

EURR 4201/5201/PSCI 4801/5915
Constructing European Identities
Fall 2023



Wednesdays 11:35-14:25; check location on Carleton Central

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Course description

“Europe” isn't just a place. “Europe” is an idea. Where is “Europe”? Where does “Europe” begin and end? Who is and is not “European”, and who should and should not be? Just what exactly *is* Europe? “Europe” in the minds of the Victorians would be incomprehensible to “Europe” in the minds of the Romans. “Europe” in the imagination of Winston Churchill was anathema to “Europe” in the mind of Catherine the Great. “Europe” in the mind of Napoleon Bonaparte was reprehensible to “Europe” in the mind of Frantz Fanon. Thousands of years in the past, scholars debated what “Europe” is; and thousands of years in the future, scholars will debate what “Europe” is. This module explores the relationship between different imaginations of “Europe” and the policies and visions of the EU. “Europe” is a concept which has dominated Western politics since the days of Pericles, and it continues to frame debates today. At different times and in different places “Europe” has meant different things; a place, a religion, an *ethnos*, a *demos*, a culture, a civilisation, an oppressor, a saviour - and more than we can possibly cover.

The first part of the module examines theories of European identity – how do we know what “European” is? The second part addresses recurring themes in Europe – what are the

elements of “European” identity? The lectures will outline these theories and themes, while the seminars will give an opportunity for debate around key themes and key thinkers in the last two thousand years, and how these could influence debates in the next two thousand years. Seminar readings will consist of academic secondary sources from Eurosceptics and Europhiles, Remainers and Leavers, Federalists and Unionists; and primary sources in the form of historical and media documents from emperors, politicians, and popes.

The EU and Europe are not the same thing, and one of the EU’s greatest challenges today is that there is little or no agreement on what it means to be a “European”. 450 million people are citizens of the EU, and each one of them has their own idea of what "Europe" is. With large-scale warfare once again occurring on the European continent, questions of who does and does not belong, and who should and should not be thought of as “European”, are again at the forefront of public debate. There are as many different “Europes” as there are Europeans, and in the twenty-first century the questions “What is Europe?” and “What should Europe be?” are even more urgent than before.

Preclusions

This course has no preclusions.

Learning Outcomes

This module will provide students with an ontological and methodological grounding for studying identity. We will discuss relevant theoretical issues and examine how different methodological approaches can be used to explore the formation of European identity. While providing participants with a key range of research skills, this module therefore also seeks to encourage all of you to make a virtue out of your own interdisciplinary backgrounds.

By the end of the module, students will be therefore able to demonstrate:

- the significance of identity in European Studies.
- a detailed knowledge of the methodological and theoretical challenges surrounding the study of European identity;
- a better understanding of the problems and challenges involved in developing identity policies in the European Union as well as in the various member states;
- a command of the interdisciplinary as well as disciplinary methods of analysis in key aspects of sociology and political studies;
- an ability to present their views in discussion and in written form in response to some of the issues and challenges raised by identity in European politics.

Readings

Texts will be made available through Brightspace. In addition, some weeks will involve reading, watching, or listening to primary sources. A comprehensive list of additional optional reading will be provided.

Preparation

Each week you are expected to read the core texts. The additional readings are intended to provide you with additional information for the preparation of the final essays and to make the discussion in the seminar more informative and interesting. You are strongly encouraged to keep up-to-date with the latest developments in Europe by following reputable news sources from around the world. In addition to following the news, you are encouraged to regularly read reputable sources of analysis such as the *Financial Times* (www.ft.com), the *Economist* (www.economist.com), or *New Statesman* (www.newstatesman.com) to get a sense of major debates and issues in Europe. Try to get your news from a minimum of two sources, and preferably two sources which have very different editorial or political stances. For example one right-wing and one left-wing source, and/or one Europhilic and one Eurosceptic source. This will give you a deeper understanding of contemporary debates.

