

Institute of European, Russian and Eurasian Studies (EURUS)



Literature and Culture in Russia and Eurasia

EURR 3002/ENGL 3805

Time: Fridays 11:35-2:25

Winter 2016

Location: River Building 3202

Instructor: Vildana Stanišić-Keller

Office: 3315 River Building

Office hours: Tuesdays and Fridays 2:30-3:30 (or by an appointment)

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A. COURSE DESCRIPTION

The past 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 of Russian 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 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 social context, and the literary stylization of the individual and collective experience.

With an assumption that literature is a form 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.

While this course has no stated prerequisite, it is assumed that the student has a basic understanding or interest of/in modern Russian context. If you like literature and cinema, the names of Dostoyevsky, Bulgakov, Yerofeyev, Palevin, Kundera, Solzhenitsyn, Sokurov, Mihalkov, Menshov, Bychkova, Lungin will become more than objects of our study.

OBJECTIVES

OUTCOMES

FORMAT

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 ethno-genesis, 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, the impact of the unification/division and 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.

Emphasis will be on illuminating concepts and ideas of reality and its representation, liberty and its conditions, social divisions and their implications on an individual, boundaries and their forms, nationhood and belonging, myth-making/invention and cultural tradition, and self-exploration and imagination.

INTENDED OUTCOMES

Students should develop:

- ✚ closer understanding of Russia and neighboring societies, the cross-fertilization of cultures and literatures;
- ✚ appreciation for the diversity of the cultures and the ability to synthesize diverse disciplinary perspectives;
- ✚ analytical and interpretative skills while applying background knowledge to culture-specific material through critical analyses and discussions.

- ability to critically analyze material, synthesize diverse disciplinary perspectives, present and debate arguments;
- ability to work independently and collaboratively in drafting, writing and verbal expression.

FORMAT: LEARNING/TEACHING METHODS

The course is conducted in a three-hour-per-week seminar format consisting typically of a short introductory contextualisation of major themes, followed by student-prepared presentations, small group to whole class discussion, and consolidation of the themes and perspectives.

We read/view and discuss assigned texts and films, focusing on literary analysis and self-expression. The general, methodological approach of the course is a discourse analysis.

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

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 students like literature and cinema, as well as sharing impressions, ideas and questions with others.

TOPICS & READINGS

TOPICS

The course is organized into four broad units as thematic frames for our discussion on several topics, including but not limited to issues of class & gender, social norms, belonging, a role of an individual, memory, as well as phenomena and paradoxes of consumerism:

- reality and its representation;
- liberty and conditioning, social divisions and their implications on an individual;
- boundaries and their forms, nationhood and belonging;
- self-exploration, myth-making/invention and cultural tradition.

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), journalist and scholarly writing, as well as other texts. The course also integrates a scholarly conference on post-socialist cultures and screening of recent films. Thus, readings of literary works will be supplemented with other documents to provide a sense of the larger cultural-political-social-historical context in which they were written.

The readings are a combination of the main readings and supplementary readings (the book-store&course reserve materials and other resources). Everyone is responsible for the required and supplementary readings for each week.

All texts are in English translation and movies with English subtitle. You are welcome to read texts in the original language.

MAIN READINGS

- ⊕ *Generation "P" / Homo Zapiens/ Generation "П" by Victor Olegovich Pelevin/Виктор Олегович Пелевин*
- ⊕ *Heart of a Dog/ Собачье сердце* by Mikhail Afanasyevich Bulgakov/Михаил Афанасьевич Булгаков
- ⊕ *Moscow to the End of the Line/Moscow-Petushki* by Venedict Vasilyevich Yerofeyev (or Erofeev or Erofeyev)/Венедикт Васильевич Ерофеев
- ⊕ *Notes from Underground/Записки из подполья* by Fyodor Mikhailovich Dostoyevsky/Фёдор Михайлович Достоевский
- ⊕ *The Engineer of Human Souls/ Příběh inženýra lidských duší* by Josef Škvorecký

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

During the class, the students are expected to have a copy of the texts.

