

COURSE OUTLINES

EU Enlargement: Past, Present, Future

EURR 4106/5106 PSCI 4609/5609 (4th year undergraduate and 5th year graduate course)

The course outline is provided here in generic form as a curricular resource. The course was offered in Summer 2023 with Prof. Crina Viju-Miljusevic as part of her activities for the Jean Monnet Chair in EU External Relations (Sept. 2022- August 2025), Carleton University, Ottawa.



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EURR 4106/EURR 5106/PSCI4609/PSCI 5609

EU Enlargement: Past, Present, Future

Instructor: Prof. Crina Viju-Miljusevic

Summer Term 2023, Tuesdays and Thursdays 18:05-20:55

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Among the most important goals of this course are the following:

- a) To familiarize students with the history, importance, and processes of EU enlargement
- b) To assess the social, economic, and political impacts of accession in the new member states, with a particular focus on the 2004, 2007 and 2013 enlargements
- c) To consider prospects for future enlargement and their potential significance for the EU and for Europe.

This is a seminar-type course, so active participation is a key element of the course concept and of student success. Attendance at all class sessions is expected.

Requirements for 4000-level students:

Seminar participation	25%
Term paper proposal (due May 30, by 4PM)	approved, not approved
Term paper (due June 22, by 4PM)	30%
Short class presentation (at assigned class session)	10%
Country presentation (at assigned class session)	15%
Simulation participation and briefing note	20%

Requirements for 5000-level students:

Seminar participation	20%
Term paper proposal (due May 30 by 4PM)	approved, not approved
Term paper (due June 22, by 4PM)	30%
Expert presentation (at assigned class session)	15%
Country presentation (at assigned class session)	15%
Simulation participation and briefing note	20%

Seminar participation: Regular attendance is compulsory for this class. Unexcused absences will result in a significant reduction in the participation mark, which can have a marked impact on the course grade. Students will be graded on the basis of attendance, the quality of regular contributions to the class discussion, and, most importantly, demonstrated familiarity with required course readings.

Term paper proposal (due May 30 by 4PM on Brightspace): The proposal for the term essay should be 2 pages in length and should provide the research question, a short explanation of why the specific topic is considered important, an outline of the proposed paper and a tentative bibliography. The proposal will be evaluated as approved/not approved. In case of non approval, the proposal should be revised. The final mark for the paper might be adversely affected if the proposal is not approved. Please see dates and penalties for details.

Term paper (due June 22 by 4PM on Brightspace): The research paper should address a topic related to EU enlargement. The paper should be of analytical nature and, thus, explore a „why“ or „how“ question. You may make use of materials from your country presentation for your term paper. Additional research materials are required for this paper, including academic writings (articles, books, chapters) and, where appropriate, primary source documents (e.g., government documents). The paper will be evaluated on the basis of the quality of the research, the analysis, and the presentation. The paper should be handed in electronically through Brightspace drop-box. Students will have to provide a short summary of the term paper for discussion in the last 2 classes (5 minutes each following by a short discussion), time permitting. The paper should be 12-14 pages (not including reference list), double-spaced and font Times New Roman 12.

Class presentations: Each student will make a class presentation. Requirements differ for students registered at the 4000 or 5000 levels. A schedule of dates for presentations will be decided at the first class session.

4000 level: The presentation will address the required readings for the week, focusing on a one or two designated question from the list of discussion questions circulated through Brightspace. The presentation should be about 5-6 minutes in total and should not simply summarize the course readings, but also present the student’s viewpoint and reflection on the course material. You should avoid reading a text for your presentation, but also focus on effective delivery. No extra reading, beyond the required readings, is expected for these presentations. This presentation is intended to encourage seminar participation and reflection on the course readings, and to kick-start the week’s discussion.

5000 level: Each student will make a presentation on a topic relating to the week’s theme on a topic not covered by the required readings. This ‘expert presentation’ will be about 15 minutes in length and should draw on at least three additional academic readings as well as other sources for empirical information, as appropriate. The presentation should be accompanied by a powerpoint presentation. A list of additional sources consulted should be provided at the end of the powerpoint. The topic of the presentation will be determined in consultation with the course instructor.

