

CARLETON UNIVERSITY
Institute of European, Russian and Eurasian Studies

EURR 4303A/5303A; HIST 4606A
Contemporary Europe: From Postwar to the European Union
Winter 2024

Thursdays 2:35-5:25 pm
Please Check Location on Carleton Central.

Professor James Casteel, River Building 3308
Tel.: 613-520-2600, ext. 1934 (if no answer, please email rather than leaving a voicemail)
Email: james.casteel@carleton.ca (best way to reach me)
Office hours: Tuesdays, 1:00-2:00 pm.

Europe in 1945 was a continent that had been devastated by war, nationalism, ethnic cleansing, and genocide. Today, an enlarged European Union encompasses the largest free market economy in the world, promotes the values of democracy and human rights globally, and citizens of European countries enjoy unprecedented freedom of mobility. How do we explain this transformation and the different trajectories of different parts of Europe from the immediate postwar years through the Cold War to the present? How did the end of European empires and the rise of the “superpowers” of the United States and the Soviet Union change Europe’s relationship with the wider world? Why was the nation-state and political regimes based on the principle of popular sovereignty so central to this process of postwar reconstruction? To what extent did new social movements and trans-border ties among civil society organizations facilitate democratization and social change in Europe? What actors contributed to the processes of European integration that created the European Communities/ European Union? What role has migration played in postwar European history? How have Europeans commemorated their violent pasts and why do these memories continue to inform European society and politics today? The latter issue has, of course, taken on more urgency in the wake of Russia’s war against Ukraine.

This course will explore these and other questions, through the engagement with historiographical debates in postwar and contemporary European history. While Europe was divided by the Cold War, in exploring the social, cultural, political, and economic developments on both sides of the Iron Curtain we will attempt to show convergences, parallels and interconnections that span this divide. We will attend to the ways that Europeans’ lives have been transformed by broader global changes such as decolonization and globalization as well as the collapse of Communism in eastern Europe. We will focus particular attention on Europeans from all walks of life as actors who had a degree of agency in all of these contested transformations.

Course Objectives:

The objectives of this course are to provide you with an advanced level introduction to major historiographical issues in the history of postwar and contemporary Europe. You will learn about current debates in the field on a variety of key topics. In both their class discussions and written work, you will gain practice in participating in a scholarly community including debating and engaging with scholarly arguments in the literature as well as giving and receiving feedback on your work from your peers at our mini-conference. You will also develop your historical research and critical thinking skills through their shorter papers, oral presentations.

REQUIRED COURSE READINGS:

Course readings will be made available via Brightspace (with links to the Library’s Ares Course Reserves system. *If you find that a required reading is not available for a given week, please*

notify the instructor **immediately**. Students are expected to come to class having prepared **all** of the required readings for a particular week.

SUPPLEMENTAL COURSE READINGS:

On the Brightspace page for the course, students will find an extended list of recommended readings that can be used for students who wish to explore a particular topic in more depth and can assist you in finding secondary sources for the major written assignment. The book-length monographs on this list can also be used for the book review and presentation assignment (see below).

In addition, for students who have little or no background in postwar and contemporary European history, you may find one of the following synthetic works helpful:

- Judt, Tony. *Postwar: A History of Europe Since 1945*. London: Penguin, 2006 (very long but highly readable narrative history by a major scholar; one of the first major works of synthesis after the fall of communism; important for establishing key questions in the field)
- Jarausch, Konrad. *Out of Ashes: A New History of Europe in the Twentieth Century*. Princeton: Princeton UP, 2015 (a recent survey by eminent scholar in field; emphasis on the contradictions of modernity; covers both halves of century but chapters on postwar can be read on their own)
- Feinberg, Melissa. *Communism in Eastern Europe*. New York: Routledge, 2021 (an excellent survey with an emphasis on the politics of everyday life and gender).
- Ther, Philip. *Europe Since 1989*. Princeton: Princeton UP, 2016 (an original work of synthesis with emphasis on social and economic transformations and excellent coverage of central and eastern Europe)
- Gilbert, Mark. *European Integration: A Political History*. 2nd edition. Lanham, Md: Rowman & Littlefield, 2020 (on the history of European integration and the European Union).
- Stone, Dan, ed. *The Oxford Handbook of Postwar European History*. Oxford: Oxford UP, 2012 (comprehensive handbook with essays on key topics and suggestions for further reading on key issues and themes)

COURSE REQUIREMENTS AND GRADING SCHEME:

Undergraduates (EURR 4303/HIST 4606)

Assignments	Percentage	Due Date
Attendance and Participation	20%	weekly
Reading Analysis Paper (3-4 pages, 750-1000 words)	12%	Wednesday at 5:00 pm before class meeting of chosen week -Due on or before Wednesday, February 7 at 5:00 pm (Week 5)
Book Review and Presentation (Paper: 3-4 pages, 750-1000 words; Presentation: 5-7 minutes)	18%	Schedule assigned in first class meeting. Book choice entered via shared doc on Brightspace.

