

EURR 2001 A  
**Current Issues in European Politics and Society**  
Fridays, 02:35 p.m. to 05:25 p.m.  
Online

**Professor:** Mukhtar Hajizada  
**Office Hours (virtual):** Fridays 05:30 p.m. to 06:30 p.m. (by appointment).  
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*Email is for admin questions only. For substantive issues, please see us during office hours. The Zoom link to access the weekly classes and the office hours are all posted on Brightspace.*

**Course description**

European integration represents the most advanced regional cooperation model. Thus, the European Union (EU), a political and economic union of 27 member states, is the only supranational institution of its kind in the world. However, there is a variety of (sub-)regional cooperation organizations in Europe and elsewhere. This course is an introduction to the unique political system, decision-making processes, and governing institutions in Europe. The course begins with understanding the theories of old and new regionalisms, sub-regionalism and inter-regionalism, explaining the causes and consequences of the existing models of institutional cooperation. The current issues and the future of regionalisms and sub-regionalisms will be discussed and analyzed in this course. Furthermore, students will learn about the regional or sub-regional governance and their external affairs with the EU through a simulation practising the body of rules, procedures and practices. Equipped with this knowledge and other theoretical toolboxes, students will replicate the interrelated sub-regional relationships between the EU and the countries in Southeast Europe and the wider Black Sea area.

To support the wider experiential learning agenda of Carleton University, this course will provide an opportunity for learning through experience to help students to gain a better understanding of relevant material and to increase students' interactions with the subject. Aristotle is quoted as having said: "For the things we have to learn before we can do them, we learn by doing them." Students will immerse themselves in an intergovernmental diplomacy simulation and replicate real-world scenarios by filling the roles of various actors. Students will participate in a simulation of the special virtual meeting of the senior officials from the EU and (sub-)regional cooperation organizations. This exercise will enable students to connect to complex materials by experimenting with trial and error, applying theory in practice, as well as to more deeply comprehend the positions of the various state actors.

**Textbook**

This course will benefit from a list of books, rather than a single textbook, as well as scholarly articles, and official strategic policy documents to engage students with a variety of recourses on the assigned topics.

## Learning outcomes

By the end of the course, the student should be able to:

- Demonstrate knowledge about the evolution of political and economic integration in Europe;
- Distinguish and differentiate between various regional cooperation models;
- Assess the influence of various state, inter-governmental and non-state actors and other key stakeholders in the decision-making processes in Southeastern Europe and the wider Black Sea area;
- Simulate the conduct of external affairs of the EU as well as other regional cooperation mechanisms in Europe;
- Develop coalition building skills for negotiation and conflict resolution to formulate a collective position and adopt a multilateral declaration of strategic partnership among the regional actors.

## Online and synchronous learning

This is an online course with mandatory synchronous learning activities.

It will be delivered in an online and synchronous learning style. The course activities will necessitate that we are all synchronously engaged with the content. That requires the instructor and the students in the course engage with the course content and each other at the same time, even if from different locations. It is essential that you have a reliable access to the internet for the online modalities and participate in the simulations. The goal is to make sure that each and every student remains engaged with the course material throughout the semester with the approach to provide a balance of theoretical and experiential learning.

## Technical Requirements and the “Cameras On” Policy

Please note that participation in this synchronous course requires students to have reliable, high-speed internet access, a computer with a functional webcam, and a headset with a microphone in order to be successful in this course. Cameras help us all to have a face-to-face class, even though virtually, with active student engagement, accountability, connectedness, and community. While seeing one another may help decrease students' and professor's sense of isolation, I am open to considering accommodations if a student cannot afford to meet the technical requirements. Please, send me an email with “*Request to Accommodate*” in the subject line before the class if you have to.

