

EURR 1001F
Introduction to European and Russian Studies
Tuesdays 12:35-2:25 pm and Thursdays 12:35-1:25 pm
University Centre (UC) 282

Discussion Section Break Out Rooms: UC 282; Southam (SA) 409 and Paterson (PA) 234

Instructor:

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Course Description

This course provides an introduction to the study of the world region of Europe, Russia, and Eurasia. It does so by employing an interdisciplinary lens that considers social, cultural, political, economic, and historical aspects of the region's past and present. The course will focus on key issues and debates in the study of the region and familiarize students with some of the different types of questions that scholars working in different disciplines pose. While a regionally focused course, the course will also consider the ways in which the histories and current politics of the countries in this region are deeply interconnected and embedded in broader global processes.

The course will begin by reflecting on the larger questions of how we define the region and of the politics of even naming the region (Europe, Russia, Eurasia). The course is then divided into three parts:

- 1) The first section of the course will introduce students to key topics that have shaped the history, culture, and identities in the region. These include the legacy of empires, revolution, nation-building, war, Nazism, and Stalinism.
- 2) In the second section of the course we will turn to social, political, and economic issues including everyday life in the Cold War and the Collapse of Communism, regional economic and political integration in Europe and Eurasia, migration and multiculturalism, and democracy.

- 3) The third section of the course will focus on a set of particular regional issues that bring social, cultural, historical, political, and economic aspects together: Ukraine crisis, Central Asia and the Caucasus, and memory politics.

Finally, the course also aims to introduce students to key academic research and writing skills needed to succeed in humanities and social science disciplines. Throughout the semester we will devote time to discussing fundamental academic and research skills that will help you with this course and throughout your university studies.

Course Objectives and Outcomes:

- Upon successful completion of the course, you will be able to display knowledge of major issues and themes in the history, culture, society, politics of the region.
- You will also have gained insight into the values of an interdisciplinary approach in the study of the region.
- You will have practiced analyzing scholarly sources and in engaging with arguments in the scholarly literature on particular themes and issues in the region.
- You will have learned to apply academic research skills and conventions (taking notes and listening to lectures, posing research questions, finding materials using library catalogues and databases, compiling bibliographies, taking notes on sources, formatting and citing literature properly, writing academic essays).
- In class discussions, you will hone your public speaking skills and your ability to present arguments and opinions that are supported by evidence.

Required Readings:

Required readings are listed for each theme covered in the course. Students are expected to read the required readings (both scholarly literature and primary documents) in advance of the lecture. These readings will also form the basis of our discussion sections. Most required readings are available as electronic class reserves via the Carleton University Library's ARES system (there is a link to ARES from the CU Learn page for the course). In some cases, readings will be posted to CU Learn. Texts available in ARES are indicated by *A*, online sources with *O*. Sources on CU Learn are indicated by *CU*.

Please note that the instructor may make adjustments to the readings or post additional readings on line on current topics over the course of the semester. In addition, it is recommended (but not required) that students purchase a research and writing guide, which can be used as a reference throughout your university career. One of the best available is:

- * Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. Ninth edition. Chicago: University of Chicago Press, 2018 (ca. \$20.00 on chapters.indigo.ca or amazon.ca also available as an e-book). Library also has copies.

Course Assignments and Grading Scheme:

Evaluation	Percent of Mark	Due Date
Attendance and Participation	20%	

Evaluation	Percent of Mark	Due Date
Research Skills Assignment #1 (Sources, Citations and Bibliography)	8%	September 24, 2019
Research Skills Assignment #2 (book and articles)	12%	October 8, 2019
Midterm Quiz	15%	October 31, 2019 (In-Class)
Final Paper	20%	Due Dec 3, 2019
Final Exam	25%	Exam Period December 9-21, 2019 (To be scheduled by examination services; students are expected to be available for exams during this time period)

Attendance and Participation in Class Discussion: This course consists of one weekly lecture (2 hours) and one weekly discussion group (1 hour). **Attendance of both the lecture and discussion group is mandatory for all students.** On Tuesdays we will meet in the main classroom for lecture (see above) and on Thursdays, with a few exceptions marked on the course outline or announced via CU Learn, we will split into discussion groups, meeting in either the regular classroom or a break-out room. Discussion groups will be assigned before the first split session.