Requirements and Grading

Undergraduate Students

Oral Participation 10%
Oral Presentation (10 minutes) 20%
Policy Brief or Cultural Initiative (~1,000 words) 20%
Major Project (2,500 words) 50%

Postgraduate Students

Oral Participation 10%
Oral Presentation (10 minutes) 20%
Policy Brief or Cultural Initiative (~1,000 words) 20%
Major Project (3,500 words) 50%

Oral Participation

Students will be graded on in-class participation. Consistent class participation is VITAL to succeeding in this class. **Attendance is mandatory** and classes will not be recorded/available online. Penalties for not attending (without medical attestation) are: 1 absence= 10% deduction of overall participation grade; 2 absences= 30% deduction; 3 absences= 50% deduction; 4 absences= 100% deduction. Each late arrival (after 11:40) will cost 25% of that day's attendance/ participation grade for every 15 minutes late. The use of mobile phones, using a device for non-class material, and other disruptions will also result in a loss of the participation mark on the same scale as absences. Students who do not use a device in class will receive a 10% bonus to their participation mark. Students absent with a medical attestation will (on one or two occasions) be given a chance to earn participation marks through an informal discussion paper on the week's readings.

Participation grades will be determined based on: (a) attendance and attention level and (b) active participation that: (i) displays awareness of the subject (ii) contributes to the flow of conversation (iii) shows knowledge of the readings and (iv) offers critical analysis of the topic.

Oral Presentation

Students will be allocated into teams of 2-3. Each team will give one short (10 minutes) presentation on a debate relating to European identity, delivered during the semester. Teams/pairs of students will be decided by random selection in the first week, along with a list of possible topics for the presentation. The presentation should be designed to stimulate discussion in the group and can focus on any element of identity in Europe, or a debate in contemporary academia or politics.

Policy Brief or Cultural Initiative

This assessment has two options. The first is a briefing document to the European Commission, or the national government of a European country (but not necessarily an EU member). This briefing document should be written in the style of a policy advisor, making a recommendation to a politician on how and why European identity can be strengthened through one particular political initiative.

The second option is to write a document on a cultural initiative designed to strengthen European identity in one aspect. This can take many forms, and should be written in the appropriate style – e.g. a course description for a new European student exchange scheme, a guide to a travelling museum exhibition, a synopsis for a television series on European identity, a pamphlet on new designs for the Euro currency, a school textbook entry on European music, etc. You are encouraged to be creative! Each student will liaise with the module leader to agree on a theme or topic.

Major Project

50% of the grade will be assessed via a traditional written essay. A list of potential essay topics will be given in the first week. Students are also able to write their essay on a topic of their choice that is not covered by the list of potential topics, with approval from the course leader.

Class Schedule, Questions, and Readings [*please note: you are not expected to read all of the texts for each week – guidance will be given in each seminar, with readings divided up between the group. Where books are listed, you are not expected to read the whole book! Specific chapters will be uploaded onto Brightspace. If in doubt, read the introduction and conclusion*]

September 6: Introduction and Theories. What is Europe? What is identity?

- * *Does identity always matter in politics?*
- * *Reading the speeches, which defining themes do the speakers think encapsulate "European identity"?*
- * *How is European identity/identities changing?*
- * *What does a "European identity" mean to you? Why?*

- [Speech of Pope Francis to the European Parliament, 2014](#) (text)
- [Speech of Nigel Farage to the European Parliament, 2016](#) (video and text)
- [White Paper on the Future of Europe \(European Commission\), 2017](#) (text)
- [State of the Union Address \(Ursula von der Leyen\), 2020](#) (text)
- [Joint Statement of Ursula von der Leyen and Volodymyr Zelenskyy in Kyiv \(2023\)](#)
- [Mark Leonard \(2023\) 'The Ukraine War and European Identity'. Project Syndicate.](#)
- Florian Coulmas (2019) *Identity: A Very Short Introduction*. Oxford: Oxford University Press [please note: this book is not to be read in time for Week 1, it is a general primer for the module].

