

CARLETON UNIVERSITY	
Institute of European, Russian and Eurasian Studies (EURUS)	
FYSM 1601	Fall/Winter 2011/2012
Literature and Political Change in Europe	
Time: Mondays 11:35 - 2:25	Location: Paterson Hall 129 - Fall Tory Building 213 - Winter
Instructor: Vildana Stanišić-Keller	Office: Dunton Tower 1314
Office hours: Mondays 2:45 -3:45 or by an appointment	
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A. COURSE DESCRIPTION:

This course is an introductory exploration of the European cultural and political issues. Our thematic focus for the course is **Literature and Political Change in Europe** and we will explore it by studying various works from multiple disciplines, including literature, film, art history, philosophy, anthropology within the context of political events that have been affecting European history. Thus, this course allows you to combine the study of literature with the study of its cultural, social and political context. How are political events and tensions reflected in literary texts and influenced by literary developments?

As the introduction to some of the themes of politics through a selection of different artistic forms, the course will address such political topics as the relation of the individual to society and political authority. The course emphasis is on situating individual authors in a political context in order to develop a greater understanding of both the diversity of the European political cultures and the significance of artistic representations of political events that have been shaping Europe.

The course material will lead us on a journey of events, ideas and development that have been creating Europe since 17th century. In world historical terms, this has been the period of the achievement and collapse of European political and cultural hegemony. Although we shall look at other areas, our concentration will be on the changes that took place in the European World in the 18th and 19th centuries, the rise of European powers to world domination, the crises of politics and culture in the late 19th and early 20th century, the emergence of a bipolar Europe after 1945, political integrations and disintegrations after the fall of the Berlin Wall, and the contemporary attempts toward unified Europe. Emphasis will be on the defining problems of freedom, history, revolution, war and the state.

COURSE OBJECTIVES In the process of our study, we will explore diverse cultural and political histories reflected in the stories, novels, plays, movies, paintings, and other forms of art. The course will proceed simultaneously along two lines of inquiry. The first concerns the works of literature (and other art forms) directly: what, if anything, do these authors have to tell us about politics, including that most comprehensive of political themes, the good life? We will treat these sources as historical cultural documents that open a window on the society, trends, intellectual traditions and events of the era in which they were created. The second line will

require us to reflect on our own activity: what does it mean to "read" a "text" in a political manner? Is our objective to "find" meanings put into works by their authors, or does our reading reflect our own concerns and questions back to us?

INTENDED OUTCOMES: Students should:

- have a general grasp of major trends in European political history from the 17th century to the contemporary time;
- understand some of the basic over-arching themes in philosophy and literature and philosophy;
- be able to discuss ideas, critically analyze material, synthesize diverse disciplinary perspectives, present and debate arguments;
- the ability to work independently and collaboratively in drafting, writing and oral skills.

NOTE: The course assumes no prior knowledge of literatures, languages and cinema of Europe. All books are in English translation and movies with English subtitle. You are welcome to read books in original languages.

COURSE TOPICS

The course is organized into four broad units as thematic frames for our discussion on several topics, including but not limited to issues of class & gender, social norms, the changing role of religion, political movements, trends, and industrialization.

I. The Old World Became the New World

1. What it was – The Ancient Regime (Polity – Absolutism – Society – Feudalism) as an introduction to the three great revolutions that changed Europe.
2. The revolutions that brought massive change:
 - A) Intellectual - The Scientific Revolution and the Enlightenment (The way people think, religion, philosophy and science)
 - B) Political - The French Revolution
 - C) Material - The Industrial Revolution (Probably the most important fundamental change. The structure of everyday life – ie. life of most people - position of women - population - how people work - all underwent profound changes)

II. Result of Changes – Century of Dominance

1. Intellectual - European ideas spread throughout world
2. Material / Technological - effects
3. Political - Modern states in Europe (European World Dominance - The 19th Century; A century of ideologies and practical power; A century of peace 1815-

