Soviet Union) of the societies established after the dissolution of Soviet-style communism in the region. Through our readings, screening of movies and classroom discussions, the seminar will focus on situating individual works in a cultural and social context in order to gain insights into the significance of cultural traditions. We will also be addressing the role of the artist /

intellectual vis à vis political power, and the literary stylization of the Russian and Eurasian experience.

All these issues and readings (including movies as well) are structured in three units (modules) that will provide an insight into following:

1. Unit One: Constructing and De-Constructing Russia and Eurasia;
2. Unit Two: Understanding “Self” and “Other”;
3. Unit Three: Diversity and the ‘post-modern’ condition in culture of the region.

While this course has no stated prerequisite, it is assumed that the student has a basic understanding of modern European history. If you like literature and cinema, the names of Palevin, Sorokin, Luik, Suceava, Skvorecky, Sokurov, Balabanov, Bodrov, Tarkovski, Lungin will become more than objects of our study.

B. COURSE OBJECTIVES: One of the main aims of this seminar is to give you the possibility of investigating complex topics from an interdisciplinary perspective. In order to acquaint the students with the historical and socio-anthropological background of the differences regarding cultural issues in the region, we would read and discuss different theoretical texts as well. They will help in clarifying the origins/causes of certain mentality (for example, discriminative mentality), mythologies of ethnogenesis, origins of religious beliefs, focusing on the dualistic character of the popular religions, their imprints in the art, gender roles within community (ex. popular explanations of the ‘natural inequality’ between man and woman), constructed images and stereotypes concerning different regions and the process of ‘virtualization’ of certain areas (ex. Chechnya), the impact of the globalization - reflecting the diversity of themes and styles in literature, and also touching on the question of how literature is reacting to the rising neo-conservatism and political pressure in society and culture.

C. COURSE OUTCOME

Students will develop a greater understanding of contemporary Russia and Eurasia, the cross-fertilization of cultures and literatures, appreciation for the diversity of the cultures

and the ability to synthesize diverse disciplinary perspectives. It will help the students foster their analytical and interpretative skills and apply theoretical knowledge to culture-specific material.

NOTE: The course assumes no prior knowledge of literatures, languages and cinema of the region. While this course has no stated prerequisite, it is assumed that the student has a basic understanding of modern European history.

All books are in English translation and movies with English subtitle. You are welcome to read books in original languages.

D. READINGS

In order to provide a sense of the larger political-social-historical context of the cultures in question, we will explore heterogeneous materials: works of literature (fiction), film, poetry, performance art, journalist and scholarly writing, as well as Internet texts. The course also integrates a scholarly conference on post-socialist cultures and screening of recent films.

The readings are a combination of book-store and course reserve materials and on-line resources. While this course has no stated prerequisite, it is assumed that the students like literature and cinema, as well as sharing ideas and views with others. Everyone is responsible for the required and supplementary readings for each week.

REQUIRED READINGS

1. *The beauty of history / Ajaloo ilu* by Viivi Luik
2. *Generation "P" / Homo Zapiens/Generation "П"*: by Victor Pelevin,
3. *The Engineer of Human Souls/Príbeh inženýra lidských duší* by Josef Škvorecký;
4. *Day of the Oprichnik* by Vladimir Sorokin
5. *Coming from an Off-Key Time / Venea din timpul diez* by Bogdan Suceavă

NOTE: Paperback editions of these texts have been ordered for the University Bookstore. All titles are available on the Library Reserves as well.

FILM SCREENING

“Burnt by the Sun” (dir. Nikita Mikhalkov, Утомленные солнцем)

“Prisoner of the Mountains/the Caucasus” (dir. Sergei Bodrov, Кавказский пленник)
 “Tycoon”/“The Oligarch” (dir. Pavel Lungin, Олигарх)
 “Of Freaks and Men” (dir. Aleksei Balabanov, Про уродов и людей)

SUPPLEMENTARY READINGS:

