

CARLETON UNIVERSITY Fall 2018

INSTITUTE OF EUROPEAN, RUSSIAN AND EURASIAN STUDIES EURL 4100/5100

## **NATION BUILDING IN CENTRAL AND EASTERN EUROPE**

Instructor: Milana Nikolko, PhD

Classroom: PA 234

Class: Thursdays 11.35-2.25

Office: 3315, Richcraft Hall

Office hours: Thursdays 10.00-11.00 or by appointment

E-mail: milananiolko@cunet.carleton.ca

Course information: cuLearn

### **Course Description**

This course considers the degree to which nation-building processes and democratization have developed and unfolded within Central and Eastern Europe from the end of twentieth century to nowadays. Specific attention will be given to transition processes emerging from socialist societies and their influence on ethnicity, identity politics and nationalism.

The course is divided into three sections. The first section, drawing on relevant theoretical and historical literature, reviews central issues in national construction processes as well as the rise of ethnic identity and transition processes within specific subregions. The conflict between marxism and liberal democracy ended with a liberal "triumph" that triggered rapid political transformation throughout the former Socialist Bloc. But did "history end" with this ideological victory? We will examine how the rise of democratic movements at the end of the 20<sup>th</sup> century has been followed by a powerful conservative wave and the spread of Euroscepticism across the region.

The second section is focused on cases with specific attention given to nation building within Central Europe. The fall of the Berlin's wall and the reunification of Germany provide seminar participants with inspirational stories about the cultural and ideological reintegration of Germany. The modern history of Czechoslovakia now the Czech Republic and Slovakia will be studied through the prism of intellectual influence (Intelligentsia) on political transformation. The post-socialist history of Poland serves as an important example of effective economic transformation and the establishment of regional economic sustainability. The study of the recent development of

nationalism, anti-immigrant sentiments and populism in Hungary will bring global perspectives to regional problems.

The third section examines transition processes within the “European” part of the former Soviet Union. We will examine and compare the Baltic states, Ukraine, Belarus and some ongoing and frozen conflict zones. Old and new challenges of multiethnic states bordering on Russia, geopolitical influences and the West-East dilemma will all be covered in this section.

Students from all subfields and methodological backgrounds are encouraged to take the course regardless of their previous level of acquaintance with ethnic politics or nationalism. The class will be run as a seminar with students expected to participate in the discussion on a regular basis. Readings consist of both a required component, which is necessary to the fulfill class participation and further readings that students may wish to consult.

### **Course Objectives**

The objectives of this course are threefold.

- ✓ To give students an overview of the field of the nation building with a particular focus on theoretical and methodological innovations;
- ✓ To provide updated information on trends and movements of the nation building process in this particular region.
- ✓ To show the value of complementary methodological “optics” from global to regional to the nation-state.
- ✓ To assist students in producing original research on questions in this field and;
- ✓ To develop the capacity of students to comment critically and constructively on ongoing research.

### **Student Responsibilities**

Students are expected to attend all class meetings on time, participate in the class discussion and present on readings on a regular basis. By the end of course students should be able to do the following:

- Analyze and discuss the major problem of nationalism and nation building process in a target region.
- Critically compare ways that multi-ethnic states have achieved democratization.
- Review contemporary publications about national and regional politics in the region.
- Provide a written analysis of a selected book in order to understand intellectual perspectives on the region.
- All students should participate in group presentation: 2-3 students will develop a discussion agenda for a specified class session, focusing on a case study to be agreed upon with the instructor.

- Prepare a research paper on the topic of Nation Building In Central And Eastern Europe to be decided on in consultation with the instructor.

**Grades will be assigned according to the following:**

Item	Weight	Undergrads	Grads
Participation in class discussions	15%	Same	Same
Book review	20%	5 pages	5 pages
Group Presentation	25%	20 minutes At least one supplementary reading	25 minutes At least two supplementary readings
Research paper	40%	15 pages	20 pages

*Class Participation: 15%.* Class participation format is including regular attendance and participation in discussion of assigned readings and documentaries. Students are expected to come to each class having prepared the assigned readings in advance.