Country presentation: This will be an in-depth presentation on one of the countries that has acceded to the EU, desires accession, or is a candidate state, focused around the particular theme of the week or some aspect of it. The presentation will be about 15 minutes in length and involve a power point presentation. Students will sign up for presentation dates at the first class session. The power point presentation should be submitted no later than 9 a.m. on the day of the presentation to the Brightspace Dropbox.

Proposed country presentation schedule (subject to discussion):

Week 3 (May 16): Selection from 2004/2007 NMSs (3 presentations)

Week 3 (May 18): Selection from 2004/2007 NMSs (2 presentations)

Week 4 (May 23): Selection from 2004/2007 NMSs (2 presentations)

Week 4 (May 25): Selection from 2004/2007 NMSs and Croatia (3 presentations)

Week 5 (May 30): Selection from West Balkans (Serbia, Albania, Bosnia Hercegovina, North Macedonia, Kosovo) (3 presentations)

Week 5 (June 1): Ukraine, Moldova, Georgia (3 presentations)

Week 6 (June 8): Turkey (1 presentation)

Week 7 (June 13): UK, Greece (2 presentations)

Simulation and briefing document: We will be holding a simulation on June 6 in the seminar session. This will involve a debate in the European Council, with students representing the Member States, about the application of Ukraine, Republic of Moldova and Georgia for EU membership. Students will generally work in teams of two (or in few cases possibly three). Each team will prepare a briefing note for the session (2 pages, single spaced) which reflects the views of the member state being represented. The briefing notes will be handed in to the Brightspace at noon on June 6. Further details will be provided at a later date. The mark for this assignment will be a composite of the team's coordination and individual participation in the simulation. The evaluation will be based on the quality of research for the briefing note (including accuracy in representing the Member State position), presentation of the position in the briefing note, and effectiveness of participation in the simulation

COURSE STRUCTURE (READINGS MAY BE ADDED OR CHANGED)

Week 1 May 4 Introduction to the course

Week 2 May 9 The History and Importance of Enlargement for the EU and for European Integration

Historical Perspectives

Comparison of Past Enlargement

Widening and Deepening

Theoretical Explanations for Enlargement

Nieves Perez-Solorzano Barragan (2019), "Enlargement", in *European Union Politics*, 6th edition, Michelle Cini and Nieves Perez-Solorzano Barragan, eds (Oxford), pp. 266-281.

Marisa Cremona (2017), "Enlargement as Foreign Policy" in *European Enlargement across Round and Beyond Borders*, H.A Ikonomou, A. Andry, and R. Byberg, eds (Routledge), pp. 36-56. Chpt 1 of the book is recommended: Antonio Varsori, "Enlargement disenchanted? Two transitions of democracy and where are with today's crisis," pp. 19-35.

Frank Emmert and Sinisa Petrovic (2014), "The Past, Present, and Future of EU Enlargement," *Fordham International Law Journal* 37, no. 5 (July 2014), pp. 1349-1373.

Yoni Wilkenfeld (2022), "Scenarios for European Union Enlargement," *GIS Reports*. July 25, 2022. <https://www.gisreportsonline.com/r/european-union-enlargement/>.

Optional readings:

Susi Dennison, Ulrike Franke and Pawel Zerka (2018), "The Nightmare of the Dark: The Security Fears That Keep Europeans Awake at Night – European Council on Foreign

Relations,” *ECFR* (blog), July 23, 2018.

https://ecfr.eu/special/the_nightmare_of_the_dark_the_security_fears_that_keep_europeans_awake_at_n/

Week 2 May 11 The 2004 and 2007 Enlargements

Motivations for accession and for enlargements

The geopolitical context

Process and requirements

Conditions associated with accession

Political factors affecting enlargement

Andrew Moravcsiki and Milada Anna Vachudova (2003), “National Interests, State Power, and EU Enlargement”, *East European Politics and Societies* 17 (1), pp. 42-67.

Heather Grabbe (2014), “Six Lessons of Enlargement Ten Years On; The EU’s Transformative Power in Retrospect and Prospect”, *Journal of Common Market Studies* 52, pp. 40-56.

Frank Schimmelfennig (2006), “The community trap: liberal norms, rhetorical action and eastern enlargement of the European Union, “ in *The Politics of European Union Enlargement: Theoretical Approaches*, Frank Schimmelfennig and Ulrich Sedelmeier, eds., pp. 142-171.

