

PRELIMINARY COURSE OUTLINE

Changes may be made

EURR 5010 (A and B)

Research Design and Methodology in European, Russian and Eurasian Studies (Winter 2021)

Thursdays 2:30-4:30 most weeks, until 5:30 some weeks

Instructors

Prof. Joan DeBardeleben

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This course represents a follow-up to EURR 5001, which is normally a prerequisite for this course. The purpose of EURR 5010 is threefold:

- To familiarize you with questions of research design and research methods, and develop the ability both to design a research project and evaluate research design
- To complete your proposal for your MA Research Essay or Thesis
- To complete portion of one chapter of your MA Research Essay or Thesis

The class will be held on-line each week in a synchronous manner between 2:30 p.m. and 5:30 p.m. on Thursdays. Please be sure that you have a good internet connection including a webcam and microphone for these sessions. You may approach any of the instructors for a virtual appointment through email.

All students must complete the following requirements (details below):

	Deadline	Evaluation	Comments
Inform us of possible research supervisor (by email to your small group instructor, see CULearn for list) Gain agreement of research supervisor	Friday, Jan. 29, 4:00 pm Friday, Feb. 4, 4 pm.	Completed/not completed	Supervisor will be assigned if not completed
Interim assignment (i): 4 page written statement of research question and literature review. Revision, if required	Mon., Jan. 25, 4:00 pm Mon, Feb. 8, 4 pm.	Completed/not completed	-5% on Research Proposal (RP) if not completed on time
Interim assignment (ii): 3 page written statement of theoretical/conceptual framework and hypotheses or thesis statement Possible revision	Mon., Feb. 22, 4 pm Mon., March 8, 4 pm	Completed/not completed	-5% on RP if not completed on time
Research materials assignment	Mon., Mar 15, 4 pm	20%	See below on late submissions
Interim assignment (iii): 3 page written statement of how primary and	Mon., Mar 22, 4 pm	Completed/not completed	-5% on RP if completed on time

secondary materials will be used to assess the hypotheses or thesis			
Complete Research Proposal (RP) (10 pages + bibliography) Possible revision	Friday, April 9, 4 pm Revisions: Fri., April 23, 4 pm	40%	See penalties below -10% on RP if not completed.
Elaboration of theoretical or empirical material for a chapter	Fri, Apr 16, 4 pm	20%	See penalties below
Seminar attendance and participation,	Weekly, as indicated	20%	
TOTAL		100%	

1. **Seminar Attendance and Participation (20%):** All students must complete all course readings, attend class sessions, and participate in class discussions. Expectations for participation in particular class sessions may be provided weekly. Please note that students in the seminar will be divided into three groups (Groups 1, 2, 3) and six class sessions will be held in these groups. Participation in the small group sessions will be particularly important for the participation mark. For the small group sessions students will be expected to read the interim assignments (see #4) of other students in their group before the seminar session and be prepared to offer input. In addition to the large group sessions (Weeks 1,2,5), students will select three mini-sessions on research methods to attend (Weeks 8, 9, 12).

Seminar participation will be graded on the basis of attendance and the quality of regular contributions to the class discussion; familiarity with required course readings will be considered an important criterion of evaluation. Students should also prepare for the sessions by referring to discussion questions, where provided.

2. **Identify and gain agreement of a research supervisor.** You must inform your Section instructor by email of your proposed supervisor by **January 29**, then arrange a meeting with the proposed supervisor and gain their agreement by **February 4**. Your temporary supervisor can advise you as to appropriate supervisors. If you have not arranged for a supervisor by the date indicated, you will be assigned a supervisor. Once you have your research supervisor, you should consult with them at each stage of developing your research proposal.
3. **Research Materials Assignment (20%):** Each student is to prepare a guide to specified research materials (4-5 pages) to be handed by **March 15 at 4 p.m.** See detailed instructions for this assignment on CULearn.
4. **Three Interim Assignments for Development of the Research Proposal** (pass/fail if handed in on time; impact on mark on #5 if handed in late; see deadlines above and penalties below.) These are draft portions of your research proposal. In some cases a revision of these assignments will be required after the student receives comments. See specific instructions on CULearn. Students will be expected to read the interim assignments of other students in their group before the seminar session and be prepared to offer input. Two small group sessions will be held on each of the interim assignments; at each of the two sessions, assignments of half of the students in the small group will be discussed. You will be provided feedback on these interim assignments by your small group instructor, which may be either before or after the class discussion of your draft (depending on which of the two sessions you present in). You may be asked to submit a revision of interim assignments 1 and/or 2 by the dates indicated above.

