

EURR 2001
CURRENT ISSUES IN EUROPEAN POLITICS AND SOCIETY

Wednesday, 11:35 a.m. – 14:25 p.m.

Please confirm location on Carleton Central

Instructor: Dr. Martin Geiger, Assistant Professor
Office: Loeb Building, 6th floor – D Tower – Room D696
Office Hours: By appointment (Mondays, 03:00 p.m. – 05:00 p.m.)
Note: Please confirm location and preferably book a day and time for office hours with me by email
Phone: Please use email and my office hours instead (skype is also possible)
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Important Remarks:

- First class: Wednesday, September 7th
- Last class: Wednesday, December 7th
- No classes: October 26 (fall break)
- No office hours: October 10th and October 24th (statutory holiday and fall break)
- On-line components of this course will be managed through cuLearn. Please visit the cuLearn site at least once a week to receive the most current information pertaining to the scheduling of the course and required readings.

As a student enrolled in this course, you are expected to: read and understand this course outline; come to class prepared; not distract others in class (e.g. by mobile devices, social networking sites and side conversations, unless permitted to do so by your instructor); complete your own work (including documenting your research, and not cheating or plagiarizing); be aware of the resources at Carleton University that are available to help you to reach your academic goals and the learning outcomes of this class and the program you are enrolled in.

1) Course Description

This class introduces students to some of the key issues that European states and neighboring countries in Asia and Northern Africa are currently facing, ranging from migration, demographic change, economic challenges, necessities for closer intra- and interregional cooperation (or the deliberate denial, break-up or lack thereof, e.g. “Brexit” or new challenges and tensions in EU-Russia relations) to racism, military conflict, terrorism and other similarly pivotal socio-political issues. This course takes an interdisciplinary perspective, and is informed by political science/ international relations, geography, economics, sociology, and population and development/ transformation studies). It critically disentangles and engages with the current state of affairs in European politics, the main developments affecting European societies and the issues at stake today and in the near future.

2) Learning Outcomes, Content and Objectives

By the end of the course, you will be able to identify current issues and developments relevant to European states and countries neighboring Europe and the European Union. You will also be able to understand the challenges associated with, and resulting from, factors such as demographic change, international migration, inequality, economic crisis, military conflicts, civil unrest and protests against further European integration. This will allow you to justify your own informed position with reference to questions of state sovereignty and capacity, democracy, the security and wellbeing of both citizens and non-citizens, and the potential for sustainable and peaceful crisis/conflict resolution. On this basis, you will be able to take part in subsequent advanced and specialized courses on European societies, Europe's role in the world, European integration/the European Union, as well as special topic courses with a European angle, including economic growth, globalization and population movements.

3) Course Readings

Please consult the attached course schedule to find out about the texts required for each individual session. All of these texts will be discussed during our weekly discussion groups. Usually these groups will take place in the second half of our weekly sessions, following an introductory lecture provided by the instructor. Each student will be assigned to one discussion group, which will be led either by the instructor of this course or his TA (Teaching Assistant). Each text will be assigned to individual students, who will introduce them during their discussion groups (see below). Texts in our syllabus might be subject to change until the beginning of the term. In case one of the texts is replaced, you will receive timely information from your course instructor. All of the material listed will be available electronically *at no cost to you* through cuLearn and Ares, or in hardcopy version through the Reserve Collection at Carleton Library.

4) Requirements and Evaluation

4.1 General Remarks and Evaluation at a Glance Overview

This weekly three-hour course will consist of a lecture by the instructor during the first half of the class, followed by a short break. In the second half of the class, discussion groups will take place. For these discussions, the course will be split up (alphabetically) into two groups. The instructor and his TA will take weekly turns in leading one of the groups. Within the discussion groups, students have the chance to discuss readings and other course material with their student colleagues and the instructor/TA. Attendance and participation will be taken in the discussion groups. Participation and attendance during the lecture section of the class is necessary to succeed in the discussion groups and contribute to your group in a substantial way. Regular attendance, active participation and independent preparation of each group meeting will be required.

