

EURR 4101/HIST 4605  
The Balkans in Transition, 1918-1989

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Seminar Hours: Tuesdays, 18:05 – 20:45  
Seminar Location: Paterson Hall 240

The seminar employs the transition paradigm to study the Balkan Peninsula's (or Southeastern Europe's) encounter with modernity through an examination of the region's political, social and economic history. Beginning with the period between 1878 and 1918, the seminar examines the emergence of the Balkans as a distinct post-imperial space within Europe and the ways in which its new nation-states began to model themselves according to European norms. The seminar then analyses the interwar period (1918-41), when the Balkan states attempted to recover from the First World War and simultaneously construct genuinely democratic polities, and the period after the Second World War (1945-1989), when a new political, social and economic order – Communism – was imposed everywhere except in Greece.

The seminar gives priority to political history but incorporates social, economic and other themes in order to assess the nature and extent of the region's modernization. Similarly, it assesses the role of the Great Powers in shaping the region's evolution. It is hoped that upon completion of the seminar students will have a better understanding of the region's historical development and nation-building efforts, and how the 20<sup>th</sup> century fit into the general course of the region's longer-term Europeanization, which continues into the 21<sup>st</sup> century.

Assessment:

The seminar grade is based on a presentation, participation, a research proposal, and a research paper. The grade distribution is as follows:

Class Presentation	20%
Participation	20%
Research Proposal	10%
Research Paper	50%

Class Presentation - each student is required to lead a class presentation for one of the weekly seminars of his or her choice. The grade will be determined on the basis of the following criteria: (a) the content of the presentation, i.e., whether it identifies the key issues related to that week's theme; (b) the way in which the presentation engages the literature, pointing out the strengths and weaknesses of readings; and, (c) the questions it poses about the literature and weekly seminar theme.

Participation – is based on the following criteria: (a) regular attendance at weekly seminars; (b) contribution to the weekly seminar discussions; and, (c) providing informed comments about the issues and demonstrating an ability to relate material in the readings to the discussion topics.

Research Proposal – the research proposal should be no longer than four (4) pages. It should (a) identify the topic of your research paper; (b) offer a preliminary thesis; (c) provide a brief outline; and, (d) provide a preliminary bibliography. The proposal should be prepared in proper essay format. The proposal is due on October 11. A late penalty of 2% per day will be assessed, up to a maximum of 10%.

Research Paper - students are required to submit a research paper worth 50% of the overall grade. The research paper must be roughly 15 to 20 pages long (or about 3,500 words); it may be submitted either in soft copy (i.e., electronic format such as Word) or in hard copy format. Papers are due on November 29, 2022. A late penalty of 2% per day will be assessed, up to a maximum of 10%.

Seminar Readings: The weekly seminar readings consist of academic articles and, unless otherwise noted, are required. Those readings under “Recommended Background Material”, whether readings or audio-visual material, are not required but suggested for those looking for additional context.

The seminar does not have a required textbook. Those students who would like additional background should refer to one of the following general histories of the modern Balkans:

- Mark Mazower, The Balkans: A Short History (2002);
- Richard J. Crampton, The Balkans since the Second World War (2002);
- Mark Biondich, The Balkans: Revolution, War, and Political Violence since 1878 (2011);
- Stevan K. Pavlowitch, A History of the Balkans, 1804-1945 (2014); and/or,
- John R. Lampe, Balkans into Southeastern Europe: A Century of War and Transition (2006).

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Weekly seminar schedule:

**Class I (Tuesday, September 13) – Introduction to the Class**

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**Class II (Tuesday, September 20) – What's in a name: Is it the Balkans or Southeastern Europe?**

Themes: Why is there a region of Europe called the Balkans? How did the Balkans emerge as a distinct space within Europe? How do we account for the region's sustained negative reputation? This class asks us to consider our collective mental mapping of Europe and its many regions.

