

HIST 4606A/EURR 4303A/EURR 5303W
Populism and Authoritarianism in Contemporary Europe

Winter 2021
Carleton University
Department of History/EURUS
Wednesdays, 2:35-5:25pm, synchronous

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Objectives

This course is inspired by current events, including the rise and return of fascist, populist, and authoritarian parties and governments across the globe. Its aim is to use the tools of historical analysis to deepen our understanding of where and how these movements arose, how fascism/populism/authoritarianism has appealed to voters in different places and contexts and how leaders have harnessed popular sentiments to their own end. It explores the role of ideology and historical memory in governance and also how mass culture, the family, gender, and domestic life has been politicized in the service of far-right causes.

As much as our goal is to develop critical thinking skills to apply to contemporary events, our job is not to flatten out the past in order to see moments of similarity with the present (although sometimes it seems quite tempting). Rather, it is to decipher the different ways in which authoritarian policies have manifested over time, in distinct historical circumstances, from the role of charismatic leaders in harnessing mass sentiment to the steps average citizens could and did (or didn't) take to counter it. The past is not a blueprint for understanding the present. But it can help us make better sense of how authority is fostered and blunted in different spaces, places, and moments in time. It can guide us to think more substantively about the role of rhetoric, memory, the media, gender, race, political culture and identity. And it can aid us in analyzing how popular support has been drawn upon, seized as well as given up, as we interrogate the forms of opposition made possible under different historical conditions. In other words, the course will contextualize choice, decision making, and outcomes by evaluating

different arguments and claims, making matters more complicated at first so as to appreciate more fulsomely the current state of play.

A major component of this course is learning how to take high-level critical analysis of scholarly texts and translate them for diverse audiences. Our writing assignments will be tailored to writing in public and for publics. At the end of the course, students will have created their own online portfolio of sorts, including critical and informed commentary on today's events, understood through the lens of history. The goal is to leave with new research, writing, and analytical skills that you can take with you to other courses, classes, and careers.

Required Readings

The course readings will be available for access on ARES.

Wendy Lower, *Hitler's Furies*, (Houghton and Mifflin, 2013) – please order from your preferred vendor.

CU_Learn and Course Materials

All material listed CU_Learn and on our course blog is mandatory reading. Remember to check CU_Learn before each class for any updates to our course readings or changes in schedule.

Grading and Evaluation

Undergraduate Students

Attendance and Participation	weekly	20%
Reading responses – 250-500 words	weekly	10%
Presentation and Leading Discussion	your choice	10%
Op/Ed #1	January 27 th	15%
Op/Ed #2	February 25 th	15%
Blog Assignment	April 7 th	30%

Graduate Students

Attendance and Participation	weekly	15%
Reading responses – 500 words	weekly	15%
Presentation and Leading Discussion	your choice	10%
Op/Ed #1	January 27 th	10%
Op/Ed #2	February 25 th	10%
Op/Ed #3	March 17 th	10%
Blog Assignment	April 7 th	30%

Assignments

- Seminar Participation

The bulk of work for this class occurs outside the seminar room. Everyone is expected to do the weekly readings, to read each other's reading responses, and come to class prepared to discuss them in detail. Seminar work is different than the reading you do for lecture. There, it is a kind of background preparation for the lecture material. You read it passively, let the content wash over you, knowing the instructor will focus your attention on relevant themes in lecture. In a seminar, the onus is on each participant to read the material actively and engage with it before we meet for class. There are three things you absolutely must do to be ready for discussion: isolate the author's argument, take note of what they use as evidence, ie. note what kind of sources they are drawing on, and identify how the author situates themselves in the larger academic conversation at hand. How is their article or chapter responding to an existing literature or debate? What makes the author's contribution unique or different? Take notes on the articles. Highlight passages that stand out to you as interesting for whatever reason (language used, argument, grandiosity). Then bring this with you to class along with a few questions you wish us to address in discussion. Active, thoughtful, and considerate participation is what I will be looking and listening for.

Although seminars are based around active discussion, building upon the ideas of others in the room, active listening is an important feature as well. For some students, it may be challenging to participate actively in class. This is an opportunity to work through that discomfort. Being able to articulate one's position is a skill that is of great benefit within and beyond the university. If you find yourself to be a shy student, talk to me outside of class for strategies. For other students, who are more forthright, the issue might be taking up a bit too much space. Active listening is also about sensing how much participation is productive. Most important of all is that we work together to ensure the seminar is a space of vigorous yet respectful engagement and critique of ideas. People come to the table with different learning styles; we are able to work with this and not against it, mindfully and collectively. But it is imperative that we think about this in our day to day meetings. It makes for a much better class!

