

**Central Europe: Past and Present**  
**EURR 4204A/EURR 5204A/HIST 4604A/HIST 5604A**

**Fall 2025**

Carleton University, Institute of European, Russian and Eurasian Studies

Class meetings: Thursdays 2:35-5:25 pm

Location: Please check location on Carleton Central

Dr. James Casteel

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Office hours: Tuesdays and Thursdays 1:00-2:00 pm or by appointment.

**Course Description:**

This course explores the history of central Europe, broadly defined. The focus will be on the turbulent twentieth century but also touching on issues that are relevant to the region today. We will consider the social, cultural, and political changes in the region during a period that saw a transition from territories ruled by empires to one consisting of a variety of nation-states, many of which are now part of the European Union (or wish to be). These developments were not inevitable, but informed by a variety of historical contingencies.

In thinking about these transformations, the course will explore the following questions: what do we mean by "Central Europe"? How have the boundaries and meaning of the term changed over time? How did multiethnic empires that ruled the region before World War I manage the novel challenge of nationalism? How did national categories begin to change everyday life in the region? Why did "minorities" and marginalized communities emerge as "problems" in a nationalizing age? How did the Nazi and Soviet occupation regimes during World War II transform the region, leading one prominent historian to label the region "bloodlands." Why did "population transfers" continue to create increasingly nationally homogenous polities after the war? What was everyday life like during the Cold War under Communist dictatorships? Why did Communist dictatorships fall and what role did the regions' citizens play in their demise in the revolutions of 1989? How did post-Cold War transformations change the region? In what ways does the legacies of a violent century still inform the region today, especially in light of Russia's 2014 and 2022 invasions of Ukraine which have brought war to Europe once again?

**Learning Outcomes:**

This course provides advanced-level exploration of the history of Central Europe and its contemporary relevance. You will become familiar with current debates and empirical research in the field. In both your class discussions and written work, you will gain practice in participating in a scholarly community including debating and engaging with scholarly arguments in the literature and learning to support your arguments with evidence. You will also

develop your historical research and critical thinking skills through your written papers and oral presentations. You will gain experience engaging in your own independent research for your final paper, as well as in drafting, presenting a work in progress, and revising draft material from that paper. The mini-conference will also provide you with an experiential learning opportunity to present your research findings, answer questions, and practice responding to constructive, critical feedback on your research and writing, important skills in academic inquiry as well as in a number of knowledge-based career paths.

### **Texts & Course Materials**

All required course materials (see details under course calendar) will be made available via the Ares Library Reserves system. Links to Ares will be provided on the course's Brightspace page. If you find that a required reading is not available for a given week, please notify the instructor immediately. Students are expected to come to class having prepared all of the required readings for a particular week.

### **Cost of Education Materials:**

Students are not required to purchase textbooks or other learning materials for this course.

### **Supplemental Course Readings:**

For students who have little or no background in central European history, you may find one of the following synthetic works helpful:

Robert C. Austin, *A History of Central Europe: Nations and States Since 1848*. Cham: Palgrave Macmillan, 2021.

Feinberg, Melissa. *Communism in Eastern Europe*. New York: Routledge, 2021 (an excellent survey with an emphasis on the politics of everyday life and gender).

Ther, Philip. *Europe Since 1989*. Princeton: Princeton UP, 2016 (an original work of synthesis with emphasis on social and economic transformations and excellent coverage of central and eastern Europe)

David Blackbourn, *Germany in The World: A Global History, 1500-2000* New York: W. W. Norton, 2023.

John Connelly, *From Peoples Into Nations: A History of Eastern Europe*. Princeton: Princeton, UP, 2022.

Martyn Rady, *The Middle Kingdoms: A New History of Central Europe* (2023) (readable survey that takes a broader view to the question of what is central Europe).

**Course Requirements and Grading Scheme:****Undergraduate students (registered at the 4000 level)**

<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
<b>Attendance and Participation</b>	20%	weekly
<b>1 x Reading Analysis Paper (3-4 pages, 750-1000 words)</b>	15%	Due Tuesday at 5:00 pm before class meeting for chosen week - Must submit on or before October 7 (Week 6). You may write on future weeks.
<b>Proposal and Bibliography for Major Written Assignment (1-2 pages, 250-500 words, plus bibliography)</b>	complete/incomplete  incomplete = 10 point deduction to the mark for Major Written Assignment (100 pt scale).	Monday, September 29 at 5:00 pm
<b>Mini Conference Presentation and Paper (Paper: 3-4 pages, 750-1000 words; Presentation: 8 minutes)</b>	25%	Paper due: Friday, October 31 at 5:00 pm for Week 9 Presenters); Friday November 7 at 5:00 pm for Week 10 Presenters.
<b>Major Written Assignment (12 pages, ca. 3000 words)</b>	40%	Friday, December 5, 2025, 5:00 pm.

