In this course, we explore narratives that contribute to and reflect the stories of European culture and society. Designed as an interdisciplinary seminar, it offers, through selected readings/movie screening and discussions, a survey of cultural traditions and their texts which have contributed to the development of ideas and images of Europe. Topics include exploration and discussion on issues of cultural politics and social conditioning, creation of cultural fabric and cultural encounters, modes of perceiving and creating reality...

**Primary sources** - a combination of **main readings** and **movie screenings**.

**Main Readings:**
- The Elephant's Child
- José Saramago
- Unbearable Lightness
- Julian Barnes

**Movies:**
- *Spanish Apartment* by Cédric Klapisch
- *Ποτέ Την Κυριακή* by Jules Dassin
- *Midnight in Paris* by Woody Allen

**NOTE:** Texts for the Main Readings (books) could be purchased at the University's Bookstore. During the class, the students are expected to have a copy of the texts.

**NOTE:** All movies are with English subtitle. Synopsis, including trigger warnings and movie ratings, for each movie is posted on the cuLearn course page.
WHY STUDY LITERATURE & CULTURE?

My abiding interest for literature, culture, theatre, languages and social issues helps me in illuminating some aspect of the human condition, in gaining greater understanding of the ways of the world, in widening horizons about people and forces shaping our minds and actions. Living and studying, abroad and over here, awarded me with ability to unfold amazing intricacies of diverse cultures and ideas, and opened a gate into a broader context for pondering about life, questioning (im)possibilities of ideas, and understanding of differences and similarities in human experiences.

Someone said that “literature gives us a mirror in which to examine our collective reflection as a people”. Such a reflective aspect of literature lures me to engage with interdisciplinary projects as a portal to connect with variety of perceptions and their endless values…and much more…

You are thinking: WHAT IS HERE FOR ME? Apart from the course content, while studying literature and culture, you will refine the tools to appreciate and understand diverse cultures and societies, perceive the world from multiple viewpoint, improve transferable skills essential to your personal and professional future regardless of your academic interests and expertise. The skills such as effective communication, critical and independent thinking, comparing, reflecting, analyzing and interpreting not only complement your experience, but also broaden your job prospects…

I assure you will enjoy narratives that delight and instruct us all!

OBJECTIVES & OUTCOMES

OBJECTIVES

In the process of our study, we will explore diversity of European cultures reflected in the novels, plays, and movies. The course will proceed simultaneously along two lines of inquiry.

The first concerns the works of literature and cinema directly: what, if anything, do these authors have to tell us about cultures (including that most puzzling of themes – cultural commonalities/ diversities) and individuals (regarding their hopes, desires, concerns and struggles)? We will treat these sources as alternative cultural documents that open a window on the society, trends, and events not only of the era in which they are created, but also of the intellectual traditions of the human world.

The second line will require us to reflect on articles written by prominent European authors.

INTENDED OUTCOMES

Students should develop:

- a greater understanding of contemporary Europe, European issues and appreciation for the diversity of its cultures;
- the ability to critically analyze material, synthesize diverse disciplinary perspectives, present and debate arguments;
- the ability to work independently and collaboratively in drafting, writing and oral skills.

COURSE DESCRIPTION

Our course is oriented towards comparative analyses of the phenomena of European culture from mid-20th century to the challenges of the 21st century. Our encounter with novels, plays, and movies, created by authors from the regions in question, aims to investigate literature and cinema as alternative cultural history of Europe.

Through examining primary and secondary sources and our classroom discussions you will not only improve your ability to critically assess individual works in a socio-cultural context in order to gain insights into the significance of diverse European traditions, but also create your own interpretations on a variety of ideas that probe entire culture and inspire individuals and communities. With an assumption that literature is a one of the greatest forms of cultural knowledge, the course will explore the ways in which literature creates a transitional space where the boundaries of language and subjectivity are continually shaped and reshaped on both an individual and a cultural level.