- Maria Todorova, "The Balkans: From Discovery to Invention," Slavic Review 53:2 (1994): pp. 453-482
- Wendy Bracewell and Alex Drace-Francis, "South-Eastern Europe: History, Concepts, Boundaries," Balkanologie 3:2 (December 1999): pp. 1-10
- George Schöpflin, 'Defining South-Eastern Europe,' Balkanologie 3:2 (December 1999): pp. 1-4
- Alexander Vezenkov, "History against Geography: Should We Always Think of the Balkans as Part of Europe?" in History and Judgement (2006), pp. 59-73
- Pamela Ballinger, "Definitional Dilemmas: Southeastern Europe as 'Culture Area'?" Balkanologie 3:2 (1999): pp. 1-11

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### **Class III (Tuesday, September 27): The Transition Paradigm: Modernity as Europeanization**

Themes: What do we mean by "transition," "modernization" and "Europeanization"? Are they interchangeable concepts, and are we dealing with one or multiple modernities? When did Southeastern Europe's or the Balkans' industrial transformation definitively begin? Why has the region been unable to narrow the socioeconomic gap with Western Europe?

- Diana Mishkova, "Modernization and Political Elites in the Balkans, 1870-1914," Center for Austrian Studies Working Papers (1997) pp. 1-19
- Ulf Brunnbauer, "Challenges of change. Economic and population growth, social and cultural transformations up to World War II," in The Routledge Handbook of Balkan and Southeast European History, (2020), pp. 291-299
- John R. Lampe, "Financing Economic Growth and Facing Foreign Debt, 1878-1939," The Routledge Handbook of Balkan and Southeast European History (2020): pp. 308-317
- Victor Roudometof, "The Social Origins of Balkan Politics: Nationalism, Underdevelopment, and the Nation-State in Greece, Serbia, and Bulgaria, 1880-1920," Mediterranean Quarterly 11:3 (2000): pp. 144-163

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### **Class IV (Tuesday, October 4) – The Balkan Setting: War, State & Nation Building, 1912-1923**

Themes: The political geography of the modern Balkans was set between the Balkan Wars (1912-23) and the Greek-Turkish War (1919-22), including the birth of two new states (Albania, Yugoslavia). This class examines whether and how war has shaped modern Balkan nation-states – how nations and nation-states, and citizenship and alterity, were constructed and shaped – in the decade between 1912 and the Treaty of Lausanne (1923). Were violence and ethnic cleansing inevitable by-products of modernity?

Documentary 1: "Silent Balkans" (About the Balkan Wars (1912-13), 50 min)

- Constantin Iordachi, "The Ottoman Empire: Syncretic Nationalism and Citizenship in the Balkans," in What is a Nation? Europe, 1789-1914 (2006), pp. 120-151
- John R. Lampe, "Armies and occupations, peace settlements and forced migrations," in The Routledge Handbook of Balkan and Southeast European History (2020): pp. 147-154
- Richard Hall, "Bulgaria's Wars and Defeats, 1912-1919," in The Routledge Handbook of Balkan and Southeast European History (2020): pp. 155-162
- Stefan Papaioannou, "Greece from National Expansion to Schism and Catastrophe, 1912-1922," in The Routledge Handbook of Balkan and Southeast European History (2020): pp. 172-180
- Dejan Djokić, "From Salonica to Belgrade: The emergence of Yugoslavia, 1917-1921," in The Routledge Handbook of Balkan and Southeast European History (2020): pp. 172-180
- Mark Biondich, "The Balkan Wars: Patterns of violence in the Balkans leading up to the First World War," in The Routledge History Handbook of Central and Eastern Europe in the Twentieth Century: Vol. 4: Violence (2022), pp. 1-27

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### **Class V (Tuesday, October 11) – The Failure of Liberal Democracy, 1923-1945**

Themes: This period witnessed the introduction of mass politics and democracy, but all the Balkan states would eventually succumb to authoritarian regimes. Was the failure of liberal democracy rooted in local conditions – such as the region's relative socioeconomic 'backwardness', its political cultures and/or nationality and citizenship questions – or foreign influences, such as Great Power political pressures, wider economic trends caused by the Great Depression, and the rise of fascism?