This is an essential aspect of our online learning in a simulated environment for the following several advantages of this requirement:

- **Enhanced Engagement:** As ambassadors and/or senior executives of your respective intergovernmental organizations, your participation and engagement are crucial. With cameras on, we can better connect with each other, fostering a sense of community and collaboration.
- **Effective Representation:** As representatives of your respective organizations, your visibility and presence are vital. Cameras on ensure that you are seen and recognized, maintaining a professional and respectful atmosphere.
- **Improved Communication:** Facial expressions and nonverbal cues help convey meaning and context, reducing misunderstandings and ensuring clearer communication among us.

- **Increased Accountability:** When cameras are on, the participants are more likely to stay focused and engaged, leading to a more productive learning environment.

If you have any concerns or technical issues, please do not hesitate to reach out to me.

**Sound check needed to participate verbally online**

It is recommended that you have a headset with a built-in microphone and wired USB connection. While online participants will be expected to join in the discussion, using a proper microphone will be mandatory. Cellphones, earbuds, or wireless headsets are not generally approved for speaking due to the health and safety risks the sound can pose to the audience.

**Evaluation**

- Students must successfully complete all evaluative elements to receive a passing grade in this course.
- Students will participate actively in each class, read the literature assigned for each class, and qualitatively contribute to class discussions, group activities, presentations and the simulation.
- To get a final grade, students must complete or accomplish the deliverables within the evaluative elements by the due dates and times.

**Assignment submission**

All assignments or deliverables must be effectively submitted through Brightspace. Unsubmitted, incomplete and/or late assignments will NOT be accepted, except under emergency conditions such as sickness or other documented reasons.

**Grading summary:**

Briefing Notes	Individual	30%
Memorandum for Information	Group Project	5%
Presentation	Group Project	20%
Policy Paper	Individual	35%
Community Outreach	Individual	10%

**Major milestones** (deadlines will be specified on Brightspace):

Briefing Notes (weekly)	Due on Fridays by 3:30 PM
Memorandum for Information	Due on October 4, 6:00 PM
Presentation (face-to-face online simulation)	November 22
Policy Paper	Due on Dec 6, 2023, 6:00 PM
Community Outreach (weekly)	Due on Fridays by 06:00 PM

**Formatting of Work**

Papers and outlines are to be double-spaced using 12-point Times New Roman font. All work is to utilize APA style for quotations, footnotes, citations, and bibliographies. Guidance on APA formatting is available at the Library and on the web. Submissions are to have a title page which includes name, course, assignment, title, date, word count (title page, figures, footnotes, bibliography, annexes are excluded from word count).

### **Assignment requirements and rubrics**

Detailed requirements regarding the assignments will be provided at the time they are posted on Brightspace. Assignment rubrics will be posted on Brightspace ahead of the due dates. Assignments must be uploaded on Brightspace in a timely manner, on the dates and times that they become due, as a Word document.

The papers will be assessed based on organization (clarity, purpose, and coherence), professionalism (spelling and grammar; referencing and copyright; layout and readability) and creative thinking (alternate perspectives; ideas and solutions; assignment expectations).

### **Briefing Notes – 30%**

This is a series of weekly in-class assignments requiring a student to work individually to produce a briefing note addressing or answering the matters and/or questions tasked on Brightspace on a weekly basis. The objective is to develop your knowledge and expertise on the selected actor. A student will accomplish this in-class individual assignment by answering the specific questions to be provided at the beginning of each class. The list of issues and questions will be posted on Brightspace for each week. A student will prepare their written responses in a Word document to be submitted on Brightspace.

Students will compile a summary of these briefing notes to share with the other leaders of regional organizations by posting a thread on the discussion topic. This will help identify the common interests, finding common ground; facilitate collaborative decision-making, setting shared goals and objectives – leading to the formation of different camps.

A student will save the document as:

ActorNameAbbrev\_2001A2024\_BriefingNote\_WeekNumber.doc

### **Presentation (online simulation events) – 20%**

This is a group project. The presentations at the simulations should be approximately 15 minutes in total, followed by approximately 5 to 10 minutes for questions and discussion. The presentation may be delivered to a sponsor or collaborators for this course - so some flexibility for timing is required. It will occur in an entirely synchronous format and in-person, subject to room availability.