- 1914; Europe's period of dominance;

III. The End of European Hegemony

1. Conflict and Progress of Old Empires
 - A) The First World War – expansion and conflicts
 - B) Second Industrial Revolution -Germany
2. The Russian Revolution and Aftermath
3. An Age of Anxiety
4. Nazism and World War II

IV. Europe after 1945 and 1989

1. A Bipolar Europe:
 - A) Europe gives up/loses world dominance
 - B) Division of Europe – How many Europes?
3. The Fall of Berlin Wall
 - A) Integration vs. Disintegration:
 - B) United Europe!?

READINGS

The readings are a combination of course reserves and on-line resources. While this course has no stated prerequisite, it is assumed that the students like literature and cinema, as well as sharing ideas and views with others.

REQUIRED READINGS

1. *A Long Long Way* by Sebastian Barry
2. *The Stranger* by Albert Camus
3. *A Tale of Two Cities* by Charles Dickens
4. *The Metamorphosis* by Franz Kafka
5. *Black Dogs* by Ian McEwan postwar
6. *One Day in the Life of Ivan Denisovich* by Alexander Solzhenitsyn
7. *Candide* by Voltaire
8. *We* by Evgeniy Ivanovich Zamyatin

NOTE: Paperback editions of these texts have been ordered for the University Bookstore. All titles are available on the Library Reserves.

SUPPLEMENTARY READINGS:

Note: All readings are either on reserve in the Library. Electronic files (majority on the supplementary reading list) could be accessed by using WebCT course page and logging to Ares. Texts for the Required Readings (books) could be purchased at the University's Bookstore. During the class, the students should have a copy of the texts (books, articles, etc.).

B. COURSE CALENDAR - TIME SCHEDULE AND READINGS

Fall Term

September

- 12/09** Introduction: The idea of Europe: Concept and context. What is meant by the terms: literature, politics, Europe?
- 19/09** Film
- 26/09** Europe in political terms. Early Modern Europe. What it was (Polity – Absolutism – Society) as an introduction to revolutions that changed Europe.

Readings:

Raymond F. Betts: "The Old Order"

Absolutism: L'Etat, C'Est Moi <http://history-world.org/absolutism.htm>

Steven Kreis: The Scientific Revolution, 1543-1600 (*The History Guide* at <http://www.historyguide.org/earlymod/lecture10c.html>)

Steven Kreis: The Scientific Revolution, 1600-1642 (*The History Guide* at <http://www.historyguide.org/earlymod/lecture11c.html>)

Steven Kreis: The Scientific Revolution, 1642-1730 (*The History Guide* at <http://www.historyguide.org/earlymod/lecture12c.html>)

Steven Kreis: The New Intellectual Order: Man, Nature and Society (*The History Guide* at <http://www.historyguide.org/earlymod/lecture13c.html>)

Thomas Hobbes: *Leviathan*, Part 1, Chapter 14

<http://www.gutenberg.org/files/3207/3207-h/3207-h.htm#2HCH0014>

Thomas Hobbes: *Leviathan*, Part 2, Chapter 17

http://www.gutenberg.org/files/3207/3207-h/3207-h.htm#2H_PART2

John Locke: *Second Treatise of Government*, Part 2,

<http://libertyonline.hypermall.com/Locke/second/second-frame.html>

René Descartes: *Discourse*, Part Four

<http://www.gutenberg.org/files/59/59-h/59-h.htm#part4> ;

René Descartes: *Meditation on the First Philosophy*, Second Meditation,
<http://www.earlymoderntexts.com/pdfbits/dm1.pdf>

October

03/10 Voltaire: *Candide*

10/10 Thanksgiving weekend – classes suspended

17/10 Film

24/10 The Old World Became the New World

Readings:

Raymond F. Betts: “The French Revolution”

“The Declaration of the Rights of Man”

