

EURR 5106 / PSCI 5609
Selected Topics in European Integration Studies:
Negotiating Brexit
Wednesdays, 8:35 – 11:25 a.m.
Please confirm location on Carleton Central

Instructor: Professor Achim Hurrelmann
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Course description:

In a referendum held on June 23, 2016, voters in the United Kingdom (UK) opted by a narrow majority in favour of their country's withdrawal from the European Union (EU). This decision on the so-called "Brexit" – often interpreted as the result of a populist rebellion against political elites – has generated huge challenges for both British and European decision-makers. In March 2017, the UK government formally launched the withdrawal process, and negotiations under Article 50 of the Treaty on European Union began in June 2017. British and European negotiators have until March 2019 to finalize the withdrawal arrangements and to decide on the post-Brexit relationship between the UK and the EU. The outcome of these negotiations will be of enormous significance for the future economic and political relationship between both polities, but also for the longer-term development of the British state and the European integration project.

This course will analyze the roots of the referendum decision, debate policy options for implementing Brexit, examine the content and complications of the negotiations (which constitute a two-level game with international and domestic aspects), and assess the longer-term impact of Brexit on British and European politics. The course will actively follow progress in the negotiations between September and December 2017, and will include a simulation in which students take the roles of key actors. At the end of the course, students will have developed a good understanding of the political developments leading to Brexit, the challenges of making the referendum decision a reality, the positions of key stakeholders on the British and European side, and the resulting negotiation dynamics. Going forward, they will be able to critically analyze and take an informed position on the ongoing Brexit processes.

Reading list:

Large parts of the seminar will be based on the detailed and text-based discussion of core readings. All required texts are accessible as electronic library reserves via the ARES system. This course is designed for students who already possess a working knowledge of the political system and policy processes of the UK and the EU. Students without this kind of knowledge are

advised to obtain a general textbook as source of reference. Please consult the instructor for advice if this applies to you.

Evaluation:

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| Participation in class discussions | 20% | |
| Preparatory paper for simulation, and its presentation | 20% | (October 18, 2017) |
| Participation in simulation | 30% | (November 1 and 8, 2017) |
| Final research paper | 30% | (December 8, 2017) |

Participation in class discussion: The majority of seminar sessions will be constructed around a discussion of a set of required readings (around 60-90 pages per week). In addition, some sessions will make use of teaching methods that require active student participation, such as group work, debates, or role-playing. It is essential that all students do all of the required readings for each session, bring electronic or physical copies of the required texts to class, and take the time to think about questions they would like to discuss about them. In addition, it is expected that students follow developments in the Brexit negotiations closely in the press (for instance in publications such as the *Economist*, the *Guardian*, *EU Observer*, *Euractiv* or *Politico Europe*). Participation marks will be assigned according to the quality and quantity of contributions. Regular attendance is a prerequisite for obtaining a good participation grade.

Preparatory paper for simulation, and its presentation: In the simulation, students will play the roles of key actors or stakeholders in the Brexit negotiations. These will include the main negotiators on either side (David Davis for the UK, Michel Barnier for the EU, and key members of their respective teams), party leaders and other politicians in Britain (e.g., Theresa May, Boris Johnson, Jeremy Corbyn, Nigel Farage), leaders of other EU member states (e.g., Angela Merkel, Emmanuel Macron, Viktor Orbán), important EU politicians (e.g., Jean-Claude Juncker, Guy Verhofstadt), as well as reporters for the British and European media. Depending on the number of students enrolled in the course, each of these roles will be played by one or more students. In preparation for the simulation, all students are expected to write a 3-5 page (double spaced) preparatory paper outlining and explaining the negotiation stance of “their” actor. Papers might comment on the actor’s prioritization of policies/aspects of the negotiations, desired negotiation outcomes, as well as strategic considerations. The preparatory papers will be presented to the class in the session on October 18, 2017. Presentations should be no longer than 10 minutes; presenters are encouraged to use visualization methods (PowerPoint, handouts, etc.). Further information on the paper and presentation will be given in class.

Participation in simulation: The simulation will take place in the class sessions on November 1 and 8, 2017 (parts of the session on November 15 may be added if needed). Given the broad range of topics affected by Brexit, we will concentrate on a selection of issues (to be determined, reflecting the progress of talks until November 2017, as well as the interests of the course participants). The simulation will be structured in various stages/episodes to mirror both the multilevel context of the negotiations (international and domestic arenas) and the diversity of topics. Simulation sessions will include (a) direct talks between the British and EU negotiators; (b) strategy/briefing meetings of negotiators on both side with key domestic/European stakeholders; and (c) press conferences in which negotiators and politicians comment on the state of the negotiations. Depending on the role played, participation in the simulation may include preparing short written products, such as position papers or media reports (maximum three in number, 500 words each); these will be assessed along with the oral contributions to the simulation. More detailed instructions for the simulation will be given in class.