1. "After": Russian Post-Colonial Identity Author(s) by Dragan Kujundžić
2. Alexandre Solzhenitsyn's Nobel Lecture
3. "Among the Russians" by Edward Docx
4. "An amorphous society Lithuania in the era of high post-communism" by Almantas Samalavicius
5. Andrei Sakharov's Nobel Lecture: Peace, Progress, Human Rights
6. "Back in the USSR" by Niall Ferguson
7. "Can We Apply Postcolonial Theory to Central Eurasia ?" by Laura L.
8. "Civilization theory and collective identity in the postmodern-globalized era" by Vytautas Kavolis
9. "Contemporary Russian Nationalism between East and West" by Anatoly M Khazanov
10. "Coca-Cola, MTV and the laboratory of culture in the New Russia" by Andrew Padgett
11. "Coping with Displacement. The Multiple Identities and Strategies of the Russian-Speaking Population in Estonia" by Daatland, Christer D.
12. "Dealing emotional blows": realism and verbal 'terror' at the Russian state theatrical academy" by Alaina Lemon
13. "Democracy "live" by Ivaylo Ditchev
14. "Eurasia and Central Eurasia: Initial Analytical – Assumptions" by Eldar Ismailov and Vladimir Papava
15. "17. "From Soviet Union to "Central Eurasia" by Milan Hauner
16. "Hard and Soft in Cultural Memory: Political Mourning in Russia and Germany" by Alexander Etkind
17. „History without memory: Gothic morality in post-Soviet society“ by Dina Khapaeva
18. "How dictators watch us on the web" by Evgeny Morozov
19. "In the Ruins of Communism", from *Pushkin's children : writings on Russia and Russians* by Tatyana Tolstaya, p. 124-139
20. "Introduction: Continuity and Change in Russian Culture" by Dmitri N. Shalin
21. "Kakistocracy or the true story of what happened in the post-Soviet area" by Vahram Abadjian
22. „Metaphors of betrayal“ by Mykola Riabchuk
23. "Nobel Peace Prize: Revelations from the Soviet Past" by Olav Njølstad
24. "Orientalizing Post/Communism: Europe's "Wild East" in Literature and Film" by Nataša Kovačević
25. "Of grids and groups An alternative view of "open" and "closed" societies" by Catriona Kelly
26. "Only the dialogue of cultures can save Russia" by Marietta Stepanyants

29. "Orthodox resurgence: Civil religion in Russia" by John P.
30. "Personal Accounts of the Soviet Experience" by Paperno, Irina
31. "Post-communist literatures: A postcolonial perspective" by Piret Peiker
32. "Post-Soviet Hauntology: Cultural Memory of the Soviet Terror." By Alexander Etkind
33. "Preface" to *Russia Imagined: Art, Culture, and National Identity, 1840-1995* by Robert C. Williams
34. "Recurring Themes in the Kyrgyz Revolutions" by Genevieve Gunow
35. "Religion and Armenian National Identity: Nationalism Old and New" by Vigen Guroian
36. "Resurrection Everywhere" from *Resurrection : the struggle for a new Russia* by David Remnick. pp. 214-240.
37. "Russia's resurrection" from *Pushkin's children : writings on Russia and Russians* by Tatyana Tolstaya, p. 175-186
38. "Russia: Society, politics and the search for community" by Samuel A. Greene
39. "Russian Political Culture Since 1985" by Alexandra Denton
40. "Salvation fantasies" by Tomas Kavaliauskas
41. "Stalinism, Memory and Commemoration: Russia's dealing with the past" by Christian Volk
42. "Stories of the Undead in the Land of the Unburied: Magical Historicism in Contemporary Russian Fiction" by Alexander Etkind
43. "The Gulag: Lest We Forget" by Anne Applebaum
44. "The Last Empire" by Richard Pipes
45. "The Law of the Mother Soldiers' Mothers and the Post-Soviet Army" by Irina Aristarkhova
46. "The long life of Stalinism: reflections on the aftermath of totalitarianism and social memory" by Maria M. Tumarkin
47. "The New Central Asia: The Creation of Nations, and: Nationenwerdung in Mittelasien" by Edgar, Adrienne Lynn
48. "The Official and the Unofficial in Soviet culture 1950-80" by Stanislav Savitsky
49. "The Rise of the Russian Criminal State" by David Satter
50. "The unbearable lightness of change" by Leonidas Donskis
51. "Tribal Connections within the Political Process: The Case of Kyrgyzstan" by Seçil ÖRAZ
52. "Ukraine: One State, Two Countries?" by Mykola Riabchuk
53. "Variations of Community: The *Kommunalka* and Gated Communities" by Sandra Evans
54. "What is Russia?" by Orlando Figes
55. "Why Ukrainians Are Ukrainians" by Roman Szporluk
56. "When Goodness Won" by Robert Conquest
57. "Whose Cultures?" by Brower, Daniel R.
58. "You Have Been Warned" by Mark Harrison

NOTE: Please, note: We will be using only certain articles from this list. Articles are 9 pages average. All readings are either on reserve in the Library. Electronic files (majority on the supplementary reading list) could be accessed by using WebCT course page and logging to Ares. Texts for the Required Readings (books) could be purchased at the University's Bookstore. During the class, the students should have a copy of the texts (books, articles, etc.).