In terms of how you will be graded, I will assign in my own notes grades for each student's performance in each class. Mid way through the semester, I will offer feedback and suggestions for ways to improve. An A-level grade reflects that a student listens to colleagues in class, builds on existing ideas and comments, and helps move the discussion forward in productive ways. I will also see an advanced engagement with the readings and online commentaries, where the student didn't simply read but demonstrates a thorough knowledge of the arguments. A B-level grade means the student demonstrates a knowledge of the readings, but they do not engage with them as rigorously, perhaps only offering up a few comments in the course of our session. A C-level grade and below is reserved for disruptive commentary or for no comments at all. Although I will give feedback mid semester, these grades will serve as a guide. I will look for improvement throughout the course.

**The participation grade also includes your attendance record. If you aren't in class, you can't participate. In seminars, it is expected that students attend every session. Absences may

be excused for emergencies, illness, or religious observance. Talk with me about any concerns you may have along these lines. Seminar begins promptly at 2:30pm and as we are a group, reliant upon group dynamics, it is essential to stay for the duration of class. No fears! We will have a break part way through.

- Presentation and Discussion Leading

In-class discussion each week will be structured around student thoughts posted on our course blog (www.hate2point0.com). Students will sign up in pairs and serve as facilitators for the week. The job of facilitator has several parts. First, they will present a prepared commentary of no longer than 10 minutes based around the weekly readings and the online discussion posted over the weekend (this is why your blog posts have to be uploaded by Saturday at midnight). Important here is to take a critical stance, not just summarize what people said. Think about the common strands, the issues raised and also, if any, things that went unremarked upon. This will serve as a jumping off point for the class discussion. Second, facilitators will prepare several guiding questions to help propel the discussion, although all seminar participants should come with their prepared questions as well. If they choose, facilitators may bring in outside primary sources to share with the class, provided this is directly related to the discussion at hand. Students will be graded on the depth of analysis and how seamlessly they direct the flow of conversation.

- Weekly Reading Responses

A vital part of our course are the weekly blog responses that students will post to <http://www.hate2point0.com>. So that the facilitators will have time to prepare their comments and questions for discussion, these must be uploaded no later than Saturday at midnight. *I will take off 1% for every late submission.* These posts should be substantive, 250-500 word commentaries that weigh in *directly* on the arguments in the readings. In other words, they should not be abstract or descriptive. The task at hand is not to re-state the argument of the readings but to engage with it. There are several ways one might do this. No two student blog entries will be the same. You might link the readings together thematically, pose a series of questions of the material, or reflect on the author's blind spots. Blog entries need not reference outside sources. Imagine them as an opportunity to drill down deep on a select number of readings. Regardless of what you opt to do, the main task is to make sure you have encapsulated the core arguments and link whenever possible the specific issues in the readings to the larger questions and themes we are exploring over the course of the semester. These online commentaries will provide a starting point for Wednesday afternoon's discussion.

There are some caveats. Critical responses are constructive responses – comments should be made in good faith to *build up and add value* to our collective reading of the text. Good questions cannot be answered in a few words and might help someone else with a similar question or another student looking to make a comment. Good answers are thoughtful. Good arguments are productive, allowing for the possibility of misunderstanding on all sides, and creating spaces for further understanding. This doesn't mean we can't be critical, but our critique should be advanced to help us all see new sides to the issue at hand. **At no point will a student be the**

target of a dismissive or otherwise negative comment. Online etiquette matters, and our discussion forum belongs to the entire class.