- Mark Biondich, The Balkans: Revolution, War, and Political Violence since 1878 (2011), pp. 95-129 (Chapter 3)
- John R. Lampe, "The interwar decades from parliamentary struggles and international pressures to authoritarian regimes," in The Routledge Handbook of Balkan and Southeast European History (2020): pp. 203-212
- Katarina Lagos, "Interwar Greece: Its generals, a republic, and the monarchy," in The Routledge Handbook of Balkan and Southeast European History (2020): pp. 231-239
- Robert C. Austin, "Albania between Fan Noli, King Zog, and Italian Hegemony," in The Routledge Handbook of Balkan and Southeast European History (2020): pp. 257-262
- Christian A. Nielsen, "Yugoslav Identity in the Interwar Period," in The Routledge Handbook of Balkan and Southeast European History (2020): pp. 280-288
- Maria Georgieva, "Industry and Protectionism in South-Eastern Europe during the Inter-War Period: A Path to Modernization?" in Le développement inégal de l'Europe (1918-1939) (1998), pp. 277-297

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### **Class VI (Tuesday, October 18) – Modernity and the Balkan Muslims to 1945**

- Emily Greble, Muslims and the Making of Modern Europe (2021), pp. 23-52 (Chapter 1), 191-209 (Chapter 7)
- Florian Bieber, "Muslim Identity in the Balkans before the Establishment of Nation States," Nationalities Papers 28:1 (2000): pp. 1-16

- Nathalie Clayer, "Behind the Veil: The Reform of Islam in interwar Albania or the Search for a 'modern' and 'European' Islam," in Islam in Inter-War Europe (2008), pp. 128-155
  - Anna M. Mirkova, "Citizenship Formation in Bulgaria: Protected Minority or National Citizens?" Journal of Muslim Minority Affairs 29:4 (2009), pp. 469-482
  - Eleftheria K. Manta, "The Çams of Albania and the Greek State (1923–1945)," Journal of Muslim Minority Affairs, 29:4 (2009): pp. 523-533
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### **Class VII (Tuesday, October 25) – Fall Break (no classes this week)**

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### **Class VIII (Tuesday, November 1) – Modernity and Gender: Women's Rights in the Balkans to 1945**

Themes: Modernity has fundamentally altered social relations and eroded traditional patriarchal structures across Europe, including the Balkans. Was the status of Balkan women shaped more by underlying pressures of and changes wrought by modernization or by hugely disruptive historical developments, like the two World Wars? Did ethnic, social and ideological divisions work against the advancement of women's rights?

- Nikolai Vukovin, "The aftermaths of defeat: the fallen, the catastrophe, and the public response of women to the end of the First World War in Bulgaria," in Aftermaths of War: Women's Movements and Female Activists, 1918-1923 (2011), pp. 29-48
  - Fatmira Musaj and Beryl Nicholson, "Women activists in Albania following independence and World War I," in Aftermaths of War: Women's Movements and Female Activists, 1918-1923 (2011), pp. 179-198
  - Andjelko Vlašić, "Modern Women in a Modern State: Public Discourse in Interwar Yugoslavia on the Status of Women in Turkey (1923–1939)," in Aspasia 12 (2018): pp. 68–90
  - Roxana Cheşchebec, "The Achievement of Female Suffrage in Romania," in The Struggle for Female Suffrage in Europe (2012), pp. 357-371
  - Efi Avdela, "Between duties and rights: Gender and citizenship in Greece, 1864–1952," in Citizenship and the Nation-State in Greece and Turkey (2005), pp. 117-130
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### **Class IX (Tuesday, November 8) – Communism and Modernization in the Soviet Bloc: The Case of Romania, 1945-1989**

Themes: Communist Romania became one of the most oppressive Stalinist regimes in the Soviet Bloc under Gheorghe Gheorghiu-Dej (1952-65) and Nicolae Ceaușescu (1965-89). What was the nature of Communist modernization on political culture, social relations, and minority and gender rights?

