

Fall 2022
Carleton University
Institute of European, Russian and Eurasian Studies

EURR 1001 INTRODUCTION TO EUROPEAN AND RUSSIAN STUDIES

Instructor: Milana Nikolko, PhD

Class schedule:

Wednesday 2.35-3.55 PM (Lecture) Location Tory building 342 or via zoom (see the course Brightspace)

Thursday 4.35-3.55 PM (Seminar) via zoom only

Office hours: Wednesday 4.10-5.30 pm (by appointment only) in person or via Zoom

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Web: <https://brightspace.carleton.ca/d2l/home/144783>

Course format: HyFlex

Teaching Assistant:

Course Description

The Russo-Ukrainian war has “shaken” the world order with more than six million Ukrainians having moved to Europe, and almost seven million people have become internally displaced in Ukraine, thousands were killed and disappeared in the turbulence of war. This is the largest military conflict in post-war European history and the major challenge for security and democratic development in Europe. What triggered the war? How will it influence Europe’s regional trajectories and world economics and security? We will look for the answers to these questions during the EURR 1001 course development.

The EURR 1001 course provides an introduction to the study of the world region of Europe, Russia, by employing an interdisciplinary lens that considers social, cultural, political, economic, and historical aspects of the region’s past and present, but also analyzes the specific questions of Eastern European history in XX century and postcolonial narratives, which still dominated in everyday life communications, domestic policies and foreign doctrines in the region.

The course will begin by reflecting the larger questions of how we define the region and why the postcolonial approach will help us understand the contemporary dynamics of the region’s politics (Europe, Russia, Eurasia). The Russian war against Ukraine became a turning point for the discipline of European and Russian Studies. It has accelerated and highlighted some of the existing challenges in the area of European regional studies, which are largely informed by the methodological frame of Post-Soviet and Post-Socialist Studies, established during the perestroika and right after the collapse of the USSR. The adaptation of a post-colonial methodological lens will help us to better understand the current crisis. While regionally focused, this 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. This course includes a special section to analyze recent conflict development and discuss the outlying perspectives for European security.

This is a 0.5-credit course that will be delivered in person and online through Brightspace. Each week students will be asked to complete **one module**. It will be up to each student to manage their own weekly schedules for when they will view the online material, participate in lectures (in person or online), do the assigned readings, participate in an online discussion (seminars), complete weekly quizzes, and work on the other assignments.

Course format

Blended, includes weekly **synchronous HyFlex** lectures and seminars and **asynchronous weekly modules (quizzes and videos)**.

Lectures will be run as HyFlex (in person and over zoom, depending on the personal preferences of the student) and group discussions will be run as synchronous zoom seminar meetings. These meetings aim to provide the core information on course development, improve communication with the students, and introduce the concepts, facts and interpretations of focal events of the history of the region.

Each week students will be asked to complete one module. Week related module become available on Monday morning of scheduled week, and it includes, reading materials, video and quizzes. The materials of the Module will be accessible till the end of the term, however week related assignments, such as the week quiz MUST be performed by the Sunday evenings (by 23.55 EST) of the related module.

The course is then divided into three parts:

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, colonialism, revolution, nations and nation-building, war, totalitarianism, Nazism, and Stalinism.

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, transition to democracy, regional economic and political integration in Europe and Eurasia, ethnic conflicts and democratic development.

The third section of the course will focus on a set of regional issues that bring social, cultural, historical, political, and economic aspects together. The final two modules of the course will be dedicated to the analysis of The Russo-Ukrainian war and its impact on the region's future.

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 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 (extracting information from the lectures, reworking the materials to present your opinion on the topic, finding materials using online library catalogues and databases, compiling bibliographies, taking notes on sources, formatting and citing literature properly, writing case-oriented reports).
- In online discussions, you will hone your oral 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, there is no need to purchase course related book. All required materials are available online. Students are expected to read the required readings (both scholarly literature and primary documents) and watch the videos. These readings and videos will also form the

basis of our discussions. All required readings are available as electronic class reserves via the Carleton University Library's ARES system (there is a link to ARES from the Brightspace page for the course). In most of the cases, readings will be posted to Brightspace.

Technological Requirements for the Course: All students must have regular access to a computer terminal with reliable internet access. They will be required to engage with lecture videos, movies, podcasts, upload papers written in a word processor and saved in a pdf format, download and view pdf files, successfully log in and navigate Brightspace, successfully log in and navigate their Carleton email accounts, generate typed responses to prompts on Brightspace, and navigate quizzes and other pages on Brightspace using the mouse or touchscreen functions. Students with special needs, financial or technological, who cannot fulfill these requirements should contact the instructor immediately.