Assignments	Percentage	Due Date
Proposal and Bibliography for Major Written Assignment (1-2 pages, 250-500 words, plus bibliography)	complete/incomplete incomplete = 10 point deduction to mark on Major Written Assignment (100 pt scale).	Friday February 16 at 5:00 pm (Week 6).
Mini Conference Presentation and Paper (Paper: 3-4 pages, 750-1000 words; Presentation: 5 minutes)	18%	-Paper due Tuesday March 18, 5:00 pm -Presentation in Week 10, March 21
Major Written Assignment (10 Pages, 2500 words)	32%	April 10, 2023

Graduate Students (EURR 5303)

Assignments	Percentage	Due Date
Attendance and Participation	20%	weekly
2 x Reading Analysis Papers (3-4 pages, 750-1000 words)	18% (2 @ 9% each)	Wednesday at 5:00 pm before class meeting of chosen week -#1 Due on or before Wednesday, February 7 at 5:00 pm (Week 5) -#2 Due on or before Wednesday, April 3 at 5:00 pm (Week 12)
Book Review and Presentation (Paper: 3-4 pages, 750-1000 words; Presentation: 5-7 minutes)	14%	Schedule assigned in Week 1
Proposal and Bibliography for Major Written Assignment (1-2 pages, 250-500 words, plus bibliography)	complete/incomplete incomplete = 10 point deduction to mark on Major Written Assignment (100 pt scale).	Friday February 16 at 5:00 pm (Week 6).
Mini Conference Presentation and Paper (Paper: 3-4 pages, 750-1000 words; Presentation: 5 minutes)	14%	-Paper due Tuesday March 18, 5:00 pm -Presentation Week 10, March 21
Major Written Assignment (15 Pages, 3750 words)	34%	April 10, 2023

Note: Page lengths do not include notes and bibliography and assume 250 words/ page (double-spaced, one-inch margins).

Attendance and Participation:

This course is a reading intensive course (approximately 100-120 pages per week) held in seminar format. Attendance is mandatory, and active participation in classroom discussions is vital to students' success in the course. Our aim is to create a constructive and inclusive learning community in which you will be able to exchange ideas with your peers, even if in some of the issues discussed might be difficult or controversial.

Students are expected to attend class on a regular basis and to come to class prepared to discuss the assigned readings. Participation grades will be determined based on: (a) attendance and attention level and (b) active participation that (i) displays knowledge of the subject (ii) contributes to the flow of conversation (iii) shows knowledge of the readings and concepts in the readings (iv) offers critical analysis of the readings and subject. Questions or comments that display a thoughtful knowledge and analysis of the class readings receive the highest participation marks.

Book Review and Presentation:

Students will be asked to choose an academic monograph in history relevant to the week's themes, read it, write a 3-4 page (750-1000 word) paper on the book, and present the book to the class in a 5 minute presentation. A monograph is a book-length study of a particular topic based on extensive primary research (survey textbooks and edited volumes are not monographs). A list of books will be provided for each week's theme or you may find your own via the Carleton library catalogue. You will need to enter your book on a shared worksheet on Brightspace to have your book approved (to ensure the book meets criteria and to avoid multiple presentations on the same book). Your report and your presentation should outline the main argument(s) of the book; provide a brief summary of the key points (this can be chapter by chapter or a more thematic approach); and provide your own constructive critique and analysis of the book. In your critique, you may wish to consider the work's conceptualization, theoretical approach, methodology, source base, etc. You are welcome to choose a book for the assignment that is relevant to the topic of your major paper.

The written book review is due at 5:00 pm on the Wednesday before the class meeting of the scheduled presentation.