Necessary amendments and arrangements will be made at the professor's discretion at any given time.

Each member is expected to handle questions about their portion of the presentation. The presentations will be engaging and worthwhile for the audience. Presentations must be made within 15 minutes using PowerPoint slides. Each group will provide a 1-page summary of their presentation one week ahead of the simulation date. This will be posted on Brightspace as a discussion to ensure that others have background knowledge of the presentation and are better prepared to ask questions. The performance of each member of the group will determine the overall mark of the group. The presentation grade is based on the clarity of the presentation, its content, understanding of the specific case and depth of analysis, and the ability to engage with the audience by stimulating content and providing coherent and reasonable arguments.

A schedule of presentations will be circulated one week before the simulation based on the group composition and the choice of topics finalized.

### **Memorandum for Information – 5%**

The Memo will serve as an outline to demonstrate a plan of the proposed presentation project structure; identifying the key elements required for each part of the presentation, and a description of how the components link to each other and to the presentation as a whole. It should also broadly outline the planned roles and responsibilities for each member of the group. This should not be more than 5 pages. The outline is to be submitted on Brightspace (no hard copy required) prior to the due date. The paper attachment is to be saved as: Teamname\_2001A2024\_Memo.doc

The objective is to have the students manage this as an ongoing project with one person identified as the **team lead**.

### **Policy Paper – 35%**

This is an individual project to produce a position paper which will include a brief synopsis, clear articulation of the topic under analysis, the research questions to be explored, the main thesis statement (what stand you are taking), key elements that support and refute your argument, preliminary analysis of policies that apply, and implications and challenges within the selected socio-economic problem. The policy paper will provide a critical analysis of an important economic, social issue or problem that involves the research to develop a defensible policy proposal for solving the problem, and formulate workable strategies for implementing the proposal. In this paper a student will (1) aim to identify key policy issues; (2) apply the best and most up-to-date research to help understand these issues; and (3) explore the implications of the research for the design and delivery of policy.

The position paper is to be submitted on Brightspace (no hard copy required) prior to due date and to be saved as: Name\_2001A2024\_PolicyPaper.doc

### **Class Participation**

Students can distinguish themselves for attendance, for active and relevant input to discussions, engagement and for other high-quality contributions to the class.

This is an applied course with case studies and group work, so students are expected to be present for all classes and their group work. Students will be assessed throughout the course on the following:

- Attendance and punctuality;
- Continued active participation and engagement with case-studies;
- Preparation;
- Meaningful analysis and argument;
- Collaboration and teamwork;
- Innovation;
- Leadership;
- Communication; and
- Volunteering and assistance in support of the course.

### **Community outreach – 10%**

The students of this class will be involved in sharing their knowledge with their community as they learn from the course throughout the semester. You will attach the screenshot of your outreach activity (e.g. social media post using one or more of the #EURR2001, #Europe, #EU hashtags) on Brightspace Friday of each week. There will be a minimum requirement of 10 posts for the entire semester towards your total grade. Feel free to post more than once per week. You are encouraged to share as you learn with your community through social media. Sharing is caring!

### **Team Work, Coalition Building, Negotiation and Conflict Resolution**

Understanding and appreciating diverse perspectives, sensitivity to different cultural norms and values, inclusive and respectful behavior will help you to work well with others and be successful in this course.

Strategic planning, leadership, negotiation and conflict resolution are the top skills that recruiters and hiring managers look for when short-listing candidates and it is an essential quality for your academic and professional success.

In this course, effective collaboration and partnerships will likely lead to the formation of different political camps based on competing political and economic interests. Students will be divided into camps and the group activities will start as of week 4 and continue throughout the semester.