Course Assignments and Grading Scheme:

Mandatory: all students must pass the Accept the syllabus quiz, participation (Weekly quiz), Term quiz, and both components of Research Skills Assignments to pass the course.

	Weight	Due date
Accept the syllabus (quiz format)	1%	Recommended date September 19, by 23.55 Deadline December 13, by 23.55
Weekly quiz (10 short quizzes)	3 or 4% each, 32% total	Sundays by 11:55 pm Week 2,3,4,5,6,7,8,9,11,12
Group presentation proposal	3%	Week 4, Sunday, October 02, 23.55
Class attendance and class participation weekly (12)	1% each, 12% total	Ongoing
Term quiz	25%	November 16 (accessible for 24 hours, once accessed it must be finished in 90 min)
Group presentation	12%	Starts Week 6
Group report (includes both collective and individual parts)	15%	Monday, December 14, by 23.55

Accept the Syllabus 1%. Please carefully read the course syllabus, if you have any questions, feel free to contact your instructor. This course required some specific skills, such as managing your time and course schedule, being familiar with Brightspace, working with online resources, and submitting your assignments on time. The course team (Instructor, Teaching Assistant and University Librarian) are always happy to help, please do not hesitate to reach out.

Group presentation proposal. A brief document must outline the group presentation specifics (400-500 words). Topics for presentations and particular requirements of this assignment will be discussed during seminars 2, 3 and 4 with your instructor or TA.

The weekly quizzes 32% : They will be embedded in the lesson modules in each Module (Module 2,3,4,5,6,7,8,9,11,12), each quiz includes questions related to the ongoing week topic. They are designed to test your comprehension of the reading materials and will mostly consist of multiple-choice questions. You have two (2) opportunities to take the quiz and whatever your highest earned grade on Sunday 23:55, it will be recorded as your quiz grade.

Take Home Term quiz (a few essay questions) **25%**. Details and grading rubrics for this assignment are posted on Brightspace in a separate pdf file. If you have any questions about any assignment, please contact the course instructor.

Weekly Group Discussions and lectures participation 12%. In the first few days of the course, Brightspace will assign you to a discussion group of about 30 people. You will be in this group for the length of the course. Your task in Module 1 is to introduce yourself to the other members of your group.

Group presentation 15%.

Week six will mark the beginning of group presentations. Students will be asked to work in groups on study questions during a class. This type of course mark will include the following:

- a) participation in group work during the seminars,
- b) each student will participate in the oral summary of their group work. In the latter half of the class, students will make a group presentation (4-5 students per group depending on class size) to be decided on in consultation with the instructor.
- c) the group work will be presented in class and will focus on one or more of the themes of the week module. The presentation will consist of an oral summary of approximately 45 minutes in length with a discussion to follow. Students will select a working group topic and a date for their presentation by the end of week four.

Group Research Skills Assignments:

The group report of 25-30 pages in length is to be submitted at the end of the term,

Students will write a group report, which includes a common introductory and report summary and individual parts (topics). The assignment includes a ***combination of the group presentation proposal and the following group report***. 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 and non-academic sources, the ability to summarize the main arguments of sources, citation rules, and the compilation of bibliographies.

Group Research Proposal 3% (500 words) submission deadline - Sunday, October 02, 23:55.

You are required to submit a Group Research Proposal so that the instructor can approve of your topic for your team presentation and report. Students who do not submit a proposal OR who want to switch their topics after the proposal has been handed in should contact the instructor ASAP in order to avoid an automatic F on their Group work .

The group report (12 point font, Times New Roman, double spaced, 10 000- 12 000 words in total, individual student contributions between 1500 to 2000 words). A list of topics for the group presentation and following group reports from which students may choose will be posted on Brightspace in the beginning of the term. Advice on report design, planning the research process, and structuring the report paper will be given during the course seminars, via meeting with the course librarian and video materials.

The report is due Monday, December 14, 23.55. The final group report will be evaluated according to the following criteria: the research question, soundness of the main thesis, use of evidence to support the thesis, coherence of arguments, how well it integrates individual students' contributions, engaging materials and sources, logical structure,

style, grammar, spelling, and proper bibliographic citation. I encourage students to consult with me or the teaching assistant while preparing their group reports during my office hours or by appointment. All reports will be submitted electronically as PDF files through Brightspace.

Feedback, comments, and grades will be provided via Brightspace 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.

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, Brightspace, or in class.