Reading Analysis Paper(s):

Undergraduate students will write one reading analysis paper and graduate students will write two reading analysis papers over the course of the term. The paper should be 750-1000 words, 3-4 pages. Each paper should analyze the assigned readings for a particular week. You should critically engage with arguments in the literature and should develop an overall theme and thesis argument for your paper. You do not need to necessarily cover all the readings, but you should cover more than one. Papers should not be merely descriptive but analytical.

In analyzing the readings, you may wish to think about some of the following questions — what is the conceptual approach an author uses? How does the disciplinary background inform the approach and questions posed? What methodology does the author use? What are the strengths and limitations of a particular approach to a topic? Where do authors agree and disagree, and why? Your essay should draw connections between different readings and compare or contrast the approaches.

Papers should be submitted before 5:00 pm on the Wednesday before the class session in which the assigned readings are discussed, as these are meant to allow you to analyze the readings before our discussion. You may write your paper on any week's readings (excluding weeks 1, 9, and 10, of course, since readings are not assigned those weeks!). You cannot write on a week that has already passed, but you may write on a later week and submit it in advance (so for example, you could submit a paper on Week 12's readings in Week 5, but not vice versa).

All students are required to submit their first (and for undergraduate students only) reading analysis paper **on or before Week 5 (Wednesday, Feb 7 at 5:00 pm)**. Graduate students must submit their second reading analysis paper **on or before Week 12 (Wednesday, April 3 at 5:00 pm)**.

Mini Conference Paper and Presentation:

All students will participate in a mini-conference during Week 10 that provides an opportunity to present your project for your Major Written Paper and get feedback on your ideas from your peers as well as your prof. You should submit a 3-4 page (750-1000 word) paper outlining your topic, the main thesis argument that you are making, and some of your key preliminary findings and their broader significance. Students doing a traditional research paper may wish to focus on interpreting a source or a particular body of sources while those doing a literature review paper might focus more on some of the different positions or debates around the topic they are discussing, and engage with a selection of that material in more depth. The paper gives you an opportunity to present draft material and get feedback on your arguments and findings that you can then incorporate into the writing of your final paper (both from your peers and from your prof).

You will then present your conference paper in Week 10, March 14, in our mini-conference. I will organize a program for the conference placing students in panels. Each panel will present their papers and then there will be time allotted for Q&A from the audience for each panel. Please note that as you only have five minutes to speak, so you will not be able to read the written paper, but will need to present the key points. You are encouraged to practice your oral presentation to ensure that you stick to time. The Panel chair will monitor time, given a 1 minute warning, and ask you to stop if your time is used up (also standard practice at a conference). Participation marks for that week will be based on questions posed in the Q&A. The written papers are due on or before **Monday, March 18, at 5:00 pm**.

During Week 9, there will be no assigned readings and in order to allow for time to work on your conference paper. Group meetings with each panel will be scheduled during our regular class meeting time that week to discuss your papers and presentations and answer any questions.

Major Written Assignment:

The major written assignment may take two forms: 1) Students may write a "traditional" research paper. This can be a paper that focuses in depth on an issue employing close analysis of primary sources and engaging with the secondary literature on the topic. 2) A second variant is to write a historiographic paper based on secondary sources that engages in a critical discussion of the current scholarship on a particular issues. Further details on the major written assignments will be discussed in class.

Papers will be evaluated according to the following criteria: evidence of engagement with the literature in the field, quality and thoroughness of research, soundness of thesis, use of evidence to support thesis, coherence of argument, logical structure, writing style, grammar and spelling. See also the late penalties and grace period section below.

My preferred citation format is Turabian/Chicago Manual of Style. As this is a history class, please use footnotes or endnotes rather than parenthetical citation.

Students MAY NOT hand in the same assignment (OR PARTS OF THE SAME ASSIGNMENT) for two or more courses.

SUBMISSION OF ASSIGNMENTS AND LATE PENALTIES

Assignment Submission:

Assignments should be submitted online on Brightspace.