The order of the presentations will be based on a specific topic proposed during the first week. All members of each group are expected to contribute and participate in their group activities.

### **Future-proof your employability by developing new skills**

What is your group project about? You group will represent an intergovernmental regional cooperation organization and you all are the officials of your entity. *A special multilateral meeting of regional organizations in Southeastern Europe* will be convened to negotiate a multilateral declaration to address one of the most pressing international issues. You will work together to prepare a position paper for your organization. Then, you will defend this position at the special meeting. Your mission will be to ensure that the interests of your organization are secured and the final declaration reflects the position of your organization. You have the responsibility to maximize the gains while actively searching for mutually acceptable tradeoffs and compromises with other stakeholders.

### **List of potential sponsors and collaborators**

The list of regional intergovernmental organizations and groups you will be assigned to represent:

1. The Council of Europe
2. Organization for Security and Co-operation in Europe (OSCE)
3. Organisation for Economic Co-operation and Development (OECD)
4. Arctic Council
5. The Visegrád Group (an alliance of Central European countries)
6. GUAM - Organization for Democracy and Economic Development
7. Black Sea Trade and Development Bank (BSDTB)
8. Parliamentary Assembly of the Black Sea Economic Cooperation
9. Permanent Secretariat of Intergovernmental Commission TRACECA

10. Commonwealth of Independent States (CIS)
11. Collective Security Treaty Organization (CSTO)
12. Organization of Turkic States
13. Parliamentary Assembly of Turkic-speaking Countries
14. Eurasian Economic Union

Feel free to check out the Regional groups of Member States:

<https://www.un.org/dgacm/en/content/regional-groups>

Groups of Member States: <https://www.un.org/en/model-United-nations/groups-member-states#>

### **Simulation**

The simulation will allow the students to have the opportunity to apply the skills learned throughout the semester and practice them in a quasi-diplomatic environment with real actors and stakeholders under the tutelage of the professor. The students will be assigned to represent the position of an organization or other involved actors promoting the issues concerning the consumers, industry, and other key stakeholders. The aim is to prepare the students to take a research-based stand at the simulation as a supportive learning experience. Subject to the approval of the professor, students will identify their role and draft the position paper before submitting the final version of the documents. Feedback will be provided by the instructor and the TA, if applicable.

### Helpful tips:

Using your own computer, open a Word file. Compose your Position Paper Draft. Save your file on your own computer. Then come back to Brightspace to cut and paste from your file. Having a copy saved on your computer will help you keep your work safe. If you compose directly in the text box on Brightspace, and you experience a network issue, you could lose all your work. You may want to follow these guidelines closely. Keeping your work safe is your responsibility. No exceptions will be made for missing the deadlines and/or for work lost for any reason, including but not limited to technical issues, in fairness to all students.

### IMPORTANT NOTES:

- **Students must actively participate in seminars, group discussions, presentations and simulation; and complete all evaluative elements to receive a passing grade.**
- **Please arrive at least 15 minutes prior to the beginning of the simulation to allow enough time to orderly sign-in and sign-out after you deliver the attendance form to the professor before leaving the learning space in an orderly fashion.**