See also the Internet Modern History Sourcebook at

(<http://www.fordham.edu/halsall/mod/modsbook>)

and *The History Guide*, Steven Kreis: The French Revolution: The

Moderate Stage, 1789-1792 at www.historyguide.org

Raymond Betts “Reign of Terror”

(http://www.britannia.com/history/euro/1/2_2.html)

Maximilien Robespierre: “Justification of the Use of Terror”

Erik von Kuehnelt-Leddihn: “Reflections on the Terror”

See also *The History Guide*, Steven Kreis: *The French Revolution: The*

Radical Stage, 1792-1794 at www.historyguide.org

Niccolo Machiavelli: *The Prince*, Chapter XVII

(<http://www.gutenberg.org/files/1232/1232-h/1232-h.htm#2HCH0017>)

31/10 The Old World Became the New World

Reading:

Charles Dickens: *A Tale of Two Cities*

Steven Kreis: The Language of Politics: England and the French Revolution.

The History Guide at <http://www.historyguide.org/intellect/lecture14a.html>

November

07/11 Continuity and change

Readings:

Lewis Hackett: The Age of Enlightenment: The European Dream Of
Progress And Enlightenment at

http://history-world.org/age_of_enlightenment.htm

Wallbank: The European Dream Of Progress And Enlightenment: Reason

at <http://history-world.org/reason.htm>

Lewis Hackett: Industrial Revolution at

<http://history-world.org/Industrial%20Intro.htm>

Lewis Jewsbury: Europe Transformed: Industrial revolution at

<http://history-world.org/industrialrevolution.htm>

Stuart B. Schwartz: Industrialization And Western Global Hegemony:
Industrialization And Imperialism. at

<http://history-world.org/Industrialization%20And%20Imperialism.htm>

14/11 Film

21/11 Age of Ideologies and The Foundations Of European Global Dominance

Readings:

Scientific Superiority: Introduction at

<http://history-world.org/europe,%20scientific%20superiority.htm>

Steven Kreis: The Age of Ideologies (1): General Introduction at

<http://www.historyguide.org/intellect/lecture23a.html>

Steven Kreis: The Age of Ideologies: Reflections on Karl Marx at

<http://www.historyguide.org/intellect/lecture24a.html>

Steven Kreis: The French Revolution and the Socialist Tradition:
Early French Communists at

<http://www.historyguide.org/intellect/lecture19a.html>

Paul Brians: Introduction to 19th-Century Socialism

http://public.wsu.edu/~brians/hum_303/socialism.html

Paul Brians: Misconceptions, Confusions, and Conflicts Concerning
Socialism, Communism, and Capitalism

http://public.wsu.edu/~brians/hum_303/misconceptions.html

Karl Marx and Frederick Engels: Manifesto of the Communist Party

<http://www.anu.edu.au/polsci/marx/classics/manifesto.html>

Steven Kreis: Reflections on Karl Marx and August Comte

Joel Hanes and Phillip E. Johnson: „What is Darwinism“ (7) at

<http://www.arn.org/docs/johnson/wid.htm>

28/11 The Age of Ideologies and Anxiety

Readings:

Franz Kafka: “The Metamorphosis” and “The Penal Colony”

December

05/12 Review

Winter Term

January

09/01 Film

16/01 The End of European Hegemony: Discontent

Readings:

Steven Kreis: The Russian Revolution, February - October 1917 at

<http://www.historyguide.org/europe/lecture5.html>

Evgeniy Ivanovich Zamyatin: *We*

23/01

Frank E. Smitha, "Europe's Slide to War, 1911-14" at

<http://www.fsmitha.com/h2/ch04.htm>

and <http://www.fsmitha.com/h2/ch04-2.htm>

Robert Guiseppi, ed.: Tragic War And Futile Peace: World War I at

http://history-world.org/world_war_one.htm

30/01 **Sebastian Barry: *A Long Long Way***

February

06/02 Film

09/02 Age of Anxiety and Totalitarianism

Readings:

Steven Kreis: The Age of Anxiety: Europe in the 1920s

<http://www.historyguide.org/europe/lecture8.html>

Steven Kreis: The Age of Anxiety: Europe in the 1920s (2)

<http://www.historyguide.org/europe/lecture9.html>

Albert Camus: "The Myth of Sisyphus" (Chapter 4 of *The Myth of Sisyphus*)

Try to listen to Bernstein Symphony No. 2 "The Age of Anxiety and Despair"

<http://www.youtube.com/watch?v=HlhtHpfghNE>

13/02 The End of Ideology: Nazism and World War II

Readings:

John Graham Royde-Smith: World War Two. Edited by Robert A. Guiseppi at

http://history-world.org/world_war_ii.htm

Steven Kreis: The Age of Totalitarianism: Stalin and Hitler at

<http://www.historyguide.org/europe/lecture10.html>

February 20-24, 2012 • Winter Break, classes suspended.

27/02 Readings: **Albert Camus: *Stranger***

March

05/03 Film

12/03 Europe after 1945: Another elusive peace.

Readings:

Steven Kreis: The Origins of the Cold War at

<http://www.historyguide.org/europe/lecture14.html>

The Elusive Peace, The Cold War: Soviet and American Spheres at

<http://history-world.org/coldwar.htm>

Winston S. Churchill: "Iron Curtain Speech", March 5, 1946 at Paul Halsall's

<http://www.fordham.edu/halsall/mod/churchill-iron.asp>

Raymond F. Betts: The Decade of European recovery: The Cold war and Bipolarization at

http://www.britannia.com/history/euro/4/1_2.html

Steven Kreis 1968: The Year of the Barricades at

<http://www.historyguide.org/europe/lecture15.html>

19/03 Readings: **Alexander Solzhenitsyn, *One Day in the Life of Ivan Denisovich***

26/03 The Fall of Berlin Wall. Unification of Europe and its fears

Readings

Steven Kreis :1989: The Walls Came Tumbling Down at

<http://www.historyguide.org/europe/lecture16.html>

Jiří Musil: Europe Between Integration and Disintegration optimism:

United Europe? at <http://sreview.soc.cas.cz/uploads/>

[6611245b8aa1761e0027095cbd232d91609ba33f_486_005MUSIL.pdf](http://sreview.soc.cas.cz/uploads/6611245b8aa1761e0027095cbd232d91609ba33f_486_005MUSIL.pdf)

Short videos: A Brief Summary of the history of European Union enlargement

<http://www.youtube.com/watch?v=RE6QgoykLZU&feature=related>

“European Union - 50 years in 5 minutes!”

<http://www.youtube.com/watch?v=sO75ZsvMkc8>

Timothy Snyder: “Balancing the books” (3) at

<http://www.eurozine.com/pdf/2005-05-03-snyder-en.pdf>

02/04 Review

C. COURSE FORMAT & REQUIREMENTS & EVALAUTION

I Format

This **seminar** course meets **once a week** for a **three-hour session**. The class is primarily based on a short introductory contextualization of the issues, followed by presentations and discussions of the assigned readings for each week. The quality of the discussion and the class depends on students doing their readings and being prepared for each class.

II Requirements

Students are expected to attend all classes and do assigned readings/writings. Attendance is mandatory and participation, based on active and informed involvement in discussions, will form an important part of the final grade

There are **three requirements** in order for the academic performance to be assessed: **participation, presentations and assignments.**

1. Participation: Attendance and active involvement in class discussion are expected from all participants in the course. In order to both have worthwhile class discussion and foster dialogue, it is essential that students be prepared to contribute. Preparation means keeping up with the reading, articulating questions and issues to explore. Students are encouraged to be creative and personal in expressing their insights and reactions, as well as responding to specific issues and texts of the seminar. In case someone is not able to attend the weekly seminar for some good reason, please, inform me in advance (in person or via E-mail). Overall, quality counts more than quantity, on both ends!