**Graduate students (registered at the 5000 level)**

<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
<b>Attendance and Participation</b>	20%	weekly
<b>1 x Reading Analysis Paper (3-4 pages, 750-1000 words)</b>	10%	Due Tuesday at 5:00 pm before class meeting for chosen week - Must submit on or before October 7 (Week 6). You may write on future weeks.
Presentation based on Readings	10%	Schedule discussed in first class meeting.
<b>Proposal and Bibliography for Major Written Assignment (1-2 pages, 250-500 words, plus bibliography)</b>	complete/incomplete  incomplete = 10 point deduction to the mark for Major Written Assignment (100 pt scale).	Monday, September 29 at 5:00 pm
<b>Mini Conference Presentation and Paper (Paper: 3-4 pages, 750-1000 words; Presentation: 8 minutes)</b>	20%	Paper due: Friday, October 31 at 5:00 pm for Week 9 Presenters); Friday November 7 at 5:00 pm for Week 10 Presenters.
<b>Major Written Assignment (16-20 Pages, 4000-5000 words)</b>	40%	Friday, December 5, 2025, 5:00 pm.

**Assignments and Other Course Elements:*****Attendance and Participation:***

This course is a reading intensive course (approximately 100-120 pages per week) held in seminar format. Attendance is mandatory, and active participation in classroom discussions is vital to students' success in the course. Our aim is to create a constructive and inclusive learning community in which you will be able to exchange ideas with your peers, even if in some of the issues discussed might be difficult or controversial.

Students are expected to attend class on a regular basis and to come to class prepared to discuss the assigned readings. Participation grades will be determined based on: (a) attendance and attention level and (b) active participation that (i) displays knowledge of the subject (ii) contributes to the flow of conversation (iii) shows knowledge of the readings and concepts in the readings (iv) offers critical analysis of the readings and subject. Questions or comments that display a thoughtful knowledge and analysis of the class readings receive the highest participation marks.

Students who have legitimate health or similar reasons to miss a class should contact the professor ideally on or before the day of the class meeting but no more than 3 days after the class meeting to request that the absence be marked excused. Students whose absence is excused may elect to make up participation marks for the session they missed by writing a 1 page (250 words) response paper based the week's readings. This option is not available for unexcused absences.

Students with health, medical, or equivalent situations that require them to miss class, oral presentations, or delay the submission of term work, should let the instructor know as soon as possible after they become aware of the situation. Students in such situations may be asked to submit the forms for short term or long term academic consideration to the registrar's office (see Academic Accommodations below).

Students who miss a scheduled oral presentation (book review or mini-conference) due to an excused absence should coordinate with the instructor to find an alternate date for the make-up presentation. Students who miss a scheduled oral presentation for an unexcused absence will not be able to make up the presentation, and will receive a zero for the presentation component of the assignment.

***Oral Presentation (graduate students only):***

Graduate students will prepare a 5 minute oral presentation focused on one of the assigned readings for a particular week. In their presentation, students should outline the key points of the article:

What research question is the author attempting to answer? What is the author's argument? How does the author support the argument? What evidence or source base does the author draw on and how does the author interpret those sources? Does the author's argument support or challenge other arguments that you have found in the readings? Your presentation should also offer some of your own critiques of the reading, and should end by posing one or two questions that will help facilitate class discussion.

We will discuss the dates of the presentations during the first class. Please note that you may NOT submit a Reading Analysis Paper on the week's readings for which you present an oral presentation.

### ***Reading Analysis Paper:***

All students write one reading analysis paper over the course of the term. The paper should be 750-1000 words, 3-4 pages. The paper should analyze the assigned readings for a particular week. You should critically engage with arguments in the literature and should develop an overall theme and thesis argument for your paper. You do not need to necessarily cover all the readings, but you should cover more than one. Papers should not be merely descriptive but analytical (pro tip: ChatGPT generated summaries of readings will NOT be analytical).

In analyzing the readings, you may wish to think about some of the following questions — what is the conceptual approach an author uses? How does the disciplinary background inform the approach and questions posted? What sources or methods does the author use? What are the strengths and limitations of a particular approach to a topic? Where do authors agree and disagree, and why? Your essay should draw connections between different readings and compare or contrast the approaches.