****Please note, students are required to post at least one commentary a week on other student's blog post before we meet Wednesday afternoon.**

- Op/Eds

Over the course of the semester, students will craft two Op/Eds (three for graduate students) of 700 words each on the subject of their choosing. These Op/Eds will be posted to our course blog, Hate 2.0. Op/Eds are opinion pieces, but they are also pieces of writing informed by an author's expertise and reading into a subject. The assignment is to take an issue or event in the headlines that interests you and analyze it with an historical and historiographical lens. Op/Eds are written for a broad audience. They are accessible while still making an argument. Part of the task here is to take scholarly analysis and translate it into suitable prose. It is about learning how to write in public and for diverse publics with care, accuracy, and precision. We will devote considerable time to these in class and students will be encouraged to try and place them in print, for which there is the possibility of bonus marks. The success of the assignment does not hinge on publication; rather it should be seen as encouragement to get your voice out there. As preparation, students might begin by familiarizing themselves with different Op/Ed and Opinion pieces in the world's major newspapers including *Haaretz*, *The New York Times*, *The Globe and Mail*, *The Ottawa Citizen*, *The Financial Post*, *The New York Review of Books*, and *The Guardian*. Both *The Conversation* (<http://www.conversation.com/ca>) and *The Washington Post* (https://www.washingtonpost.com/news/made-by-history/?utm_term=.30272932f5bc) have specific Op/Ed features devoted to higher education and historical analysis. These will prove helpful as well. More information will be provided in class.

- Blog Assignment

The major writing assignment for this course is a public blog (separate from the course reflections) which students will design, manage, and update throughout the semester. On the blog, hosted on Wordpress, students will curate thoughtful, critical commentaries drawing on contemporary news articles related to the themes of the course. Students are required to make 20 primary reflections of roughly 250-500 words by the last day of our last class meeting. To show change over time, these should be completed at weekly intervals but it is also acceptable for students to complete them in small clusters. Blogs might be organized around a particular set of themes or focused on a single country or region. You are encouraged to draw from a broad array of news sources however 75% should come from major newspapers and journals, with no more than 25% from other, reputable blogs or social media sites. I will post examples on CU_Learn of ideal sources. In addition to the 20 primary entries, students are required to make 10 comments on other student blogs.

Blogs are indeed a more informal form of writing than traditional essay writing. This does not mean we throw away all academic conventions. Blog entries will reflect research and background reading. You do not need to cite your sources in the traditional sense, but there are ways to

reference secondary material through hyperlinks and attribution. Blogs can also incorporate images and even sound. A good blog is an engaging, curated piece of informed opinion, supported with evidence. It takes historiographical debates – issues scholars debate in print – and places it in a language that everyone can engage with. It is a mix of analysis and everyday speech. Learning how to turn our academic work into something that contributes to the ongoing conversation is a lifelong skill. At the end of the course, you will have a kind of online writing portfolio that you can cite on your CV.

In addition to the general rules of writing and research, all entries will be graded for creativity, sophistication and nuance. In some instances, students may wish to remain anonymous online. We can talk in class about how to do this.

Technology in the Classroom

We will craft our own policy on what is acceptable use in the classroom.

Late Policy

Assignments are to be uploaded to our course blog by midnight of the day they are due. Students must keep their own local copy in case there is a problem with the attachment. Late papers will lose marks for each day late (i.e. from A to A- etc.). Please obtain a note from a physician or from counseling services in the event of illness or family affliction.

Plagiarism and Student Accommodations – see last sheet of course outline.

Class Schedule

*In order to meet the educational needs of students,
I reserve the right to make changes to the readings to enhance the learning experience.
Be sure to check CU_Learn regularly for updates.



Week 1: January 13

The Middle Ages in the 21st Century Imagination

- *How has the history of the Middle Ages been manipulated to serve contemporary ideas about the so-called crisis of civilization?*

Deus Vult Memes, <https://oilab.eu/deus-vult-tracing-the-many-misuses-of-a-meme/>

Patrick Geary, “Medieval Matters, Modern European Racism” <https://itunes.apple.com/ca/podcast/medieval-matters-modern-european-nationalism-fight/id385643787?i=1000085432471&mt=2>

Patrick Geary, *Myth of Nations. The Medieval Origins of Europe* (Princeton, NJ: Princeton University Press, 2003), pp. 1-14.