September 13: Symbols and Visual Language

*** Can Europe's symbols compete, psychologically and emotionally, with national symbols?**

*** To what extent do Europe's symbols mean the same thing to different Europeans?**

*** If you had the power, would you keep the EU's symbols or change them? What would you propose as symbols of Europe?**

*** Do Europe's symbols encourage exclusion at the same time as inclusivity?**

- Johann Fornäs (2012) *Signifying Europe*. Bristol: Bristol University Press. pp.43-60.
- Russell Foster (2015) *Tabulae Imperii Europaei*. London: Routledge. pp.101-182 [please note, you do not have to read all of this – the first 20 pages will do!]
- Christopher Kelen (2014) *Anthem Quality: National Songs, a Theoretical Survey*. Chicago: University of Chicago Press. pp. 9-28.
- Tobias Theiler (2005) *Political Symbolism and European Integration*. Manchester: Manchester University Press. pp.1-27
- Russell Foster (2018) 'These Are Those That Faustus Most Desires. Identity, Iconography, and "Europe" in the Crimea Crisis'. *Journal of Contemporary European Research* 14(4), pp.310-323.
- Russell Foster (2022) 'Symbolising Dis-Integration: Brexit and Affect in Mediatized Symbolism', chapter in Stefan Gänzle, Jarle Trondal and Benjamin Leruth (eds.) *Routledge Handbook of Differentiated Integration*. London: Routledge

September 20: Imperial Europe: Empires and Identities

*** Does "Europe" look to the future or the past?**

*** To what extent are "European values", "European culture", "European way of life", etc, signs of an imperial mindset?**

*** Can "Europe" only promote inclusivity by simultaneously promoting exclusivity?**

*** Has Europe abandoned nationalism, only to embrace civilisationalism?**

- József Böröcz and Mahua Sarkar (2005) *What is the EU?*, *International Sociology*, June 2005, Vol 20(2): 153–173.
- Russell Foster (2017) *The Concept of Empire*. Chapter in William Outhwaite and Stephen Turner (eds.) *SAGE Handbook of Political Sociology*. London: Sage.

September 27: War and Peace in constructing identities [please be aware that some primary sources are objectionable; they are here to facilitate analysis of how identity underpins war, they are not here as endorsements]

* **Margaret Macmillan (2020) asks - has war been more beneficial to Europe than peace?**

* **The raison d'etre of the post-war European project was to preserve peace. Did it succeed?**

* **Should the European Union have its own military?**

* **Is Europe currently in a period of peace, or is Europe already fighting in the Third World War?**

- Primary Source 1: *Pope Urban II, speech at Clermont-Ferrand (1095)*
- Primary Source 2: *Napoleon Bonaparte, speech at Berlin (1806)*
- Primary Source 3: *Adolf Hitler, speech on radio (1941)*
- Primary Source 4: *Immanuel Kant, "Perpetual Peace" (1795)*
- Primary Source 5: *EU response to Russia's invasion of Ukraine (2022)*
- Primary Source 6: *Kremlin's accidental 'victory proclamation' from Kyiv (2022)*
- Christian Ollson and Sinisa Malesevic (2017) 'War', chapter in William Outhwaite and Stephen Turner (eds.) *SAGE Handbook of Political Sociology*. London: SAGE.
- Margaret Macmillan (2020) *War: How Conflict Shaped Us*. London: Bloomsbury. [read the introduction and one of the two substantive chapters, you don't need to read both]
- Robert Kaplan (2012) *The Revenge of Geography: What the map tells us about coming conflicts and the battle against fate*. New York: Random House. pp.133-153
- Merje Kuus (2007) *Geopolitics Reframed: Security and Identity in Europe's Eastern Enlargement*. New York: Palgrave Macmillan.
- Menno Spiering and Michael Wintle (eds.) (2011) *European Identity and the Second World War*. Basingstoke: Palgrave Macmillan, introduction.

October 4: Nations and Nationalisms

* **What is/should be the role of the European nation-state in the 21st century?**

* **Can nationalism be positive?**

* **Is "Europe" a nation? A proto-nation? Is it something new?**

* **Who or what is Europe's "Other" today?**

- Stephen Grosby (2005) *Nationalism: A Very Short Introduction*. Oxford: Oxford University Press.
- Wodak, R and Boukala, S (2017). 'European identities and the revival of nationalism in the EU'. *Journal of Language and Politics*, 14(1): 87-109
- Benedict Anderson (1991) *Imagined Communities: reflections on the origins and spread of nationalism*, London, Verso.
- Fligstein, Neil, Alina Polyakova, and Wayne Sandholtz (2012). "European integration, nationalism and European identity." *Journal of Common Market Studies* 50(1): 106-122.