I. INTRODUCTION

Week 1. September 07-11. Introduction to the Course

Will consist of an online lesson module that will take approximately 4 hours to complete.

Lecture Wednesday, September 07, 2.35-4.55 AM. HyFlex

Campus location: Tory Building 342. Link to zoom lecture will be provided via Brightspace

Group discussion Thursday, September 08, 4.35-5.55 PM Link to zoom discussion will be provided via Brightspace

Within the module, you will be asked to complete:

- Accept the syllabus,
- To participate in a lecture and seminar,
- To review reading materials.

Reading materials: •

Triandafyllidou, Anna and Ruby Gropas. "Europe is..." In *What Is Europe?*, New York: Palgrave Macmillan, 2015. Pp. 259-275.

Koplatadze, Tamar. 2019. Theorising Russian postcolonial studies *Postcolonial Studies* Volume 22, 2019 - Issue 4, p 469-489

Himka, J-P. 2015. 'The History behind the Regional Conflict in Ukraine,' *Kritika*, 16 (1): 129-136.

Week 2. September 12-18. What is Europe? Russia? Eurasia? Empires and colonies in the region

Lecture Wednesday, September 14, 2.35-4.55 AM. HyFlex

Campus location: Tory Building 342. Link to zoom lecture will be provided via Brightspace

Group discussion Thursday, September 15, 4.35-5.55 PM Link to zoom discussion will be provided via Brightspace

This Module consists of an online lesson module that will take approximately 3,5 hours to complete.

Within the module, you will be asked to complete:

- To complete the weekly quiz,
- To participate in a lecture and seminar,
- To review reading materials.

Reading materials:

- Wolff, Larry. "Introduction." In *Inventing Eastern Europe: The Map of Civilization on the Mind of the Enlightenment*, Stanford: Stanford UP, 1994. Pp.1-16.
- Gleason, Abbott. "Eurasia: What Is It? Is It?" *Journal of Eurasian Studies* 1, no. 1 (January 2010): 26–32.
- Berger, Stefan, and Alexei Miller. "Nation-Building and Regional Integration, c. 1800-1914: The Role of Empires." *European Review of History: Revue Européenne d'Histoire* 15, no. 3 (2008): 317–30.
- 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.

Week 3. September 19 - 25. Revolutions and Totalitarianism

Lecture Wednesday, September 07, 2.35-4.55 AM. HyFlex

Campus location: Tory Building 342. Link to zoom lecture will be provided via Brightspace

Group discussion Thursday, September 08, 4.35-5.55 PM Link to zoom discussion will be provided via Brightspace

This Module consists of an online lesson module that will take approximately 3,5 hours to complete.

Within the module, you will be asked to complete:

- To complete weekly quiz,
- To participate in a lecture and seminar,
- To review reading and video materials.

Reading materials:

- Motyl, A. J. 1999a. *Revolutions, Nations, Empires. Conceptual Limits on Theoretical Possibilities*. New York: Columbia University Press. Chapter 1-3.
- Jahn, Hubertus F. "Russia" in *Twisted Paths: Europe 1914-1945*, edited by Robert Gerwarth, 297-324.

Week 4. September 26 -October 02. Nazism, Stalinism and Political Violence

Lecture Wednesday, September 28, 2.35-4.55 AM. HyFlex

Campus location: Tory Building 342. Link to zoom lecture will be provided via Brightspace

Group discussion Thursday, September 29, 4.35-5.55 PM Link to zoom discussion will be provided via Brightspace

This Module consists of an online lesson module that will take approximately 4 hours to complete.

Within the module, you will be asked to complete:

- To complete weekly quiz,
- To participate in a lecture and seminar,
- To review reading materials.
- To submit a group presentation proposal (Deadline is October 02, 23.55)

Reading materials:

- Moeller, Robert G. "Introduction: Understanding Nazi Germany." In *The Nazi State and German Society. A Brief History with Documents*, pp.1-26.
- 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-whokilled-more/>
- Schlögel, Karl. "The Butovo Shooting Range: Topography of the Great Terror" in *Moscow 1937* (Cambridge: Polity, 2012), pp. 472-504.

II. SOCIAL, POLITICAL, AND ECONOMIC ISSUES IN THE SECOND PART OF THE XX CENTURY

Week 5. October 03-09. Cold War and the Collapse of Communism

Lecture Wednesday, October 05, 2.35-4.55 AM. HyFlex

Campus location: Tory Building 342. Link to zoom lecture will be provided via Brightspace

Group discussion Thursday, October 06, 4.35-5.55 PM Link to zoom discussion will be provided via Brightspace

This Module consists of an online lesson module that will take approximately 4 hours to complete.

