

Fall 2020  
Carleton University  
Institute of European, Russian and Eurasian Studies

## EURR 1001 INTRODUCTION TO EUROPEAN AND RUSSIAN STUDIES



**West and East Germans at the Brandenburg Gate in 1989**

Source: Wikimedia Commons

**Instructor:** Milana Nikolko, PhD

**Class schedule:** Delivered and evaluated online in cuLearn

**Class location:** cuLearn

**Office hours:** Tuesday 3.00-4.00 pm (or by appointment) via Zoom

**E-mail:** milananiolko@cunet.carleton.ca

**Web:** cuLearn

**Teaching Assistant:** Leah Rasmussen

**E-mail:** LeahRasmussen@cmail.carleton.ca

## 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 the region (Europe, Russia, Eurasia).

This is a 0.5 credit course that will be delivered entirely online through cuLearn. Each week students will be asked to complete one unit. It will be up to each student to manage their own weekly schedules for when they will view the online material, do the assigned readings, participate in online discussion, complete weekly quizzes, and work on the other assignments.

## Course format

Blended, includes **three anchor lectures** (synchronous) and **12 asynchronous weekly Units**.

Anchor lectures will be run as synchronous ZOOM meetings. These meetings aim to provide important information on course development, to improve communication with the students, and to introduce the focal points of particular parts of the course. Students are highly recommended to participate in anchor lectures; however, participation is not mandatory. Anchor lectures schedule:

Anchor lecture 1. Tuesday, September 15, 1-2 pm

Anchor lecture 2. Tuesday, November 03, 1-2 pm

Anchor lecture 3. Tuesday, December 08, 1-2 pm

Each week students will be asked to complete one Unit. Week related Unit become available on Monday morning of scheduled week and it includes video lectures, reading materials, quiz, reference to the course blog and video-materials. The materials of the Unit will be accessible till the end of the term, however week related assignments, such as week quiz and week blog entrance **MUST** be performed by the Sunday evenings (by 11.55 pm) of related unit.

## 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, revolution, nation-building, war, 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 democracy.

*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.

### **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 (extracting information from brief video 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 academic essays).
- In online discussions, you will hone your writing 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 blog sections. 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 CU Learn page for the course). In most of the cases, readings will be posted to cuLearn.

**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 cuLearn, successfully log in and navigate their Carleton email accounts, generate typed responses to prompts on cuLearn, and navigate quizzes and other pages on cuLearn 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), Research Essay, and Final Exam** components of this course in order to pass the course.

	Weight	Due date
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Accept the syllabus (quiz format)	3%	Recommended September 19, by 11.55 pm. Deadline December 11, by 11.55 pm
Weekly quiz (10)	3% each, 30% total	Sundays by 11:55 pm Week 2,3,4,5,6,7,8,9,10,11
Weekly online group discussion (12)	2% each, 24% total (+1% bonus)	Ongoing
Research essay proposal	7%	Sunday, November 08, by 11.55 pm
Research essay	20%	Sunday, December 13, by 11.55 pm
Midterm take home exam	10%	Sunday, October 25, by 11.55 pm
Final take home exam	15%	TBA

**Accept the Syllabus 3%.** 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 cuLearn, 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.

**The quizzes 30% :** They will be embedded in the lesson modules in each second Unit (Unit 2,3,4,5,6,7,8,9,10,11), each quiz includes questions related to the ingoing Unit. They are designed to test your comprehension of the lesson's material and will mostly consist of multiple-choice questions. You have two (2) opportunities to take the quiz and whatever is your highest earned grade on Sunday 11:55 pm and it will be recorded as your quiz grade.

**Take Home Midterm and Final Exam** (essay question) **10%** and **15%** accordingly.

Details and grading rubrics for each assignment are posted on cuLearn in a separate pdf file. If you have any questions about any assignment, please contact the instructor.

**Final Exam:** The final exam will be scheduled during the exam period at the end of term. The exam will consist of essay question and will ask students to reflect on the linkages between materials discussed in the various Units. You will be asked to refer to specific examples from the Units to support your thinking about the Region of Europe, Russia and Eurasia. The exam must be done independently.

**Weekly Group Discussions 24% + 1% bonus (blog format):** In the first few days of the course, cuLearn will assign you to a small discussion group of about 12 people. You will be in this group for the length of the course. Your task in Unit 1 is to introduce yourself to the other members of your group. After Unit 1, every week on Monday morning you will receive an email

from the instructor or TA informing you of who within your group will be the discussion leader for that week. The discussion leader will be tasked with posting a contribution to the small group discussion board no later than NOON Wednesday.

The contribution should be a thoughtful paragraph in length. It should correspond to the topic of the week Unit. It should be designed to foster further engagement from the group. After the leader has posted their contribution, other members of the group can respond with their own thoughtful paragraph or pose their own lines of debate.

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.

### **Research Skills Assignments:**

Students will write one research skills assignment over the course of the term. Assignment includes combination of research essay proposal and research essay. 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.

**Research Essay Proposal 7% (350-500 words)** submission deadline - Sunday, November 08, 11:55 pm.

You are required to submit a Research Essay Proposal so that the instructor can approve of your topic. Research Essays that are written on unapproved topics will automatically receive a grade of F. 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 Research Essay.

**Research Essay 20%:** The final paper will be approximately 6 pages in length (**12 point font, Times New Roman, double spaced, ca. 2000 words**). A list of topics for the paper from which students may choose will be posted on cuLearn well in advance of the assignment. Advice on research design, planning the research process, and structuring the paper will be given in class.