*Book review: 20%.* Students will write a short book review (1250-1500 words/5 pages) based on a reading of:

Maleševic, Siniša. 2006. Identity as ideology: understanding ethnicity and nationalism. National University of Ireland, Galway: Palgrave Macmillan.

**Or**

Snyder, Timothy. 2003. The reconstruction of Nations. Poland, Ukraine, Lithuania, Belarus 1569-1999. Yale University Press, New Haven & London.

The book review is due **October 18, 2018**. Submission via cuLearn.

*Group Presentation: 25%.* Once during the course, students will be asked to provide a short country report at the beginning of each class, during the second and the third parts of the course. This type of course mark will include the following: a) preparation and participation in group work; b) each student will participate in oral summary of their group work. In the latter half of the class, students will make a group presentation (2-3 students per group depending on class size) during the latter part of the term to be decided on in consultation with the instructor. The group work will be presented in class (powerpoint is an option) and will focus on one or more of the themes in the readings. The presentation will consist of a written summary of 3-4 pages to be submitted the day of the presentation and an in-class oral summary of approximately 20 minutes in length

with discussion to follow. Students will select a working group topic and a date for their presentation by class **September 27, 2018**.

*Research Paper: 40%*. Research Paper format: Conduct a research essay of 15-20 pages (the length will vary for undergraduate and graduate students) typed, double spaced. The paper should build on both secondary traditional and web-based sources, on the topic of Nation Building in Central and Eastern Europe.

The research paper is due two days after the last class (December 08, 2018). The paper should have: A Title Page and Abstract of 100 - 250 words. A Statement of the Problem which identifies the major problem addressed and how it fits into national building theories. A Research Question which identifies the specific research questions associated with the problem or topic. A Theoretical Framework which identifies the underlying method of analysis that underlies your paper. Hypotheses which identify possible findings. The Argument or substance of the main paper. Conclusions which identify the findings of your research that include implications for theory (and policy where warranted). A Bibliography which refers to materials actually used in your research paper. The paper can be a *comparative analysis, a detailed case study of one particular country with the accent on specific of nation building (for example; memory work, lustration, rise of far-right movement) or an evaluation of the state policy (such as conflict management)* The research paper must use footnotes as appropriate whenever referring to an author's idea, citing empirical facts or drawing on research from publishing sources, a complete bibliography (15-20 sources) should be included at the end of the paper. The paper should be organized systematically and quotations from the source should be clear indicated. The final version is due December 08, 2018, please submit your paper via cuLearn.

### **Course format**

The course is composed of seminars and group activity and is divided into three sections. The first few classes will serve as an introduction to the course and to overarching theoretical issues. This will be followed by an assessment of case studies from across the region in the middle two sections. The concluding section will be used to generate discussion about the post-Soviet region and its future, and to draw conclusions from theoretical perspectives and case studies. The course is intended to generate discussion among students with the instructor acting as facilitator. We will review recent video documentaries and do group presentations. The discussion captures in specific subjects and problems as outlined in the syllabus. It is essential students do the assigned readings. Further readings based on the students' own initiative are encouraged and welcome. Further readings are optional. Suggestions for additional literature on the topics are likewise welcome. Students are encouraged to follow developments on relevant subject matter by reviewing various scholarly journals. The language of instruction is English. Required and suggested literature is in English, but students are encouraged to read literature in other languages too.

**Required Texts:**

Smith, Anthony D. 2003. *Nationalism and Modernism: a critical survey of recent theories of nations and nationalism*. Routledge,(UK). (*hereafter N*), ARES

Hagendoorn, Louk, György Csepeli, Henk Dekker, and Russel Farnen. 2000. *European Nations and Nationalism. Theoretical and Historical Perspectives*. Aldershot (UK) and Brookfield (USA): Ashgate. (*hereafter ENN*), ARES

Malešević, Siniša. 2006. *Identity as ideology: understanding ethnicity and nationalism*. National University of Ireland, Galway: Palgrave Macmillan. (*hereafter II*) ARES

**CLASS SCHEDULE AND TOPICS****FIRST SECTION: CONTEMPORARY THEORIES OF NATIONALISM AND DEVELOPMENT IN CENTRAL AND EASTERN EUROPE****September 06. CLASS 1. NATION CONSTRUCTION WITHIN CENTRAL AND EASTERN EUROPE: ROOT CAUSES**

Introductory discussion and reading in class:

Eeden, Mare, Van Den. 2010. *Voices from Central Europe: Bauman, Kerte sz and Zizek in search of Europe*. in *ANGELAKI journal of the theoretical humanities* 15 (3). ARES

Further reading:

Chapter 1 in II.