Papers should be submitted before 5:00 pm on the Tuesday before the class session in which the assigned readings are discussed, as these are meant to allow you to analyze the readings before our discussion. You may write your paper on any week's readings (excluding weeks with no assigned readings). You cannot write on a week that has already passed, but you may write on a later week and submit it in advance (so for example, you could submit a paper on Week 12's readings in Week 5, but not vice versa).

### **Mini-Conference Paper and Presentation:**

All students will participate in a mini-conference during Weeks 9 and 10 that provides an opportunity to present your project for your Major Written Paper and get feedback on your ideas from your peers as well as your prof. You should submit a 3-4 page (750-1000 word) paper outlining your topic, the main thesis argument that you are making, and some of your key preliminary findings and their broader significance. Students doing a traditional research paper may wish to focus on interpreting a source or a particular body of sources while those doing a literature review paper might focus more on some of the different positions or debates around the topic they are discussing, and engage with a selection of that material in more depth. The paper gives you an opportunity to present draft material and get feedback on your arguments

and findings that you can then incorporate into the writing of your final paper (both from your peers and from your prof).

You will then present your conference paper in Weeks 9 and Week 10 in our mini-conference sessions. I will organize a program for the conference placing students in panels. Each panel will present their papers and then there will be time allotted for Q&A from the audience for each panel. Please note that as you only have five minutes to speak, so you will not be able to read the written paper, but will need to present the key points. You are encouraged to practice your oral presentation to ensure that you stick to time. The Panel chair will monitor time, given a 1 minute warning, and ask you to stop if your time is used up (also standard practice at a conference). Participation marks for that week will be based on questions posed in the Q&A. The written papers are due at the date indicated above before each week's session (see presentation schedule for your submission date).

### ***Major Written Assignment:***

The major written assignment may take two forms:

- 1) Students may write a “traditional” research paper. This can be a paper that focuses in depth on an issue employing close analysis of primary sources and engaging with the secondary literature on the topic.
- 2) A second variant is to write a historiographic paper based on secondary sources that engages in a critical discussion of the current scholarship on a particular issues. Further details on the major written assignments will be discussed in class.

Papers will be evaluated according to the following criteria: evidence of engagement with the literature in the field, quality and thoroughness of research, soundness of thesis, use of evidence to support thesis, coherence of argument, logical structure, writing style, grammar and spelling. See also the late penalties and grace period section below.

My preferred citation format is Turabian/Chicago Manual of Style. As this is a history class, please use footnotes or endnotes rather than parenthetical citation.

Students MAY NOT hand in the same assignment (OR PARTS OF THE SAME ASSIGNMENT) for two or more courses.

### **Assignment Submission and Feedback/Evaluation:**

Assignments should be submitted online on Brightspace. Please do not email assignments, unless you are having an issue with the Brightspace submission system. Once the issue is sorted out, you will still be required to submit via the Brightspace portal.

The instructor generally aims to provide feedback on assignments within two weeks of the original assignment due date (students who submit after the due date, can expect to receive feedback later). If it has been two weeks since you submitted and you have not received feedback on an assignment, please feel free to ask the professor for an update. There may be

situations where it takes the instructor longer to provide feedback, but he will usually let you know if that is the case.

### **7 Day Grace Period for Written Assignments:**

You are strongly encouraged to plan ahead, manage your time, and submit your work by due dates indicated in the course outline.

That being said, your professor recognizes that students often are juggling many family, school, work, extracurricular, volunteer, and other obligations that can create different demands on your time. To allow for such situations, I have instituted a seven-day grace period for late assignments. If an assignment is submitted within the seven-day grace period, no late penalties will be applied.

This means that if you are submitting within the seven-day grace period, there is no need to write to your professor with an excuse, explanation, extension request, self-declaration form, etc. If it is within seven days, just submit the assignment, and it will be accepted and marked. Please note that assignments that are submitted by the original deadline will be prioritized when marking. Students who submit the assignment late should expect to receive feedback and evaluation later than students who submitted by the original deadline.

*Unless the student has contacted the professor and had a request for an extension or other accommodation approved, assignments submitted more than seven days late will not be accepted and a mark of zero will be entered.*

If you have serious medical, mental health, bereavement, child or elder care, or other equivalent circumstance that prevents your submission of the assignment on time or within the grace period, please contact the Professor as soon as possible and ideally no more than 3 days after the original deadline to request an extension. Teaching assistants, if the course has them, may not grant extensions. Such requests are only granted by the professor.