- Edward Said, *Orientalism* (Penguin, 1978)
- Anthony Smith, 'National Identity and the Idea of European Unity', *International Affairs*, 1992, pp. 55-76.
- Yoram Hazony (2018) *The Virtue of Nationalism*. New York: Basic Books.
- Eric Hobsbawm and Terence Ranger (eds.) (1983) *The Invention of Tradition*. Cambridge: Cambridge University Press.
- Michael Billig (1995). *Banal Nationalism*. London: Sage.
- Tony Judt and Denis Lacrone (eds), *Language, Nation, and State. Identity Politics in a Multilingual Age*(Palgrave, 2004).

October 11: Structural Identities – Cosmopolites versus Left-Behinds?

*** To what extent are economics, class, and geography the bottom line of European politics today?**

*** Does class still matter? Is it the same phenomenon?**

*** Does political party membership matter?**

*** Is the concept of the "Left Behind" valid? Is it uniquely British, or European, or Western?**

*** Do we live in a neo-medieval Western world?**

- Matthew Goodwin and Oliver Heath (2016). 'The 2016 Referendum, Brexit, and the Left-Behind: An Aggregate-Level Analysis of the Result'. *Political Quarterly* 87(3), 323-332.
- Lorenza Antonucci et al. (2017) 'The malaise of the squeezed middle: Challenging the narrative of the 'left behind' Brexiter'. *Competition and Change* 21(3), 211-229.
- Matthew Watson (2018), 'Brexit, the left behind and the let down: the political abstraction of "the economy" and the UK's EU referendum'. *British Politics* 13: 17-30.
- Kalypso Nicolaidis (2019) *Exodus, Reckoning, Sacrifice: Three Meanings of Brexit*. Oxford: Oxford University Press.
- Darren McGarvey (2019) *Poverty Safari: Understanding the Anger of Britain's Underclass*. London: Picador.
- Richard Bellamy, 'Between Past and Future: The Democratic Limits of EU Citizenship', in Richard Bellamy, Dario Castiglione and Jo Shaw, *Making European Citizens. Civic Inclusion in a Transnational Context* (Palgrave, 2006), pp. 238-55.
- Thomas Risse, 'Neofunctionalism, European Identity and the puzzles of European Integration', *Journal of European Public Policy*, 12 (2005), 291-309
- Adrian Favell, *Eurostars and Eurocities: Free Movement and Mobility in an Integrating Europe* (Blackwell, 2008).

October 18: Somatic Identities – Sex, Race, Religion

*** To what extent is ethnicity the bottom line of European politics today?**

*** Should religion play a role in European politics?**

*** Is there a 'crisis of masculinity' in Europe today?**

*** To what extent do discussions about somatic identities (gender, sexuality, race, ethnicity, age) suggest irreconcilable differences within and between Europeans?**

- Gurminder Bhambra (2017) 'Brexit, Trump, and methodological whiteness: on the misrecognition of race and class'. *British Journal of Sociology* 68(1), 214-232.
- Olena Hankivsky (2014) *Intersectionality 101*. Institute for Intersectionality Research and Policy.
- Chiara Bottici and Benoit Challand (2013). 'From hammer and sickle to star and crescent'. Chapter in *Imagining Europe: Myth, Memory, and Identity*. Cambridge: Cambridge University Press.
- Chiara Bottici and Benoit Challand (2011). 'Religion and the struggle for peoples' imagination'. Chapter in *The Politics of Imagination*. London: Routledge.
- Russell Foster and Xander Kirke (2022) 'Straighten Up and Fly Right. Radical right attempts to appeal to the British LGBTQ+ community'. *British Journal of Politics and International Relations* 25(2), 277-294.
- Minkenberg, Michael. "Representing Religion in the European Union: Does God Matter?." *West European Politics* 37.1 (2014): 232-233.
- Timothy A Burns and Peter Katzenstein, *Religion in an Expanding Europe* (Cambridge Univ Press, 2006), esp. chs. 3-4, 10-11.
- Klaus Eder and Willfried Spohn, *Collective Memory and European Identity* (Ashgate, 2005).