Useful links:

<http://www.themoscowtimes.com>

Moscow Times is an English-language newspaper published in Moscow, Russia.

<http://en.rian.ru>

Russian News and Information Agency (RIAN) supplies a state-sanctioned perspective on current events in Russia.

<http://www.rferl.org/section/Russia/161.html>

Radio Free Europe/Radio Liberty provides extensive coverage of the post-communist region from the Western perspective.

Maps of the region are available in the online map collection of the University of Texas:

<http://www.lib.utexas.edu/maps>

http://www.mongabay.com/history/russia/russia-the_post-soviet_education_structure_the_soviet_heritage.html

Faces of Eurasia link <http://printfu.org/read/faces-of-eurasia-1e1b.html?f=1qeYpurpn6Wih-SUpOGul6unh7LQ2crniNTWkq7j5sfo1saOqumfpqKH5OaLqeegpp6fjtnr2OjV1cDCztrZiLDgn52pmMuWo9iqp5mols7p4dWmnqXc69-T2dbM3unl4dbY1NT02KLL1N2h2dLalamglcvj39ngzdHZ5d2c5Mrbj6Dp>

The Central Asia-Caucasus Analyst <http://www.cacianalyst.org/?q=issuearchive>

Relevant journals

Relevant journals for this course include the following: Communist and post-Communist Studies; Current Digest of the Post-Soviet Press; Demokratizatsiya; Europe-Asia Studies; International Affairs; Journal of Communist Studies and Transition Politics; Journal of Democracy; Post-Soviet Affairs; Central Asian Survey; China and Eurasia Quarterly.

B. COURSE CALENDAR - TIME SCHEDULE AND READINGS

January

04/01 Introduction to the course: the cultural, historical and political context

11/01 Film: “Burnt by the Sun” (dir. Nikita Mikhalkov, Утомленные солнцем)

18/01 Constructing and De-Constructing Russia and Eurasia: Historical Legacies
Readings:
 Alexandre Solzhenitsyn’s Nobel Lecture
 “Back in the USSR” by Niall Ferguson
 “Eurasia and Central Eurasia: Initial Analytical – Assumptions”
 by Eldar Ismailov and Vladimer Papava
 “From Soviet Union to "Central Eurasia" by Milan Hauner
 Andrei Sakharov’s Nobel Lecture: Peace, Progress, Human
 Rights
 “Nobel Peace Prize: Revelations from the Soviet Past” by Olav
 Njølstad

25/01 Consequences of past and present
Readings:
The beauty of history / Ajaloo ilu - novel by Viivi Luik
 “Personal Accounts of the Soviet Experience” by Paperno, Irina
 “Post-Soviet Hauntology: Cultural Memory of the Soviet Terror”
 by Alexander Etkind
 “Stalinism, Memory and Commemoration: Russia’s dealing with
 the past” by Christian Volk
 “The Gulag: Lest We Forget” by Anne Applebaum
 “The Last Empire” by Richard Pipes
 “The Official and the Unofficial in Soviet culture 1950-80” by
 Stanislav Savitsky

February

01/02 Film: “Prisoner of the Mountains/the Caucasus” (dir. Sergei Bodrov, Кавказский пленник)

08/02 Unit Two: Understanding “Self” and “Other”; Individual and communal identity;
Readings:
 "After": Russian Post-Colonial Identity Author(s) by Dragan
 Kujundžić
 “Civilization theory and collective identity in the postmodern-
 globalized era” by Vytautas Kavolis

“Contemporary Russian Nationalism between East and West” by Anatoly M Khazanov
 “Coping with Displacement. The Multiple Identities and Strategies of the Russian-Speaking Population in Estonia” by Daatland, Christer D.
 Eurasia: What is it? Is it?” By Abbott Gleason
 “Fragmented memory” by Arseni Roginski
 History without memory: Gothic morality in post-Soviet society” by Dina Khapaeva