Emphasis will be on illuminating concepts and ideas of reality, perception of reality and its representation, liberty and its conditions, cultural divisions and their implications on an individual, ‘walls’ and their forms, memory and storytelling, truth vs. ‘truths’, mainstream & popular culture, social norms & the changing role of institutions, individual & collectivity, belonging, myth-making / invention and cultural tradition, self-exploration and imagination, as well as social movements and cultural trends.
FORMAT: LEARNING / TEACHING METHODS

The general, methodological approach of the course will be a discourse analysis. In order to make most of it and create the opportunity for variety of expressions, we will employ elements of the flipped-classroom model:

**PREPARE:**
- Read
- Watch video
- Reflect

**PERFORM:**
- Express ideas
- Investigate
- Discuss
- Present

**REFLECT:**
- Make notes
- Investigate
- Prepare questions

There will be one three-hour seminar per week consisting typically of a short introductory contextualization of major themes, followed by instructor- & student-prepared discussions, questions, small group to whole class discussion, and consolidation of the themes and perspectives.

Due to its format, the seminar offers students substantial opportunities for expression and intellectual challenges. The quality of the discussion and the seminar depends on doing our readings and being prepared for each class. Participation in discussions is essential to the life of the seminar and standing in the course. Due to its format, the seminar offers students substantial opportunity for expression and intellectual challenges. The quality of the discussion and the seminar depends on doing our readings and being prepared for each class. Participation is essential to the life of the seminar and standing in the course.

**NOTE:** The course assumes no prior knowledge of literatures, languages and cinema of Europe. All books are in English language and movies with English subtitle. However, you are welcome to read books in original languages.

COURSE STRUCTURE & REQUIREMENTS

This seminar, which involves reading and group discussion, **meets once a week for a three-hour session.** You are expected to attend all classes and do assigned work. Attendance is mandatory and participation, based on active and effective involvement in discussions, will form an important part of the final grade.

Each student is responsible for the main reading, as noted in the Course Calendar. A student or a group is responsible for selected supplementary readings (as indicated in the Course Calendar).

**Participation** in discussion is essential to the life of the class and intensity of your remarks has a marked influence on grades.

Much of the grade also depends upon the quality of the **presentation** and the written assignment required by the course: **an essay** (running from ten to twelve pages). The presentation will deal with major aspects of the readings and the paper will deal with common aspects of the primary sources and discussions. Topics may be suggested by the students, but the elaborate topics for the written assignment will be provided in advance.
Thus, there are three requirements:

**Effective Participation: Attendance and active involvement** leads to consistent progress! **35 %**

Attendance is taken in each session. This is a seminar that will develop through class discussion as a form of collaborative labor. Thus, regular attendance (including arriving to class on time) and thoughtful engagement with the course materials are crucial to its success. Careful preparation is a key component of your participation. Complete all readings and written assignments before you come to class in order to be ready to participate in that day’s discussion. Come to class with questions you have about the material and/or with specific issues or passages from works you would like to discuss. Preparation, thus, means not just having completed the assignment, but having engaged with the materials thoughtfully and actively.

In order to both have worthwhile class discussion and foster dialogue, it is essential that we all come to class having read the assigned material closely, being prepared to contribute by articulating and expressing your views, listening classmates and engaging in conversation respectfully. No one is expected to provide a brilliant insight at every moment, or agree with others’ views and comments, but coming prepared to voice your perspectives and interpretations is assumed. All of your ideas, opinions, comments and questions matter!

**The whole class reads the main reading and everyone is expected to contribute.** Preparation means keeping up with the reading, articulating questions and issues to explore. You are encouraged to be creative and personal in expressing their insights and reactions, as well as responding to specific issues and texts of the seminar. **For each book in our main reading list, students need to choose an issue, theme, character, paragraph(s) that appeal to them and communicate that during the class.** Or, there is a comment or a question that you would like to share with the rest of the class. You are highly encouraged to participate through either of mentioned means in order to have your participation points granted accordingly.

**Weekly questions:** As an element of your preparation and active involvement, you will also be asked to post/e-mail a thoughtful discussion question on the course page. Please read all of the questions before coming to class. Post/e-mail your question for
the day on which you are not coming to the session as well. Questions are due every week - a day prior to the class. No question is due for the first two weeks of class.