There is no final exam for this course. Please note that you must complete all elements of evaluation to receive a passing grade. Grading will be done on the following basis:

- **Summary and Discussion of One Course Reading – 15%**
 - Oral summary provided to discussion group (10%)
 - Preparation and presentation of one question for discussion (5%)
 - Students who fail to report, and/or are not assigned a course reading by October 5th, 2016 will receive a failing grade and not pass the course
 - Students will receive the preliminary grade for this section at the end of the term

- **Test (in-class) – 20%**
 - October 12th, 2016 (45 mins)
 - Students will receive their preliminary grade for this section within the two weeks following the test
- **Visual Representation (“Pinterest”) – 15%**
 - Students are required to submit a Pinterest board (alternatives are available, but need to be approved by the instructor) by November 9th, 2016.
 - The assignment needs to be submitted via email (providing the link to the Pinterest board or the approved alternative form of visual representation).
- **Opinion Paper (“Op-Ed”) – 35%**
 - Due on the last day of class (December 7th), as a printout/hardcopy version
 - Submission in class, in person. Late papers, in hardcopy version, can be submitted by using the EURUS dropbox (course instructor and TA are able to provide instructions).
 - Students will receive feedback and a preliminary grade from the instructor within seven business days after the submission of their paper
- **Attendance and Participation – 15%**
 - Attendance and participation will be taken and noted at each session of your assigned discussion group
 - Students can receive feedback at any point during this course. Students will receive their preliminary grade for this section at the end of the term
- **Bonus Points – up to 2% towards your final grade**
 - Bonus for taking one or two qualifying courses (each course brings 1.0%) offered through Carleton’s “Incentive Program” (Centre for Student Academic Support, CSAS)
 - Please note that not all of the workshops offered through CSAS may qualify for receiving the bonus in this course. Preference is given to courses that promote academic writing, critical thinking, note-taking, academic integrity, or presentation skills. Please consult with the instructor ahead of time.
 - CSAS Course(s) need(s) to be completed online or in person by November 9th, 2016.
 - More detailed information about CSAS and its courses will be provided in the discussion group and also posted on cuLearn.

4.2 Evaluation in Detail

Summary and Discussion of One Class Reading

Each student will be assigned to a discussion group, which allows for more intimate, smaller group-size discussions. This group meets weekly, usually in the second half of the course. Each student will be required to give an oral summary of one of the course readings in one of the meetings of their discussion group. Each student will focus their discussion on the respective reading, as well as the prepared question they are expected to pose to the group. Readings will be assigned during the first class session (September 7th) and, if needed, in subsequent sessions. All texts listed in the syllabus will be assigned to one or two students. However, students who fail to report and/or are not assigned a course reading by October 5th, 2016 will receive a failing grade (exceptions may apply).

You should familiarize yourself with the assigned reading and take notes. In case you need assistance, approach the instructor for further advice/guidance ahead of the assignment. On the day of the discussion group, you need to first provide to the group a short oral summary of the

reading, its main points/arguments/themes and how the text relates to the course in general, other (previous) course readings and our (previous) discussions in the group and course. This summary intentionally needs to be kept brief in order to allow further input by other students and the instructor/TA. It should be no longer than five to seven minutes. You should give this presentation without using any PowerPoint, Prezi etc., but feel free to use your written notes (try to avoid reading from your notes; if possible, attempt to speak freely to the group). Following your summary, you will present the question you have prepared on the basis of the reading. The other students are then invited to answer and discuss this question. Your question to the group should be succinct and precise so that it can be answered (realistically) within 10 minutes.

The oral summary provided to the class will give you 10%, the preparation and presentation of one question for discussion will give you 5% (in total **15%** for this assignment). You can find out about the preliminary grades for this section at the end of the term, once all students have provided their summaries.

Test (in-class)

On October 12th, each student will write a short test. The time allocated is 45 minutes. The test content relies on the previous lectures, discussions in our discussion groups, and the assigned reading materials. The exam will consist of a mix of multiple choice and short answer questions. The instructor and TA will provide further instructions as to the organization of the test and the rooms in which the exam will be held.

The test is designed to test your knowledge and understanding on key topics and issues, as well as your ability to interpret and critically discuss class contents. The test will be based on the required readings for the previous class sessions (September 7th – September 21st and October 5th) and the content of the lectures provided by the instructor during these class sessions. The instructor will use cuLearn to provide his presentation slides to the students. The test will be graded (worth **20%** of your final grade), and you will receive your preliminary grade within the two weeks following the day of our exam.