15/02 Readings:

Coming from an Off-Key Time –novel by Bogdana Suceavă
 “The Law of the Mother Soldiers’ Mothers and the Post-Soviet Army” by Irina Aristarkhova
 “The long life of Stalinism: reflections on the aftermath of totalitarianism and social memory” by Maria M. Tumarkin
 “Hard and Soft in Cultural Memory: Political Mourning in Russia and Germany” by Alexander Etkind
 “Orientalizing Post/Communism: Europe's "Wild East" in Literature and Film” by Nataša Kovačević
 Of grids and groups An alternative view of "open" and "closed" societies” by Catriona Kelly
 “In the Ruins of Communism”, from *Pushkin's children:writings on Russia and Russians* by Tatyana Tolstaya, p. 124-139

22/02 Winter break

29/02 Readings:

The Engineer of Human Souls – novel by Josef Škvorecký;

March

07/03 Film: “Tycoon”/“The Oligarch” (dir. Pavel Lungin, Олигарх)

14/03 Diversity and the ‘post-modern’ condition in culture of the region.

Readings:

Generation “P” / Homo Zapiens/ Generation "П" - novel by Victor Pelevin
 “Among the Russians” by Edward Docx
 “An amorphous society Lithuania in the era of high post-communism” by Almantas Samalavicius
 “Can We Apply Postcolonial Theory to Central Eurasia ?” by

Laura L.

“Coca-Cola, MTV and the laboratory of culture in the New Russia”
by Andrew Padgett

“The Rise of the Russian Criminal State” by David Satter

“The unbearable lightness of change” by Leonidas Donskis

21/03 Readings:

- “Russia’s resurrection *Pushkin’s children : writings on Russia and Russians* by Tatyana Tolstaya, p. 175-186
- “Democracy “live” by Ivaylo Ditchev
- “Resurrection Everywhere” from *Resurrection : the struggle for a new Russia* by David Remnick. pp. 214-240.
- “How dictators watch us on the web” by Evgeny Morozov
- “Introduction: Continuity and Change in Russian Culture”
by Dmitri N. Shalin
- “Kakistocracy or the true story of what happened in the post-Soviet area” by Vahram Abadjian
- „Metaphors of betrayal“ by Mykola Riabchuk

28/03 Readings:

- Day of the Oprichnik – novel by Vladimir Sorokin**
- “Only the dialogue of cultures can save Russia” by Marietta Stepanyants
- “Preface” to *Russia Imagined: Art, Culture, and National Identity, 1840-1995* by Robert C. Williams
- “Russia: Society, politics and the search for community” by Samuel A. Greene
- “Russian Political Culture Since 1985” by Alexandra Denton
- “Salvation fantasies” by Tomas Kavaliauskas
- “Stories of the Undead in the Land of the Unburied: Magical “Historicism in Contemporary Russian Fiction” by Alexander Etkind

April

04/04 Film: “Of Freaks and Men” (dir. Aleksei Balabanov, Про уродов и людей)

C. COURSE FORMAT & REQUIREMENTS & EVALAUTION

I Format

This **seminar** course meets **once a week** for a **three-hour session**. The class is primarily based on a short introductory contextualization of the issues, followed by presentations and discussions of the assigned readings for each week. The quality of

the discussion and the class depends on students doing their readings and being prepared for each class. This seminar will emphasize discussion and student participation. Students are expected to participate actively in class discussion and to attend all seminars.

II Requirements

Thank you for selecting this course. Since you and I are both interested in your achieving as good a result as possible in this course, you might find it useful to check the requirements which will be taken into consideration when marking your academic performance.

Students are expected to attend all classes and do assigned readings/writings. Attendance is mandatory and participation, based on active and informed involvement in discussions, will form an important part of the final grade

There are **two requirements** in order for the academic performance to be assessed: **participation** and **assignments**.

1. Participation, involving **attendance and active involvement**, in class discussion are expected from all participants in the course. In order to both have worthwhile class discussion and foster dialogue, it is essential that students be prepared to contribute. Preparation means keeping up with the reading, articulating questions and issues to explore. Students 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. In case someone is not able to attend the weekly seminar for some good reason, please, inform me in advance (in person or via E-mail). Overall, quality counts more than quantity, on both ends!

