EURR 5202-S 21353 Politics by Other Means: Agency and Engagement Beyond the Mainstream in Communist and Post-Communist Eurasia

Draft Course Outline (May 27, 2024)

**Class time:** Tuesday and Thursday, 6:05 PM - 8:55 PM, in person

**Instructor:** Dr. David Sichinava

**Email:** davidsichinava@cunet.carleton.ca

# Course Description

This course focuses on how non-conventional mediums beyond traditional political tools are channeled to communicate and achieve political goals. Situating theoretical discussions in cases from post-Communist Eurasia, this course taps into the growing interest in the region. Throughout the semester, we will explore themes such as popular geopolitics, political architecture, tactical urbanism, environmentalism, and popular culture and discuss how politics could play out beyond elections, party systems, or political violence. The course is structured around weekly thematic topics and discuss a broad range of case studies.

# Class Structure

This course is offered in person. In-class lectures will provide students with a general overview and framing of the course topics. Class discussions will include student-led presentations and a broader, class-wide roundtable discussion.

All required readings should be completed before class so that you arrive prepared to discuss the material. If you are unable to make it to a class due to illness or another reason, please email the instructor in advance of your absence to arrange for a make-up session.

There is no assigned textbook for the class. Instead, individual readings and other material correspond to the weekly topics. All required materials are provided online through the course Brightspace page. Apart from academic literature, many of the classes are accompanied by resources such as documentaries, music videos, podcasts, or journalistic stories of the relevant themes. Do not use Large Language Models (LLMs, for instance, ChatGPT), in any assignments. Readings and other assigned materials are subject to change.

# Course Requirements

## Grade Breakdown

* Participation (20%, individual)
  + Submission of weekly discussion questions (10%)
  + Class attendance (5%)
  + Participation in class discussion (5%)
* Quiz (10%), individual
* Leading a Class Group Discussion (15%, individual)
  + Submission of presentation slides (5%)
  + Class presentation and leading a discussion (10%)
* Multimedia Assignment (25%, individual and group)
  + Pitch (5%, group)
  + Podcast episode (15%, group)
  + Review of other classmates’ work (5%, individual)
* Final Written Assignment (30%, individual)
  + Pitch (5%)
  + Annotated bibliography of literature and sources (5%)
  + Essay (20%)

## Participation

Participation is an integral part of this course and consists of four components. Ten percent will be assigned for the submission of weekly discussion questions, due at on Brightspace at 9 PM the evening before class meeting. Five percent will be allocated based on class attendance, and 5% will be allocated based on student’s participation in class discussions.

For the weekly discussion questions, before class, students will submit a list of at least three questions, on **all** assigned readings. Questions can be related to content clarification or more open-ended and tied to thematic reflections. In general, students should come up with questions that relate to the full range of assigned materials. These questions will then help guide the class discussions. All discussion questions should be submitted online through Brightspace. Students need to only submit questions for ten out of thirteen sessions, with the other three being optional.

Class attendance is mandatory. One absence would yield a 20% deduction from the class attendance grade, two absences: 40% deduction, three absences: 60%, four absences: 80% deduction. Five absence would yield a 100% loss of class attendance grade.

## Leading a Class Group Discussion

During each class, a different student will lead the first 15-minutes of the group discussion by making a PowerPoint (or similar) presentation covering the compulsory readings (excluding other recommended content). Presentation slides should be submitted by 9 PM previous evening. Students should walk the class through the assigned reading’s key arguments and findings. Students will be able to sign up for the class they want to lead, based on a first-come-first-serve basis. Depending on enrollment, multiple students can present at one class. Each of the 15-minute class presentations will be followed by a broader, class-wide roundtable discussion led by the instructor. This component of the class is worth 15% of the final grade.

## Multimedia Assignment

The multimedia assignment is a group project worth 25% of the total grade. Students will be asked to prepare a short (15-20 minute) podcast episode that explores one of the class themes relative to class topics, but specific case studies **should not** be those discussed in class readings. A detailed rubric for assessment, as well as technical/software instructions, will be posted on Brightspace.