In discussion, students are expected to have completed the readings, reflected on the questions, and be ready to discuss major issues that arise in readings and lecture. Discussion questions will be circulated in advance to guide your preparation. Discussion groups may also involve debates, group activities, or short presentations. Lectures may also include interactive elements. Participation marks will be assigned based on the quantity and quality of contributions.

Research Skills Assignments: Students will write two research skills assignments over the course of the term. This assignment will test the student's knowledge of fundamental study and research skills that will be introduced and discussed during the term. These include the identification of relevant academic sources, the ability to summarize main arguments of sources, citation rules, and the compilation of bibliographies. The questions for this assignment will be posted on CU Learn early in the term.

- The first assignment will focus on sources, citation, and bibliography and will be due on September 24, 2019.
- The second assignment will focus on summarizing key arguments from books and journal articles and will be due on October 8, 2019.

Midterm Quiz: There will be a one-hour midterm quiz in class on October 31, 2019. The quiz will focus on the material discussed in class up to that point of the term. The quiz will consist of either a few short questions or identifications or a combination thereof.

Final Paper: The final paper will be approximately 6 pages in length (12 point font, Times New

Roman, double spaced, ca. 1500-1800 words). A list of topics for the paper from which students may choose will be posted on CU Learn well in advance of the assignment. Advice on research design, planning the research process, and structuring the paper will be given in class. Papers are due on December 3, 2019.

Papers will be evaluated according to the following criteria: soundness of thesis, use of evidence to support thesis, coherence of argument, how well it integrates sources material, logical structure, style, grammar, spelling, and proper bibliographic citation.

I encourage students to consult with me or the teaching assistant while preparing their essays during my office hours or by appointment.

Final Exam: The final exam will be scheduled during the exam period at the end of term (December 9-21, 2019). Please note (especially when planning your travels) that students are expected to be available and on campus for the duration of the final examination period. The exam will be cumulative, but with an emphasis on material covered since the midterm. The exam may consist of essay questions, identifications, or a combination thereof and will ask students to reflect on the linkages between materials discussed in the various class sessions. More detail will be provided in class and during the exam review session.

All papers will be submitted **electronically as PDF files** through **CU Learn**. Unless a specific exception has been made, papers submitted in other formats (email, hard copy) will not be accepted. Feedback, comments, and grades will be provided via CU Learn Gradebook. Unless a medical or equivalent excuse is provided, late assignments will be penalized by two (2) percentage points per day (including weekends); assignments more than one week late will receive a mark of 0%. Unexcused failure to show up for an exam will result in a grade of 0% on the exam in question.

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

Academic Integrity:

Academic integrity is a core value of the university and essential for creating a constructive environment for teaching, learning, and research. Students are responsible for being aware of the University's Academic Integrity Policy, understanding what constitutes academic dishonesty, and ensuring that all course assignments submitted for evaluation abide by University policy.

Any suspected violations of the academic integrity policy will be referred to the Institute's Director and then to the appropriate Dean for further investigation. Students who are found to have violated the standards of academic integrity will be subject to sanctions. An overview of the University's Academic Integrity Policy is available at <https://carleton.ca/registrar/academic-integrity/>

Email Communication:

Following university policy, the instructors will communicate by e-mail with students using their university e-mail addresses (i.e. cmail). 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 queries within 2 days during the working week. The instructor generally does not answer e-mail inquiries on evenings or weekends. In the unlikely event that you do not receive a response

from me in a reasonable time frame, please don't hesitate to send me a reminder of your query. In addition to email, students who wish to communicate with the instructor are encouraged to meet in person during office hours, at another convenient time by appointment.

Course Schedule and Reading List

- Note: The instructor may make changes to the readings throughout the semester for pedagogical or practical reasons. Changes will be announced via email, CU Learn, or in class.