SUPPLEMENTARY READINGS

We will be using only certain articles from this list:

1. "After": Russian Post-Colonial Identity Author(s) by Dragan Kujundžić
2. Aleksandr Solzhenitsyn's Nobel Lecture
3. "Civilization theory and collective identity in the postmodern-globalized era" by Vytautas Kavolis
4. "Colonizing oneself: Imperial puzzles for the twenty-first century" by Alexander Etkind

5. "Coca-Cola, MTV and the laboratory of culture in the New Russia" by Andrew Padgett
6. "Does Pushkin Matter Anymore" by Julian Lowenfeld
7. "Historical memory as a source of conflict in Eastern Europe" by Jerzy Jedlicki
8. „History without memory: Gothic morality in post-Soviet society“ by Dina Khapaeva
9. "In the Ruins of Communism", from *Pushkin's children: writings on Russia and Russians* by Tatyana Tolstaya, p. 124-139
10. "Kakistocracy or the true story of what happened in the post-Soviet area" by Vahram Abadjan
11. "Live Not By Lies" by Alexander Solzhenitsyn
12. „Metaphors of betrayal“ by Mykola Riabchuk
13. "Old Habits Die Hard" by Dan Peleschuk
14. Of grids and groups An alternative view of "open" and "closed" societies“ by Catriona Kelly
15. Only the dialogue of cultures can save Russia" by Marietta Stepanyants
16. "Post-Soviet Hauntology: Cultural Memory of the Soviet Terror." By Alexander Etkind
17. "Russia's Identity Quest by Vladislav Martin Zubok
18. "Russia Inc. – The new realities of the Russian state" by Vladislav Inozemtsev
19. "Russia's resurrection" in *Pushkin's children : writings on Russia and Russians* by Tatyana Tolstaya, p. 175-186
20. "Russia: Society, politics and the search for community" by Samuel A. Greene
21. "Salvation fantasies" by Tomas Kavaliauskas
22. "Stalinism, Memory and Commemoration: Russia's dealing with the past" by Christian Volk
23. "Soviet nostalgia and Russian politics" by Stephen White
24. "The death of language" by Kristina Aurylaite
25. "The Power of the Powerless" by Václav Havel
26. "The Official and the Unofficial in Soviet culture 1950-80" by Stanislav Savitsky
27. "The unbearable lightness of change" by Leonidas Donskis

NOTE: We will be using only certain articles from this list. Articles are 9 pages average. Readings are on reserve in the Library and electronic files (majority on the supplementary reading list) could be accessed by using the course cuLearn page or logging to Ares.

FILM SCREENING

- ✚ "Ten Days in the Life of I.I. Oblomov"/Несколько дней из жизни Обломова (1980) by Nikita Mikhalkov
- ✚ "Burnt by the Sun" / Утомлённые солнцем (1994) by Nikita Mihalkov
- ✚ "Tycoon"/ Олигарх (2003) by Pavel Lungin

OTHER RESOURCES

Useful links:

<http://www.youtube.com/user/RussiaToday> or
<http://www.myeasytv.com/watch/russia-today>

Russia Today/RT is a global news channel broadcasting from Moscow and Washington studios that focuses on live coverage of European and International news coverage

<http://www.themoscowtimes.com> *Moscow Times* is an English-language newspaper published in Moscow, Russia.

<http://en.rian.ru> RIANovosti/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.

http://rbth.ru/rubric_read_russia Read Russia! Russia beyond the headlines

<http://readrussia2012.com>

Read.Russia 2012 is a new initiative celebrating contemporary Russian literature and book culture, offers American audiences opportunities to meet and engage with a new generation of Russia's literary leaders and newsmakers.

Russian Film <http://russianfilm.blogspot.ca>

[KinoKultura www.kinokultura.com](http://www.kinokultura.com)

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-SUpOGul6unh7LQ2crniNTWkq7j5sf01saOqumfpqKH5OaLqeegpp6fjtnr2OjV1cDCztrZiLDgn52pmMuWo9iqp5mols7p4dWmnqXc69-T2dbM3unI4dbY1NT02KLL1N2h2dLalamglcvj39ngzdHZ5d2c5Mrbj6Dp>

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 08

Introduction to the course

- ✚ Concepts, meanings and descriptions
- ✚ Interpretations of the term culture as used in the course
- ✚ Ideas of culture
- ✚ Approaches to culture and literature

January 15

Context(s) and interpretation(s)

- ✚ **Film:** “Ten Days in the Life of I.I. Oblomov”/Несколько дней из жизни Обломова (1980) by Nikita Mikhalkov

January 22

Constructing and De-Constructing Legacies

Readings:

- ✚ “Russia: Europe but not Western” by Nicolas K. Gvosdev
- ✚ “The Official and the Unofficial in Soviet culture 1950-80” by Stanislav Savitsky
- ✚ “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
- ✚ “History without memory: Gothic morality in post-Soviet society” by Dina Khapaeva
- ✚ “In the Ruins of Communism”, from *Pushkin's Children: Writings on Russia and Russians* by Tatyana Tolstaya, p. 124-139 (Library Reserves)

January 29

Liberty and Conditioning: Past and Present

Readings:

- ⊕ **Heart of a Dog** by Mikhaíl Afanasyevich Bulgakov
- ⊕ “The Power of the Powerless” by Václav Havel

February 05

Liberty and Conditioning: Self and Home(land)

- ⊕ Film “Burnt by the Sun” by Nikita Mihalkov

February 12

Social Division and Implications on an Individual: Understanding “Self” and “Other” & Self-exile

Readings:

- ⊕ **Notes from Underground** by Fyodor Mikhailovich Dostoyevsky
- ⊕ “Russia: Society, politics and the search for community” by Samuel A. Greene
- ⊕ “Salvation fantasies” by Tomas Kavaliauskas
- ⊕ „Of grids and groups An alternative view of “open” and “closed” societies” by Catriona Kelly

February 15-19, 2015 - Winter Break, no classes.

February 26

Disillusion: State of being

Readings:

- ⊕ **Moscow to the End of the Line** by Venedict Vasiliyevich Yerofeyev
- ⊕ “After”: Russian Post-Colonial Identity Author(s) by Dragan Kujundžić
- ⊕ “Civilization theory and collective identity in the postmodern-globalized era” by Vytautas Kavolis
- ⊕ “Russia’s Identity Quest” by Vladislav Martin Zubok

March 04

Changes and self-invention

- ⊕ Film: “Tyscoon”/ Олигарх (2003) by Pavel Lungin

March 11

Cultural Tradition: Myth-making and invention

Reading:

- ⊕ “Kakistocracy or the true story of what happened in the post-Soviet area” by Vahram Abadjan
- ⊕ “Russia Inc. - The new realities of the Russian state” by Vladislav Inozemtsev
- ⊕ “Nation-building in post-Soviet Russia: What kind of nationalism is produced by the Kremlin?” by Petr Panov
- ⊕ “Cultural Challenges to Democratization in Russia” by Laurence Jervik

March 18

Past and present

Readings:

- ⊕ ***The Engineer of Human Souls/ Příběh inženýra lidských duší*** by Josef Škvorecký

March 25

Defining the self (culturally and socially)

Readings:

- ⊕ ***The Engineer of Human Souls*** by Josef Škvorecký
- ⊕ “Colonizing oneself: Imperial puzzles for the twenty-first century” by Alexander Etkind
- ⊕ “Does Pushkin Matter Anymore?” by Julian Lowenfeld

April 01

The ‘post-modern’ condition

Readings:

- ⊕ **Generation “P” / Homo Zapiens** by Victor Pelevin
- ⊕ “Coca-Cola, MTV and the laboratory of culture in the NewRussia” by Andrew Padgett

April 08

Review



C. REQUIREMENTS

This seminar course meets once a week for a three-hour session. Students are expected to attend all classes and do assigned readings. 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 students' remarks will have a marked influence on grades. Much of the grade will also depend 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 readings 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**:

1. Effective Participation: 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 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, 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. 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. **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.

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.**

A presentation should be on a topic related to the supplementary readings (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.

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.

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 class.

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

*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.

The following resources may help with the mechanics of organizing and giving a presentation.

Resources:

- Presentation Zen [blog] <http://www.presentationzen.com/>
- Presentations - how to give good presentations (Dennis Angle, Mohawk College <https://www.youtube.com/watch?v=AzsPgsHLNTo>

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

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 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*). Papers are expected to be **sent electronically as an attachment (document format) to the instructor by midnight on April 23, 2016.**

The essays, 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*

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 literature.

D. EVALUATION & GRADING

EVALUATION

The following criteria for evaluation apply to the course:

- 1. Effective Participation: attendance & active involvement > consistent progress**

a) attendance	10%
b) active involvement	30%
2. Presentation	25%
3. Take-home	35%

Please, note:

One percentage point will be deducted from the attendance 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.”