In case you are not able to attend the weekly seminar for some good reason, please, inform me in advance (in person or via e-mail). The 1% will be taken off (of the Attendance total 10%) for each incident. Being late (more than 15 minutes) is a form of absence, and I will decide when a sufficient number of late arrivals (if not advised in advance) becomes equivalent to absence of one seminar.

Overall, quality counts more than quantity, on both ends.

2. **Presentation:** Everybody is expected to do **an oral presentation.** 25%

   A presentation should be on a topic related to the secondary sources (articles).

   We should have a couple of students per class for the presentation of the topics related to the readings. Besides individual student’s presentation, you are encouraged to work as a group (two to four people) in preparing a seminar presentation. If you choose to work in a group, each individual involved needs to actively participate in the class presentation either by outlining the issues, presenting the key points, asking questions, commenting on arguments and discussion in order to have individual contribution to the group work appropriately evaluated. It is up to the group to organize division of the tasks.

   The presentation should have a form of discussion or debate that would involve a team engaged/class in an argument on an issue raised in the readings or assigned by the instructor. Each presenter is expected: a) to present key points/ideas/arguments/propositions and information comprehensively and in a logical manner; b) to participate in constructive communication by listening critically and attentively in order to make connections, interpret, infer, confirm, summarize, question; c) to lead the discussion by briefly highlighting key themes and issues to explore; d) to provide handouts (1 page)*, with the key points of the presentation.

   Since the heart of this course is discussion, the presenter is responsible for leading discussion/conversation. A schedule will be distributed in the second week of class (upon signing up during our first session). Presenting the contextual material should take no more than 10 minutes and you will have the opportunity to have questions and lead the conversation for at least 15 minutes, after which, if and when discretion dictates, I may take over.

   **Each of you is welcome to use space within the cuLearn server forum where you can (need not) submit any materials or links you would like us to consider before class**. Each of us is responsible for checking the forum, but you must add any new material in a timely manner - at least 24 hours before your presentation. If you wish, bring to class any materials you like or are pertinent to your presentation. Please, include a list of sources in your handout as well.

3. **Written Assignment:** For this course you will be required to write **a take-home exam: an analytical reflection essay.** 40%

   The take-home is related to the issues discussed during the seminar and relevant to the themes covered by the literature and cinema. It will be assigned during our last class and posted on the course cuLearn page after the class.

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* A handout (with potential questions) should be emailed to me in advance, at least 2 days before the presentation, so it could be posted on the course cuLearn page.

**Timely feedback** will be provided to each student and communicated through e-mail after the session.

It is recommended that you discuss the presentation outline with me (in advance, ideally a week before presenting).
Students are given topics out of which 3 (three) should be selected and elaborated in short (3 pages each) essays. Topics will be broad enough to allow you to explore your specific interests, but will involve close reading of key passages and analysis of the major reading's texts.

**PAPERS (submission & advice)**

Papers are expected to be sent electronically as an attachment (document format) to me by 4:00pm on December 22nd, 2017.

The essay will be evaluated on the criteria of framing of the topic (a clearly defined argument, consistent formulation of the main ideas, internal organization of the text, correct citation of sources) and technical matters (spelling, grammar, and use of style guide).

The papers, with comments and evaluation, will be returned to you electronically in a timely manner.

**Paper Style Guidelines:** Please, use the *MLA Handbook for Writers of Research Paper.*

* * *

I know, unfortunately, how it is losing work, files, data…

In order to avoid this trouble, I remind myself relentlessly:

- Do not keep your files on only one device!
- Save them on a few devices!
- And / Or store them in Google Drive, Dropbox, Cloud for remote access!
- Why not send it/them as an e-mail attachment to yourself!?

**MORE ON THE TOPICS & SEMINAR**

The course is organized into four broad units as thematic frames:
- cultural politics
- cultural condition/-ing
- cultural creation/re-creation
- cultural encounters

Our discussion on these themes will lead us toward exploring several topics, including but not limited to issues of cultural production, class & gender, social norms & new norm(al), belonging & acceptance, a role of an individual, memory & story-telling, meanings of phenomena and paradoxes of multiculturalism in the European cultural setting, as well as socio-cultural movements and trends.