Week 3 May 16 Political Impacts of Accession in Central and Eastern Europe

East Central Europe transition in comparative perspective

Criteria and dynamics of democratization

Rule of law, human rights, and minority rights issue

Regional variations

Geoffrey Pridham (2005), *Designing Democracy: EU Enlargement and Regime Change in Postcommunist Europe*, Chpt. 2, pp. 25-62.

Tanja A. Boerzel and Frank Schimmelfennig (2017), “Coming Together or Drifting Apart? The EU’s Political Integration Capacity in Eastern Europe,” *Journal of European Public Policy* 24 (2), pp. 278-296.

Jan Zielonka and Jacques Rupnik (2020), “From Revolution to ‘Counter-Revolution’: Democracy in Central and Eastern Europe 30 Years On,” *Europe-Asia Studies* 72(6), pp. 1073–99.

Ramona Coman and Clara Volintiru (2023), “Anti-liberal ideas and institutional change in Central and Eastern Europe,” *European Politics and Society* 24(1), pp. 5-21.

Optional readings:

Ulrich Sedelmeier (2014), “Anchoring Democracy from Above? The European Union and Democratic Backsliding in Hungary and Romania after Accession,” *Journal of Common Market Studies* 52 (1), pp. 105-121.

Eltion Meka (2016), "European Integration, Democratic Consolidation, and Democratic Regression in CEE: An Institutional Assessment," *Journal of European Integration* 38 (2), pp. 177-192.

Milada Vachudova (2020), "Ethnopolitism and democratic backsliding in Central Europe," *East European Politics* 36:3 pp. 318-340.

Adam Holesch and Anna Kyriazi (2022), "Democratic backsliding in the European Union: the role of the Hungarian-Polish coalition," *East European Politics* 38(1), pp. 1-20.

Week 3 May 18 Economic Impacts of Accession in Central and Eastern Europe

East Central Europe economic transition in comparative perspective

Criteria and dynamics of market reform

Economic performance and development

Regional variations

Rachel Epstein (2014), "Overcoming 'economic backwardness' in the European Union," *Journal of Common Market Studies* 52 (1), pp. 17-34.

Gergo Medve-Balint (2014), "The Role of the EU in Shaping FDI Flow to East Central Europe," *Journal of Common Market Studies* 52 (1), pp. 35-51.

Laszlo Bruszt and Visnja Vukov (2017), "Making states for the single market: European integration and the reshaping of economic states in the Southern and Eastern peripheries of Europe," *West European Politics* 40(4), pp. 663-687.

Mitchell A. Orenstein and Bojan Bugarič (2022), "Work, Family, Fatherland: The Political Economy of Populism in Central and Eastern Europe," *Journal of European Public Policy* 29(2), pp. 176-195.

Optional readings:

Miroslav N. Jovanovic and Jelena Damnjanovic (2014), "EU Eastern Enlargement: Economic Effects on New Members, 2000-2012," *Journal of Economic Integration* (29)2, pp. 210-243.

Wade Jacoby (2014), "The EU Factor in Fat Times and in Lean: Did the EU Amplify the Boom and Soften the Bust," *Journal of Common Market Studies* 52 (1), pp. 52-70.

Week 4 May 23 Social Impacts of Accession in Central and Eastern Europe

European, national, and subnational identities

Immigration and emigration

Population mobility (Schengen accession)

Regional variations

Martin Kahanec and Klaus F. Zimmermann (2016), *Labor Migration, EU Enlargement and the Great Recession* (Spring Verlag), Chpt 1

Besir Ceka and Aleksandra Sojka (2016), “Love it but not feeling it yet? The state of European Identity after the Eastern Enlargement,” *European Union Politics* 17 (3), pp. 482-503.

Aleks Szczerbiak (2021), “How is the European integration debate changing in post-communist states?” *European Political Science* 20, pp. 254–260.

**Read one of the following or a similar article and be prepared to report on it:*

Conor O’Dwyer and Katrina Z.S. Schwartz (2010) “Minority rights after EU enlargement: A comparison of antigay politics in Poland and Latvia,” *Comparative European Politics* (8), pp. 220

Timofey Agarin and Ada-Charlotte Regelman (2015), “Which is the Only Game in Town? Minority Rights Issues in Estonia and Slovakia During and After EU Accession,” in *Trajectories of Minority Rights Issues in Europe*, eds. Timofey Agarin and Malte Brosig (Routledge), pp. 59-76.