Sugar, Peter F. 1990. *Eastern European Nationalism in the Twentieth Century*, pp.103-4, 205-7, 273-4.

Gellner, Ernst. 1983. *Nations and Nationalism* N.Y., Cornell University Press.

Anderson, Benedict. 1991. *Imagined Communities*. London: Verso, pp. 1-46.

Brubaker, Rogers. 1996. *Nationalism Reframed*. Cambridge, Cambridge University Press.

Taras, Ray. 2001. 'Nationalising states' or nation-building? A critical review of the theoretical literature and empirical evidence', *Nations and Nationalism*, 7(2): 135-154.

**September 13. CLASS 2. NATIONALITY AND THE STATE: THEORETICAL SPECULATIONS**

Required reading:

Chapter 4 in II.

Chapter 2, 4, 6 in N.

Karolewski, Ireneusz Paweł, Suszycki, Andrzej Marcin. 2011. *The Nation and Nationalism in Europe: An Introduction*. Chapter 1,2.

Further reading:

Stalin, Joseph. 1994 [1973]. "The Nation." Pp. 18-21 in Hutchinson, John, and Anthony Smith, D. 1994. *Nationalism* ("Oxford Readers" Series). Oxford and New York: Oxford University Press.

Lenin, Vladimir [selected writings]. 1951. *The Right of Nations to Self - Determination*. Westport, CT: Greenwood Press.

Ostow, Robin ed. 2008. *(Re)visualizing national history: museums and national identities in Europe in the new millennium* / edited by Robin Ostow. Toronto: University of Toronto Press.

Greenfeld, Liah. 1992. *Nationalism: Five Roads to Modernity*.

### **September 20. Class 3. THE COLLAPSE OF THE SOVIET UNION AND THE SOCIALIST CAMP: OVERVIEW AND IMPLICATIONS**

Required reading:

Kotkin, Stephen. 2001. *Armageddon averted: The soviet collapse, 1970-2000*. Oxford: Oxford University Press: Chapter 1,2.

Arbel, David, Ran Edelist. 2003. *Western intelligence and the collapse of the Soviet Union, 1980-1990: Ten years that did not shake the world*. London; Portland: Chapter 4.

Welsh, Helga A. 1996. "Dealing with the Communist past: Central and East European Experiences after 1990" *Europe-Asia Studies*, Vol. 48(3): 413-428

Williams, Kieran, Fowler, Brigid and Szczerbiak, Aleks. 2005. Explaining lustration in Central Europe: a 'postcommunist politics' approach. *Democratization*. 12(1): 22 -43

Horowitz, Shale. 2005. *From Ethnic Conflict to Stillborn Reform: The Former Soviet Union and Yugoslavia*. 3-27.

Further reading:

Slezkine, Yuri. 1994. "The USSR as a Communal Apartment, or How a Socialist State Promoted Ethnic Particularism," *Slavic Review* 53(2): 414-452.

Letki, Natalia. 2002. "Lustration and Democratisation in East - Central Europe" *Europe-Asia Studies*, Vol. 54(4): 529-552.

Garton, Timothy. 2004. "Ash Trials, purges and history lessons: treating a difficult past in post communist Europe" in *Memory and power in post-war Europe. Studies in the Presence of the Past* / ed. by J.-W. Muller. – Cambridge University Press. 265-281

#### **September 27. Class 4. TRANSITIONS TO DEMOCRACY AND IDENTITY POLITICS: BETWEEN POST SOCIALISM AND LIBERALISM**

##### Required reading:

Brubaker, Rogers. 1996. *Nationalism Reframed: Nationhood and the National Question in the New Europe*. Cambridge: Cambridge University Press. 55-76.