Within the module, you will be asked to complete:

- To complete weekly quiz,
- To participate in a lecture and seminar,
- To review reading materials.

Reading materials:

- 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/>
- "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>
- Kamoff-Nicolsky, G. *Soviet Military Doctrine and Strategy: the Evolution of Nuclear Doctrine*. Ottawa: Operational Research and Analysis Establishment, 1988.

Week 6. October 10 – 16. After the Cold War: countries in transit

Lecture Wednesday, October 12, 2.35-4.55 AM. HyFlex

Campus location: Tory Building 342. Link to zoom lecture will be provided via Brightspace

Group discussion Thursday, October 13, 4.35-5.55 PM Link to zoom discussion will be provided via Brightspace

This Module consists of an online lesson module that will take approximately 4 hours to complete.

Within the module, you will be asked to complete:

- To complete weekly quiz,
- To participate in a lecture,
- To review reading materials.
- To participate in a group discussion, initiated by presenting team

Reading materials:

- Burawoy, Michael, Verdery, Katherine. *Uncertain Transition: Ethnographies of Change*. (Lanham, MD: Rowman & Littlefield, 1999): Chapter 5.
- Havrylyshyn, Oleh. "Fifteen Years of Transformation in the Post-Communist World. Rapid Reformers Out performed Gradualists." *CATO Institute, center for global liberty and prosperity*. N4. 2007.
<https://www.cato.org/sites/cato.org/files/pubs/pdf/DPA4.pdf>
- Kemp, Walter A. *Nationalism and communism in Eastern Europe and the Soviet Union: a basic contradiction?*, (Basingstoke, Macmillan 1999). pp.173-208.

Week 7. October 17-23. Ethnic Conflicts in the region of Eastern Europe and Eurasia. Collapse of Yugoslavia

Lecture Wednesday, October 19, 2.35-4.55 AM. HyFlex

Campus location: Tory Building 342. Link to zoom lecture will be provided via Brightspace

Group discussion Thursday, October 20, 4.35-5.55 PM Link to zoom discussion will be provided via Brightspace

This Module consists of an online lesson module that will take approximately 4 hours to complete.

Within the module, you will be asked to complete:

- To complete weekly quiz,
- To participate in a lecture,
- To review reading materials,
- To participate in a group discussion, initiated by presenting team.

Reading materials:

- Mansfield, E. D., Snyder J. "Democratization and the Danger of War" in eds. Michael E. Brown, et al. *Theories of War and Peace*. (Cambridge, Mass.: MIT Press 1998), pp. 257-291.
- Shale Horowitz. *From Ethnic Conflict to Stillborn Reform: The Former Soviet Union and Yugoslavia* (Texas A&M University Press, 2005), pp143-209.
- Koinova, Maria. *Ethnonationalist Conflict in Postcommunist States Varieties of Governance in Bulgaria, Macedonia, and Kosovo* 1st ed. Philadelphia, Pennsylvania: University of Pennsylvania Press, 2013: Introduction: 1-28.

*** No Classes. October 24-October 30. Fall Break/Reading Week

Week 8. October 31-November 06. European and Eurasian Regional Integration. EU and Russia

Lecture Wednesday, November 02, 2.35-4.55 AM. HyFlex

Campus location: Tory Building 342. Link to zoom lecture will be provided via Brightspace

Group discussion Thursday, November 03, 4.35-5.55 PM Link to zoom discussion will be provided via Brightspace

Within the module, you will be asked to complete:

- To complete weekly quiz,
- To participate in a lecture,
- To review reading materials,
- To participate in a group discussion, initiated by presenting team.

Reading materials:

- 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.
- "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.
- Thomas Forsberg and Hiski Hankkala, "The 'Common Neighborhood' and Regional Cooperation," The European Union and Russia Palgrave 2016, 192-219
- Henderson, Ailsa, and Daniel Wincott. "After Brexit and Covid-19." *IPPR progressive review* 27, no. 3 (2020): 246-255.

III. REGIONAL ISSUES IN XXI CENTURY

Week 9. November 07-13. Russia in XXI century. The Putin era

Lecture Wednesday, November 09, 2.35-4.55 AM. HyFlex

Campus location: Tory Building 342. Link to zoom lecture will be provided via Brightspace

Group discussion Thursday, November 10, 4.35-5.55 PM Link to zoom discussion will be provided via Brightspace

Within the module, you will be asked to complete:

- To complete the weekly quiz,
- To participate in a lecture,
- To review reading materials,
- To participate in a group discussion, initiated by presenting team.