5. **Complete Version of Research Proposal (40%) (Due April 9, 4 pm):** The proposal will integrate materials from the interim assignments, adding other elements, as outlined in the Institute's 'Regulations for Research Essay/Thesis and Language Requirements' (available on CULearn.) The proposal should be approximately 10 pages in length (double-spaced, twelve-point font), plus the bibliography and footnotes.
Proposal revisions: In some cases, students may be asked to revise their complete proposals. If this is the case, students will need to submit those revisions by **April 23**. Your mark for the proposal will be on the revised version, if one is required. Failure to submit those revisions will result in a 10 point reduction (of 100) to the final proposal mark. No proposals or proposal revisions will be accepted after April 23 as a condition for completion of the course, absent a valid medical or equivalent excuse.
6. **Elaboration of theoretical or empirical material for one chapter (20%) (12 pages, due April 16, 4 pm)** of the research essay or thesis. You will either develop an elaboration of empirical research material that you have examined or the theoretical/conceptual framework in this short paper. This assignment must include new material that is not in your research proposal or interim assignments. No more than 2 pages of the research proposal or previous assignments may be part of this assignment. Late assignments will not be accepted after April 23.

Submission of coursework. All written assignments *must* be submitted to the electronic drop box in CULearn, or, for Interim Assignments, to the appropriate Forum. Unless a specific exception has been arranged, the instructors will not accept assignments sent by email.

Due Dates and Penalties

Please note the following important rules associated with this course:

- A student will not receive a passing grade in the course if the final research proposal and Theoretical/Empirical Elaboration (#6) are not submitted.
- Penalties for late assignments that are graded (e.g., research materials assignment, final research proposal and revisions, Theoretical/Empirical Elaboration) will be as follows (waived with a valid medical or equivalent explanation):
 - Two points (of a 100 % scale) for each day late (including weekend days)
- If interim assignments are not handed in, the mark on the final proposal will be reduced by 5 points (of 100) for each missed assignment. If an interim assignment is handed in late, this will result in a 2 point deduction (of 100) on the final proposal for each late assignment. If a revision to the final proposal is required but not handed in, a 5 point reduction (of 100) will be applied to the final proposal mark.

COURSE OUTLINE

Note: All required readings are available online through Ares. All readings listed under Required Readings should be done in their entirety. Please note that some reading assignments may be adjusted or augmented. Such changes will be announced through CULearn. Please check CULearn regularly.

Jan. 14, Week 1 (whole group) Introduction: Formulating a research topic (Viju-Miljusevic)

- Library presentation (video)
- Introduction to the course
- Selecting a topic and choosing a research design
- The construction of a research proposal: components and concepts
- Choosing a supervisor (meeting additional EURUS faculty)

Required Readings:

- The Institute's 'Regulations for Research Essay/Thesis and Language Requirements' Come prepared with any questions you may have (on cuLearn).
- "How to Write a Research Question" (on cuLearn)
- Ted Palys and Chris Atchison, *Research Decisions: Quantitative and Qualitative Perspectives*, Research Decisions: Quantitative and Qualitative Perspectives (Toronto: Thomson Nelson, 2008), pp. 31-50

Jan. 21, Week 2 (whole group) Literature Review and Historical Context of Research (Sahadeo)

Required readings:

- Adam Przeworski and Frank Salomon, "On the Art of Writing Proposals: Some Candid Suggestions for Applicants to Social Science Research Council Competitions" (8pp) (and sample TBA)
- Keith Jenkins, *Re-thinking History* (London: Routledge, 2003), 6-32^[L1]_[SEP]
- Golfo Alexopoulos, *Illness and Inhumanity in Stalin's Gulag* (New Haven: Yale UP, 2017), 1-5 and be sure to read endnotes! (Literature review sample 1)
- Sabina Mihelj and Simon Huxtable, *From Media Systems to Media Cultures: Understanding Socialist Television* (Cambridge: Cambridge UP, 2018), 1-8 (Literature review sample 2)

Jan. 28, Week 3 Small group discussion (in Groups)

Interim Assignment I due Jan. 25, 4 pm

Name of your proposed research supervisor provided (Jan. 29, 4 pm)

Discussion of research question drafts and draft literature review. Be prepared to present your research question briefly and explain how it is situated in the current literature (7 minutes)
Readings may be added for each group.