Ana Bracic (2016), “Reaching the Individual: EU Accession, NGOs and Human Rights,” *American Political Science Review* 110(3), pp. 530-546.

Olga A. Avdeyev (2015), “Defending Women’s Rights in Europe: Gender Equality and EU Enlargement (Albany: State University of New York Press), read selectively from the Introduction.

Jill A. Irvine and Leda Stulovic (2015), “Gender Equality in Croatia: Closing the Compliance Gap,” in *Gender (In)equality and Gender Politics in Southeastern Europe*, eds. J.A. Irvine and L. Sutlovic (Palgrave Macmillan), pp. 62-88.

Week 4 May 25 Europeanization and Policy Changes in Central and Eastern Europe

Theoretical perspectives on Europeanization

Case studies of policy change

Environmental policy

Energy policy

Social policy

Agricultural policy

Tanja A. Boerzel and Diane Panke (2016), “Europeanization,” in 6th edition, *European Union Politics*, eds. Michelle Cini and Nieves Perez-Solorzano Barragan (Oxford), Chapter 8.

Tanja A. Boerzel and Ulrich Sedelmeier (2017), “Larger and more law abiding? The impact of enlargement on compliance in the European Union,” *Journal of European Public Policy* 24(2), 197-215.

Frank Schimmelfennig and Ulrich Sedelmeier (2020), “The Europeanization of Eastern Europe: the external incentives model revisited,” *Journal of European Public Policy* 27(6), pp. 814-833.

**Read one of the following or a similar article and be prepared to report on it:*

- Antoaneta Dimitrova and Aaron Buzogany (2014), "Post-Accession Policy-Making in Bulgaria and Romania," *Journal of Common Market Studies* 52 (1), pp. 139-256.
- Gorton, Matthew, Carmen Hubbard and Lionel Hubbard (2009), "The Folly of European Union Policy Transfer: Why the Common Agricultural Policy (CAP) Does Not Fit Central and Eastern Europe," *Regional Studies* 43(10), pp. 1305-1317.
- Mats Braun (2014), "Europeanization of environmental policy in the new Europe: beyond conditionality" (Ashgate), Chpt 4, pp.45-67 (optional pp. 9-25)
- Asya Zhelyazkova, Cansarp Kaya and Reini Schrama (2017), "Notified and substantive compliance with EU law in enlarged Europe: evidence from four policy areas," *Journal of European Public Policy* 24(2), pp. 216-238.
- András Bíró-Nagy and Laki Gergely (2022). "Europeanization of Public Policy in Hungary: An Empirical Research," *Czech Journal of Political Science* 29(2), pp. 101–24.

Week 5 May 30 West Balkans: Ongoing Enlargement Process

Regional variation

- Florian Bieber (2011), "Building Impossible States? State-building strategies and EU membership in the Western Balkans," *Europe-Asia Studies* 63 (10), pp. 1783-1802.
- Asya Zhelyazkova, Ivan Damjanovski, Zoran Nechev, and Frank Schimmelfennig (2019), "European Union Conditionality in the Western Balkans: External Incentives and Europeanisation," in *The Europeanisation of the Western Balkans. New Perspectives on South-East Europe*, eds. Džankić, J., Keil, S., Kmezić, M. (Palgrave Macmillan), pp. 15-39.
- Ritsa Panagiotou (2021), "The Western Balkans between Russia and the European Union: perceptions, reality, and impact on enlargement," *Journal of Contemporary European Studies* 29(2), pp. 219-233.

**Read one of the following or a similar article and be prepared to report on it:*

- Beata Huszka (2018), "Human Rights on the Losing end of EU Enlargement: The Case of Serbia," *Journal of Common Market Studies* 56(2), pp. 352-367.
- Spyros Economides and James Ker-Lindsay (2015), "Pre-Accession Europeanization: The Case of Serbia and Kosovo," *Journal of Common Market Studies* 53 (5), pp.1027-1044.
- Dominik Tolksdorf (2015), "The European Union as a Mediator in Constitutional Reform Negotiations in Bosnia and Herzegovina: The Failure of Conditionality in the Context of Intransigent Local Politics," *Nationalism and Ethnic Politics* 21 (4), 401-421.