**Essay are due** Sunday, December 13, 11.55 pm. Essay 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. All papers will be submitted electronically as PDF files through cuLearn.

Feedback, comments, and grades will be provided via cuLearn 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, cuLearn, or in class.*

## INTRODUCTION

### Week 1. UNIT I. September 14-20. Introduction to the Course

Anchor lecture 1. Tuesday, September 15. 1-2 pm

Will consist of an online lesson module that will take approximately 2 hours to complete.

***Within the module, you will be asked to complete:***

- Accept the syllabus: recommended date for submission Sunday, September 19, 11:55 pm,
- To write the introductory post about your interest in this course (up till 250 words)

***Reading materials:*** •

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

### Week 2. UNIT 2. September 21-27. What is Europe? Russia? Eurasia?

This Unit consists of an online lesson module that will take approximately 2,5 hours to complete.

***Within the module, you will be asked to complete:***

- To complete weekly quiz
- To follow and participate in the discussion, initiated by discussion leader

***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.

## Week 3. UNIT 3. September 28 -October 04. Empires and Revolutions

This Unit 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 follow and participate in the discussion, initiated by discussion leader
- To complete weekly quiz

***Reading materials:***

- 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 Manuella, Oxford: Oxford University Press, 2014, pp. 91-108.

## Week 4. UNIT 4. October 05-11. Nationalism, Nazism, Stalinism and Political Violence

This Unit 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 follow and participate in the discussion, initiated by discussion leader

***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/>
- Jahn, Hubertus F. "Russia" in *Twisted Paths: Europe 1914-1945*, edited by Robert Gerwarth, 297-324.
- Schlögel, Karl. "The Butovo Shooting Range: Topography of the Great Terror" in *Moscow 1937* (Cambridge: Polity, 2012), pp. 472-504.



## Week 5. UNIT 5. October 12-18. Everyday Life in the Cold War and the Collapse of Communism

This Unit 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 follow and participate in the discussion, initiated by discussion leader
- To complete weekly quiz

**Reading materials:**

- 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.
- 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>

## II. POLITICS, SOCIETY AND ECONOMICS

### Week 6. UNIT 6. October 19 – 25. After the Cold War: countries in transit

This Unit 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 submit your midterm exam
- To complete weekly quiz
- To follow and participate in the discussion, initiated by discussion leader

**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 Outperformed 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.

## \*\*\* No Classes October 26-November 01. Fall Break/Reading Week

### Week 7. UNIT 7. November 02-08. Ethnic Conflicts in the region of Eastern Europe and Eurasia

Anchor lecture 2. Tuesday, November 03. 1-2 pm

This Unit 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 follow and participate in the discussion, initiated by discussion leader
- To submit your Research Essay Proposal
- To complete weekly quiz

***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.

### Week 8. UNIT 8. November 09-15. European and Eurasian Regional Integration

This Unit 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 follow and participate in the discussion, initiated by discussion leader
- To submit your Research Essay Proposal

***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
- "Brexit: Your simple guide to the UK leaving the EU", BBC News, 30 July 2019, <https://www.bbc.com/news/uk-46318565>

### III. REGIONAL ISSUES IN CONTEXT

#### **Week 9. UNIT 9. November 16-22. Russia in XXI century. The Putin era.**

This Unit 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 follow and participate in the discussion, initiated by discussion leader
- To complete weekly quiz

***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](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
- Walker, Shaun, "Unequal Russia: Is Anger Stirring in the Global Capital of Inequality" The Guardian, 25 April 2017 <https://www.theguardian.com/inequality/2017/apr/25/unequal-russia-is-anger-stirring-in-the-global-capital-of-inequality>

## Week 10. Unit 10. November 23-29. Central Asia and the Caucasus

This Unit 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 follow and participate in the discussion, initiated by discussion leader

### ***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 11. Unit 11. November 30-December 06. Ukraine: identity, conflict, and European perspective

This Unit 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 follow and participate in the discussion, initiated by discussion leader
- To complete weekly quiz

### ***Reading materials:***

- Yekelchuk, 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 12. Unit 12. December 07-13. Course conclusion: Democracy, Populism, and Authoritarianism in the epoch of pandemic.**

Anchor lecture 3. Tuesday, December 08, 1-2 pm

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

*Within the module, you will be asked to complete:*

- To follow and participate in the discussion, initiated by discussion leader
- To submit your Research Essay

### ***Reading materials:***

- Tooze, Adam. "The Sociologist Who Could Save Us From Coronavirus. Ulrich Beck was a prophet of uncertainty—and the most important intellectual for the pandemic and its aftermath". *Foreign Policy*. July 03, 2020. <https://foreignpolicy.com/2020/08/01/the-sociologist-who-could-save-us-from-coronavirus/?fbclid=IwAR2c85G2XDVKvEAxyD1z0s26SK9I9HgHX9LgSWLt76UeISNLmSQ2qRI0Eg4>

### **Final Exam TBA**

## **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](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

#### **Religious obligation**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

#### **Academic Accommodations for Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto: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](https://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 its 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](https://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](https://students.carleton.ca/course-outline)

### **Submission, Return and Grading of Term Work**

Written assignments must be submitted directly to the instructor(s) via cuLearn, 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 cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Official Course Outline: The course outline posted to EURUS website is the official course outline.