GRADING

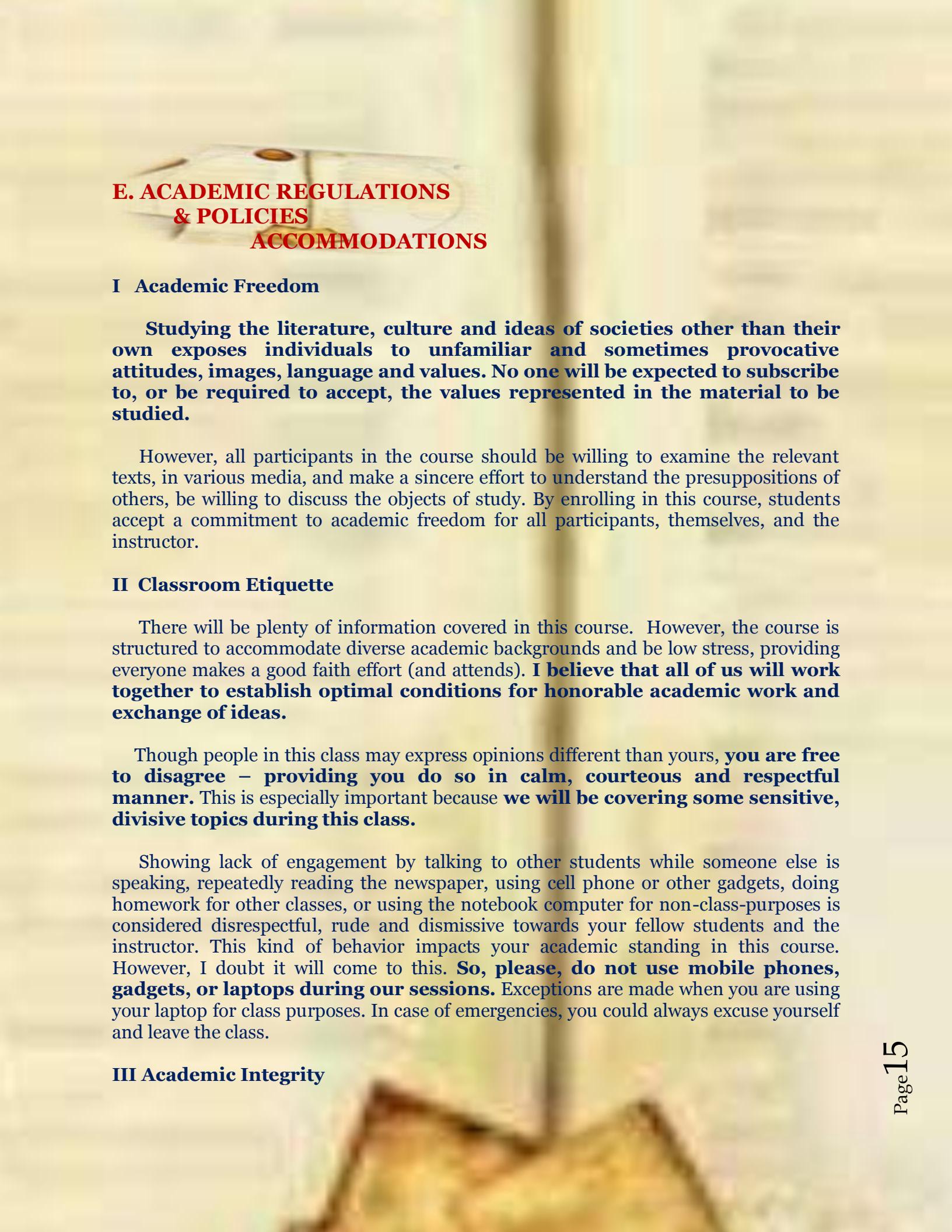
The following explanation of grades is the agreed policy of the Faculty of Public Affairs. The standing in the courses will be shown by alphabetical grades. This is expanded upon the grading system outlined in the Undergraduate Calendar in order to give you a fuller description of standards. This explanation 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 and 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. Example: B on attendance worth 7.5%; A- on a presentation worth 23%; A on a participation worth 27%; and A+ on the take-home worth 35% > Final: 85.5 or A.



E. ACADEMIC REGULATIONS & POLICIES 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 and exchange of ideas.**

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. **So, please, do not use mobile phones, gadgets, or laptops during our sessions.** Exceptions are made when you are using your laptop for class purposes. In case of emergencies, you could always excuse yourself and leave the class.

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.

“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.”