Optional readings:

- European Commission (2020), *Enhancing the accession process – A credible EU perspective for the Western Balkans*, https://neighbourhood-enlargement.ec.europa.eu/system/files/2020-02/enlargement-methodology_en.pdf
- European Commission, European Neighbourhood Policy and Enlargement Negotiations (DG NEAR), *Strategy and Reports*, https://neighbourhood-enlargement.ec.europa.eu/enlargement-policy/strategy-and-reports_en.

Spyros Economides (2020), "From Fatigue to Resistance: EU Enlargement and the Western Balkans." Monograph. Berlin, DE: The Dahrendorf Forum, March 20, 2020.
<https://www.dahrendorf-forum.eu/dahrendorf-publications/>.

Milenko Petrovic and Nikolaos Tzifakis (2021), "A geopolitical turn to EU enlargement, or another postponement? An introduction," *Journal of Contemporary European Studies* 29(2), pp. 157-168.

Week 5 June 1 Enlargement in the Face of Russian Aggression: Ukraine, Moldova and Georgia's Accession

Benefits and challenges of enlargement

Road to accession

Leonid Litra and Ivane Chkhikvadze (2016), "EU Membership Perspective for Georgia, Moldova, and Ukraine: Impossible, forgotten, or hidden?," *Institute of World Policy (Ukraine)*, http://pasos.org/wp-content/uploads/2016/08/EU_Membership_net_eng.pdf.

Tinatini Akhvediani (2022), "Geopolitical and Security Concerns of the EU's Enlargement to the East: The Case of Ukraine, Moldova and Georgia," *Intereconomics* 57, pp. 225–228.

André Sapir (2022), "Ukraine and the EU: Enlargement at a New Crossroads," *Intereconomics* 57, pp. 213–217.

Roman Petrov and Christophe Hillion (2022), Guest Editorial: "Accession through War' – Ukraine's Road to the EU'," *Common Market Law Review* 59(5), pp. 1289 – 1300.

The Economist (2023), "Why Is Georgia Struggling to Join the EU?" Accessed April 4, 2023.
<https://www.economist.com/the-economist-explains/2022/07/06/why-is-georgia-struggling-to-join-the-eu>.

Craig Turp-Balazs (2023), "EU Again Heaps Praise on Moldova, but Is It Any Closer to Membership?" *Emerging Europe*, February 7, 2023. <https://emerging-europe.com/news/eu-again-heaps-praise-on-moldova-but-is-it-any-closer-to-membership/>.

Optional readings:

Nathanlie Tocci (2022), "Why Ukraine (and Moldova) Must Become EU Candidates," *Instituto Affari Internazionali*, <https://www.iai.it/sites/default/files/iaip2215.pdf>.

Peter Van Elsuwege and Guillaume Van der Loo (2022), "The EU-Ukraine Association Agreement as a Stepping-stone towards EU Membership?," *EU Law Live*, 28 March 2022.

Lomia, Tariel, and Ekaterine Lomia (2020), "Economic and Political Support of the European Union to Georgia: Retrospective Analysis of the EU-Georgia Relations," *International Journal Vallis Aurea* 6(1), pp. 35-43.

Ketevan Bolkvadze (2016), "Cherry Picking EU Conditionality: Selective Compliance in Georgia's Hybrid Regime," *Europe-Asia Studies* 68(3), pp. 409-440.

Week 6 June 6 Simulation: EU membership of Ukraine, the Republic of Moldova and Georgia

Optional readings:

European Commission, European Neighbourhood Policy and Enlargement Negotiations (DG NEAR): Ukraine, https://neighbourhood-enlargement.ec.europa.eu/european-neighbourhood-policy/countries-region/ukraine_en

European Commission, European Neighbourhood Policy and Enlargement Negotiations (DG NEAR): Moldova, https://neighbourhood-enlargement.ec.europa.eu/european-neighbourhood-policy/countries-region/moldova_en

European Commission, European Neighbourhood Policy and Enlargement Negotiations (DG NEAR): Georgia, https://neighbourhood-enlargement.ec.europa.eu/european-neighbourhood-policy/countries-region/georgia_en

Marie-Eve Bélanger (2022), “What prospect is there of Ukraine joining the EU?” *LSE European Politics and Policy (EUROPP) blog* (16 Mar 2022). Blog Entry. http://eprints.lse.ac.uk/114725/1/europpblog_2022_03_16_what_prospect_is_there_of_ukraine_joining_the.pdf.