## Schedule

<p>Week 1 Online</p>	<p>September 6</p> <p><b>Introduction and course overview</b></p> <p>Finding the available resources</p>
<p>Week 2 Online</p>	<p>September 13</p> <p><b>What is Europe? Where does Europe end? Perspectives from Geography, Politics, Society, and Culture</b></p> <p>McCormick, J., "Introduction", in <i>Europeanism</i> (2010, Oxford University Press), pp. 1-12; Chapter 1 "Idea of Europe"</p> <p>Huntington, S., "The Clash of Civilizations?" <i>World Politics</i>, Summer 2003, pp. 22-35  <a href="http://ikesharpless.pbworks.com/f/Samuel+Huntington,+The+Clash+of+Civilizations.pdf">http://ikesharpless.pbworks.com/f/Samuel+Huntington,+The+Clash+of+Civilizations.pdf</a></p>
<p>Week 3 Online</p>	<p>September 20</p> <p><b>Evolution in Post-War Western Europe</b></p> <p>Krieger, J. (2016), 'Britain,' in Kesselman, M. Krieger, J. &amp; Joseph, W.A. (eds.), <i>Introduction to Comparative Politics</i> (Cengage, 7<sup>th</sup> edition), pp. 55-62.</p> <p>Kesselman, M. (2016), 'France,' in Kesselman, M. Krieger, J. &amp; Joseph, W.A. (eds.), <i>Introduction to Comparative Politics</i> (Cengage, 7<sup>th</sup> edition), pp. 98-106. 4</p> <p>Allen, C. (2016), 'Germany,' in Kesselman, M. Krieger, J. &amp; Joseph, W.A. (eds.), <i>Introduction to Comparative Politics</i> (Cengage, 7<sup>th</sup> edition), pp. 149-156.</p>
<p>Week 4 Online</p>	<p>September 27</p> <p><b>Economic Challenges in Post-War Western Europe</b></p> <p>McCormick, J. (2010), 'Economics: Sharing the Wealth,' in <i>Europeanism</i> (Oxford University Press), pp. 116-124.</p> <p>Kesselman, M. (2016), 'France,' in Kesselman, M. Krieger, J. &amp; Joseph, W.A. (eds.), <i>Introduction to Comparative Politics</i> (Cengage, 7<sup>th</sup> edition), Section 2 (pp. 92-98).</p> <p>Allen, C. (2016), 'Germany,' in Kesselman, M. Krieger, J. &amp; Joseph, W.A. (eds.), <i>Introduction to Comparative Politics</i> (Cengage, 7<sup>th</sup> edition), Section 2 (pp. 139-148).</p>
<p>Week 5 Online</p>	<p>October 4</p> <p><b>Subregionalism in Southeast Europe</b></p> <p>Andrew Cottey (2000) Europe's new subregionalism, <i>Journal of Strategic Studies</i>, 23:2, 23-47, DOI: <a href="https://doi.org/10.1080/01402390008437789">10.1080/01402390008437789</a></p> <p>European Union External Action (2021). The European Neighbourhood Policy (ENP) is the foreign policy framework aiming at bringing the EU and its Eastern and Southern</p>



	neighbours closer, to their mutual benefit and interest. Available online at: <a href="https://www.eeas.europa.eu/eeas/european-neighbourhood-policy_en">https://www.eeas.europa.eu/eeas/european-neighbourhood-policy_en</a>
Week 6 Online	October 11  <b>Shifting Borders in the EU</b>  Bossuyt, Fabienne (2017) Preferences, approaches and influence: the Central and Eastern EU member states and the EU's policies towards the post-Soviet space, <i>Studia Diplomatica</i> . 69(5). p.2-14  Stadtmüller, Elżbieta and Bachmann, Klaus (2012) <i>The EU's shifting borders: Theoretical approaches and policy implications in the new neighbourhood</i> , Routledge: London and New York  Aalto, Pami (2006) <i>European Union and the Making of a Wider Northern Europe</i> . Routledge: London and New York
Week 7 Online	October 18  <b>Europe's subregionalism</b>  Council of the European Union (2023). EU enlargement policy. Available online at: <a href="https://www.consilium.europa.eu/en/policies/enlargement/">https://www.consilium.europa.eu/en/policies/enlargement/</a>  Linden, R.H. and Killian, S., "EU Accession and After", in Wolchik, s. & Leftwich, C.J. (eds.), <i>Central &amp; East European Politics. From communism to Democracy</i> (2015, Rowman & Littlefield, 3rd edition), pp. 189-212.
Week 8	October 25  <b>October 21-25, 2023 Fall break, no classes.</b>
Week 9 Online	November 1  <b>EU's neighbourhood or Russia's backyard?</b>  Hajizada, Mukhtar (2018) Challenges and opportunities for establishing a security community in the wider Black Sea area, available online at <a href="https://www.tandfonline.com/doi/full/10.1080/14683857.2018.1516333">https://www.tandfonline.com/doi/full/10.1080/14683857.2018.1516333</a>  Janko Šćepanović (2022) Commonwealth of Independent States at 30: why does Russia still support this organization?, <i>Southeast European and Black Sea Studies</i> , 22:2, 187-205, DOI: <a href="https://doi.org/10.1080/14683857.2022.2057637">10.1080/14683857.2022.2057637</a>  Vasile Rotaru & Miruna Troncoță (2017) Continuity and change in instrumentalizing 'The Precedent'. How Russia uses Kosovo to legitimize the annexation of Crimea, <i>Southeast European and Black Sea Studies</i> , 17:3, 325-345, DOI: <a href="https://doi.org/10.1080/14683857.2017.1348044">10.1080/14683857.2017.1348044</a>
Week 10 Online	November 8  <b>Subregionalism and World Order</b>  Glenn Hook, Ian Kearns (1999) <a href="#">Introduction: the Political Economy of Subregionalism and World Order</a> Pages 1-13