Late Penalties:

- You are strongly encouraged to plan ahead, manage your time, and submit your work by deadlines indicated above.
- That being said, your professor recognizes that students often are juggling many family, school, work, extracurricular, volunteer, and other obligations. To allow for such situations, I have instituted a **three-day grace period** for late assignments. If an assignment is submitted within the three-day grace period, **no late penalties will be applied**. This means that if you are submitting within the three-day grace period, there is no need to write to your professor with an excuse, explanation, extension request, self-declaration form, etc. If it is within 3 days, just submit the assignment, and it will be accepted and marked.
- After the three-day grace period, a penalty of **5 point deduction per day late (not including the 3 days) will apply to the final grade of the assignment** (i.e. Day 4 = -5 points, Day 5 = -10 points, Day 6 = -15 points, Day 7 = - 20 points).
- Assignments submitted **more than seven days late will not be accepted** and a mark of **zero** will be entered.
- If you have serious medical or other equivalent circumstance that prevents your submission of the assignment more than three days after the initial due date, please contact the Professor **as soon as possible and ideally no more than 3 days** after the original deadline to request an extension that will avoid the application of late penalties. Please see also the university policy on academic consideration for medical or other extenuating circumstances discussed below.

General:

Laptops, tablets, and phones may only be used for taking or consulting notes, viewing course readings or for oral presentations. Other uses such as texting, emailing, chatting, social media, streaming, video games, etc. are distracting both to you and to everyone around you, and are not allowed.

Email Communication:

Following university policy, the instructors will communicate by e-mail with students using their Carleton University e-mail addresses (or via Brightspace). If you have a different account that

you check regularly, please set up your Carleton account to forward to that one, so that you do not miss any important course-related announcements. Normally, the instructor expects to reply to e-mail or voicemail queries within 2 days during the working week. The instructor generally does not answer e-mail inquiries or voicemail messages on evenings or weekends. Students who wish to communicate with the instructor are encouraged to meet personally during office hours, at another convenient time by appointment, or, for small matters, at the end of class.

Use of Artificial Intelligence Tools in Written Assignments:

You are strongly advised **not** to use artificial intelligence tools such as ChatGPT in the preparation of any of your assignments for this course. Why? AI is a tool, and it can be a useful tool in some situations, and you will likely have opportunities in life where you may need to use it. However, a key aim of this course is for you to develop your critical thinking, interpretative, and writing skills. You can only develop those skills if you do your *own* critical thinking, interpretation, and writing.

If you ignore this advice, and do choose to use AI in the preparation of your work, please note the following:

-Students are **prohibited from using using artificial intelligence tools to compose any of their written assignments for this course (including drafts and the final version). Any assignment found to consist substantially of content generated by AI will receive an automatic zero and no opportunity to rewrite will be allowed.** By submitting written work in this course, you are agreeing that **you** are the author, not any third party (including AI). Submitting AI generated papers is **also** a violation of the university's academic integrity policy and will be referred to the appropriate dean for investigation and potential penalties.

-You **may** use AI for assistance in research, brainstorming, translation, or outlining. However, if you do use AI in your work, you need to include a footnote in your paper acknowledging the prompts that were used and a brief explanation of how and why you used the AI for your assignment.

-any text produced by an AI that is used in a paper (as a direction quotation or paraphrasing text produced by an AI) **must be properly cited** (with direction quotations from AI placed in quotation marks to make clear where your text ends and the AI's text begins and including a footnote with a reference to the AI and the prompts that were used).

-Please note that AI is **NOT A RELIABLE SOURCE** of information. Most AIs are trained based on internet data that is often inaccurate and unreliable and often contains implicit biases. In many cases when AI does not 'know' the answer, it will make up information that is just plain wrong. This makes it a **highly unreliable source** for the writing of history essays. **In evaluating your essay, the quality and appropriateness of your source material will be assessed.**

-Students suspected of using AI in their work in a manner that violates this policy may be asked to provide the instructor with their research notes and drafts of their essay. They may also be asked to meet with the instructor to discuss the assignment and the research materials consulted.

COURSE CALENDAR:

Please note that the instructor may make changes to the syllabus over the course of the semester.

Week 1, Jan 11. Introduction: Europe as Contemporary History

Week 2, Jan 18 Displacements

- Philipp Ther, “The Big Sweep: Postwar Europe and Beyond, 1944-1948” in *The Dark Side of Nation-States: Ethnic Cleansing in Modern Europe*. Trans. Charlotte Kreutzmüller (New York: Berghahn, 2014), 143-179, 197-203.
- Zahra, Tara. “‘A Human Treasure’: Europe’s Displaced Children between Nationalism and Internationalism.” *Past and Present* 210 (2011): 332–50.
- Joskowicz, Ari. “Romani Refugees and the Postwar Order.” *Journal of Contemporary History* 51, no. 4 (October 1, 2016): 760–87.
- Jeremy Varon, “‘Surviving Survival’: Living with the Holocaust and among the Germans.” in *The New Life: Jewish Students of Postwar Germany* (Wayne State University Press, 2014). 181-222