Marek Dabrowski (2022), “A new Thessaloniki offer: the aspirations of Georgia, Moldova, and Ukraine to join the EU”, *Bruegel Blog*, 15 March 2022, https://go.gale.com/ps/i.do?id=GALE%7CA696970581&sid=googleScholar&v=2.1&it=r&linkaccess=abs&issn=&p=AONE&sw=w&userGroupName=cu_alumni.

Ioannis N. Griogoriadis, and Mariam Gugulashvili (2022), “EU-Georgia Relations at a Critical Juncture: A Case for European Strategic Autonomy,” *Hellenic Foundation for European & Foreign Policy*, Policy paper #107/2022. <https://www.eliamep.gr/wp-content/uploads/2022/09/Policy-paper-107-EU-and-Georgia-Final.pdf#:~:text=Between%201992%20and%202003%2C%20the%20EU%20spent%20more,1999%20and%20the%20World%20Trade%20Organization%20in%202000>.

Week 6 June 8 Turkish Accession

Progress and prospects

Obstacles to accession

Political aspects of the accession process

The international context of the Turkish accession process

Tanja A. Börzel (2016), “Europeanisation Meets Turkey: A Case Sui Generis,” in *Turkey and the European Union: Processes of Europeanisation*, ed Yonca Özer (Routledge, or 2012 Ashgate).

Yonca Özer (2016), “The EU’s Impact on Democratisation in Turkey,” in *Turkey and the European Union: Processes of Europeanisation*, ed Yonca Özer (Routledge, or 2012 Ashgate)

Wulf Reiners and Ebru Turhan (eds., 2021), *EU-Turkey Relations: Theories, Institutions, and Policies*. (Palgrave MacMillan), pp. 157-181 and 267-293. <https://doi.org/10.1007/978-3-030-70890-0>.

Optional readings:

- Werner Kirsch (2022), “The Distribution of Power within the EU: Perspectives on a Ukrainian Accession and a Turkish Accession,” *International Economics and Economic Policy* 19(2), pp. 401–409.
- Katy Brown (2020), “When Eurosceptics Become Europhiles: Far-Right Opposition to Turkish Involvement in the European Union,” *Identities* 27(6), pp. 633–654.
- Sabri Sayarı (2011), “Challenges of Triangular Relations: The US, the EU, and Turkish Accession,” *South European Society and Politics* 16(2), pp. 251–263.
- European Commission, European Neighbourhood Policy and Enlargement Negotiations (DG NEAR): Turkey, https://neighbourhood-enlargement.ec.europa.eu/enlargement-policy/turkiye_en.

Week 7 June 13

Part I: Impact of the EU enlargement on the EU

Part II: Presentation of term paper summaries (students), Part I

- Dimitar D. Toshkov (2017), “The impact of Eastern Enlargement on the Decision-Making Capacity of the European Union,” *Journal of European Public Policy* 24(2), pp. 177–196.
- Marie-Ève Bélanger and Natasha Wunschi (2022), “From Cohesion to Contagion? Populist Radical Right Contestation of EU Enlargement,” *Journal of Common Market Studies* 60(3), pp. 653–672.

Week 7 June 15

Presentation of term paper summaries (students), Part II

Statement on Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

Academic Accommodations:

Requests for Academic Accommodation

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

Pregnancy obligation

Please contact your 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. For more details, please review the Student Guide to Academic Accommodation at <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Religious obligation

Please contact your 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. For more details, please review the Student Guide to Academic Accommodation at <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the Paul Menton Centre website at <http://carleton.ca/pmc>

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit the Equity and Inclusive Communities Website at <https://carleton.ca/equity/focus/sexual-violence-prevention-survivor-support/>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your 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. For more details, see the [Senate Policy on Accommodation for Student Activities](https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf) at <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Plagiarism:

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This 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, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared 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 without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by 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.

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. 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.