Recommended video:

- Cecile Badenhorst (Memorial University), "Writing the Literature Review for the Research Proposal, Feb 13, 2019, https://www.youtube.com/watch?v=t0YWbxkgZ_s

Feb. 4, Week 4 Small group discussion (in Groups)

Discussion of research question drafts and draft literature review. Be prepared to present your research question briefly and explain how it is situated in the current literature (7 minutes)
Readings may be added for each group.

Feb. 11 Week 5 Social science research design (DeBardleben) (whole group)

- Basic characteristics of social science research
- The place of theory and concepts in social science research
- Developing and testing hypotheses
- Comparative and case study research

Required Readings:

- Gary King, Robert O. Keohane & Sidney Verba (1994), *Designing Social Inquiry: Scientific Inference in Qualitative Research* (Princeton: Princeton UP), 3-28
- Richard C. Rich, Craig Leonard Briens, Jarol B. Manheim, and Lars Willnat, , *Empirical Political Analysis: Quantitative and Qualitative Research Methods*, 9th edition (Boston:

- Longman, 2018), Chpt. 2
- W. Lawrence Neuman (2011), *Social Research Methods: Qualitative and Quantitative Approaches (7th edition)*, Chpt 6 (pp. 178-193)
- Todd Landman and Edzia Carvalo (2016), *Issues and Methods in Comparative Politics: An Introduction*, 4th edition (London: Routledge), Chpt. 1 (section on ‘Reasons for Comparison’ only), Chpt 2 (through section on Case Selection and Research Design’), Chpt 4 (Through section on “ Selection Bias”)

Feb. 15-19 Break week

Feb. 25, Week 6 Small group discussion (in Groups)

Interim Assignment II due Feb. 22, 4PM

Discussion of theoretical frameworks, concepts, and hypotheses of students in the group. Be prepared to present your approach briefly (7 minutes). Readings may be added for each group.

Recommended:

*Ted Palys and Chris Atchison, *Research Decisions: Quantitative and Qualitative Perspectives*, Research Decisions: Quantitative and Qualitative Perspectives (Toronto: Thomson Nelson, 2008), Review. 31-34 plus pp. 50-62. Also Review Rich et al, Chpt. 2 from last week.

March 4, Week 7 Small group discussion (in Groups)

Discussion of theoretical frameworks, concepts, and hypotheses of students in the group. Be prepared to present your approach briefly (7 minutes). Readings may be added for each group.

March 11, Week 8 Mini-sessions on research techniques (DeBardleben, Sahadeo). See list below for details. You are required to attend 3 of the 6 groups offered in Weeks 8, 9, and 12.

RESEARCH MATERIALS ASSIGNMENT DUE Monday, March 15, 4PM

March 18, Week 9 Mini-sessions on research techniques (Viju-Miljusevic, Casteel). See list below for details. You are required to attend 3 of the 6 groups offered in Weeks 8, 9 and 12.

March 25, Week 10 Small group discussion (in Groups)

Interim Assignment III due March 22, 4PM

Discussion of research methodologies and empirical research methods to be used by students. Be prepared to give a 7-minute presentation on your proposed research methods. Readings may be added for each group

April 1, Week 11 Small group discussion (in Groups)

Discussion of research methodologies and empirical research methods to be used by students. Be prepared to give a 7-minute presentation on your proposed research methods. Readings may be added for each group

April 8, Week 12 Mini-sessions on research techniques (DeBardleben, Viju-Miljusevic). See list below for details. You are required to attend 3 of the 6 groups offered in Weeks 8, 9 and 12.

MINI-SESSIONS (See list of readings for each session below)

Each student is required to attend a minimum of three of six mini-sessions, two each of which are

held in Weeks 8,9, and 12. Each mini-session will be approximately 1.3 hours in length. Readings and videos will be required in preparation for each session. You will be asked to designate the sessions you wish to attend by **March 4**.