	<p>Ian Kearns (1999) <a href="#">Subregionalism in Central Europe</a> Pages 21-40</p> <p>Strategy of the Intergovernmental Commission TRACECA for development of the international transport corridor Europe-the Caucasus-Asia for 2016-2026, available online at: <a href="http://www.traceca-org.org/fileadmin/fm-dam/pdfs/Appendix_3_Strategy_Master_plan_TRACECA_eng.pdf">http://www.traceca-org.org/fileadmin/fm-dam/pdfs/Appendix_3_Strategy_Master_plan_TRACECA_eng.pdf</a></p>
Week 11 Online	<p>November 15</p> <p><b>Right wing extremism, nationalism, and ethnic tensions</b></p> <p>Koehler, Daniel, “Right-Wing Extremism and Terrorism in Europe: Current Developments and Issues for the Future.” PRISM (2016), Vol. 6(2), pp. 84-105</p> <p>Ravndal, Jacob Aasland, “Explaining right-wing terrorism and violence in Western Europe: Grievances, opportunities and polarisation” European Journal of Political Research (2017), Vol. 57(4), pp. 845-866</p> <p><b>Guest Speaker (TBC) and the Preparatory Meeting for Simulation (Online)</b></p>
Week 12	<p>November 22</p> <p><b>2024 Forum of the European Regional Organizations (FERO)</b></p> <p>Simulation (Online group presentations and international negotiations)</p>
Week 13	<p>November 29</p> <p><b>The challenges and future prospects for Europe</b></p> <p>“The future of Europe is being defined now”, available online at: <a href="https://www.eeas.europa.eu/eeas/future-europe-being-defined-now-0_en">https://www.eeas.europa.eu/eeas/future-europe-being-defined-now-0_en</a></p> <p>“White paper on the future of Europe”, available online at <a href="https://ec.europa.eu/commission/future-europe/white-paper-future-europe_en">https://ec.europa.eu/commission/future-europe/white-paper-future-europe_en</a></p> <p>Four Predictions on the Future of Europe, available online at <a href="http://carnegieeurope.eu/strategieurope/62445">http://carnegieeurope.eu/strategieurope/62445</a></p>

*Important note: The professor reserves the right to make any necessary changes to this syllabus at any time.*

**Carleton E-mail Accounts:** All email communication to and from students 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.

## **Academic Accommodations**

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### **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 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](https://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](https://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, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- 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.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct 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 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).

### **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.

**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>

### **Grading**

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. 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

### **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.

### **Official Course Outline**

The course outline posted to the European, Russian, and Eurasian Studies website is the official course outline.