Please also consult the university policy on academic consideration for medical or other extenuating circumstances under the academic accommodation link below. The professor may ask students to submit the relevant short term or long term requests for academic consideration forms to the registrar's office.

\*\*\* If for any reason you are not sure about whether your particular circumstances will be considered grounds for an extension, please don't hesitate to email your professor and ask! \*\*\*

### **Policy on Use of Artificial Intelligence Tools in Written Assignments:**

- Students are prohibited from using generative artificial intelligence tools (such as ChatGPT) to compose any of their written assignments for this course (including drafts and the final version). By submitting written work in this course, you are agreeing that you are the author, not any third party (including AI).



- Submitting AI generated papers is a violation of the university's academic integrity policy and will be referred to the appropriate dean for investigation and potential penalties (see academic integrity policy above).
- Please note, as AI is increasingly integrated into many word processors and programs for spell-check, grammar correction, or translations (google translate, Deep L), use of these resources is permitted as aids in writing assignments. What is NOT permitted is asking a generative AI to write a part or your whole paper for you.
- An AI generated paper is highly unlikely to meet the learning outcomes for a particular assignment (which require your own reading, thought, critique, research and analysis). If you submit an AI-generated paper, you can expect to receive a lower mark than if you submit a paper that you actually write yourself.

### **Why the Prohibition?**

- Generative AI is a tool, and it can be a useful tool in some situations, and you will likely have opportunities in life where you may need to use it. However, a key aim of this course is for you to develop your critical thinking, interpretative, and writing skills. You can only develop those skills if you do your own critical thinking, interpretation, and writing.
- Generative AI is NOT A RELIABLE SOURCE of information. Most generative AIs are trained based on internet data that is often inaccurate and unreliable and often contains implicit biases. In many cases when AI does not 'know' the answer, it will make up information that is just plain wrong. This makes it a highly unreliable source for the writing of academic essays. In evaluating your essays, the quality and appropriateness of your source material will be assessed.
- Students suspected of using AI in their work in a manner that violates this policy may be asked to provide the instructor with their research notes and drafts of their essay. They may also be asked to meet with the instructor to discuss the assignment and the research materials consulted.

### **Classroom Etiquette and Responsible Use of Technology**

Laptops, tablets, and phones may only be used for taking or consulting notes, viewing course readings or for oral presentations. Other uses such as texting, emailing, chatting, social media, streaming, video games, etc. are distracting both to you and to everyone around you, and are not allowed. Students who are engaging in activity that is distracting, disrespectful, or disturbing other students, may be asked to put their devices away or to leave the classroom.

### **Email Communication:**

Following university policy, the instructors will communicate by e-mail with students using their Carleton University e-mail addresses (or via Brightspace). If you have a different account that you check regularly, please set up your Carleton account to forward to that one, so that you do not miss any important course-related announcements. Normally, the instructor expects to reply to e-mail or voicemail queries within 2 days during the working week. The instructor generally does not answer e-mail inquiries or voicemail messages on evenings or weekends.

Students who wish to communicate with the instructor are encouraged to meet personally during office hours, at another convenient time by appointment, or, for small matters, at the end of class.

### Course Calendar

Please note that the instructor may make changes to the readings on the syllabus over the course of the semester.

#### Week 1, Sept 4: Introduction: Where is Central Europe?

#### Week 2, Sept 11: Empires and Nations

Connelly, John. "Nation as Tragedy: The Stories of Central Europe." *The Journal of Modern History* 96, no. 2 (2024): 402–42. <https://doi.org/10.1086/730020>.

Judson, Pieter M. "Prisons of Peoples? Empire, Nation and Conflict Management in Habsburg Central Europe, 1848–1925." *Philosophy & Social Criticism* 50, no. 4 (May 1, 2024): 559–70. <https://doi.org/10.1177/01914537231223847>.

Zahra, Tara. "Imagined Noncommunities: National Indifference as a Category of Analysis." *Slavic Review*, 2010, 93–119.

Bjork, James. "Flexible Fatherlands: 'Patriotism' among Polish-Speaking German Citizens during World War I." *Central European History* 53, no. 1 (March 2020): 71–93. <https://doi.org/10.1017/S0008938919000979>.

#### Week 3, Sept 18: New International Order After World War I

Weitz, Eric D. "From the Vienna to the Paris System: International Politics and the Entangled Histories of Human Rights, Forced Deportations, and Civilizing Missions." *The American Historical Review* 113, no. 5 (2008): 1313–43.