Mini-Session 1 (March 11, 2:30-3:50) Case studies and case selection (also for media and content analysis) (DeBardeleben)

This session is appropriate for you if you are doing a case study or comparative research, or if you are engaging in media or content analysis. The session will help you to decide what cases are appropriate for a case study or comparative study, and how to decide which materials to analyze for media or content analysis

Mini-Session 2 (March 11, 4:10-5:30) Identifying and Using Historical Sources (Sahadeo)

This session is appropriate for you if you plan to research the past, either with a history-based paper or a contemporary one that requires historical context. The session will offer guidance on how to work with, and interpret, different types of historical sources

Mini-Session 3 (March 18, 2:30-3:50) Undertaking policy research (Viju-Miljusevic)

This session is appropriate for you if you plan on doing a policy analysis in your research. We will discuss the types of policy analysis and methods used in policy analysis.

Mini-Session 4: (March 18, 4:10-5:30) Cultural Approaches in Research: Narratives, Images, Memories (Casteel)

This session is appropriate for you if the study of culture (broadly defined) is relevant for your research. We will explore different ways of analyzing a variety of cultural sources (images, texts, narratives). The examples will draw on memory studies, but the approaches are relevant to a variety of disciplinary projects.

Mini-Session 5: (April 8, 2:30-3:50) Interviews and Research Ethics (DeBardeleben)

This session is appropriate for you if you plan to conduct in-depth interviews for your research. It will guide you through purposes of interviews and concrete interview techniques. You will also learn about research ethics approval, which is required if you plan to do interviews.

Mini-Session 6 (April 8, 4:10-5:30) Locating and using quantitative materials in your project (Viju-Miljusevic)

This session is appropriate for you if you plan on using quantitative data in your research. We will discuss how quantitative analysis can complement qualitative analysis and how you can find data relevant for interdisciplinary research.

READINGS FOR MINI-SESSIONS (SEE ALSO CULEARN FOR THE RELEVANT WEEK)

MINI-SESSION 1 (March 11, 2:30-3:50) Case studies and case selection (also for media and content analysis) (DeBardeleben)

Required readings:

- Todd Landman (2016), "Single-Country Studies as Comparison," in *Issues and Methods in Comparative Politics: An Introduction*, 3rd edition (London: Routledge), Chpt. 5.

- Richard C. Rich, Craig Leonard Brians, Jarol B. Manheim, and Lars Willnat, , *Empirical Political Analysis: Quantitative and Qualitative Research Methods*, 9th edition (Boston: Longman, 2018), 9th edition, Chpt. 10
- Glenn A. Bower (2009), “Document analysis as a qualitative research method,” *Qualitative Research Journal* 9(2)

MINI-SESSION 2 (March 11, 4:10-5:30) Identifying and Using Historical Sources (Sahadeo)

Required readings:

- Jeff Sahadeo, “‘Without the Past There Is No Future:’ Archives, History and Authority in Uzbekistan” *Archive Stories: Facts, Fictions and the Writing of History* ed. Antoinette Burton. (Durham: Duke University Press, 2005), 45-67.
- Alexis Peri, *The War Within: Diaries from the Siege of Leningrad* (Cambridge: Harvard UP, 2017), 1-15
- Paul Thomson, “The Voice of the Past: Oral History,” in *Oral History Reader*, ed. Robert Perks and Alastair Thompson, 3rd ed. (Oxford: Oxford University Press, 2016), 33-39

MINI-SESSION 3 (March 18, 2:30-3:50) Undertaking policy research (Viju-Miljusevic)

Required readings:

- Wilder, M. (2016). “Whither the Funnel of Causality?” *Canadian Journal of Political Science*, 49(4), pp. 721-741.
- Morin, F.-F and Paquin, J. (2018). *Foreign Policy Analysis. A Toolbox*. Chapter 1, pp. 1-13, <https://link.springer.com/book/10.1007/978-3-319-61003-0>.

For EU stream students:

- Young, A. R. (2015). “The European policy process in comparative perspective.” in Wallace, Pollack and Young (eds.) *Policy-making in the European Union*, Oxford University Press (7th edition), pp. 46-71.

For Russia/Eurasia stream students:

- Hofmann, E.T., Carboni, J.L., Mitchneck, B. and Kuznetsov, I. (2015). “Policy Streams and Immigration to Russia: Competing and Complementary Interests at the Federal and Local Levels.” *International Migration*. 54, pp. 34-59.