Academic Integrity Violations

The following are some of the categories mentioned in the list of offences under the policy:

- Plagiarism
- Unauthorized Resubmission of Work
- Unauthorized Co-operation or Collaboration
- Misrepresentation (submission of false assignments, research, credentials, other documents)
- Impersonation
- Withholding (of records, transcripts, other academic documents)
- Obstruction and Interference
- Tests and Examinations (bringing in unauthorized material; consulting a person or materials outside the confines of the examination room without permission; attempts to read other students' exams, leaving papers exposed to view, etc.).

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).

The following list describes some conducts considered as violation of standards of academic integrity. For more on Academic Integrity Standards, please, consult Academic Integrity Policy (Section VI) at <http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/acadregsuniv14/>.

1. Plagiarism

“Plagiarism is presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own. Plagiarism includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the Internet.

Examples of plagiarism include, but are not limited to:

- ⊕ 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, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- ⊕ using another's data or research findings;
- ⊕ submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own;
- ⊕ failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks.

2. Unauthorized Resubmission of Work

A student shall not submit 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. Minor modifications and amendments, such as phraseology in an essay or paper do not constitute significant and acceptable reworking of an assignment.

3. Unauthorized Cooperation or Collaboration

An important and valuable component of the learning process is the progress a student can make as result of interacting with other students. In struggling together to master similar concepts and problems and in being exposed to each other's views and approaches, group of students can enhance and speed the learning process. Carleton University encourages students to benefit from these activities. However, it is also critically important that each individual student's abilities and achievements form the basis of the evaluation of that student's progress. As result, while collaboration is supported as being beneficial for various components of course and is generally encouraged, instructors typically limit the amount of collaboration allowed and communicate this to students in the course outlines. To ensure fairness and equity in assessment of term work, students shall not cooperate or collaborate in the completion of an academic assignment, in whole or in part, when the instructor has indicated that the assignment is to be completed on an individual basis. Failure to follow the instructor's directions regarding which assignments, or parts of assignments, should be completed by the individual alone will be considered violation of the standards of academic integrity.”

All of these are serious offences which cannot be resolved only with the course's instructor. The Associate Deans of the Faculty conduct 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 include, but not limited to a mark of zero for the plagiarized work or a final grade of "F" for the course.

“Instructors, advisors and/or supervisors must report all suspected cases of violation of the *Academic Integrity Policy* to the Faculty Dean. Details of the procedures to be followed in the event of a suspected violation can be found in Section VII, Procedures, of the *Carleton University Academic Integrity Policy* at carleton.ca/studentsupport .”

IV Electronic Communication

“The University provides each student with an email address and uses this as an official channel of communication with the student. A message sent to a student's university-provided email address constitutes an official communication to the student. Students are responsible for monitoring their University email address on a regular basis for as long as they are active in the academic affairs of the university. Requests from students regarding academic or administrative issues must be sent from the student's university-provided email address.”

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

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, refer to the accommodation statement below. For an accommodation request the processes are stated as follows:

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

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

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, 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://www2.carleton.ca/equity/>

Additional Assistance for students

IF A STUDENT NEEDS ASSISTANCE WITH...	REFER TO...	CONTACT INFORMATION
...understanding academic rules and regulations ...choosing or changing their major ...finding a tutor ...academic planning guided by an Academic Advisor ...polishing study skills	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>	302 Tory Building 613-520-7850 www.carleton.ca/sasc No appointment necessary as all students are seen on a walk-in bases
...developing a coherent pattern of courses in the major and consultation about opportunities for graduate school	Undergraduate Program Advisors http://www2.carleton.ca/fass/current-students/undergraduate-program-advisors-2/	Consult the individual departmental website
...a learning disability	Paul Menton Centre <i>"Integration, Individualization, Independence"</i>	500 University Centre 613-520-6608 www.carleton.ca/pmc Students can call or drop in to make an appointment
...developing writing skills	Writing Tutorial Service	4 th Floor, Library 613-520-6632 www.carleton.ca/wts
...peer assisted tutoring for pre-identified, notoriously difficult courses	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>	Learning Support Services www.carleton.ca/sasc/pass_home/index.html
...polishing English conversation skills, or proof reading (International students only)	International Student Services Office	128 University Centre 613-520-6600 www.carleton.ca/issos/
...Library and Research help; Learning Support and IT support	Staff at MacOdrum Library (reference services desk)	http://www.library.carleton.ca/learning_commons/index.html 613-520-2735
...coping with stress or crisis	Office of Student Affairs or Health and Counseling Services	Either ext. 2573 or http://www.carleton.ca/studentaffairs or www.carleton.ca/health