Students should complete this assignment in small groups of two or three, depending on the class size. Prior to recording and submitting the podcast episode, students should submit a half-page pitch describing their chosen topic. The pitch will be worth 5% of the total grade.

Students will receive feedback from the instructor prior to beginning podcast production. Following the completion of all podcast episodes, each student will write a comparative assessment of two other episodes (not their own), worth 5% of their grade. The review component of the multimedia assignment is individual.

## Final Written Assignment

For the final assignment, students will be asked to submit a 2,500-3,000-word essay. Students should pick a topic that resonates well with the course themes but can tailor the essay to their individual interests. Nevertheless, topics should not replicate those already well covered in the course material or podcast assignment. The aim is to provide in-depth reporting on a specific topic, focused on a particular geographic area in post-Communist Eurasia.

The format of this assignment diverges slightly from traditional academic writing in that it should take the form of a journalistic ‘long-read’ article. That is, it should be a text that provides in-depth reporting in a widely accessible manner, with a broader audience in mind.

This assignment is worth 30% of the total grade. Five percent will be allocated to a half-page story pitch. Another five percent will be allocated following the submission of the annotated library of literature and sources. The remaining 20% will be provided based on the final submission. A detailed rubric of all components will be posted on Brightspace.

# Tentative Course Outline

## Week 1: What is politics beyond traditional tools?

Compulsory readings:

* Szymanski-Düll, Berenika. 2015. “Strategies of Protest from Wroclaw: The Orange Alternative or the Riot of the Gnomes.” *Journal of Urban History* 41 (4): 665–78. <https://doi.org/10.1177/0096144215579356>.
* Zychowicz, Jessica, and Nataliya Tchermalykh. 2021. “Pussy Riot and FEMEN’s Global Trajectories in Law, Society, and Culture.” In *The Routledge Handbook of Gender in Central-Eastern Europe and Eurasia*. Routledge.

Optional materials:

* 99% Invisible. 2023. “Orange Alternative.” *99% Invisible* (blog). February 21, 2023. <https://99percentinvisible.org/episode/orange-alternative/>. #Russia #Ukraine ## Week 2: Activism, online and offline

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Compulsory readings:

* Lokot, Tetyana. 2017. “Public Networked Discourses in the Ukraine-Russia Conflict: ‘Patriotic Hackers’ and Digital Populism.” Irish Studies in International Affairs 28 (1): 99–116. <https://muse.jhu.edu/pub/423/article/810135>.
* Fomin, Ivan, and Olga Nadskakuła-Kaczmarczyk. 2022. “Against Putin and Corruption, for Navalny and the ‘Revolution’?” Communist and Post-Communist Studies 55 (1): 99–130. <https://doi.org/10.1525/j.postcomstud.2022.55.1.99>.

Optional materials:

* McLaughlin, Jenna. 2023. “Ukrainian Hacktivists Fight Back against Russia as Cyber Conflict Deepens.” NPR, November 21, 2023, sec. World. <https://www.npr.org/2023/11/21/1214170140/ukraine-hacktivists-cyber-russia-war>.

## Week 3: Environmentalism, sustainability, and greenwashing

Start of student presentations.

Compulsory readings:

* Auer, Matthew R. 1998. “Environmentalism and Estonia’s Independence Movement.” *Nationalities Papers* 26 (4): 659–76. <https://doi.org/10.1080/00905999808408593>.
* Istomina, Alena. 2024. “The Battle of Bashkir People: Why the Largest Protests in Wartime Russia Happened in Bashkortostan.” *Global Voices* (blog). February 5, 2024. <https://globalvoices.org/2024/02/05/the-battle-of-bashkir-people-why-the-largest-protests-in-wartime-russia-happened-in-bashkortostan/>.
* Aghayev, Ismi, and Anna Edgar. 2023. “Controversy as COP29 to Be Held in Azerbaijan.” *OC Media* (blog). December 13, 2023. <https://oc-media.org/controversy-as-cop29-to-be-held-in-azerbaijan/>.