2. Presentations: Everybody is expected to make an **oral presentation** - twice during the course (one for the first term and another one for the second term). One presentation should be on a required reading and the other one on a supplementary reading. The presentation should take the form of a critical response to relevant issues that make up the content of the syllabus. Each presenter is expected: a) to present the issues in concise form with questions for a discussion; b) to lead the discussion by briefly highlighting key themes in the readings and issues to explore; c) to provide handouts (1 page), with the key points of the presentation, to all participants.

3. Assignments: For this course you will be required to write two papers – analytical essays:

a) **The first is a term paper:** It should be 8-10 pages long, double-spaced, not including quotations and works cited. The topic should be discussed and agreed with me in advance (no later than 5th week of the course, ideally by the beginning of November). The essay should be relevant to one or more of the themes covered in the syllabus. The term paper will be evaluated on the criteria of framing of the topic (a clearly defined argument, consistent formulation of the main ideas, internal organization of the text, correct citation of sources) and technical matters (spelling, grammar, and use of style guide*). Papers are expected to be **sent electronically as an**

attachment to the instructor (at vskeller@connect.carleton.ca) by 4:00 PM on December 18, 2011.

b) The second is a take-home exam: As the final paper, it is related to the themes and issues discussed during the year. Students are given topics out of which 3 (three) should be selected and elaborated in short (3 pages) essays. Please, send them **electronically as an attachment to the instructor (at vskeller@connect.carleton.ca) by 4:00 PM on April 18, 2012.**

Paper Style Guidelines: Please, use the *MLA Handbook for Writers of Research Paper*.

The complementary critical texts for both presentations and papers will be suggested when we discuss topics (during my office hours). You are welcomed to have your list of complementary literature.

III Evaluation and Grading

The following applies to the first and the second terms of the course. The grade from the first term will be averaged with the result in the second term to arrive at the final course grade.

A. Evaluation

Criteria for evaluation are: **Participation 25%** (attendance + active involvement = consistent progress)

Presentation 25%

Term Paper 25%

Take-home 25%

Please, note: * After two missed classes, one percentage point will be deducted from the participation mark per class missed unless a medical certificate is provided.

** Two percentage points per day will be deducted from the mark on the paper after the due date, but no papers will be accepted or marked after their due date, unless a medical certificate is provided.

“Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.” The standing in the courses will be shown by alphabetical grades.”

B. Grading

The following explanation of grades is the agreed policy of the Faculty of Public Affairs. The standing in the courses will be shown by alphabetical grades. This is expanded upon the grading system outlined in the Undergraduate Calendar in order to give you a fuller description

of standards. This explanation is intended to provide a clarification of the Calendar and in no way overrides it.

The Carleton University uses a 12 point grading scale from A+ (12) to F (0). Your overall Grade Point Average (GPA) will be calculated on the basis of this 12 point scale and the final evaluation you receive in the course will be submitted as a letter grade corresponding to this scale. Here is how to interpret grades in terms of expectation of performance for this course:

Letter Grade	Carleton Numerical System	% Ranges	Explanation
A+	12 Outstanding	90-100	Demonstrates exceptional evaluative judgment, outstanding critical thinking, and mastery of all aspects of study. Student often contributes thoughtful comments and insights based on class materials and relevant events and issues; is a catalyst for other student comments; listens to the comments and insights of others with respect and attention. For written work, virtually publishable – demonstrates originality, creativity, research and effectiveness of the argument.
A	11 Excellent	85-89	Demonstrates superior grasp of material, very strong critical thinking, and capacity to understand and extend underlying patterns. Student regularly contributes thoughtful comments and insights based on class materials and relevant events and issues; sometimes results in students'; listens to the comments and insights of others with respect and attention. Superior analytical writing skills, technical as well as literary.
A-	10 Great	80-84	Demonstrates strong grasp of material, its component parts, and capacity to analyze their relationships to each other. Student regularly contributes thoughtful comments and insights based on class materials and relevant events and issues; Writing is strong in its analytical and technical aspects.
B+	9 Very Good	77-79	Demonstrates more than clear understanding of material and ability to apply concepts. Student sometimes contributes comments and insights based on class materials and relevant current events, more often at instructor's prompting; generally polite but could be more engaged in class discussions. Written work is competent, technically and literary careful and thoughtful.
B	8 Good	73-76	Demonstrates comprehension of material, reasonable but not strong analytical capacity, with limitations in the ability to apply concepts. Student seldom contributes comments and insights of her/his own volition; comments not always relevant to materials or discussion at hand; needs to pay more attention to the contributions of the instructor and peers. Written work is competent, more descriptive than analytical.
B-	7 Adequate	70-72	Demonstrates understanding of parts of material with limited capacity to application. Student rarely and reluctantly contributes to class discussions; comments minimal; often noticeably disinterested in instructor's and peers' contributions. Written work is poor in creativity, originality and technical aspects of writing.
C+	6 Barely Adequate	67-69	Did not demonstrate an adequate understanding of the material or the ability to apply concepts. Never participates in class discussions; late with the assignments; writing/presentations show serious.
C to D-	5-1 Less than Adequate	63-50	Grades in this range indicate work that is passable in some respect but does not meet the standards of academic work. Very poor understanding of material; never contributes to class discussion; no interest in the class activities; writing very poor.
F	Failure	0-49	Did not meet minimal requirements and conditions of Satisfactory performance.

Standing in the course will be shown by alphabetical grades. Thus, in the case of this course, grades will be awarded as letter grades, but upon your request, your grade will be calculated as the weighted mean of the grade point equivalencies. Example: A- on a presentation worth 23%;

A- on a participation worth 23%; B+ on the first essay worth 21%; and A+ on the take-home worth 25%:

$$A- \quad 10 \times .23 = 2.30$$

$$A- \quad 10 \times .23 = 2.30$$

$$B+ \quad 9 \times .21 = 2.10$$

$$A+ \quad 12 \times .25 = 3.00$$

$$\text{Final} \quad \quad \quad 9.70 \text{ or } A-$$

D. ACADEMIC REGULATIONS AND ACCOMMODATIONS

I Academic Freedom

Studying the literature, culture and ideas of societies other than their own exposes individuals to unfamiliar and sometimes provocative attitudes, images, language and values. **No one will be expected to subscribe to, or be required to accept, the values represented in the material to be studied.** However, all participants in the course should be willing to examine the relevant texts, in various media, and make a sincere effort to understand the presuppositions of others, be willing to discuss the objects of study. **By enrolling in this course, students accept a commitment to academic freedom for all participants, themselves, and the instructor.**

II Classroom Etiquette

There will be plenty of information covered in this course. However, the course is structured to accommodate diverse academic backgrounds and be low stress, providing everyone makes a good faith effort (and attends). I believe that all of us will work together to establish optimal conditions for honorable academic work.

Though people in this class may express opinions different than yours, you are free to disagree – providing you do so in calm, courteous and respectful manner. This is especially important because we will be covering some sensitive, divisive topics during this class.

Showing lack of engagement by talking to other students while someone else is speaking, repeatedly reading the newspaper, using cell phone or other gadgets, doing homework for other classes, or using the notebook computer for not class-purposes is considered disrespectful, rude and dismissive towards your fellow students and the instructor. This kind of behavior impacts your academic standing in this course. However, I doubt it will come to this.

III Academic Accommodations

Academic accommodation refers to educational practices, systems, and support mechanisms designed to accommodate diversity and difference within the meaning of the Ontario Human Rights Code. The purpose of accommodation is to enable students to perform the essential

requirements of their academic programs. At no time should academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University. Under the Code accommodation is assessed and provided on an individual basis, up to the point of undue hardship.