To be able to discuss these topics, an essential part of this course is **close examination of the sources**, both primary and secondary. Since we will also be exposed to a various set of materials, we will, thus, be able to see the ways different disciplines interact –creating a network of complex perspectives on European culture.

There will be plenty of information covered in this course. However, the course is structured to accommodate diverse academic backgrounds and be low stress, providing everyone makes a good faith effort (and attends). **I believe that all of us will work together to establish optimal conditions for honorable academic work and exchange of ideas.**

**Paying attention to the schedule** (see the course calendar) and to the primary sources accompanied by the secondary sources (material posted on our cuLearn page) will heighten your performance and enrich your experience during our sessions.

I expect our journey through readings, movie screenings, and lively discussions will be an enjoyable discovery if you do assigned reading in advance.

One more thing: Please, sign up for an appointment (the sheet is posted on our cuLearn page) to meet during my office hours. Thank you!
Secondary sources - a combination of editorials and video material - are posted on the cuLearn course page according to our class calendar. We will be using some of the material from this list.

Editorials

- “A brief history of the European future” by Robert Menasse
- “Adaptation, not fossilisation Two responses to the ‘refugee crisis’” by Hartmut Rosa
- “A major transformation” by Gérard Wormser
- “The aesthetics of crisis: Art in arrested democracies” by B. Holmes
- “A new impulse – But for which Europe?” by Étienne Balibar
- “A sense of community or in defense of the citizens’ nation” by B. Schoch
- “An enlightened localism - Ulrich Kockel in interview”, T. Kavaliauskas, Ulrich Kockel
- “Aspirational maps: On migrant narratives and imagined future citizenship” by A. Appadurai
- “Behind the world’s ‘crisis of humanity’ “ by Z. Bauman
- “Citizenship: A relic of European legal culture?” by D. Gosewinkel
- “Culturalism: Culture as political ideology” by Jens-M. Eriksen, F. Stjernfelt. „Culture WITH people, not just FOR people!” by A. Wisniewska,
- “Digital solidarity” by Felix Stalder “Europe Essays: Love It or Leave It?” by E. Shafak
- “Freedom of Faith – Foundation of Freedom of Religion” by M. Mahlmann
- “Introduction: What are cultural politics” by Jordan, Glenn and C. Weedon. In Cultural Politics: Class, Gender, Race, and the Postmodern World; at the Library reserves
- „Living in diversity On the fear of the Other and anxieties about the Self” by Kenan Malik
- “Migration: Europe’s absent history” by Imke Sturm-Martin
- “No place like home: A concise history of statelessness” by L. Stonebridge
- “No time to lose hope: Central Europe at breaking point” by M. Koran
- “Public space democracy” by Nilüfer Göle.
- “Strangers when we meet: Identity and solidarity” by Roshi Naidoo
- “The contained” by Dan Jönsson
- “The EU migrant debate as ideology” by H. Bäckström, J. Örestig, E. Persson
- “The failure of the political centre ground: The EU and the rise of right-wing populism” by Ulrike Guérot
- „The power to refuse: Commons and resistance” by B. Kratzwald
- „The shadow citizenry” by Andy Merrifield
- “Toward a definition of popular culture” by Holt N. Parker.
- „Utopian dreams beyond the border” by Ivan Krastev
- „We Europeans After the loss of innocence” by Rainer Hank
- „What Hannah Arendt can tell us about European integration” by Peter Verovšek
- „Who is “the people”?” by Claus Leggewie