October 25: No class – reading week

- No readings!

November 1: West and East: where does "Europe" end?

* *Does Europe have an Eastern limit? Should it?*

* *How has "the East" changed over time, and between imaginations?*

* *In what ways has the Russian invasion of Ukraine maintained, and changed, our imaginations of who is and is not (and who should and should not be) "European"?*

* *Is Türkiye "European"?*

- Orianna Calligaro (2013) *Negotiating Europe: EU Promotion of Europeaness since the 1950s*. Basingstoke: Palgrave Macmillan.
- T. Scruton, *The West and the Rest* (Continuum, 2002)
- Andriy Tyushka (2022) 'Weaponizing narrative: Russia contesting Europe's liberal identity, power, and hegemony'. *Journal of Contemporary European Studies* 30(1), 115-135.
- Kai Gehring (2021) 'Can External Threats Foster a European Union Identity? Evidence from Russia's invasion of Ukraine'. *The Economic Journal* 132, 1489-1516.
- Elias Goetz (2015) 'It's geopolitics, stupid: explaining Russia's Ukraine policy'. *Global Affairs* 1, 3-10.
- Dmitry Shlapentokh (2007) 'Dugin, Eurasianism, and Central Asia'. *Communist and Post-Communist Studies* 40, 143-156.
- Maria Mälksoo (2009) 'The Memory Politics of Becoming European: the east European subalterns and the collective memory of Europe'. *European Journal of International Relations* 15(4), 653-680.

- Domaradzki, S and Radić-Milosavljević, I (2021). 'Between Populism and Technocracy: How National Executives in Bulgaria and Serbia Manipulate EU Rule of Law Conditionality'. *Journal of Contemporary European Research*, 17(2): 281-303.

November 8: Leaving Europe: Britain and Brexit

- * *Why did Brexit happen? Why didn't any other countries have referenda?*
- * *Should there have been a second referendum?*
- * *Can you be "European" without being "EUropean"?*
- * *Post-2016, are the British the most "European" nation in "Europe"?*
- * *What causes of Euroscepticism are unique to the British, and what causes are found in other European nations?*

- Carl, N; Dennison, J and Evans, G. 2019. "European but Not European Enough: An Explanation for Brexit." *European Union Politics* 20 (2): 282–304.
- Rebecca Adler-Nissen, Charlotte Galpin and Ben Rosamond (2017) 'Performing Brexit: How a post-Brexit world is imagined outside the United Kingdom'. *British Journal of Politics and International Relations* 19(3), 573-591.
- Foster, R and Daddow, O (2021b) 'The UK, the World, and Europe', chapter in Bill Jones, Philip Norton, and Isabelle Hertner (eds.) *Politics UK*. London: Routledge
- George, S. (1998). *An Awkward Partner: Britain in the European Community*. Oxford: Oxford University Press
- Van Klingeren, Marijn, Hajo G. Boomgaarden, and Claes H. De Vreese. "Going Soft or Staying Soft: Have Identity Factors Become More Important Than Economic Rationale when Explaining Euroscepticism?." *Journal of European Integration* 35.6 (2013): 689-704
- UK in a Changing Europe (2021) *Brexit and Beyond*. UKinCE, 2021.
- Herrmann, Richard, Risse, Thomas and Brewer, Marilyn B (2004) *Transnational Identities: Becoming European in the EU* (Rowman & Littlefield).
- Stephens, P (2021) *Britain Alone: The Path from Suez to Brexit*. London: Faber and Faber.