Week 3, Jan 25 Reconstructions

- Konrad Jarausch, “Embracing the West” in *After Hitler: Recivilizing Germans, 1945-1995* (Oxford: Oxford UP, 2006), 103-129.
- Paul Betts, “Empire Reclaimed” in *Ruin and Renewal: Civilizing Europe After World War II* (New York: Basic Books, 2020), 223-266.
- Holly Case, “Reconstruction in East-Central Europe: Clearing the Rubble of Cold War Politics.” *Past & Present* 210, Supplement 6 (2011): 71–102.
- Heide Fehrenbach, “Black Occupation Children and the Devolution of the Nazi Racial State” in *After the Nazi Racial State: Difference and Democracy in Germany and Europe*, edited by Rita Chin, Heide Fehrenbach, Geoff Eley, and Atina Grossmann (Ann Arbor, MI: University of Michigan Press, 2009), 30-54.

Week 4, Feb 1 Decolonizations

- Evans, Martin, “Colonial Fantasies Shattered” in Dan Stone, *The Oxford Handbook of Postwar European History* (Oxford: Oxford UP, 2012), pp. 480-501.
- Marker, Emily. “Encountering Diversity in France and Eurafrica” in *Black France, White Europe: Youth, Race, and Belonging in the Postwar Era* (Ithaca, New York: Cornell University Press, 2022), 139-180.
- James Mark, “Race,” in *Socialism Goes Global*, edited by James Mark and Paul Betts. (Oxford: Oxford University Press, 2022), 221–54.
- Pugach, Sara. “Eleven Nigerian Students in Cold War East Germany: Visions of Science, Modernity, and Decolonization.” *Journal of Contemporary History* 54, no. 3 (July 2019): 551–72.

Week 5, Feb 8 Consumption and Everyday Life

- Victoria De Grazia, “The Consumer-Citizen: How Europeans Traded Rights for Goods,” *Irresistible Empire: America’s Advance through Twentieth-Century Europe*, 2005, 336-375.
- Melissa Feinberg, “Consumerism and its Consequences During Late Socialism” in *Communism in Eastern Europe*. New York: Routledge, 2022, 117-144.

- Sheffer, Edith. “Home: Life in the Prohibited Zone” in *Burned Bridge: How East and West Germans Made the Iron Curtain*. New York: Oxford University Press, 2014.
- Kyrill Kunakhovich, *Communism’s Public Sphere: Culture as Politics in Cold War Poland and East Germany* (Ithaca: Cornell University Press, 2022), 215-248.

Week 6, Feb 15 Migrations

- Elizabeth Buettner, “Europe’s Postcolonial Migrations since 1945” in *The Cambridge History of Global Migrations*, vol. 2, *Migrations, 1800–Present*, edited by Madeline Y. Hsu and Marcelo J. Borges (Cambridge: Cambridge University Press, 2023), 180-198.
- Maud Mandel, “Encounters in the Metropole The Impact of Decolonization on Muslim-Jewish Life in France in the 1950s and 1960s” in *Muslims and Jews in France: History of a Conflict* (Princeton: Princeton University Press, 2014), 59-79.
- Tara Zahra, “The Freedom Train” in *The Great Departure: Mass Migration From Eastern Europe and the Making of the Free World* (New York: W. W. Norton, 2016), 217-253.
- Kahn, Michelle Lynn. “The Long Road Home: Vacations and the Making of the ‘Germanized Turk’ across Cold War Europe.” *The Journal of Modern History* 93, no. 1 (March 2021): 109–49.

*** Reading Week – Feb 19-23 – Happy Reading! ***

Week 7, Feb 29 Social Transformations

- Timothy Brown, “‘1968’ East and West: Divided Germany as a Case Study in Transnational History,” *American Historical Review* (2009): 69-96.
- Biess, Frank. “Apocalyptic Angst.” In *German Angst: Fear and Democracy in the Federal Republic of Germany*. Oxford University Press, 2020.
- James Mark, Bogdan C. Jacob, Tobias Rupprecht, & Ljubica Spaskovska. “Democratisation” in *1989: A Global History of Eastern Europe* (Cambridge: Cambridge University Press, 2019), 73-124.
- Celia Donert, “Women’s Rights as Human Rights after the End of History.” *Gender & History* 35, no. 3 (October 2023): 862–80