Passerini, Luisa. 2002. *From the Ironies of Identity to the Identities of Irony*. Cambridge University Press. 191-208.

Sharpe, Matthew and Boucher, Geoff. 2010. *Zizek and politics. A critical introduction*. Edinburg University press: Part 1, Chapter 1.

Burawoy, Michael, Verdery, Katherine. 1999. *Uncertain Transition: Ethnographies of Change*. Lanham, MD: Rowman & Littlefield.

##### Further reading:

Kemp, Walter A. 1999. *Nationalism and communism in Eastern Europe and the Soviet Union: a basic contradiction?*

Przeworski, Adam. 1995. *Sustainable Democracy*. Cambridge University Press.

Cordell, Karl, ed., 1999. *Ethnicity and Democratisation in the New Europe*, London, Routledge. (selected chapters).

Rustow, Dankwart. 2000 (1970). "Transitions to Democracy: Toward a Dynamic Model" *Comparative Politics* 2:3.

**ADDITIONAL NOTE:** Students to select a working group topic and a date for their presentation by this class.

**SECOND SECTION: CENTRAL EUROPE: REBUILDING NATIONS****October 04. CLASS 5. UNIFICATION OF THE GERMANY: HOW TO “OVERCOME” SOCIALISM?**

Group presentation

Documentary “The Rise and Fall of The Berlin Wall” Episode 2, selected.

Required reading:

Frowein, Jochen Abr. 1992. “The Reunification of Germany”. *The American Journal of International Law*. 86(1): 152-163.

Nassehi, Armin. 2000. “Germany: The Ambiguous Nation.” 215-248 in ENN

Staab, Andreas. 1998. “Xenophobia, ethnicity and national identity in eastern Germany.” *German Politics* 7(2): 31-46.

Jones, Sara. 2009. “Conflicting Evidence: Hermann Kant and the Opening of the Stasi Files”. *Life and Letters*. 62(2): 190-205.

Further reading:

Partridge, Damani. 2008. “We Were Dancing in the Club, Not on the Berlin Wall: Black Bodies, Street Bureaucrats, and Exclusionary Incorporation into the New Europe.” *Cultural Anthropology* . 23(4): 660 – 687.

Verdery, Katherine. 1997. *What Was Socialism and What Comes Next?* Princeton University Press.

**October 11. CLASS 6. CZECH REPUBLIC AND SLOVAKIA: INTELLECTUALS AND POLITICS**

Group presentation

Required reading:

Havel, Vaclav. 1991 “The Power of the Powerless.” *In From Stalinism to Pluralism*. 168-74.

Pechacova, Zdenka and Cerny, Vlastimil. 2000. “The Czech Republic: an old nation's lateborn state” in ENN

Malová, Darina and Mego, Paul. 2000. “Slovakia: national consciousness from denied autonomy” in ENN

Havlova, Radka. 2004. “The “Velvet Divorce” of Czechoslovakia as a Solution to a Conflict of Nationalism” in, *Advancing Peace in Deeply Divided States*, Palgrave Macmillan, 103-118.



Wallace, W.V. 1996. "From Czechs and Slovaks to Czechoslovakia, and from Czechoslovakia to Czechs and Slovaks" in *Europe and Ethnicity*. Routledge, 47-67.

Further reading:

Agnew, Hugh. 2006. *The Czechs and the Lands of the Bohemian Crown*. Hoover Institution.

Young, Robert. 1997. "How do peaceful Secessions Happen?" in Carment, D. and James, P. Wars in the Midst of Peace. University Pittsburgh Press, Pittsburgh.

Hilde, Paal Sigurd. 1999. "Slovak Nationalism and the Break-up of Czechoslovakia." *Europe - Asia Studies* 51 (4): 647-665.

Wolchik, Sharon L. 1999. "Czechoslovakia on the Eve of 1989" *Communist and Post Communist Studies* 32(4): 437-451.

**October 18. CLASS 7. POLAND'S ECONOMIC TRANSITION: FROM STABILISATION TO GROWTH**

Group presentation

Required reading:

Havrylyshyn, Oleh. 2007. "Fifteen Years of Transformation in the Post-Communist World. Rapid Reformers Out performed Gradualists." *CATO Institute, center for global liberty and prosperity*. N4.