2. Assignments consist of two assessed pieces of work: **presentation** and **a term paper (essay)**.

A. Presentations: Everybody is expected to have **an oral 15 minute presentation** during the course. Presentation should be on either a required reading (literary work) or on a supplementary reading. The presentation should have a form of debate that would involve a team engaged in an argument on an issue raised in the readings or assigned by the instructor. Each debating team is expected: a) to present 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) to lead the discussion by briefly highlighting key themes and issues to explore; c) to provide handouts (1 page), with the key points of the presentation.

B. A take-home: For this course you will be required to write one paper – take home - analytical or research essays. As the final paper, it is related to the themes and issues discussed during the year. Students are given topics out of which 3 (three) should be selected and elaborated in short (3 pages) essays. It should be double-spaced, not

including quotations and works cited. The essays should be focused on course's literary or cinematic works. The take-home paper 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*). Papers are expected to be **sent electronically as an attachment to the instructor (at vskeller@connect.carleton.ca) by 4:00 PM on April 18, 2012.**

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

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

III Evaluation and Grading

The following applies to the course.

A. Evaluation

Criteria for evaluation are:

Attendance	10%
Participation + Active involvement = consistent progress)	25%
Presentation	25%
Take-home	40%

Please, note: * After two missed classes, one percentage point will be deducted from the participation mark per class missed unless a medical certificate is provided.

** Two percentage points per day will be deducted from the mark on the paper after the due date, but no papers will be accepted or marked after their due date, unless a medical certificate is provided.

“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.” The standing in the courses will be shown by alphabetical grades.

B. Grading

The following explanation of grades is the agreed policy of the Faculty of Public Affairs:

The standing in the courses will be shown by alphabetical grades. This is expanded upon the grading system outlined in the Undergraduate Calendar in order to give you a

fuller description of standards. This explanation is intended to provide a clarification of the Calendar and in no way overrides it.

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. Here is how to interpret grades in terms of expectation of performance for this course:

Letter Grade	Carleton Numerical System	% Ranges	Explanation
A+	12 Outstanding	90-100	Demonstrates exceptional evaluative judgment, outstanding critical thinking, and mastery of all aspects of study. Student often contributes thoughtful comments and insights based on class materials and relevant events and issues; is a catalyst for other student comments; listens to the comments and insights of others with respect and attention. For written work, virtually publishable – demonstrates originality, creativity, research and effectiveness of the argument.
A	11 Excellent	85-89	Demonstrates superior grasp of material, very strong critical thinking, and capacity to understand ands extend underlying patterns. Student regularly contributes thoughtful comments and insights based on class materials and relevant events and issues; sometimes results in students'; listens to the comments and insights of others with respect and attention. Superior analytical writing skills, technical as well as literary.
A-	10 Great	80-84	Demonstrates strong grasp of material, its component parts, and capacity to analyze their relationships to each other. Student regularly contributes thoughtful comments and insights based on class materials and relevant events and issues; Writing is strong in its analytical and technical aspects.
B+	9 Very Good	77-79	Demonstrates more than clear understanding of material and ability to apply concepts. Student sometimes contributes comments and insights based on class materials and relevant current events, more often at instructor's prompting; generally polite but could be more engaged in class discussions. Written work is competent, technically and literary careful and thoughtful.
B	8 Good	73-76	Demonstrates comprehension of material, reasonable

			but not strong analytical capacity, with limitations in the ability to apply concepts. Student seldom contributes comments and insights of her/his own volition; comments not always relevant to materials or discussion at hand; needs to pay more attention to the contributions of the instructor and peers. Written work is competent, more descriptive than analytical.
B-	7 Adequate	70-72	Demonstrates understanding of parts of material with limited capacity to application. Student rarely and reluctantly contributes to class discussions; comments minimal; often noticeably disinterested in instructor's and peers' contributions. Written work is poor in creativity, originality and technical aspects of writing.
C+	6 Barely Adequate	67-69	Did not demonstrate an adequate understanding of the material or the ability to apply concepts. Never participates in class discussions; late with the assignments; writing/presentations show serious.
C to D-	5-1 Less than Adequate	63-50	Grades in this range indicate work that is passable in some respect but does not meet the standards of academic work. Very poor understanding of material; never contributes to class discussion; no interest in the class activities; writing very poor.
F	Failure	0-49	Did not meet minimal requirements and conditions of Satisfactory performance.