Week 8 Mar 7 Europeanization and its Limits

- Konrad Jarausch, “Economic Integration” in *Out of Ashes: A New History of Europe in the Twentieth Century* (Princeton: Princeton UP, 2015), 506-532.
- Lott, Gaia. “The Dublin Convention and the Introduction of the ‘First Entry Rule’ in the Allocation of Asylum Seekers in Europe.” *Contemporary European History* 32, no. 3 (August 2023): 459–74.
- Stella Ghervas, “The Spirit of Enlarged European Union: The Flight of the Monarch Butterflies” in *Conquering Peace: From the Enlightenment to the European Union* (Harvard: Harvard UP, 2021), 284-347.
- Philipp Ther, “The West, Turkey and Russia: A History of Estrangement,” in *How the West Lost the Peace: The Great Transformation Since the Cold War*. Translated by Jessica Sprenghel (Cambridge: Polity, 2023), pages.

Week 9, Mar 14 Group meetings in preparation for panel presentations.

Class time will be used to hold group meetings of each panel to consult on your papers and presentations. Panels and meeting schedule will be posted on Brightspace.

No readings for this week. Use time to work independently on your conference paper and presentation for the mini-conference next week.

Week 10, March 21 Mini-Conference

Please be prepared to present your paper. You should also review the written papers in the discussion forum of other presenters to help pose questions during the conference.

***** Submit Mini Conference Paper for presentation to discussion forum by 5:00 pm on Tuesday, March 19 *****

Week 11, March 28 Citizenship and Belonging

- Molnar, Christopher A. "Asylum Seekers, Antiforeigner Violence, and Coming to Terms with the Past after German Reunification." *The Journal of Modern History* 94, no. 1 (March 1, 2022): 86–126
- Minayo Nasiali, "Banlieue Youth and the Body Politic" in *Native to the Republic : Empire, Social Citizenship, and Everyday Life in Marseille since 1945* (Ithaca: Cornell University Press, 2016), 130-157.
- Panagiotidis, Jannis. "Germanizing Germans: Co-Ethnic Immigration and Name Change in West Germany, 1953–93." *Journal of Contemporary History* 50, no. 4 (October 1, 2015): 854–74.
- Plamper, Jan. "Jewish Germaniya" in *We Are All Migrants: A History of Multicultural Germany* (Cambridge: Cambridge University Press, 2023), 161-182

Week 12, April 4 Memory and Forgetting

- Andrew I. Port, "It is Genocide and Must be Designated as Such," in *Never Again: Germans and Genocide After the Holocaust* (Cambridge, MA: Harvard UP, 2023), 160-193.
- Radonić, Ljiljana. "From 'Double Genocide' to 'the New Jews': Holocaust, Genocide and Mass Violence in Post-Communist Memorial Museums." *Journal of Genocide Research* 20, no. 4 (October 2, 2018): 510–29.
- Betts, Paul. "1989 At Thirty: A Recast Legacy." *Past & Present* 244, no. 1 (August 1, 2019): 271–305.
- Kalmar, Ivan. "Islamophobia and Anti-Antisemitism: The Case of Hungary and the 'Soros Plot.'" *Patterns of Prejudice* 54, no. 1–2 (2020): 182–98

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. For more information, please see: <https://carleton.ca/wellness/>

ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows (see also (<https://students.carleton.ca/course-outline/>):

Academic consideration for medical or other extenuating circumstances:

Students must contact the instructor(s) as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables. Please note that if submitting within the instructor's 3 day grace period, no additional information is required. Students requesting extensions beyond the 3-day grace period or more serious issues may be requested to submit a [Self-Declaration for Academic Considerations form](#).

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

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

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 [click here](#).

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, please request your accommodations for this course through the [Ventus Student Portal](#) 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). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). 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).

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: <https://carleton.ca/equity/sexual-assault-support-services>

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 will be provided to students who compete or perform at the national or international level. 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

PLAGIARISM AND ACADEMIC INTEGRITY

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, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- 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 (this includes text generated by AI tools or websites).

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.

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: All course assignments should be submitted via the Brightspace page for the course. Final exams are intended solely for the purpose of evaluation and will not be returned.

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	1 2 - p o i n t scale	Percentage	Letter grade	1 2 - p o i n t 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

Approval of final grades: 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 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 and Brightspace accounts.

Official Course Outline: The course outline posted to the Brightspace page for the course is the official course outline.