Kolodko, W. 2009. "Poland's Great Transformation and the Lessons to be Learnt" in: Paul Blokker Bruno Dallago (eds.), *Regional Diversity and Local Development in the New Member States*, Palgrave-MacMillan, 99-121.

Myck, Michał and Monika Oczkowska. 2018. "Shocked by therapy? Unemployment in the first years of the socio-economic transition in Poland and its long-term consequences." *Economics of Transition Volume* 0(0): 1–30 DOI: 10.1111/ecot.12161

Jasinska-Kania, Aleksandra. 2000. "Poland: the "Christ" of nations." in ENN.

Further reading:

Humphrey, Caroline. 2003. *The Unmaking of Soviet Life: Everyday Economies After Socialism*. Cornell University Press

Sissenich, Beatte. 2007. *Building states without society: European Union enlargement and the transfer of EU social policy to Poland and Hungary*. Beate Sissenich Lanham, MD: Lexington Books.

Szczerbiak, Aleks. 2002. "Dealing with the Communist Past or the Politics of the Present? Lustration in Post - Communist Poland." *Europe-Asia Studies*, 54(4):553-572

**THE DUE DATE FOR BOOK REVIEW**

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*OCTOBER 25. FALL BREAK, there is NO CLASS on this date*

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**November 01. CLASS 8. HUNGARY: THE INVENTION OF NONLIBERAL DEMOCRACY**

Group presentation

Required reading:

Sullivan, John. 2014 "Orban's Hungary: image and reality. Who's democracy? Which liberalism?" *Hungarian Review*, 05:7-18.

Halmi, Ga'bor. 2018. "Is There Such Thing as 'Populist Constitutionalism'? The Case of Hungary." *Fudan J. Hum. Soc. Sci.*, 11:323-339.

Further reading:

Bozóki, András, Hegedűs, Daniel. 2018. "An externally constrained hybrid regime: Hungary in the European Union", *Democratization*, 25:7, 1173-1189, DOI: [10.1080/13510347.2018.1455664](https://doi.org/10.1080/13510347.2018.1455664)

**THIRD SECTION: POST-SOVIET SPACE****November 08. CLASS 09. BALTIC STATES**

Group presentation

Required reading:

Snyder, Timothy. 2003. *The reconstruction of nations: Poland, Ukraine, Lithuania, Belarus, 1569 - 1999*. Yale University Press. Part 1.

Budryte, D. 2005. *Taming nationalism?: political community building in the post-Soviet Baltic States*. Aldershot, Hampshire, England; Burlington. Chapter 3,4,5. (reserved)

Lehti, M., Smith, D.J. 2003. *Post-Cold War identity politics: northern and Baltic experiences*. London;Portland, OR;: Frank Cass. Chapter 10,11, 12.

Further reading:

Mole, R.C.M. 2012. *The Baltic States from the Soviet Union to the European Union: identity, discourse and power in the post-Communist transition of Estonia, Latvia and Lithuania*. New York, NY: Earthscan.

### November 15. CLASS 10. UKRAINE: WHEN NATION BUILDING IS CHALLENGED

Group presentation

Required reading:

Arel, Dominique. 2018. "How Ukraine has become more Ukrainian", *Post-Soviet Affairs*, 34:2-3, 186-189, DOI: 10.1080/1060586X.2018.1445460

Riabchuk, Mykola. 2005. "Ukraine: the not-so-unexpected nation" *Eurozine*. 4(04)

Snyder, Timothy. 2003. *The reconstruction of nations: Poland, Ukraine, Lithuania, Belarus, 1569-1999*. Yale University Press. Part 2.

Wawrzonek, Michał. 2014. "Ukraine in the "Gray Zone": Between the "Russkiy Mir" and Europe." *East European politics and societies*. (28)4:758 - 780.

Further reading:

Zaprudski, Siarhiej. 2006. "Subjective Ethnolinguistic Vitality Identity: Several Belarusian-Ukrainian Comparisons" *Crossroads* 1.