Optional materials:

* Najibullah, Farangis, and Kanymgul Elkeeva. 2022. “Kyrgyzstan Set To Build Controversial ‘Eco-City’ Project On Iconic Mountain Lake.” *Radio Free Europe/Radio Liberty*, April 23, 2022, sec. Kyrgyzstan. <https://www.rferl.org/a/kyrgyzstan-eco-city-issyk-kul-lake/31817938.html>.
* Doose, Katja. 2019. “Green Nationalism? The Transformation of Environmentalism in Soviet Armenia, 1969–1991.” *Ab Imperio* 2019 (1): 181–205. <https://doi.org/10.1353/imp.2019.0010>.
* Mammadov, Rauf. 2024. “Azerbaijan and COP29: An Opportunity or a Challenge?” February 7, 2024. <https://www.mei.edu/publications/azerbaijan-and-cop29-opportunity-or-challenge>.
* Zero Carbon Analytics. 2024. “How to Spot Greenwashing in a Sustainability Report: A Guide to Spotting False Environmental Claims.” *Zero Carbon Analytics* (blog). 2024. <https://zerocarbon-analytics.org/archives/netzero/how-to-spot-greenwashing-in-a-sustainability-report>.

## Week 4: Politics of architecture and urban development

Compulsory readings:

* Harris-Brandts, Suzanne, and David Gogishvili. 2018. “Architectural Rumors: Unrealized Megaprojects in Baku, Azerbaijan and Their Politico-Economic Uses.” *Eurasian Geography and Economics* 59 (1): 73–97. <https://doi.org/10.1080/15387216.2018.1462725>.
* Koch, Natalie, and Anar Valiyev. 2015. “Urban Boosterism in Closed Contexts: Spectacular Urbanization and Second-Tier Mega-Events in Three Caspian Capitals.” *Eurasian Geography and Economics* 56 (5): 575–98. <https://doi.org/10.1080/15387216.2016.1146621>.

Optional materials:

* Yatsyk, Alexandra, and Vladimir Sazonov. 2024. “Mnemonic Security and Post-Soviet Aphasia: Soviet Monuments in Estonian Media after Russian Invasion of Ukraine.” *International Journal of Heritage Studies* 0 (0): 1–16. <https://doi.org/10.1080/13527258.2024.2343820>.
* Stanek, Łukasz, Stephen Mukiibi, and Oleksandr Anisimov. 2021. “From Kampala to Soviet Kyiv—and Back.” June 9, 2021. <https://africasacountry.com/2022/01/from-kampala-to-soviet-kyiv-and-back>.

## Week 5: Politics of tourism and cultural heritage

Podcast pitch is due.

Compulsory readings:

* Yusupova, G., Pfoser, A., 2023. Tourism, Memory Production and Contested Ethnic Hierarchies in Post-Soviet Almaty. *Europe-Asia Studies 75, 491–508.* <https://doi.org/10.1080/09668136.2021.1964437>
* De Waal, Thomas. 2020. “Now Comes a Karabakh War over Cultural Heritage.” *Eurasianet*. November 16, 2020. <https://eurasianet.org/perspectives-now-comes-a-karabakh-war-over-cultural-heritage>.

Optional materials:

* Padilla, F.C., 2024. Azerbaijan’s attacks on Armenian heritage aim to erase an entire culture. The Conversation. URL <http://theconversation.com/azerbaijans-attacks-on-armenian-heritage-aim-to-erase-an-entire-culture-222655>

## Week 6: Language and politics

Quiz (10%)

Compulsory readings:

* Sandomirskaja, Irina. 2014. “Aesopian Language: The Politics and Poetics of Naming the Unnameable.” In *The Vernaculars of Communism*. Routledge.
* Marat, Erica. 2023. “Central Asia Comes Out of the Russian Shadow.” *The Diplomat*, August 1, 2023. <https://thediplomat.com/2023/07/central-asia-comes-out-of-the-russian-shadow/>.