Paulo Pachá, “Why the Brazilian Far Right Loves the European Middle Ages” *Pacific Standard* (February 18, 2019) <https://psmag.com/ideas/why-the-brazilian-far-right-is-obsessed-with-the-crusades>

S. J. Pearce, “The Medieval Fantasy that Fuels Israel’s Far Right” *The Washington Post* (March 1, 2019) https://www.washingtonpost.com/outlook/2019/03/01/medieval-fantasy-that-fuels-israels-far-right/?utm_term=.2702b89649c3

Jennifer Schuessler, “Medieval Scholars Joust with White Nationalists” *New York Times* (May 5, 2019) <https://www.nytimes.com/2019/05/05/arts/the-battle-for-medieval-studies-white-supremacy.html>

Week 2: January 20

Defining Terms

- *What are the different ways in which fascism, populism, and authoritarianism have been defined over time?*

Gilbert Allardyce, "What Fascism Is Not: Thoughts on the Deflation of a Concept," *American Historical Review* 84 (1979): 367-98

Federico Finchelstein, "Introduction: Thinking Fascism and Populism in terms of the Past" in Federico Finkelstein, *From Fascism to Populism in History* (University of California Press, 2017).

Dylan Matthews, "I Asked 5 Fascism Experts if Trump whether Trump is a fascist. This is what they said" *Vox* May 19, 2016 <https://www.vox.com/policy-and-politics/2015/12/10/9886152/donald-trump-fascism>

*in discussing contemporary texts like these, it is imperative that we stick to the article itself and not enter into our own debate about is he or isn't he. What do scholars say the distinctions are between historical fascism and populist and neo-fascist formations today?

Cas Mudde, "Populism in the Twenty-First Century: an Illiberal Democratic Response to Undemocratic Liberalism" *The Andrea Mitchell Center for the Study of Democracy*, University of Pennsylvania, <https://www.sas.upenn.edu/andrea-mitchell-center/cas-mudde-populism-twenty-first-century>

Benito Mussolini and Giovanni Gentile. "The Doctrine of Fascism." *Enciclopedia Italiana*. 1932. <http://facweb.furman.edu/~bensonlloyd/hst11/mussolinidoctrines.htm>

Robert Paxton, *The Anatomy of Fascism* (New York, 2004), pp 3-23, pp. 206-220

Zeev Sternhell, *The Birth of Fascist Ideology: From Cultural Rebellion to Political Revolution* (Princeton University Press, 1994), pp. 36-91.

Week 3: January 27

For the Nation, Against Empire?

- *How do we explain the ambivalent relationship of fascists to internationalism?*

Ruth Ben-Ghiat, "Conquest and Collaboration" in *Fascist Modernities: Italy, 1922-1945* (University of California Press, 2004), pp. 17-45 and pp. 123-

Paul Hanebrink, *A Specter Haunting Europe: The Myth of Judeo-Bolshevism* (Harvard University Press, 2018), pp. 1-10, 11-45.

David Motadel, "The Global Authoritarian Moment: The Revolt Against Empire" *American Historical Review* Vol. 124, Issue 3 (July 2019): 843-877.

And his article in the *New York Times*

<https://www.nytimes.com/2019/07/03/opinion/the-surprising-history-of-nationalist-internationalism.html>

On your own time, watch the 2015 roundtable on Italian fascist cinema and take note of how feature film helped construct a cultural foundation for fascist internationalism. Listen to the portions where Dr. Ruth Ben-Ghiat introduces the film clips, and the discussion at the 1hr timestamp. <https://www.youtube.com/watch?v=ZbFFLXVvtXc>

Week 4: February 3

The Culture of Fascism

- *What was the appeal of fascism beyond ideology? How much agency did every day people wield for and against the regime?*

Shelley Baranowski, *Strength through Joy: Consumerism and Mass Tourism in the Third Reich* (Cambridge, 2004), pp. 1-10, pp. 162-98

Victoria de Grazia, *The Culture of Consent: Mass Organisation of Leisure in Fascist Italy* (Cambridge, 1981), pp. 151-86

Justin Crumbaugh, "Prosperity and Freedom Under Franco: the Grand Invention of Tourism" in *Destination Dictatorship: the Spectacle of Spain's Tourist Boom and the Reinvention of Difference* (SUNY Press, 2009), pp. 15-41.

Maiken Umbach, "Selfhood, Place, and Ideology in German Photo Albums, 1933-1945" *Central European History* Vol. 48, Special Issue 3 (Photography and Twentieth-Century German History): 335-365.

Week 5: February 10

Consent, Coercion, Acceptance, Opposition

- *How did authoritarian and nationalist regimes use gender and sexuality to firm up the boundary between ideal citizen and opponent?*

Dan Healey, "Forging Gulag Sexualities: Penal Homosexuality and the Reform of the Gulag after Stalin" *Russian Homophobia from Stalin to Sochi* (London: Bloomsbury Press, 2017).