November 15: The Ongoing War – "Europe" beyond the EU

- * *How is the war changing the role of the EU, and our perceptions of it?*
- * *In what ways is the war driven by identity?*
- * *What challenges and opportunities will Europe encounter when integrating postwar Ukraine?*
- * *Thinking about NATO, China, the BRICS, the Global South, etc – how is the war changing our imagination of Europe's role, and historical and contemporary relationships with the wider world?*

- Richard Sakwa (2015) *Frontline Ukraine*. London: ID Tauris.
- McCormick, J. (2013) *Why Europe Matters*. Basingstoke: Palgrave.
- Edward Lucas (2014) *The New Cold War*. London: Bloomsbury.
- Ben Judah (2015) *Fragile Empire*. Yale: YUP.

- Gwendolyn Sasse (2007) *The Crimea Question: Identity, Transition, and Conflict*. Harvard: HUP.
- Andrew Wilson (2014) *Ukraine Crisis*. Yale: YUP.
- Anthony Giddens, *Turbulent and Mighty Continent. What Future for Europe?* Cambridge: Polity.
- Bevelander, P and Wodak, R (eds) (2019). *Europe at the Crossroads: Confronting Populist, Nationalist, and Global Challenges*. Lund: Nordic Press

November 22: “European identity”: local or global?

* *Who is “European”? Is the West just an extension of Europe?*

* *In what ways is the West (North America, Australasia, etc) not “European”?*

* *Do Eurosceptics make any fair criticisms of Europe?*

* *If you were an MEP, what role would you advocate for identity?*

* *What can a future Europe learn from the old European Union?*

- Bouza Garcia, L (2017). “The ‘New Narrative Project’ and the Politicisation of the EU.” *Journal of Contemporary European Studies* 25 (3): 340–353
- Schlenker, Andrea. "Cosmopolitan Europeans or Partisans of Fortress Europe? Supranational Identity Patterns in the EU." *Global Society* 27.1 (2013): 25-51.
- Russell Foster (2022) ‘Imperial Gothic 2.0: Brexit, Brex-Lit, and everyday Euroscepticism in British popular culture.’ *Journal of Contemporary European Studies*.
- De Bruin, R. (2022). “European Union as a Road to Serfdom: The Alt-Right’s Inversion of Narratives on European Integration.” *Journal of Contemporary European Studies* 30 (1): 52–66.
- S Moisio, V Bachmann, L Bialasiewicz, E dell’Agnese, J Dittmer and V Mamadouh (2012) ‘Mapping the political geographies of Europeanization: National discourses, external perceptions and the question of popular culture’, *Progress in Human Geography* 37:6, pp. 737-761.
- Ward, S and Rasch, A (2019) *Embers of Empire in Brexit Britain*. London: Bloomsbury.
- Williams, T (2021). “Mobilizing the Past: Germany and the Second World War in Debates on Brexit.” *Revue Lisa* 19 (51).
- Pirro, A; Taggart, P and van Kessel, S (2018). ‘The populist politics of Euroscepticism in times of crisis: Comparative conclusions’. *Politics*, 38(3): 378-390
- Goodhart, D (2017). *The Road to Somewhere: The Populist Revolt and the Future of Politics*. London: Penguin.
- Habermann, I. 2020. *The Road to Brexit: A Cultural Perspective on British Attitudes to Europe*. Manchester: Manchester University Press.

Appendix

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-andcrisis/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-counsellingservices/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

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 accommodation: 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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious accommodation: 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 [click here](#).

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, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities 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 information, please [click here](#).

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

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. 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: carleton.ca/sexual-violence-support.

Academic Integrity

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

Plagiarism

The Academic Integrity Policy defines plagiarism as “presenting, whether intentional 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, websites, 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, 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.

Use of Artificial Intelligence

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

Procedures in Cases of Suspected Violations

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course’s instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University’s Academic Integrity Policy can be found at:

<https://carleton.ca/registrar/academic-integrity/>.

Intellectual property

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

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. 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
90-100	A+	12
85-89	A	11
80-84	A-	10
77-79	B+	9
73-76	B	8
70-72	B-	7
67-69	C+	6
63-66	C	5

60-62	C-	4
57-59	D+	3
53-56	D	2
50-52	D-	1
>50	F	0

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 Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.