Visual Representation (“Pinterest”)

Each student is required to research online material (e.g. video clips, pictures, media reports, maps, statistics, blogs) that speaks to the topic of the reading that is assigned to him/her. Students will set up a simple virtual “Pinterest” board (other alternatives are available but need to be discussed with the instructor to get his approval). A brief introduction on how Pinterest works will be provided at the beginning of the term. With the help of your visual representation, you will illustrate important aspects related to the topic of your reading to other students. The maximum number of sources (“pins”) is limited to 4. This means that independent and in-depth research combined with clever selection of material is required.

All Pinterest boards are due on the day of November 9th, 2016. You will submit this assignment by providing the instructor, via email, the relevant web address of your Pinterest board (or other project format – agreed upon with the instructor in advance). The date and time of the submission will be registered; in cases of late submission, a late penalty will apply (see below). After you have submitted your assignment, your Pinterest board needs to remain accessible for the instructor and the TA for evaluation.

Following submission, your Pinterest board will be evaluated. Evaluation will be based on the content, quality, relevance, appropriateness of the material collected, and an adequate style and format of the representation. Visual representations/Pinterest boards that do not address or relate to the assigned reading will not be accepted. The assignment will be graded within one week of the submission. You will receive **15%** of your total grade for this assignment. The last day of

class will feature a selection of Pinterest “highlights” that have been submitted and evaluated by the TA and instructor to all other students in the course.

Opinion Paper (“Op-Ed”)

Each student is required to write a brief opinion paper in the style of a newspaper “op-ed”. Each student can choose one of the topics discussed in our course as the topic of their opinion paper. The paper can be based, for example, on the reading that was assigned to the student or other readings mentioned in our syllabus. It can also be based on one of the instructor’s lectures. The assignment needs to be closely and clearly related to the course.

Please note that you are not permitted to submit assignments you have not written yourself, you have already submitted in other courses or are planning to submit elsewhere. It is strongly recommended that you discuss your paper with the instructor via email or in person (during office hours) early in the term. Your assignment is due on the last day of class (December 7th, 2016). Students are required to submit the paper in a printout/hardcopy version at the beginning of the class, in person. Email submissions will not be accepted. For any late submission, students can print a hardcopy version and submit it by using the Drop Box in the corridor outside of room 3305 in River Building (Instructions are also available from the instructor and the TA). Note however: The Drop Box is emptied daily at 4:00 p.m. Papers received after this time will be stamped the following working day and will be assessed by the instructor with a late penalty (see below). Students are asked not to submit papers through student colleagues, also not to the staff in the 5 EURUS office or anyone else in the Institute. Late papers without a date stamp will be assessed a penalty based on the date the instructor actually receives the paper. Students are also asked not to slip their assignments under the instructor’s office door, not to post it on his office door or to place it in his mailbox. It is the student’s responsibility to ensure that the instructor receives this paper and it is the student’s responsibility to collect the graded paper in a timely fashion.

The opinion paper is worth **35%** of your final grade. The paper will be graded in the days following your submission, and you will receive an evaluation from the instructor via email within seven business days of the submission date. The research paper should be maximum 1,000 words long, including all references, footnotes/endnotes, chapter headings, etc. The purpose of the paper is to provide you with an opportunity to discuss your chosen topic by engaging critically with it, and through this process, develop and situate your own opinion. The paper should be written in the style of a newspaper “op-ed.” It should be succinct, clear, easy to understand and allow readers, who might not be familiar with the issue, to become acquainted with it and, with the help of the arguments presented, learn your opinion. Assistance as to how to write this opinion paper is provided by the instructor and the TA. You are encouraged to start preparing this assignment, though it is the final assignment in this class, early in the term.

This assignment will be marked along the following criteria: Is the paper presented in a logical and convincing manner? Does the paper present enough evidence of your arguments and for your argumentative line? Is it written in a succinct, clear, structured and easy to follow and understand style? The paper should also be free of spelling and grammar errors. Opinion papers that do not address the topic which was previously discussed (see above) and assigned by the instructor will receive a failing grade and students will, consequently, not pass this course. Papers not mentioning your name, student number and the topic you are talking about, are too long or too short, or lack any other substantial information, will result in a lower grade.