Laurie Marhoefer, "Lesbianism, Transvestitism, and the Nazi State: a Microhistory of a Gestapo Investigation, 1939-1943" *The American Historical Review* 121: 4 (2016): 1167-1195.

Thomas Kühne, "Protean masculinity, Hegemonic Masculinity: Soldiers in the Third Reich" *Central European History* Vol 51, Issue 3 (September 2018): 390-418.

Valentin Sandulescu, "Fascism and Its Quest for the 'New Man': The Case of the Romanian Legionary Movement." *Studia Hebraica* 4 (2004): 349-61.

Barbara Spackman, *Fascist Virilities: Rhetoric, Ideology, and Social Fantasy in Italy* (Minneapolis, 1996), pp. 1-33.

Week 6: February 15-19 Winter Break

*hooray!

Week 7: February 24

Challenging Assumptions

- *What are the contradictions in the nationalist/fascist appeal to women?*

Wendy Lower, *Hitler's Furies* (Houghton Mifflin, 2013). All.

Sofía Rodríguez López and Antonio Cazorla Sánchez. "Blue Angels: Female Fascist Resisters, Spies and Intelligence Officials in the Spanish Civil War, 1936–9." *Journal of Contemporary History*, vol. 53, no. 4, (Oct. 2018), pp. 692–713.



Week 8: March 3

Nazism's Lessons and Legacies

Mary Fulbrook, "Discomfort Zones" and "Voices of the Victims" in *Reckonings: Legacies of Nazi Persecution and the Quest for Justice* (Oxford University Press, 2018), pp: 314-336, 361-377.

W. Sollors, "Everybody Gets Fragebogened Sooner or Later': The Denazification Questionnaire as Cultural Text." *German Life & Letters*. Vol 71, Issue 2 (2018): 139-153.

Joachim Häberlen, "(Not) Narrating the History of the Federal Republic: Reflections on the Place of the New Left in West German History and Historiography" *Central European History* Vol. 52, Issue 1 (March 2019): 107-124.

Robert Moeller, "How to Judge Stanley Kramer's Judgement at Nuremberg" *German History* Vol. 31, Issue 4 (December 2013): 497-522.

Week 9: March 10

1968 and the New Right

- *What connects the rise of the New Right to the aftereffects of WWII?*

Riccard Marchi, "The Nouvelle Droite in Portugal: A New Strategy for the Radical Right in the Transition from Authoritarianism to Democracy." *Patterns of Prejudice* vol. 50, no. 3 (July 2016): 232–52.

Tamir Bar-On, "Transnationalism and the French Nouvelle Droite." *Patterns of Prejudice*, vol. 45, no. 3 (July 2011): 199–223.

Roger Griffin, "Between Metapolitics and Apoliteia: The Nouvelle Droite's Strategy for Conserving the Fascist Vision in the 'Interregnum.'" *Modern & Contemporary France*, vol. 8, no. 1 (Feb. 2000): pp. 35–53.

Andrea Mammon, "The Transnational Reaction to 1968: Neo-Fascist Fronts and Political Cultures in France and Italy." *Contemporary European History*, vol. 17, no. 2 (May 2008): 213–236.

Week 10: March 17

Multicultural Europe?

- *How do myths surrounding European identity buckle when faced with the challenge of colonialism/postcolonialism and mass migration? How might progressives as well as populists reinforce similar platforms?*

Fatima El-Tayeb, "'Gays Who Cannot Properly be Gay.' Queer Muslims in the Neoliberal European City" *European Journal of Women's Studies* 19/1, (2012): 79-95.

Nilüfer Göle, "Decentering Europe, Recentering Islam" *New Literary History*, Volume 43, Number 4 (Autumn 2012): 665-685.

Dan Stone, "On Neighbours and Those Knocking at the Door: Holocaust Memory and Europe's Refugee Crisis." *Patterns of Prejudice* 52, no. 2/3 (May 2018): 231-43.