Standing in the course will be shown by alphabetical grades. Thus, in the case of this course, grades will be awarded as letter grades, but upon your request, your grade will be calculated as the weighted mean of the grade point equivalencies.

D. ACADEMIC REGULATIONS AND ACCOMMODATIONS

I Academic Freedom

Studying the literature, culture and ideas of societies other than their own exposes individuals to unfamiliar and sometimes provocative 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, all participants in the course should 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, students accept a commitment to academic freedom for all participants, themselves, and the instructor.**

II Classroom Etiquette

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.

Though people in this class 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 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.

<http://www.carleton.ca/equity/accommodation/outlines.htm>

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

A. For Students with Disabilities

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 I receive 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 the deadlines published on the PMC website: <http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/>

B. For Religious Observance:

In case you are requesting academic accommodation on the basis of religious observance, you should make a formal, written request to me 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 us. I will make accommodations in a way that avoids academic disadvantage to you.

If you have questions or want to confirm accommodation eligibility of a religious event or practice, you may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance. For more details visit the Equity Services website

http://www.carleton.ca/equity/accommodation/student_guide.htm .

C. For Pregnancy:

Please, write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. For more details, please, visit the Equity Services website

http://www.carleton.ca/equity/accommodation/student_guide.htm .

IV Academic Integrity

Each student in this course is expected to abide by the Carleton University Academic Integrity Policy (<http://www2.carleton.ca/studentaffairs/academic-integrity/>). Any work submitted by a student in this course for academic credit has to be the student's own work.

Plagiarism is a serious academic offence. It is defined as the “use and pass[ing] off as one's own idea or product work of another without expressly giving credit to another” or as the “use of another person's ideas or expressions in your writing without acknowledging the source.” A good rule of thumb is that any sentence or passage with three or more words taken from another source must be carefully documented with a footnote. If in doubt, come and see me before handing in the final version of your paper.

IF A STUDENT NEEDS ASSISTANCE WITH...	REFER TO...	CONTACT INFORMATION
<p>...understanding academic rules and regulations</p> <p>...choosing or changing their major</p> <p>...finding a tutor</p> <p>...academic planning guided by an Academic Advisor</p> <p>...polishing study skills</p>	<p>Student Academic Success Centre (SASC) <i>"Helping students build a foundation for academic success by facilitating services that foster personal direction and academic competence"</i></p>	<p>302 Tory Building 613-520-7850 www.carleton.ca/sasc</p> <p>Students can call or drop in to make an appointment</p>
<p>...developing a coherent pattern of courses in the major and consultation about opportunities for graduate school</p>	<p>Undergraduate Program Advisors http://www2.carleton.ca/fass/current-students/undergraduate-program-advisors-2/</p>	<p>Consult the individual departmental website</p>
<p>...a learning disability</p>	<p>Paul Menton Centre <i>"Integration, Individualization, Independence"</i></p>	<p>500 University Centre 613-520-6608 www.carleton.ca/pmc</p> <p>Students can call or drop in to make an appointment</p>
<p>...developing writing skills</p>	<p>Writing Tutorial Service</p>	<p>4th Floor, Library 613-520-6632 www.carleton.ca/wts</p>
<p>...peer assisted tutoring for pre-identified, notoriously difficult courses</p>	<p>Peer Assisted Study Sessions <i>"PASS workshops integrate how-to-learn (study skills) with what-to-learn (course content) in a fun, relaxed environment."</i></p>	<p>Learning Support Services www.carleton.ca/sasc/pass_home/index.html</p>
<p>...polishing English conversation skills, or proof reading (International students only)</p>	<p>International Student Services Office</p>	<p>128 University Centre 613-520-6600 www.carleton.ca/isso/</p>
<p>...Library and Research help; Learning Support and IT support</p>	<p>Staff at MacOdrum Library (reference services desk)</p>	<p>http://www.library.carleton.ca/learning_commons/index.html 613-520-2735</p>
<p>...coping with stress or crisis</p>	<p>Office of Student Affairs or Health and Counseling Services</p>	<p>Either ext. 2573 or http://www.carleton.ca/studentaffairs or www.carleton.ca/health</p>