Wheatley, Natasha. "Central Europe as Ground Zero of the New International Order." *Slavic Review* 78, no. 4 (2019): 900–911. <https://doi.org/10.1017/slr.2019.248>.

Reill, Dominique Kirchner, Ivan Jeličić, and Francesca Rolandi. "Redefining Citizenship after Empire: The Rights to Welfare, to Work, and to Remain in a Post-Habsburg World." *The Journal of Modern History* 94, no. 2 (June 1, 2022): 326–62. <https://doi.org/10.1086/719447>.

Hochman, Erin R. "Ein Volk, Ein Reich, Eine Republik: Großdeutsch Nationalism and Democratic Politics in the Weimar and First Austrian Republics." *German History* 32, no. 1 (2014): 29–52. <https://doi.org/10.1093/gerhis/ght102>.

#### Week 4, Sept 25: No Class Meeting due to Conference Travel.

Work on researching and writing your proposal for your Major Written Paper.

\*\*\* Proposal Due on Monday, September 29 at 5:00 pm \*\*\*

### Week 5, October 2: Nations, 'Minorities,' and Marginality Between the Wars

- Ciancia, Kathryn. "Borderland Modernity: Poles, Jews, and Urban Spaces in Interwar Eastern Poland." *The Journal of Modern History* 89, no. 3 (2017): 531–61.
- Schmidt, Allison. "Stowaways at Bohemia's Shores: Undocumented Emigration and People-Smuggling Networks in Interwar East Central Europe." *Central European History* 53, no. 3 (September 2020): 564–83. <https://doi.org/10.1017/S0008938919000906>.
- Ganor, Sheer. "Learning Forced Migration: Guidance for Prospective Jewish Refugees in Nazi Germany." *Central European History*, March 13, 2025, 1–21. <https://doi.org/10.1017/S0008938924001043>.
- Aitken, Robbie. "Denied a Certificate of Fitness to Marry: The Nuremberg Race Laws as a Threat to Black German Futures." *Holocaust and Genocide Studies* 39, no. 1 (2025): 40–56. <https://doi.org/10.1093/hgs/dcaf003>.

\*\*\* Reading Analysis Paper due on or before October 7 at 5:00 pm \*\*\*

### Week 6, October 9: War and Genocide

- Timothy Snyder, "Molotov-Ribbentrop Europe." In *Bloodlands: Europe between Hitler and Stalin*, 119-154. New York: Basic Books, 2010.
- Krzyzanowski, Lukasz. "Between Rocks and a Hard Place: Village Heads in Polish Villages during the German Occupation and the Holocaust." *Slavic Review* 84, no. 1 (2025): 64–78. <https://doi.org/10.1017/slr.2025.10151>.
- Kubátová, Hana. "Civilizing the Village. Race, Progress and Genocide in Wartime Slovakia." *Journal of Genocide Research* 0, no. 0 (n.d.): 1–19. <https://doi.org/10.1080/14623528.2025.2528300>.
- Phillippe Sands, "Lemkin" in *East West Street: On the Origins of Genocide and Crimes Against Humanity*, 137-189. London: Weidenfeld & Nicolson, 2016.

### Week 7, October 16: Postwar Nation-States, Population Transfers, and Statelessness

- Holmgren, Derek. "Managing Displaced Populations: The Friedland Transit Camp, Refugees, and Resettlement in Cold War Germany." *Central European History* 53, no. 2 (June 2020): 335–52. <https://doi.org/10.1017/S0008938920000138>.
- Cramsey, Sarah A. "Jan Masaryk and the Palestinian Solution - Solving the German, Jewish, and Statelessness Questions in East Central Europe." *S: I.M.O.N* 5, no. 2 (2018): 4–25.
- Wylegała, Anna. "The Void Communities: Towards a New Approach to the Early Post-War in Poland and Ukraine." *East European Politics and Societies: And Cultures* 35, no. 2 (2021): 407–36. <https://doi.org/10.1177/0888325420914972>.
- Rosenhaft, Eve. "East Prussian Sinti and/as German Expellees: Beyond *Mémoires Croisées*." *Journal of Baltic Studies* 54, no. 1 (January 2, 2023): 47–66. <https://doi.org/10.1080/01629778.2023.2143386>.

**Week 8, October 30: Communism and Consumer Culture**

Kunakhovich, Kyrill. "Reconstruction as Revolution Cultural Life in Post–World War II Kraków and Leipzig." *East European Politics & Societies* 30, no. 3 (2016): 475–95. <https://doi.org/10.1177/0888325415599193>.