There are three types of accommodations typically made by the university: accommodations for disabilities, religious observance, and pregnancy.

<http://www.carleton.ca/equity/accommodation/outlines.htm>

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

A. For Students with Disabilities

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that I receive your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by the deadlines published on the PMC website: <http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/>

B. For Religious Observance:

In case you are requesting academic accommodation on the basis of religious observance, you should make a formal, written request to me for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between us. I will make accommodations in a way that avoids academic disadvantage to you.

If you have questions or want to confirm accommodation eligibility of a religious event or practice, you may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance. For more details visit the Equity Services website http://www.carleton.ca/equity/accommodation/student_guide.htm .

C. For Pregnancy:

Please, write to me 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. Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. For more details, please, visit the Equity Services website http://www.carleton.ca/equity/accommodation/student_guide.htm .

IV Academic Integrity

Each student in this course is expected to abide by the Carleton University Academic Integrity Policy (<http://www2.carleton.ca/studentaffairs/academic-integrity/>). Any work submitted by a student in this course for academic credit has to be the student's own work.

Plagiarism is a serious academic offence. It is defined as the “use and pass[ing] off as one's own idea or product work of another without expressly giving credit to another” or as the “use of another person's ideas or expressions in your writing without acknowledging the source.” A good rule of thumb is that any sentence or passage with three or more words taken from another source must be carefully documented with a footnote. If in doubt, come and see me before handing in the final version of your paper.

Assistance for students

IF A STUDENT NEEDS ASSISTANCE WITH...	REFER TO...	CONTACT INFORMATION
<p>...understanding academic rules and regulations</p> <p>...choosing or changing their major</p> <p>...finding a tutor</p> <p>...academic planning guided by an Academic Advisor</p> <p>...polishing study skills</p>	<p>Student Academic Success Centre (SASC) <i>"Helping students build a foundation for academic success by facilitating services that foster personal direction and academic competence"</i></p>	<p>302 Tory Building 613-520-7850 www.carleton.ca/sasc</p> <p>Students can call or drop in to make an appointment</p>
<p>...developing a coherent pattern of courses in the major and consultation about opportunities for graduate school</p>	<p>Undergraduate Program Advisors http://www2.carleton.ca/fass/current-students/undergraduate-program-advisors-2/</p>	<p>Consult the individual departmental website</p>
<p>...a learning disability</p>	<p>Paul Menton Centre <i>"Integration, Individualization, Independence"</i></p>	<p>500 University Centre 613-520-6608 www.carleton.ca/pmc Students can call or drop in to make an appointment</p>
<p>...developing writing skills</p>	<p>Writing Tutorial Service</p>	<p>4th Floor, Library 613-520-6632 www.carleton.ca/wts</p>
<p>...peer assisted tutoring for pre-identified, notoriously difficult courses</p>	<p>Peer Assisted Study Sessions <i>"P.A.S.S. workshops integrate how-to-learn (study skills) with what-to-learn (course content) in a fun, relaxed environment."</i></p>	<p>Learning Support Services www.carleton.ca/sasc/pass_home/index.html</p>
<p>...polishing English conversation skills, or proof reading (International students only)</p>	<p>International Student Services Office</p>	<p>128 University Centre 613-520-6600 www.carleton.ca/isso/</p>
<p>...Library and Research help; Learning Support and IT support</p>	<p>Staff at MacOdrum Library (reference services desk)</p>	<p>http://www.library.carleton.ca/learning_commons/index.html 613-520-2735</p>
<p>...coping with stress or crisis</p>	<p>Office of Student Affairs or Health and Counseling Services</p>	<p>Either ext. 2573 or http://www.carleton.ca/studentaffairs or www.carleton.ca/health</p>