Bekeshkina, Iryna. 2000. "Ukraine: a newly independent state." in **ENN**

Wolczuk, Katarzyna. 2000. 'History, Europe and the 'national idea': the 'official' narrative of national identity in Ukraine', *Nationalities Papers*, vol. 28, no. 4, 675.

Yekelchyk, Serhy, 2007. *Ukraine: birth of a modern nation*. University Press (selected chapters).

Zhurzhenko, Tatiana. 2007. "The geopolitics of memory" 05(10)

### November 22. CLASS 11. BELARUS - A MINOR NATION?

Group presentation

Required reading:

Pershai, Alexander. 2010. "Minor Nation." *East European Politics and Societies*, 24(3).

Marples, David R. 1999. *Belarus: a denationalized nation. Postcommunist states and nations*. Chapter 5,6.

Klymenko, Lina. 2016. "Narrating the Second World War: History Textbooks and Nation Building in Belarus, Russia, and Ukraine." *Journal of Educational Media, Memory, and Society*, 8(2).

Further reading:

Bresky, Oleg. 2008. "Locality" *Crossroads* 3.

**November 29. CLASS 12. NATION BUILDING AND CONFLICTS IN THE REGION: DONBAS AND CRIMEA**

Group presentation

Required reading

*Donbas on fire*. Available online: [https://prometheus.ngo/wp-content/uploads/2017/03/Donbas\\_v\\_Ogni\\_ENG\\_web\\_1-2.pdf](https://prometheus.ngo/wp-content/uploads/2017/03/Donbas_v_Ogni_ENG_web_1-2.pdf)

DeGrasse, B. C., Dobbins, J., Crane, K., Jones, S. G. 2007. *The beginner's guide to nation-building*. Santa Monica, CA: RAND. doi:10.7249/mg557srf. Chapter 2,3.

Petrov, Nikolai. 2016. "Crimea: Transforming the Ukrainian peninsula into a Russian island." *Russian Politics & Law* 54 (1): 74-95. ARES

*Engaging Crimea and Beyond: Perspectives on Conflict, Cooperation and Civil Society Development*. Edited by David Carment and Milana Nikolko. *Global Dialogues* 11, Duisburg 2016. Accessed March 30, 2017: <http://www.gcr21.org/publications/global-dialogues/>

Further reading:

Kuzio, Taras. "From Playground to battleground."

<http://www.opendemocracy.net/odrussia/taras-kuzio/crimea-%E2%80%93-from-playground-to-battlegroundblog>.

Uberti, Luca J. "Crimea and Kosovo – the delusions of western military interventionism."

<http://www.opendemocracy.net/luca-j-uberti/crimea-and-kosovo-delusions-of-western-military-interventionism-nato-putin-annexation-legal>

**December 06. Class 13. REGIONAL DEVELOPMENT AND NEW CHALLENGES FOR THE CENTRAL AND EASTERN EUROPE**

Discussion and course conclusions.

**SPECIALIZED JOURNALS**

Ethnopolitics

Nations and Nationalism

Slavic Review

Ethnos: Journal of Anthropology

Nationalities papers

East European Politics and Societies

Foreign Affairs

World politics

European Journal of International Relations

East European Politics & Societies *available: <http://eep.sagepub.com/content/vol24/issue3/?etoc>*

Ab Imperio

Caucasian Review for International Affairs

Communist and Post-Communist Studies

Cultural Anthropology

Journal of Muslim Minority Affairs

**ANALYTICAL REPORTS for Country Profile Assessment**

Human Rights Watch International Crisis Group

International Organization for Migration

Organization for Security and Cooperation in Europe

The World Bank - Europe

United Nations Development Program - Europe and the CIS

Human Rights Watch

BBC country profiles

UN Data

UN country report

World database

Freedom House

### [Course Outline \(Syllabus\) Information on 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, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](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, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](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. [carleton.ca/pmc](https://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 its 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](http://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](http://students.carleton.ca/course-outline)

### Submission, Return and Grading of Term Work

Written assignments must be submitted directly to the instructor(s) via cuLearn, please be aware of regressive penalty for the late submission.

Final submissions 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.