Video material

- Narratives for Europe: Comics - Osvald: a European hero? by European Cultural Foundation
- Against silence: on freedom of expression in Europe
- All the Names - Trailer
- A Tribute to Jose Saramago
- Barcelona
- Barcelona in 4K
- Barcelona, a capital that inspires
- Dario Fo - Accidental Death of an Anarchist (full)
- Dario Fo: 'What had taken centuries to create in Italy was degraded in a very short time'
- Dario Fo: We Need to Intervene
- Dario Fo: I am a Born Storyteller
- Dislocations: language, loss and discovery in narratives of migration
- Freedom of Speech or Tyranny of Silence?
- Fantacy cartography. Redrawing the map of Europe
- How do Europeans really feel about each other?
- Immigration: Love It or Leave It? by E. Shafak
- Jose Saramago at IDB (2)
- José Saramago José Saramago, A Life of Resistance pt 1.mp4
- José Saramago, A Life of Resistance pt 2.mp4
- José Saramago, A Life of Resistance pt 3.mp4
- Julian Barnes Interview.mov
- Migrating Words (with Amara Lakhous)
- Narrating Italy Today: Amara Lakhous
- THE CHALLENGE OF DIVERSITY: ITALY AND ITS "IMMIGRANTS” Lecture by Amara Lakhous
- The Elegance of the Hedgehog Trailer
- The Trilingual Dream/Amara Lakhous on writing, religion and clashing civilizations
- Towards a new Europe? Talk Real Live
- Trailer Scontro di civiltà per un ascensore in Piazza Vittorio (ITA)

NOTE: All material with links is available on our cuLearn course page.
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Notes</th>
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<td>September 11</td>
<td>Introduction to the course</td>
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<td>September 18</td>
<td>Context(s) and interpretation(s)</td>
<td>★ Concepts, meanings and descriptions</td>
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<td>September 25</td>
<td>Cultural politics: Liberation &amp; Self-actualization</td>
<td>★ Concepts: use and abuse, us&amp;them</td>
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<tr>
<td>October 02</td>
<td>Cultural Politics: Cultural Condition/ing: Perception and Deception</td>
<td>★ Key concepts: deceptions and distortions</td>
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<td>October 16</td>
<td>Cultural Encounters</td>
<td>★ Key concepts: assumptions&amp;biases, understanding, acceptance, respect,</td>
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<td>tolerance and opposites</td>
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<tr>
<td>October 30</td>
<td>Cultural Creation/Re-creation: Identity &amp; Belonging</td>
<td>★ Key concepts: Myth-making/invention and cultural tradition; Individual</td>
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<td></td>
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<td>and communal identity</td>
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<tr>
<td>November 06</td>
<td>Cultural Creation/Re-creation: Individual and/or collective</td>
<td>★ Key concepts: Cultural values and their fluidity; Diversity</td>
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<tr>
<td>November 13</td>
<td>Forgetting vs. remembering &amp; being &amp; Art of story-telling</td>
<td>★ Key concepts: Aesthetics of Experiences &amp; Existence(s); Time and place;</td>
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<td>Meanings and Ambiguities</td>
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<td>November 20</td>
<td>Cultural condition(ing): Boundaries and their forms</td>
<td>★ Key concepts: Social divisions and their implications on an individual;</td>
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<td>Making/Breaking the walk</td>
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<tr>
<td>November 27</td>
<td>Cultural Politics: Liberation &amp; Self-actualization</td>
<td>★ Key concepts: Social divisions and their implications on an individual;</td>
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<td>Making/Breaking the walk</td>
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<tr>
<td>December 04</td>
<td>Cultural Politics Deconstructed</td>
<td>★ Key concepts: Public&amp;Private; The self and the other &amp; Make-ups</td>
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<tr>
<td>December 08</td>
<td>Review and Take-Home Assignment</td>
<td>Draft of the Assignment</td>
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**COURSE CALENDAR**