MINI-SESSION 4 (March 18, 4:10-5:30) Cultural Approaches in Research: Narratives, Images, Memories (Casteel)

Required readings:

- Tina M. Camp (2014), “Family Touches” in *Image Matters: Archive, Photography, and the African Diaspora in Europe* (Durham: Duke University Press): 35-70.
- Anne Rigney (2010), “The Dynamics of Remembrance: Texts Between Monumentality and Morphing,” in *A Companion to Cultural Memory Studies*, edited by Astrid Erll and Ansar Nünning (Berlin: De Gruyter), 345-53.
- Gelinada Grinchenko (2015), “Forced Labour in Nazi Germany in the Interviews of the Former Child Ostarbeiters,” in *Reclaiming the Personal: Oral History in Post-Socialist Europe* (Toronto: University of Toronto Press), 176-204.

MINI-SESSION 5 (April 8, 2:30-3:50) Interviews and Research Ethics (DeBardeleben)

Required readings:

- Beth L. Leech (2002), “Asking Questions: Techniques for Semi-structured Interviews,” *PS: Political Science and Politics*, 35(4), 665-668
- Jeffrey M. Berry (2002), ‘Validity and Reliability Issues in Elite Interviewing’, *PS: Political Science and Politics*, 35(4), 679-682
- Svend Brinkmann and Steinar Kvale (2018), “Ethical issues of interviewing,” in *Doing Interviews* (London: Sage, 2nd edition), Chpt. 3 (10 pages).

One of the following (required)

- (Russia, Eurasia stream) Gøril Voldnes, Kjell Grønhaug & Geir Sogn-Grundvåg (2014) “Conducting Qualitative Research in Russia: Challenges and Advice,” *Journal of East-West Business*, 20:3, 141-161, DOI: 10.1080/10669868.2014.935548
- (Russia-Eurasia Stream) Paul Benjamin Richardson (2014), “Engaging the Russian Elite: Approaches, Methods, and Ethics,” *Politics* 34((2): 180-190.
- (Europe/EU stream): Angelo M. Solarino and Herman Aguinis (2020), “Challenges and Best-practice Recommendations for Designing and Conducting Interviews with Elite Informants,” *Journal of Management Studies*, <https://doi.org/10.1111/joms.12620>

Optional:

- Richard C. Rich, Craig Leonard Brians, Jarol B. Manheim, and Lars Willnat (2018), *Empirical Political Analysis: Research methods in political science*, 9th edition (New York: Pearson Longman), Chpt 20
- Short guide to interviewing: Lisa A. Guion, David C. Diehl, and Debra McDonald, *Conducting an In-depth Interview 1*, https://www.betterevaluation.org/en/resources/guide/conducting_an_in-depth_interview

Mini-Session 6 (April 8) Locating and using quantitative materials in your project (Viju-Miljusevic)

Required readings:

- Blaikie, Norman (2003). *Analyzing Quantitative Data. From Description to Explanation*. (SAGE Publication). Chapters 1, 3, 6 (just skim Chapters 3 and 6).
- W. Lawrence Neuman (2011), *Social Research Methods: Qualitative and Quantitative Approaches (7th edition)*, Chpt 12 (pp. 383-419).

Example articles for discussion (both required)

- Dickens, R. and Ellwood, D.T. (2003), “Child poverty in Britain and the United States.” *The Economic Journal* 113(June) pp. F219 – F239.
- Constant, A. and Zimmermann, K. F. (2005), “Immigrant performance and selective immigration policy: A European perspective.” *National Institute Economic Review* 194 pp. 94-106. <http://ner.sagepub.com/content/194/1/94.full.pdf+html>.

ACADEMIC ACCOMMODATION

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term.

For an accommodation request, the processes are as follows:

Pregnancy obligation

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

Religious obligation

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

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 for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

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 is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

PLAGIARISM

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

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

All suspicions of plagiarism will be dealt with according the Carleton’s Academic Integrity Policy (<http://carleton.ca/studentaffairs/academic-integrity/>). The Associate Dean of the Faculty will conduct a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of F for the course.

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

SUBMISSION, RETURN, AND GRADING OF TERM WORK

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

Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2

70-72	B-	7	50-52	D-	1
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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.