Optional materials:

* Spasyuk, Alena. 2017. “Underground Belarusian.” openDemocracy. August 25, 2017. <https://www.opendemocracy.net/en/odr/underground-belarusian/>.
* Factcheck.kz. 2023. “Language Decolonization: Prospective Scenarios for Central Asia.” Factcheck.Kz. December 25, 2023. <https://factcheck.kz/en/analytics/language-decolonization-prospective-scenarios-for-central-asia/>.
* Slobodov, Sasha. 2023. “Language Barrier In Georgia, Preserving Endangered Languages Is an Uphill Battle.” Meduza. 2023. <https://meduza.io/en/feature/2023/11/10/language-barrier>.

## Week 7: Art as dissent

Essay pitch is due.

Compulsory readings:

* Hanukai, Maksim. 2023. “Russian Actionism as Biopolitical Performance: Shifting Grounds and Forms of Resistance.” *Russian Literature*, Cultural Biopolitics in Russia, 141 (September): 111–42. <https://doi.org/10.1016/j.ruslit.2022.11.001>.
* Ilchuk, Yuliya. 2016. “Hearing the Voice of Donbas: Art and Literature as Forms of Cultural Protest during War.” *Nationalities Papers* 0 (0): 1–18. <https://doi.org/10.1080/00905992.2016.1249835>.

Optional materials:

* Demytrie, Rayhan, dir. 2018. *Georgia’s Rave Revolution - BBC News*. BBC. <https://www.youtube.com/watch?v=e2UFOejcO0U>.
* Luka Pertaia. 2018. “Making Sense of Georgia’s Raveolution.” May 21, 2018. <https://iwpr.net/global-voices/making-sense-georgias-raveolution>.
* Talant, Bermet. 2018. “Feminist Song Draws Supporters and Death Threats in Kyrgyzstan | Eurasianet.” September 18, 2018. <https://eurasianet.org/feminist-song-draws-supporters-and-death-threats-in-kyrgyzstan>.

## Week 8: Sports and politics

Compulsory readings:

* Rookwood, J., 2020. Statehood, nationalism and separatism: The role and meaning of sport in Georgia and its breakaway republics, in: *Sport, Statehood and Transition in Europe. Routledge, pp. 154–176.*
* Ostrovsky, Arkady. 2018. “Bloody Games: Russia, Sport, Absurdity and Reality.” *TLS. Times Literary Supplement*, no. 6012 (June): 3–5. ### Optional materials:
* Makarychev, A., 2016. From Sochi—2014 to FIFA—2018: The Crisis of Sovereignty and the Challenges of Globalization, *in: Makarychev, A., Yatsyk, A. (Eds.), Mega Events in Post-Soviet Eurasia.* Palgrave Macmillan US, New York. <https://doi.org/10.1057/978-1-137-49095-7>

## Week 9: Everyday life as politics

Annotated bibliography of references and sources are due.

Compulsory readings:

* Scott, Erik R. 2012. “Edible Ethnicity: How Georgian Cuisine Conquered the Soviet Table.” *Kritika: Explorations in Russian and Eurasian History* 13 (4): 831–58.
* Seliverstova, Oleksandra. 2017. “Keeping Alive the ‘Imaginary West’ in Post-Soviet Countries.” *Journal of Contemporary Central and Eastern Europe* 25 (1): 117–34. <https://doi.org/10.1080/0965156X.2017.1345439>.
* Smirnova, Michelle. 2014. “What Is the Shortest Russian Joke? Communism. Russian Cultural Consciousness Expressed Through Soviet Humor.” *Qualitative Sociology* 37 (3): 323–43. <https://doi.org/10.1007/s11133-014-9281-0>.