Reading materials:

- Putin, Vladimir. Speech to the Munich Conference on Security Policy, 10 Feb 2007.
http://archive.kremlin.ru/eng/speeches/2007/02/10/0138_ty_pe82912type82914type82917type84779_118123.shtml
- Lukyanov, Fyodor, "Putin's Foreign Policy: The Quest to Restore Russia's Rightful Place" *Foreign Affairs* 95, no. 3 (2016): 30-37
- Bacon, E. (2015). 'Putin's Crimean Speech, 18 March 2014: Russia's Changing Public Political Narrative,' *Journal of Soviet and Post-Soviet Politics and Society*, 1(1): 13-36.

Week 10. Term quiz

November 16 – 17 – Term quiz.

This week will not have any synchronous meetings with the teaching team

Within the module, you will be asked to complete:

- To review the video materials,
- To complete a term quiz.

Week 11 November 21-27. Central Asia and the Caucasus

Lecture Wednesday, November 23, 2.35-4.55 AM.

Campus location: Tory Building 342. Link to zoom lecture will be provided via Brightspace

Group discussion Thursday, November 24, 4.35-5.55 PM Link to zoom discussion will be provided via Brightspace

This Module consists of an online lessons module that will take approximately 3,5 hours to complete.

Within the module, you will be asked to complete:

- To complete the weekly quiz,
- To participate in a lecture,
- To review reading and video materials,

- To participate in a group discussion, initiated by presenting team.

Reading materials:

- Pantucci, Raffaello. "China in Central Asia: The First Strand of the Silk Road Economic Belt" *Asian Affairs* 50, no. 2 (2019): 202-215
- 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.
- Geukjian, Ohannes. *Ethnicity, nationalism and conflict in the south Caucasus: Nagorno-Karabakh and the legacy of soviet nationalities policy*. (Burlington, VT: Ashgate) 2012. Chapter 4,5.

Week 12. November 28-December 04. Independent Ukraine: nation-building, European perspectives and war

Lecture Wednesday, November 30, 2.35 – 4.55 PM. Link to zoom lecture will be provided via Brightspace

Campus location: Tory Building 342. Link to zoom lecture will be provided via Brightspace

Group discussion Thursday, December 01, 4.35 PM – 5.55 PM Link to zoom discussion will be provided via Brightspace

This Module consists of an online lesson module that will take approximately 4,5 hours to complete.

Within the module, you will be asked to complete:

- To complete the weekly quiz,
- To participate in a lecture,
- To review reading and video materials,
- To participate in a group discussion, initiated by presenting team.

Reading materials:

- Yekelchik, 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>.
- 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.
- Andrii Portnov, "Lost in Transition? Ukraine and Europe since 1989." *Eurozine*, January 23, 2018. <https://www.eurozine.com/lost-in-transition-ukraine-and-europesince-1989/>.

Week 13. December 07-11. European security via the prism of Russo- Ukrainian war

Lecture Wednesday, December 07, 2.35-4.55 PM. Link to zoom lecture will be provided via Brightspace

Campus location: Tory Building 342. Link to zoom lecture will be provided via Brightspace

Group discussion Tuesday, December 08, 4.35.-5.55 PM Link to zoom discussion will be provided via Brightspace

This Module consists of an online lesson module that will take approximately 4 hours to complete.

Within the module, you will be asked to complete:

- To participate in a group discussion, initiated by presenting team

Reading materials:

Institute for the study of war, ISW, <https://www.understandingwar.org/>

The Royal United Services Institute (RUSI) is the world's oldest and the UK's leading defence and security think tank:
<https://rusi.org/>

Uppsala Conflict Data Program: <https://ucdp.uu.se/>

December 14 Deadline for the group report submission

Course Outline (Syllabus) Information on Academic Accommodations

PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

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

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

VIII. Statement on Student Mental Health

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

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

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

Off Campus Resources:

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

IX. Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you

pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

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

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

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

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

X. Requests for Academic Accommodations

Please include the following text, provided by Equity and Inclusive Communities, on all course outlines, and read it at the beginning of your first few classes to remind students. For details, see the [accommodations section](#) and the [Course Outline Information on Academic Accommodations](#).

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: 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, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

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>

Submission, Return and Grading of Term Work

Written assignments must be submitted directly to the instructor(s) via Brightspace, please be aware of regressive penalty for the late submission.

Final submissions are intended solely for the purpose of evaluation and will not be returned. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from the Institute of European, Russian and Eurasian Studies will be via official Carleton university e-mail accounts and/or 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 EURUS website is the official course outline.