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<th>Topic</th>
<th>Readings/Notes</th>
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<tbody>
<tr>
<td>October 23-27</td>
<td>Fall Break – No classes</td>
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<tr>
<td>October 30</td>
<td>English, England by Julian Barnes</td>
<td>★ “Culturalism: Culture as political ideology” by Jens–Martin Eriksen and</td>
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<td>Frederik Stjernfelt</td>
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<td>★ “The failure of the political centre ground: The EU and the rise of right-w</td>
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<td>ing populism” by Ulrike Guérot</td>
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<td>★ “The power to refuse: Commons and resistance” by Brigitte Kratzwald</td>
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<td>November 06</td>
<td>England, England by Julian Barnes</td>
<td>★ Europe as a republic: The story of Europe in the twenty-first century” by</td>
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<td>Ulrike Guérot</td>
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<td>★ “Who is “the people?” by Klaus Leggewie</td>
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<td>★ “Culture WITH people, not just FOR people!” by Agnieszka Wisniewska</td>
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<td>★ “History, politics and postmodernism: Stuart Hall and cultural studies”</td>
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<td>(Chapter 7) by Lawrence Grossberg.</td>
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<tr>
<td>November 13</td>
<td>Film – Midnight in Paris</td>
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<td>November 20</td>
<td>All the Names by José Saramago</td>
<td>★ Public space democracy” by Nilüfer Göle</td>
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<td>★ “Strangers when we meet: Identity and solidarity” by Roshi Naidoo</td>
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<td>November 27</td>
<td>Accidental Death of an Anarchist / Morte accidentale di un anarchico by</td>
<td>★ The shadow citizenry” by Andy Merrifield</td>
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<td>Dario Fo</td>
<td>★ “Toward a definition of popular culture” by Holt N. Parker. History and Theory</td>
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<td>(May 2011), 147-17</td>
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<tr>
<td>December 04</td>
<td>The Elegance of the Hedgehog / L’élégance du hérisson by Muriel Barbery</td>
<td>★ “The aesthetics of crisis Art in arrested democracies” by Brian Holmes</td>
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<tr>
<td>December 08</td>
<td>Draft of the Assignment</td>
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**CARLETON UNIVERSITY EURR 3001/ENGL 3804 Fall 2017 Institute of European, Russian and Eurasian Studies**
Q&A

➢ What is the course policy on academic freedom, classroom etiquette, or academic integrity?

I Academic Freedom

Studying the literature, culture and ideas of societies other than their own exposes individuals to unfamiliar and sometimes challenging attitudes, images, language and values. No one will be expected to subscribe to, or be required to accept, the values represented in the material to be studied. However, I expect you will be willing to examine the relevant texts, in various media, and make a sincere effort to understand the presuppositions of others, be willing to discuss the objects of study. By enrolling in this course, you should accept a commitment to academic freedom for all participants, yourselves and the instructor.

II Classroom Etiquette

Though some of us may express opinions different than yours, you are free to disagree – providing you do so in calm, courteous and respectful manner. This is especially important because we will be covering some sensitive, divisive topics during this class. Showing lack of engagement by talking to other students while someone else is speaking, repeatedly reading the newspaper, using cell phone or other gadgets, doing homework for other classes, or using the notebook computer for non-class-purposes is considered disrespectful, rude and dismissive towards your fellow students and the instructor. This kind of behavior impacts your academic standing in this course. However, I doubt it will come to this.

III Academic Integrity

Carleton University demands academic integrity from all its members. The Academic Integrity Policy can be accessed at [http://www2.carleton.ca/studentaffairs/academic-integrity](http://www2.carleton.ca/studentaffairs/academic-integrity). Each student in this course is expected to abide by the Carleton University Academic Integrity Policy. I believe, we all agree on the following:

➢ Any work done and submitted by a student in this course for academic credit has to be the student’s own work.
➢ Complete acknowledgement for all information obtained from sources outside the classroom must be clearly stated in all written work submitted.
➢ Ideas, arguments, and direct phrasings taken from someone else’s work must be identified and properly footnoted.
➢ Quotations from other sources must be clearly marked as distinct from the student’s own work. For more, please, refer to the style guides at the Library, the course cuLearn page, consult the Writing Tutorial Services (WTS) at Student Academic Success Centre ([carleton.ca/sasc](http://carleton.ca/sasc)).

Please, do not use your electronic devices during our sessions. Exceptions are made when using your laptop for class purposes – to take notes or access course material. In case of emergencies, you could always excuse yourself and leave the class.

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 the Carleton’s Academic Integrity Policy ([http://carleton.ca/studentaffairs/academic-integrity/](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.
Official Course Outline: The course outline posted to EURUS website is the official course outline.