Attendance and Participation

15% of the final grade is for attendance and participation. Students will be evaluated on the basis of their active, constant, informed and thoughtful participation in class. Students are expected to do all their readings and come to class prepared.

Attendance and participation will be taken and noted at every class; not actively contributing to class, missing classes, late arrivals and early departures will cause students to lose attendance and participation marks. Students that cannot attend a class for valid reasons (e.g., medical reasons) need to provide the instructor with valid documentation that justifies their absence (e.g., doctor's note).

Students have to be prepared to discuss other students' presentations and to summarize in class the key arguments of current and previous course readings, contrast the perspectives of the readings, and respond to the readings within the context of the course. What contribution does the specific reading make? Is there a link/commonality/tension between the readings? Do you agree with their position? How do the arguments of the authors relate to the theme of the course and previous discussions in class?

It is recommended that students take notes when reading the mandatory texts, this facilitates class discussion and individual learning progress. Students can receive feedback on their attendance and participation at any point during this course; they will be notified about their preliminary final grade for attendance and participation at the end of the term.

4.3 Policies on Assignments and Emails

The University takes instructional offences (including plagiarism) very seriously. Please make sure that you are familiar with the regulations regarding instructional offences, which are outlined in the Undergraduate Calendar. It is also not acceptable to submit the same assignment in two or more different courses.

Please also note: Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s). Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

All assignments in this course should be free of spelling and grammar errors. They must include appropriate citations (endnotes or footnotes) and bibliography. Assignments are due on the dates specified in the course outline or, in the case of individually or group assigned tasks, as they were agreed upon between instructor and student(s).

Late submissions will be subject to a penalty of 5% of the 100% assignment grade per 24 hours (not including weekends). Assignments will not be accepted later than seven business days after the due date. Exceptions to this policy will only be made for academic accommodations, as outlined below, or for medical or personal emergencies substantiated by official documentation. If you anticipate any problems, please approach the instructor as soon as you can and well in advance of the respective assignment.

In case you are using email as a way of communication with the instructor and for submitting assignments, make sure that you always use your personal Carleton email address. All email communication to students will be via official Carleton university email accounts and/or cuLearn.

As important course and University information is distributed this way, it is your own responsibility to monitor your Carleton and cuLearn accounts.

Emails from other accounts might end up in spam folders and will also not be answered because it is not possible to verify that it was really you writing, replying or submitting an assignment through this different email account. This also applies for forwarded messages to/from other accounts than Carleton accounts.

5) Schedule

September 7th, 2016

Introduction to the Course

General course information, guidelines and requirements; Where to find the readings and other material (cuLearn, Ares); Elements of evaluation; Assignment of discussion groups and readings; Q&A

September 14th, 2016

“Europe”: Ideas, Concepts, Constellations

Readings (relevant for group discussions and test on October 12th)

01 Bruneteau, Bernard (2000), “The Construction of Europe and the Concept of the Nation-State”, *Contemporary European History* 9(2): 245-260.

02 Clark, Julian & Jones, Alun (2008), “The Spatialities of Europeanisation: Territory, Government and Power in 'Europe'”, *Transactions of the Institute of British Geographers* 33(3): 300-318.

03 Hix, Simon (2014), “The EU as a New Political System”, in: Caramani, Daniele (ed.), *Comparative Politics*, Third Edition, Oxford: Oxford University Press, Chapter 23.

04 Kuus, Merje (2011), “Policy and Geopolitics: Bounding Europe in EUrope”, *Annals of the Association of American Geographers* 101(5): 1140-1155.

September 21th, 2016

Successes, Stagnation, Crises and Conflicts affecting Europe and its Neighbors

Readings (relevant for group discussions and test on October 12th)

05 Ash, Timothy G. (2012), “The Crisis of Europe. How the Union Came Together and Why It’s Falling Apart”, *Foreign Affairs*, August 16, 2012.

06 Baker-Beall, Christopher (2009), “The Discursive Construction of EU Counter-Terrorism Policy: Writing the ‘Migrant Other’, Securitisation and Control”, *Journal of Contemporary European Research* 5(2): 188-206.