Gloria Wekkers, "...For Even Though I am Black as Soot, My Intentions are Good": the Case of Zwarte Piet/Black Pete" in *White Innocence. Paradoxes of Colonialism and Race* (Duke University Press, 2015), pp. 139-167

Week 11: March 24

The Populist Playbook

- *What are the similarities and differences in how populism plays out in different contexts?*

Zack Beauchamp, "An expert on the European far right explains the growing influence of anti-immigrant politics" May 31, 2016

<https://www.vox.com/2016/5/31/11722994/european-far-right-cas-mudde>

Pietro Castelli Gattinara, "Framing Exclusion in the Public Sphere: Far-Right Mobilisation and the Debate on Charlie Hebdo in Italy." *South European Society & Politics*, vol. 22, no. 3, Sept. 2017, pp. 345-364.

David Paternotte and Roman Kuhar, "Disentangling and Locating the "Global Right": Anti-Gender Campaigns in Europe" *Politics and Governance* Vol. 6, No. 3 (2018): 6-19.

Ina Schmidt, "PEGIDA: A Hybrid Form of a Populist Right Movement." *German Politics & Society* 35, no. 4 (Winter 2017): 105-17.

Inside Spain's Fascism Fandom <https://www.youtube.com/watch?v=sqKSXPiGe7U>

Norimitsu Onishi, "The Great Replacement and Renaud Camus" (September 20, 2019)

<https://www.nytimes.com/2019/09/20/world/europe/renaud-camus-great-replacement.html>

Week 12: March 31

The Media Makes the Message

- *What are the differences in how legacy media and social media construct particular conditions for populist formations? How is networked society different than what came before?*

Tess Slavíčková and Peter Zvagulis. "Monitoring Anti-Minority Rhetoric in the Czech Print Media: A Critical Discourse Analysis." *Journal of Language & Politics*, vol. 13, no. 1, Jan. 2014, pp. 152–170.

Hatakka, Niko. "When Logics of Party Politics and Online Activism Collide: The Populist Finns Party's Identity under Negotiation." *New Media & Society*, vol. 19, no. 12, Dec. (2017): 2022–2038.

D. Freedman, "Populism and media policy failure" *European Journal of Communication* 33(6)(2018): 604-618

N. Doerr, "Bridging language barriers, bonding against immigrants: A visual case study of transnational network publics created by far-right activists in Europe" *Discourse & Society* 28(1) (2017): 3–23.

Week 13: April 7

Student's Choice

-readings to be announced

REGULATIONS COMMON TO ALL HISTORY COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

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

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

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of "F" for the course.

COURSE SHARING WEBSITES and COPYRIGHT

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

STATEMENT ON CLASS CONDUCT

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”. [In May of 2001 Carleton University’s Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)	F= 0-49 (0) – Failure: no academic credit
A = 85-89 (11)	B - = 70-72 (7)	D+ = 57-59 (3)	
A - = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)	
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)	

The following additional final course grades may be assigned by instructors:

DEF	Official deferral of final exam (see "Petitions to Defer")
GNA	Grade not available. This is used when there is an allegation of an academic offence. The notation is replaced with the appropriate grade for the course as soon as it is available.
IP	In Progress – a notation (IP) assigned to a course by a faculty member when: At the undergraduate level, an undergraduate thesis or course has not been completed by the end of the period of registration.
WDN	Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

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.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

January 31, 2021: Last day for a fee adjustment when withdrawing from **winter** courses or the winter portion of two-term courses (financial withdrawal). Withdrawals after this date will create no financial change to winter term fees and will result in a permanent notation of WDN appearing on your official transcript.

April 14, 2021: Last day for academic withdrawal from **winter** courses.

REQUESTS FOR ACADEMIC ACCOMMODATIONS

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

Pregnancy obligation: write to the professor 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 see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Religious obligation: write to the professor 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 see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Accommodation for Student Activities: write to the professor 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 see <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

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: <https://carleton.ca/sexual-violence-support/wp-content/uploads/Sexual-Violence-Policy-December-1-2016.pdf>

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and 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 me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

CONTACTS (613-520-2600, phone ext.)

- Department of History history@carleton.ca
- Registrar's Office (3500) registrar@carleton.ca
- Academic Advising Centre academicadvising@carleton.ca
- Paul Menton Centre (6608) pmc@carleton.ca
- Centre for Student Academic Support – Study Skills, Writing Tutorials, Bounce Back csas@carleton.ca

Application for Graduation Deadlines

- Spring Graduation (June): April 1
- Fall Graduation (November): September 1
- Winter Graduation (February): December 1