Bren, Paulina. "Mirror, Mirror, on the Wall...: Is the West the Fairest of Them All?" *Kritika: Explorations in Russian and Eurasian History* 9, no. 4 (2008): 831–54.

Feinberg, Melissa. "Soporific Bombs and American Flying Discs." In *Curtain of Lies: The Battle over Truth in Stalinist Eastern Europe*, 117–142. Oxford University Press, 2017. <https://doi.org/10.1093/oso/9780190644611.003.0005>.

Zariņš, Toms. "'Don't You Think That We've Reached an Extreme?': The Issue of TV Broadcast Language in Soviet Latvia, 1955–71." *Nationalities Papers*, March 4, 2025, 1–20. <https://doi.org/10.1017/nps.2025.14>.

**Week 9, November 6: Mini Conference Day 1**

The conference program and schedule of presenters will be posted on Brightspace.

**\*\*\* Presenters scheduled for Mini-Conference Day 1 should submit their written conference papers by Friday, October 31, at 5:00 pm. \*\*\***

Please come prepared to pose questions for your peers. If scheduled to present, don't forget to practice your oral presentation ahead of time to ensure that you can keep to the allotted tie.

**Week 10, November 13: Mini Conference Day 2**

The conference program and schedule of presenters will be posted on Brightspace.

**\*\*\* Presenters scheduled for Mini-Conference Day 2 should submit their written conference papers by Friday, November 7, at 5:00 pm. \*\*\***

Please come prepared to pose questions for your peers. If scheduled to present, don't forget to practice your oral presentation ahead of time to ensure that you can keep to the allotted tie.

**Week 11, November 20: Transformations**

Sarotte, Mary Elise. "What Changes in Summer and Autumn 1989?" In *1989: The Struggle to Create Post-Cold War Europe*, 38–74. Updated edition. Princeton University Press, 2017. <https://doi.org/10.23943/princeton/9780691163710.003.0002>.

Berdahl, Daphne. "The Spirit of Capitalism and the Boundaries of Citizenship in Post-Wall Germany." *The Spirit of Capitalism and the Boundaries of Citizenship in Post-Wall Germany*, 2005, 1–17.

Arend, Jan. "Reading Faster: The Emergence of Postsocialist Productivity Practices in Czechoslovakia/Czech Republic, 1970s–2000s." *Slavic Review* 83, no. 4 (2024): 736–54. <https://doi.org/10.1017/slr.2025.8>.

Krapfl, James. "From Leipzig to Kyiv through Brussels: How the Revolution of 1989 Defined an Era." *East European Politics and Societies* 38, no. 4 (November 1, 2024): 1013–25. <https://doi.org/10.1177/08883254241302226>.

## **Week 12, November 27: Migration, Memory, and Legacies of a Violent Century**

Bergholz, Max. "Uncomfortable Evidence: On the Challenge of Telling New Stories about Srebrenica." *Journal of Genocide Research* (Advance online publication, 2025): 1–21. Advance online publication. <https://doi.org/10.1080/14623528.2025.2460874>.

Molnar, Christopher A. "'Greetings from the Apocalypse': Race, Migration, and Fear after German Reunification." *Central European History* 54, no. 3 (2021): 491–515. <https://doi.org/10.1017/S0008938920001090>.

Kahn, Michelle Lynn. "Rethinking Central Europe as a Migration Space: From the Ottoman Empire through the Cold War and the Refugee Crisis." *Central European History* 55, no. 1 (2022): 118–37. <https://doi.org/10.1017/S0008938921001321>.

Bryant, Chad Carl. "Global City." In *Prague: Belonging in the Modern City*, 203–248. Cambridge, Massachusetts: Harvard University Press, 2021. <https://doi.org/10.4159/9780674258822>.

**\*\*\* Major Written Assignment Due Friday, December 5, 2025 at 5:00 pm \*\*\***

## **Appendices**

### **Plagiarism and Academic Integrity**

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, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- 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 follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of "F" for the course.

### **Intellectual Property:**

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). Students also may not engage in audio/visual recording in the classroom without the permission of the instructor (i.e. for a PMC accommodation) and dissemination of any such recordings that are made in violation of this policy is also strictly prohibited.

### **Approval of final grades:**

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 BGIInS will be via official Carleton university e-mail accounts and/or Brightspace. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and Brightspace accounts.

### **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. For more information, please see: <https://carleton.ca/wellness/>

### **Academic Accommodations**

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)).