I. INTRODUCTION

Week 1 Introduction

Thursday, September 5 Course Introduction - Meet in UC 282

Week 2 What is Europe? Russia? Eurasia?

Tuesday, September 10 Lecture - What is Europe? Russia? Eurasia?

Thursday, September 12, **Discussion Sections** Readings Week 2 (**Break Out Rooms**)

- Triandafyllidou, Anna and Ruby Gropas. "Europe is..." In *What Is Europe?*, 259-275 New York: Palgrave Macmillan, 2015. *A*
- Wolff, Larry. "Introduction." In *Inventing Eastern Europe: The Map of Civilization on the Mind of the Enlightenment*, 1-16. Stanford: Stanford UP, 1994. *A*
- Gleason, Abbott. "Eurasia: What Is It? Is It?" *Journal of Eurasian Studies* 1, no. 1 (January 2010): 26–32.

Research and Study Skills:

- Interacting with professors and academic advisors
- Reading, Listening, and note-taking strategies

Week 3 Research and Study Skills

Tuesday, September 17 Lecture — Library Presentation (Aleksandra Blake, Subject Specialist for Area Studies)/Research Skills Presentation

Thursday, September 19 Research and Study Skills— Meeting in Two Groups to be posted on CU Learn

Recommended Reading:

Kate. L. Turabian, *A Manual for Writers*, Chapters 3 and 4.

- Review citation styles
- Work on Research Assignment #1

- Look up some books in the library catalogue that you might want to write about for Research Assignment #2
- During Thursday's class, we will go to the Carleton University Library and check out a book for Research Assignment #2
- Get ahead on your readings for next week!

Research and Study Skills:

- Types of scholarly sources
- Researching scholarly literature
- Compiling a Bibliography in Chicago Style
- Citing Literature in your own texts

II. HISTORY, CULTURE, IDENTITIES

Week 4 Empires and Revolutions

Tuesday, September 24 Lecture

 *** Research Skills Assignment #1 Due ***

Thursday, September 26 **Discussion Sections** Readings Week 4 (**Break Out Rooms**)

- Berger, Stefan, and Alexei Miller. "Nation-Building and Regional Integration, c. 1800-1914: The Role of Empires." *European Review of History: Revue Europeenne d'Histoire* 15, no. 3 (2008): 317–30. *A*
- Sanborn, Joshua. "The Russian Empire." In *Empires at War 1911-1923*, edited by Robert Gerwarth and Erez Manuela, Oxford: Oxford University Press, 2014, pp. 91-108. *A*

Documents:

- Workers' Petition, January 9th, 1905 (Bloody Sunday). Documents in Russian History. [https://academic.shu.edu/russianhistory/index.php/Workers%27_Petition,_January_9th,_1905_\(Bloody_Sunday\)](https://academic.shu.edu/russianhistory/index.php/Workers%27_Petition,_January_9th,_1905_(Bloody_Sunday))
- Konstantin Pobedonostsev, "Reflections of a Russian Statesman." Documents in Russian History. https://academic.shu.edu/russianhistory/index.php/Konstantin_Pobedonostsev,_Reflections_of_a_Russian_Statesman
- "Germanization Policy: Speech by Ludwik Jazdzewski in a Session of the Prussian House of Representatives (January 15, 1901). German History in Documents and Images, Volume 5. http://ghdi.ghi-dc.org/pdf/eng/517_Germanization%20Policy_98.pdf

Week 5 Nationalism, Nazism, and the Holocaust

Tuesday, October 1 Lecture

Thursday, October 3, **Discussion Sections** Readings Week 5 (**Break Out Rooms**)

- Moeller, Robert G. "Introduction: Understanding Nazi Germany." In *The Nazi State and German Society. A Brief History with Documents*, 1-26.
- Bartov, Omer. "Wartime Lies and Other Testimonies: Jewish-Christian Relations in Buczacz, 1939-1944." *East European Politics and Societies* 25, no. 3 (August 1, 2011): 486–511 *A*

Documents:

- Extract from the Speech by Adolf Hitler, January 30, 1939, Yad Vashem. <https://www.yadvashem.org/docs/extract-from-hitler-speech.html>
- "The Wannsee Protocol (January 20, 1942)." *German History in Documents and Images*, <http://germanhistorydocs.ghi-dc.org/pdf/eng/English41.pdf> *O*
- Appel, Marta. "Jewish Life after the Nazi Seizure of Power in 1933" and Inge Deutschkron "Growing Up Jewish in 1930s Germany" in *The Nazi State and German Society: A Brief History in Documents*, edited by Robert G. Moeller, 100-105. Boston: Bedford/St. Martin's, 2010.
- Interview with Samuel Willenberg, Survivor of the Treblinka Death Camp. Yad Vashem. <https://www.yadvashem.org/articles/interviews/willenberg.html>

Week 6 Stalinism and Political Violence

Tuesday, October 8 Lecture

 ***** Research Materials Assignment #2 Due**

Tuesday, October 10 **Discussion Sections:** Readings Week 6 (**Break Out Rooms**)

- Snyder, Timothy. "Hitler vs. Stalin: Who Killed More?" *New York Review of Books*, March 10, 2011, <https://www.nybooks.com/articles/2011/03/10/hitler-vs-stalin-who-killed-more/> *O*
- Jahn, Hubertus F. "Russia" in *Twisted Paths: Europe 1914-1945*, edited by Robert Gerwarth, 297-324. Oxford: Oxford University Press, 2008.
- Schlögel, Karl. "The Butovo Shooting Range: Topography of the Great Terror" in *Moscow 1937* (Cambridge: Polity, 2012), pp. 472-504. *A*

Documents:

- Joseph Stalin, "Dizzy with Success: Concerning Questions of the Collective Farm Movement (March 2, 1930)." In *The Structure of Soviet History: Essays and Documents*, edited by Ronald Grigor Suny, 209-212. New York: Oxford UP, 2003.
- Stalin, Joseph. "On Soviet Industrialization, Speech to Industry Managers," February 1931. Documents in Russian History. https://academic.shu.edu/russianhistory/index.php/Stalin_on_Rapid_Industrialization

- Nadezhda Mandelstam, "A May Night" in Ronald Grigor Suny, *The Structure of Soviet History: Essays and Documents*, 232-240. New York: Oxford UP, 2003.
- Olga Adamova-Sliozberg, *Gulag: Many Days, Many Lives*, accessed August 25, 2019, <http://gulaghistory.org/exhibits/days-and-lives/prisoners/2>
- "Convention on the Prevention and Punishment of the Crime of Genocide," December 9, 1948, United Nations Office on Genocide Prevention and the Responsibility to Protect (Articles 1-5). https://www.un.org/en/genocideprevention/documents/atrocity-crimes/Doc.1_Convention%20on%20the%20Prevention%20and%20Punishment%20of%20the%20Crime%20of%20Genocide.pdf

III. POLITICS, SOCIETY AND ECONOMICS

Week 7 Everyday Life in the Cold War and the Collapse of Communism

Tuesday, October 15 Lecture

Thursday, October 17 **Discussion Sections** Readings Week 7 (**Break Out Rooms**)

- Paulina Bren, "Mirror, Mirror, on the Wall: Is the West the Fairest of Them All?," *Kritika: Explorations in Russian and Eurasian History* 9, no. 4 (2008): 831-854. *A*
- Slavenka Drakulic, "Once Upon a Time in 1989: How the West is Now Learning the Hard Lessons of the East," *Eurozine*, 4. August 2017, <https://www.eurozine.com/once-upon-a-time-in-1989/> *O*

Documents:

- Rudolf Zupal, "Samizdat, Tuzex," Making the History of 1989, Item #273, <http://chnm.gmu.edu/1989/items/show/273> (accessed August 27 2019, 10:38 pm).
- "Rude Pravo, Central Committee Meeting," Making the History of 1989, Item #283, <http://chnm.gmu.edu/1989/items/show/283> (accessed August 27 2019, 10:37 pm). <http://chnm.gmu.edu/1989/exhibits/everyday-life/primary-sources/12>

Research and Study Skills:

- Midterm Quiz Preparation

***** No Classes October 21-25 Fall Break/Reading Week! *****

Week 8— European and Eurasian Regional Integration

Tuesday, October 29 Lecture

Thursday, October 31 **Midterm Quiz (full class)**

- *** Midterm Quiz In Class *****
Covers Material from Weeks 1-7

- Constantin Chira-Pascanut, "A Short History of the European Union: From Rome to Lisbon" in *European Union Governance and Policy Making: A Canadian Perspective*, ed. Emmanuel Brunet-Jailly, Achim Hurrelmann, and Amy Verdun. 21-40. *A*
- "'The European Integration Story is a History of Overcoming Crises,' In Conversation with Historian Prof. Dr. Kiran Klaus Patel," *Deutsche Bank Europe Matters*, May 17, 2019, <https://www.db.com/specials/en/ghp/thoughtsoneurope-kiran-klaus-patel.htm>
- Simon Usherwood and John Linder, "The EU and the Rest of Europe" in *The European Union: A Very Short Introduction*. Fourth Edition. Oxford: Oxford UP, 2018, 109-120. *A*
- Thomas Forsberg and Hiski Hankkala, "The 'Common Neighborhood' and Regional Cooperation," *The European Union and Russia* Palgrave 2016, 192-219 *A*
- "Brexit: Your simple guide to the UK leaving the EU", *BBC News*, 30 July 2019 <https://www.bbc.com/news/uk-46318565> *O*

Research and Study Skills:

- Planning your research
- Time Management

Week 9 Democracy, Populism, and Authoritarianism

Tuesday, November 5 Lecture

Thursday, November 7 **Discussion Sections:** Readings Weeks 8 and 9 (**Break Out Rooms**)

- Krastev, Ivan. "Eastern Europe's Illiberal Revolution." *Foreign Affairs* 97, no. 3 (June 5, 2018): 49–56. *A*
- Art, David. "The AfD and the End of Containment in Germany?" *German Politics and Society* 36, no. 2 (June 1, 2018): 76–86. *A*

Documents:

- Orbán, Viktor. "Viktor Orbán's ceremonial speech on the 170th anniversary of the Hungarian Revolution of 1848," The Prime Minister's Speeches, Website of the Hungarian Government, March 16, 2018. <https://www.kormany.hu/en/the-prime-minister/the-prime-minister-s-speeches/orban-viktor-s-ceremonial-speech-on-the-170th-anniversary-of-the-hungarian-revolution-of-1848> *O*
- Putin, Vladimir. "Interview with the Financial Times," Website of the President of Russia, Transcripts, June 27, 2019. <http://en.kremlin.ru/events/president/transcripts/60836> *O

Research and Study Skills:

- Review: Researching Scholarly Literature

Week 10 — Migration and Multiculturalism

Tuesday, November 12 Lecture

Tuesday, November 14 **Discussion Sections:** Week 10 (**Break Out Rooms**)

- Miller, Jennifer A. "On Track for West Germany: Turkish 'Guest-Worker' Rail Transportation to West Germany in the Postwar Period." *German History* 30, no. 4 (2012): 550–73. *A*
- Lucassen, Leo. "Peeling an Onion: The 'Refugee Crisis' from a Historical Perspective." *Ethnic and Racial Studies* 41, no. 3 (February 19, 2018): 383–410. *A*

Documents:

- Beatty, Thalia. "'Life Is Not For Everyone': A Syrian Teenager Struggles to Endure Family Pressures and German Bureaucracy." *.coda*. <https://codastory.com/migration-crisis/integration-issues/life-is-not-for-everyone/>

Research and Study Skills:

- Review: academic sources, citation, references

IV. REGIONAL ISSUES IN CONTEXT

Week 11 Central Asia and the Caucasus

Tuesday, November 19 Lecture - Guest Presentations, Professor Jeff Sahadeo, EURUS Director; Kateryna Gazaryan, EURUS MA Student

Thursday, November 21 **Discussion Sections:** Readings Week 11 (**Break Out Rooms**)

Central Asia:

- Pantucci, Raffaello. "China in Central Asia: The First Strand of the Silk Road Economic Belt" *Asian Affairs* 50, no. 2 (2019): 202-215 *A*
- Northrop, Douglas. "The Limits of Liberation: Gender, Revolution, and the Veil in Everyday Life in Soviet Uzbekistan" *Everyday Life in Central Asia*, 89-102 *A*
- Morton, Thomas. "Bride Kidnapping in Kyrgyzstan" VICE video: <https://www.youtube.com/watch?v=DKAusMNTNnk> *O*
- Uyghur, Gina. "A Culture of Impunity Still Lies behind Kyrgyzstan's Bride Kidnapping Epidemic." <http://hrbrief.org/2019/03/a-culture-of-impunity-still-lies-behind-kyrgyzstans-bride-kidnapping-epidemic/> *O*

Caucasus

- Shafiyev, Farid. "Ethnic Myths and Perceptions as a Hurdle to Conflict Settlement: The Armenian-Azerbaijani Case" *Caucasus and Globalization* 1, no. 2 (2007): 57-69. *A*
- Dixon, Jennifer M. "Norms, Narratives and Scholarship on the Armenian Genocide" *International Journal of Middle East Studies* 47 (2015): 796-800. (4 pages) *A*

- Shykora, Brendan. "Armenian March Met by Turkish Counter-Protest." *Ottawa Citizen*, 27 April 2018. <https://ottawacitizen.com/news/local-news/armenian-march-met-by-turkish-counter-protest-on-103rd-anniversary-of-armenian-genocide> *O*

Week 12 Ukraine Crisis

Tuesday, November 26 Lecture

Thursday, November 28 **Discussion Sections:** Readings Week 12 (**Break Out Rooms**)

- Yekelchyk, Serhy. "The Ukrainian Crisis: In Russia's Long Shadow." *Origins: Current Events in Historical Perspective* 7, no. 9 (2014), <https://origins.osu.edu/article/ukrainian-crisis-russias-long-shadow>. *O*
- Haukkala, Hiski. "A Perfect Storm: What Went Wrong and What Went Right for the EU in Ukraine." *Europe-Asia Studies*, 68, no. 4 (2016): 653-664. *A*
- Andrii Portnov, "Lost in Transition? Ukraine and Europe since 1989." *Eurozine*, January 23, 2018. <https://www.eurozine.com/lost-in-transition-ukraine-and-europe-since-1989/>. *O*

Documents:

- Yermolenko, Volodymyr. "Violence and anti-violence: Ukraine between Russia and Europe," *Eurozine*, 25 July 2019. <https://www.eurozine.com/violence-and-anti-violence/> *O*
- Putin, Vladimir. Address by the President of the Russian Federation, Website of the President of Russia, March 18, 2014. <http://en.kremlin.ru/events/president/news/20603> *O*

Week 13 Memory Politics

Tuesday, December 3 Lecture

 ***** Final Paper Due *****

Research and Study Skills:

- Review and Prepare for Final Exam

Thursday, December 5 Concluding Discussion Week 13 / Exam Review Session

**** Meet as ONE GROUP in UC 282 ****

- Claus Leggewie, "Seven Circles of European Memory," *Eurozine*, December 20, 2010. <https://www.eurozine.com/seven-circles-of-european-memory/Petrov, Nikita>.
- "Don't Speak, Memory: How Russia Represses Its Past." *Foreign Affairs* 97, no. 1 (February 1, 2018): 16–21.

- Elisabeth Zerofsky, "Is Poland Retreating from Democracy?" *The New Yorker*, July 30, 2018. <https://www.newyorker.com/magazine/2018/07/30/is-poland-retreating-from-democracy>
- *Andreas Umland, "Bad History Doesn't Make Good Friends" *Foreign Policy*, Oct 25, 2016. <https://foreignpolicy.com/2016/10/25/bad-history-doesnt-make-friends-kiev-ukraine-stepan-bandera/>

Course Outline (Syllabus) Information on 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, visit the Equity Services website: 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, visit the Equity Services website: 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. 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 is 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

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. <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