07 Bache, Ian et al. (2015), “The EU in Crisis”, in: Bache, Ian et al. (eds.), *Politics in the European Union*, Fourth Edition, Oxford: Oxford University Press, pp. 182-195.

08 Sakwa, Richard (2015), “The Death of Europe? Continental Fates after Ukraine”, *International Affairs* 91 (3): 553-579.

September 28th, 2016

Welcome to Collaborate!

The Transnational Research Collective “Mobility & Politics” – www.mobpoli.rocks

- What’s going on, can I join? Collaborative Faculty-Student Research at and beyond Carleton
- Meet students who just turned successful emerging scholars!
- Interactive, transcontinental live sessions with guest speakers

October 5th, 2016

Migration and Demographic Change as Challenges for Europe and its Neighbors

Students who fail to report and/or are not assigned a course reading by today (October 5th, 2016) will receive a failing grade and not pass the course.

Readings (relevant for group discussions and test on October 12th)

- 09 Andrijasevic, Rutvica (2007), "Beautiful Dead Bodies: Gender, Migration and Representation in Anti-Trafficking Campaigns", *Feminist Review* 86: 24-44.
- 10 Geddes, Andrew (2014), "The European Union. Supranational Governance and the Remaking of European Migration Policy and Politics", in: Hollifield, James F. et al. (eds.), *Controlling Immigration. A Global Perspective. Third Edition.* Stanford: Stanford University Press, pp. 433-451.
- 11 Laux, H. (2012), "Demographic Change in Germany. Processes, Causes, Challenges", *Geographische Rundschau Special Ed*, pp. 33-39.
- 12 Swiaczny, Frank (2013), *Demographic Change and Migration in Europe*, Focus Migration Policy Brief 24, Osnabrück: IMIS:
<http://www.bpb.de/gesellschaft/migration/kurzdosiers/176223/demographic-change-and-migration-in-europe>

October 12th, 2016

Test (in-class, 45 mins)

October 19th, 2016

The Stabilization and (Impartial) EU-ization of Post-Communist States. Paving the Way for Future Accessions and Closer Associations with the European Union

Readings (relevant for group discussions):

- 13 Bunce, Valerie (2015), "The Political Transition", in: Wolchik, Sharon L. & Leftwich Curry, Jane (eds.), *Central & East European Politics. From Communism to Democracy*, Third Edition, Lanham: Rowman & Littlefield, pp. 43-66.
- 14 Linden, Ronald H. (with Shane Killian) (2015), "EU Accession and After", in: Wolchik, Sharon L. & Leftwich Curry, Jane (eds.), *Central & East European Politics. From Communism to Democracy*, Third Edition, Lanham: Rowman & Littlefield, pp. 189-212.
- 15 Cerami, Alfio (2015), "Social Aspects of Transformation", in: Wolchik, Sharon L. & Leftwich Curry, Jane (eds.), *Central & East European Politics. From Communism to Democracy*, Third Edition, Lanham: Rowman & Littlefield, pp. 99-120.

October 26th, 2016:

No class and also no office hours on October 24 (fall break)

November 2nd, 2016

Europe's Relations with Northern Africa and the Middle East

Readings (relevant for group discussions):

- 16 Bakewell, O. (2007), *Keeping Them in Their Place: the Ambivalent Relationship between Development and Migration in Africa*, IMI Working Papers.
- 17 Baldwin-Edwards, Martin (2006), "'Between a Rock & a Hard Place': North Africa as a Region of Emigration, Immigration & Transit Migration", *Review of African Political Economy* 108: 311-324.
- 18 Bauer, Patricia (2013), "European-Mediterranean Security and the Arab Spring. Changes and Challenges", *Democracy and Security* 9: 1-18.

19 Bialasiewicz, Luiza (2012), "Off-Shoring and Out-Sourcing the Borders of Europe: Libya and EU Border Work in the Mediterranean", *Geopolitics* 17(4): 843-866.

20 Collyer, M., 2007, 'In-Between Places: Trans-Saharan Transit Migrants in Morocco and the Fragmented Journey to Europe', in: *Antipode* 39 (4): 668-690.

November 9th, 2016

Eurosceptics, Protest Movements, Brexit... European Challenges with Global Implications

Student Pinterest assignments are due today.

LSS Course(s) need(s) to be completed online or in person by today.