- Vladimir Tismaneanu and Marius Stan, "Ceaușescu's National Communism as National Stalinism," in The Routledge Handbook of Balkan and Southeast European History (2020): pp. 456-462
- Lavinia Stan, "Inside the Securitate Archives," Wilson Center Cold War International History Project (March 4, 2005), pp. 1-24

- Gail Kligman, "When Abortion Is Banned: The Politics of Reproduction in Ceausescu's Romania, And After," The National Council for Soviet and East European Research (May 1992), pp. 1-48

Recommended Background Material:

- Part three of the three-part BBC documentary, "The Lost World of Communism" is devoted to life in communist Romania (57 min)

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**Class X (Tuesday, November 15) – Communism and Modernization in the Soviet Bloc: The Case of Bulgaria, 1945-1989**

Themes: Under the leadership of Todor Zhivkov (1954-89), Communist Bulgaria was widely regarded during the Cold War as the Soviet Union's most faithful ally. Like Romania, Bulgaria was part of the Soviet-led Warsaw Pact and Council of Mutual Economic Assistance (Comecon). What was the nature of Communist modernization on political culture, the treatment of the Turkish minority, gender rights, and social relations?

- Theodora K. Dragostinova, The Cold War from the Margins: A Small Socialist State on the Global Cultural Scene (2021), pp. 22-61 (Chapter 1)
- Ulf Brunnbauer, "Making Bulgarians Socialist: The Fatherland Front in Communist Bulgaria, 1944–1989," East European Politics and Societies 22:1 (2008), pp. 44-79
- Milena Mahon, "The Turkish minority under Communist Bulgaria – politics of ethnicity and power," Journal of Southern Europe and the Balkans 1:2 (1999): pp. 149-162
- Ulf Brunnbauer and Karin Taylor, "Creating a 'socialist way of life': family and reproduction policies in Bulgaria, 1944 –1989," Continuity and Change 19:2 (August 2004): pp. 283-312

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**Class XI (Tuesday, November 22): Communism and Modernization in Albania, 1945-1989**

Themes: Although Albania was initially part of the Soviet Bloc, it broke with the Soviet Union (1961) and aligned itself with the People's Republic of China (PRC) until 1978. After the break with the PRC, Albania was the most isolated communist regime in Europe. How did the 'peculiarities' of communist Albania's evolution shape modernization, political culture and society?

- Elidor Mëhilli, "Enver Hoxha's Albania: Yugoslav, Soviet, and Chinese relations and ruptures," in The Routledge Handbook of Balkan and Southeast European History (2020): pp. 447-454
- Isa Blumi, "The Politics of Culture: The Roots of Hoxha's Postwar State," East European Quarterly (1997): pp. 409-428
- Frédéric Lasserre, Mia Bennett and Enkeleda Arapi, "Bunker Mentalities: The Shifting Imaginaries of Albania's Fortified Landscape," in Borders in Globalization Review 3:2 (2022): pp. 66-76
- Samantha L. Martin-McAuliffe, "The Hungry Eyes: The Anxious Topographies of Enver Hoxha's Bunker Program in Albania," in Architecture and Control (2017), pp. 108-125
- Julie Vullnetari, "'Dancing in the mouth of the wolf': constructing the border through everyday life in socialist Albania," Journal of historical geography 63 (January 2019): pp. 82-93

- Klejd Këlliçi and Ermira Danaj, "Promoting Equality, Perpetuating Inequality: Gender Propaganda in Communist Albania," in History of Communism in Europe 7 (2016): pp. 39-61

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### **Class XII (Tuesday, November 29): Communism and Modernization in Yugoslavia, 1945-1989**

Themes: Following the Tito-Stalin split (1948), Yugoslavia became the first communist state to break with the Soviet Union. Thereafter, it pursued an independent foreign policy and helped launch the Non-Aligned Movement (1961). It also embraced an innovative ideological course in the form of workers' self-management. Was the Yugoslav communist transition fundamentally different from other communist states in the Balkans? How did the Yugoslav communists deal with the national question?