Optional materials:

* Curro, Costanza. 2020. “Excessive Hospitality: Personhood, Moral Boundaries and Domination around the Georgian Table.” *Journal of Consumer Culture* 20 (2): 216–34. <https://doi.org/10.1177/1469540519891278>.
* The World-Systems of Food, or the Making of Identity at Dinner Tables, 2013. https://www.youtube.com/watch?v=axEBGTZXiF8
* Lesiv, Mariya. 2021. “Not All Quiet on the Culinary Front: The Battle Over Borshch in Ukraine.” *FOLKLORICA - Journal of the Slavic, East European, and Eurasian Folklore Association* 25: 58–77. <https://doi.org/10.17161/folklorica.v25i1.18334>.
* Collins, Lauren. 2019. “The Culinary Muse of the Caucasus.” *The New Yorker*, April 22, 2019. <https://www.newyorker.com/magazine/2019/04/29/the-culinary-muse-of-the-caucasus>.
* Varenikova, Maria, and Andrew E. Kramer. 2020. “A New Front Opens in the Russia-Ukraine Conflict: Borscht.” *The New York Times*, November 4, 2020, sec. World. <https://www.nytimes.com/2020/11/04/world/europe/russia-ukraine-borscht.html>.
* Petrosyan, Arthur, dir. 2015. *Lavash Nash*. Yerevan. <https://www.youtube.com/watch?v=NdXbueCN0bc>.
* Malyutina, Darya. 2018. “The Uncomfortable Truth about Post-Soviet Comfort Foods.” openDemocracy. May 17, 2018. <https://www.opendemocracy.net/en/odr/the-uncomfortable-truth-about-post-soviet-comfort-foods/>.

## Week 10: NGOs, civil society, and non-state actors

Podcast episodes are due.

Compulsory readings:

* Tysiachniouk, Maria, Svetlana Tulaeva, and Laura A. Henry. 2018. “Civil Society under the Law ‘On Foreign Agents’: NGO Strategies and Network Transformation.” *Europe-Asia Studies* 70 (4): 615–37. <https://doi.org/10.1080/09668136.2018.1463512>.
* Owen, Catherine. 2020. “Active Citizens in a Weak State: ‘Self-Help’ Groups and the Post-Soviet Neoliberal Subject in Contemporary Kyrgyzstan.” *Asian Journal of Middle Eastern and Islamic Studies* 14 (3): 464–79. <https://doi.org/10.1080/25765949.2020.1802560>.

Optional materials:

* Lemon, Edward, and Oleg Antonov. 2020. “Authoritarian Legal Harmonization in the Post-Soviet Space.” *Democratization* 27 (7): 1221–39. <https://doi.org/10.1080/13510347.2020.1778671>.
* Koplatadze, Tamar. 2022. “NGOs and Neocolonialism in Postcolonial Literature: The Case of Central Asia.” *Interventions* 24 (8): 1263–87. <https://doi.org/10.1080/1369801X.2021.1972820>.

## Week 11: Popular geopolitics, cultural diplomacy, and the politics of soft power

Compulsory readings:

* Saunders, Robert. 2024. “Ukraine at War: Reflections on Popular Culture as a Geopolitical Battlespace.” *Czech Journal of International Relations*, January. <https://doi.org/10.32422/cjir.779>.
* Valenza, Domenico, Elke Boers, and Alessandra Capelletti. 2021. “Between the EU, Russia and China: Cultural Diplomacy Competition in Central Asia.” In *The European Union, China and Central Asia: Global and Regional Cooperation in a New Era*, edited by Fabienne Bossuyt and Bart Dessein, 1st ed. London: Routledge. <https://doi.org/10.4324/9781003022336>.

Optional materials:

* Suslov, Mikhail D. 2014. “‘Crimea Is Ours!’ Russian Popular Geopolitics in the New Media Age.” *Eurasian Geography and Economics* 55 (6): 588–609. <https://doi.org/10.1080/15387216.2015.1038574>.
* Kirichenko, David. 2023. “Opinion: NAFO Is Waging Ukraine’s Meme War.” The Kyiv Independent. December 6, 2023. <https://kyivindependent.com/opinion-nafo-and-ukraines-meme-war/>.

## Week 12: Migrants, diasporas, and compatriots as political actors

Essays are due.