Readings (relevant for group discussions):

21 Featherstone, Kevin (2011), "The Greek Sovereign Debt Crisis and EMU. A Failing State in a Skewed Regime", *Journal of Common Market Studies* 49(2): 193-217.

22 Mény, Yves (2014), "Managing the EU Crises: Another Way of Integration by Stealth?", *West European Politics* 37(6): 1336-1353.

23 Verney, Susannah (2015), "Waking the 'Sleeping Giant' or Expressing Domestic Dissent? Mainstreaming Euroscepticism in Crisis-Stricken Greece", *International Political Science Review* 36(3): 279-295.

24 Startin, Nicholas (2015), "Have We Reached a Tipping Point? The Mainstreaming of Euroscepticism in the UK", *International Political Science Review* 36(3): 311-323.

November 16th, 2016

Xenophobia, Racism and Anti-Immigration Movements: Europe and its close Neighbors

Readings (relevant for group discussions):

25 De Master, Sara & Le Roy, Michael K. (2000), "Xenophobia and the European Union", *Comparative Politics* 32(4): 419-436.

26 Manatschal, Anita (2015), "Switzerland – Really Europe's Heart of Darkness?", *Swiss Political Science Review* 21(1): 23-35.

27 Korkuta, Umut (2015), "The Migration Myth in the Absence of Immigrants: How Does the Conservative Right in Hungary and Turkey Grapple with Immigration?", *Comparative European Politics* 12, 620-636.

28 Perlmutter, Ted (2015), "A Narrowing Gyre? The Lega Nord and the Shifting Balance of Italian Immigration Policy", *Ethnic and Racial Studies* 38(8): 1339-1346.

November 23rd, 2016

NATO, Schengen, Frontex ... Militarization and Securitization in Europe and Eurasia

Readings (relevant for group discussions):

29 Lehne, Stefan (2015), "Reviving the OSCE: European Security and the Ukraine Crisis", *Carnegie Europe: Brussels*, <http://carnegieeurope.eu/2015/09/22/reviving-osce-european-security-and-ukraine-crisis/ii06>

30 Marin, Luisa (2014), "Protecting the EU's Borders from ... Fundamental Rights? Squaring the Circle Between Frontex's Border Surveillance and Human Rights", in: Holzhaecker, Ronald & Luif, Paul (eds.), *Freedom, Security and Justice in the European Union: Internal and External Dimensions of Increased Cooperation after the Lisbon Treaty*, New York: Springer, pp. 75-99.

31 Spero, Joshua (2015), "Security Issues: NATO and Beyond", in: Wolchik, Sharon L. & Leftwich Curry, Jane (eds.), *Central & East European Politics. From Communism to Democracy*, Third Edition, Lanham: Rowman & Littlefield, pp. 213-232.

November 30th, 2016

**“An Area of Freedom, Security and Justice” vs. “Fortress Europe” in an Increasingly
Conflictive and Hostile Environment**

Readings (relevant for group discussions):

32 Bache, Ian et al. (2015), “Freedom, Security and Justice”, in: Bache, Ian et al. (eds.), *Politics in the European Union*, Fourth Edition, Oxford: Oxford University Press, pp. 451-474.

33 Carrera, Sergio & den Hertog, Leonhard (2015), *Whose Mare? Rule of Law Challenges in the Field of European Border Surveillance in the Mediterranean*, Centre of European Policy Studies Paper, Brussels: CEPS.

December 7th, 2016-07-31

Review Class

Op-eds are due today.

The discussion group meetings will feature a selection of Pinterest “highlights” (selected by the TA and instructor). We will also reconnect with the Mobility & Politics Research Collective. Make sure to attend this last meeting.

Academic Accommodations:

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*).

Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism:

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own”. This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

All suspicions of plagiarism will be dealt with according to the Carleton’s Academic Integrity Policy (<http://carleton.ca/studentaffairs/academic-integrity/>). The Associate Dean of the Faculty

will conduct a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of F for the course.

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

Submission, Return and Grading of Term Work:

Written assignments must be submitted directly to the instructor(s) according to the instructions in the course outline. If permitted in the course outline, late assignments may be submitted to the drop box in the corridor outside room 3305 River Building. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructors. For written assignments not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Final exams 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.