- Vladimir Unkovski-Korica, "Yugoslavia's Third Way: The Rise and Fall of Self-Management," in The Routledge Handbook of Balkan and Southeast European History (2020): pp. 463-471
- Andrew Wachtel and Christopher Bennett, "The Dissolution of Yugoslavia," in Confronting the Yugoslav Controversies: A Scholars' Initiative (2009), pp. 12-47
- Dejan Jović, "Yugoslavia and Its "Others"," in Ideologies and National Identities: The Case of Twentieth Century Southeastern Europe (2004), pp. 277-302
- Audrey Helfant Budding, "Nation/People/Republic: Self-Determination in Socialist Yugoslavia," in State Collapse in South-Eastern Europe (2008), pp. 91-112
- Renata Jambrešić Kirin, "Yugoslav Women Intellectuals: From a Party Cell to a Prison Cell," in History of Communism in Europe, 5 (2014): pp. 36-53
- Florian Bieber, "'Federalizing the federation': The failure of the Yugoslav experiment," in Routledge Handbook of Regionalism and Federalism (2013), pp. 513-524

#### Suggested Background Material:

- Aleksandar Hemon, "My Mother and the Failed Experiment of Yugoslavia," The New Yorker, June 5, 2019

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### **Class XIII (Tuesday, December 6) – The Non-Communist Exception: Greece, 1945-1989**

Themes: After enduring a brutal Axis occupation (1941-44) and then civil war (1946-49), Greece emerged as the only non-Communist state in the Balkans. Although Greece joined NATO (1952), it would experience a military dictatorship (1967-74) before consolidating its democracy and joining the European Economic Community (1981). Why were post-war modernization and democratic consolidation contested and problematic?

- Othon Anastasakis, "Greece's Cold War: Exceptionalism in Southeastern Europe," in The Routledge Handbook of Balkan and Southeast European History (2020): pp. 472-480
- Fotini Bellou, "The Political Scene: Consolidated Democracy," in Greece in the Twentieth Century (2008): pp. 155-169
- Amikam Nachmani, "Civil War and Foreign Intervention in Greece: 1946-49," Journal of Contemporary History, 25 (1990): pp. 489-516

- Nicos Mouzelis and George Pagoulatos, "Civil Society and Citizenship in Postwar Greece," Greek Political Science Review 22 (2003): pp. 2-15
  - Giota Tourgeli, "Migration policies and development doctrine in Greece," in Migration and Development in Southern Europe and South America (2022), pp. 27-39
  - Alexandra Barmpouti, "Issues of biopolitics of reproduction in post-war Greece," Studies in History and Philosophy of Biological & Biomedical Science 83 (2020): pp. 1-8
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**Classes end on December 9, 2022**

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### **Statement on Student Mental Health**

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

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

#### **Carleton Resources:**

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

#### **Off Campus Resources:**

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

### **Statement on Pandemic Measures**

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.



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

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

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

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

### **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, please review the Student Guide to Academic Accommodation at <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, please review the Student Guide to Academic Accommodation at <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. For more details, visit the Paul Menton Centre website at <http://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 where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit the Equity and Inclusive Communities Website at <https://carleton.ca/equity/focus/sexual-violence-prevention-survivor-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. For more details, see the [Senate Policy on Accommodation for Student Activities](https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf) at <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)

### **Plagiarism:**

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

Examples of plagiarism include, but are not limited to:

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

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

### **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. 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.