Compulsory readings:

* Mühlfried, Florian. 2023. “Between Hospitality and Hostility: Russian Citizens in Georgia.” *Anthropology Today* 39 (3): 17–20. <https://doi.org/10.1111/1467-8322.12815>
* Steane, Natalya, Eunju Hwang, and Salvatore Coluccello. 2022. “South Korea’s Public Diplomacy Actors in Uzbekistan.” *European Journal of Korean Studies*, October, 95–124. <https://doi.org/10.33526/EJKS.20222201.95>.
* Féron, Élise, and Bahar Baser. 2023. “Pathways to Conflict Transportation and Autonomisation: The Armenian Diaspora and the Conflict in Nagorno-Karabakh.” *Ethnopolitics* 22 (4): 384–400. <https://doi.org/10.1080/17449057.2023.2199601>.

Optional materials:

* Moldova: The Devastating Effect Of Economic Migration, 2016. https://www.youtube.com/watch?v=SKzMShLaB6w

## Week 13: Gender, inclusion, and queer politics

Podcast reviews are due.

Compulsory readings:

* Namazov, Khayyam. 2024. “LGBTQ+ Activism in Azerbaijan: Shifting Queer (in)Visibility Regime through Power–Knowledge Technologies.” *Central Asian Survey* 43 (1): 65–82. <https://doi.org/10.1080/02634937.2023.2281532>.
* Edenborg, Emil. 2023. “Anti-Gender Politics as Discourse Coalitions: Russia’s Domestic and International Promotion of ‘Traditional Values.’” *Problems of Post-Communism* 70 (2): 175–84. <https://doi.org/10.1080/10758216.2021.1987269>.

Optional materials:

* Bekmurzaev, Nurbek. 2024. “Kyrgyzstan’s Unsung Heroes Get Recognition through Street Art.” *Global Voices*. April 8, 2024. <https://globalvoices.org/2024/04/08/kyrgyzstans-unsung-heroes-get-recognition-through-street-art/>.
* Yurtaev, Aleksey. 2020. “Inside the Fight over Russia’s Domestic Violence Law.” openDemocracy. February 17, 2020. <https://www.opendemocracy.net/en/odr/russia-domestic-violence-law/>.
* France, David, dir. 2020. *Welcome to Chechnya*. Public Square Films. <https://www.hbo.com/movies/welcome-to-chechnya>.

## Course regulations

**Academic accommodation**

***Requests for Academic Accommodation***

**Academic consideration for medical or other extenuating circumstances**: Students must contact the instructor(s) as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables.

Students should also consult the [Course Outline Information on Academic Accommodations](https://students.carleton.ca/course-outline/#academic-consideration-for-short-term-incapacitation) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](https://carleton.ca/fpa/wp-content/uploads/Academic-Consideration-Procedures-for-Students.pdf).

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

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

**Academic Accommodations for Students with Disabilities:**If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

**Survivors of Sexual Violence:** As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton’s Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

**Accommodation for Student Activities:** Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf

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

**Plagiarism:** The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.”* This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

* any submission prepared 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, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
* using another’s data or research findings without appropriate acknowledgement;
* submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
* failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by 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.

**Statement on 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>

**Submission, Return, and Grading of Term Work:** Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

| **Percentage** | **Letter grade** | **12-point scale** | **Percentage** | **Letter grade** | **12-point scale** |
| --- | --- | --- | --- | --- | --- |
| 90-100 | A+ | 12 | 67-69 | C+ | 6 |
| 85-89 | A | 11 | 63-66 | C | 5 |
| 80-84 | A- | 10 | 60-62 | C- | 4 |
| 77-79 | B+ | 9 | 57-59 | D+ | 3 |
| 73-76 | B | 8 | 53-56 | D | 2 |
| 70-72 | B- | 7 | 50-52 | D- | 1 |

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Carleton email accounts:** All email communication to students from the Institute of European, Russian and Eurasian Studies will be via official Carleton university email accounts and/or Brightspace. As important course and university information is distributed this way, it is the student’s responsibility to monitor their Carleton and Brightspace accounts.

**Official course outline:** The course outline posted to EURUS website is the official course outline. Any changes to the course outline will be communicated to students in writing.