Final research paper: Students are expected to write a short research paper of 12-15 pages (double spaced, ca. 4000-5000 words) on a topic relating to the course discussions. The due date for the paper is December 8, 2017. The paper must be based on a clearly stated research question which must be discussed with, and approved by, the instructor in advance. Students are encouraged to think about potential paper topics early in the term. The paper may draw on the research that students have done for the simulation, but it may also be on a different topic. Further information on expectations and various permissible paper formats will be given in class.

Submission of coursework:

All written assignments must be submitted through the electronic drop box in *cuLearn*. Unless a specific exception has been arranged, assignments sent per email or submitted as hardcopies will not be accepted. Comments on assignments, as well as grades, will be made available in the *cuLearn* grade book. Unless a medical (or equivalent) excuse is provided, late assignments will be penalized by two percentage points per day (including weekends); assignments more than a week late will receive a grade of 0%. Unexcused absence on the date of the presentation or simulation will result in a grade of 0% on this course component.

Class schedule and reading list (see below for details on required readings):

Sept. 6, 2017 Introduction: The Politics of Brexit | Course Logistics and Administration
▪ Oliver 2017

Part I – Understanding Brexit

Sept. 13, 2017 The Road to Brexit: History of the UK in the EU
▪ George 2000
▪ Westlake 2017
▪ Daddow 2015
▪ Menon and Salter 2016

Sept. 20, 2017 Implementing Brexit: The Legal Framework | Visit from Representatives of the European Parliament’s Constitutional Affairs Committee (AFCO)
▪ Barnard 2017
▪ Carmona, Cîrlig and Sgueo 2017

Sept. 27, 2017 Explaining Brexit: Economics, Culture, Politics
▪ Goodwin and Heath 2016
▪ Hobolt 2016
▪ Inglehart and Norris 2016

Part II – Challenges in the Brexit Negotiations

Oct. 4, 2017 Policy Issues: Trade, Financial Services, Migration, and beyond
▪ Dhingra, Ottaviano and Sampson 2017
▪ Armour 2017
▪ Sumption 2017
▪ Mayhew 2017
▪ Whitman 2016
▪ Soares 2016

- Oct. 11, 2017 Strategic Considerations: UK and EU27 Negotiation Positions
- HM Government 2017
 - European Council 2017
 - European Parliament 2017
 - Reading list may be updated if warranted by progress of negotiations.

Oct. 18, 2017 Key Stakeholders in the Negotiations (Student Presentations)
 Due Date for Preparatory Paper

Oct. 25, 2017 No class (Fall Break)

Part III – The Brexit Debate: Simulation

Nov. 1, 2017 Simulation Part I

Nov. 8, 2017 Simulation Part II

Nov. 15, 2017 Debriefing, Reflection on Simulation Outcome

Part IV – Implications of Brexit

- Nov. 22, 2017 The UK Post-Brexit: Opportunities and Challenges
- Minford 2015
 - Dhingra et al. 2016a, 2016b
 - Morgan 2017
 - Freedman 2017
 - One of the following: Hepburn and Teytelboym 2017; McHarg and Mitchell 2017; MacDonald 2016

- Nov. 29, 2017 The EU Post-Brexit: Business as Usual?
- Oliver 2017
 - Barbieri 2017
 - De Vries 2017
 - Ferrera 2017
 - Rees 2017
 - One of the following: Sapir, Schoenmaker and Véron 2017; Kalcik and Wolff 2017; Koenig 2016

- Dec. 6, 2017 Brexit as a Democratic Act | Concluding Discussion
- Jones 2016
 - Eleftheriadis 2017
 - Weale 2017
 - Shaw 2017

Due Date for Final Paper is Dec. 8, 2017.

Reading list and supplementary literature:

| Introduction: The Politics of Brexit (September 6, 2017) | |
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| Required reading (12 pages) | <ul style="list-style-type: none"> ▪ Oliver, T. (2017), “The EU and Brexit: Processes, Perspectives and Prospects”, in: W. Outhwaite, ed., <i>Brexit: Sociological Responses</i> (London: Anthem Press), pp. 127-138. |
| Supplementary literature | <ul style="list-style-type: none"> ▪ Clarke, H., Goodwin, M. and Whiteley, P. (2017), <i>Brexit: Why Britain Voted to Leave the European Union</i> (Oxford: Oxford University Press). ▪ Journal special issues/sections on Brexit published to date: <i>British Journal of Politics and International Relations</i> 19:3 (2017); <i>Journal of Contemporary European Research</i> 12:4 (2016); <i>Journal of European Public Policy</i> 23:9 (2016); <i>Globalizations</i> 14:1 (2017); <i>Oxford Review of Economic Policy</i> 33:S1 (2017) |
| The Road to Brexit: History of the UK in the EU (September 13, 2017) | |
| Required reading (76 pages) | <ul style="list-style-type: none"> ▪ George, S. (2000), “Britain: Anatomy of a Eurosceptic State”, <i>Journal of European Integration</i> 22:1, 15-33. ▪ Westlake, M. (2017), “The Increasing Inevitability of <i>That</i> Referendum”, in: W. Outhwaite, ed., <i>Brexit: Sociological Responses</i> (London: Anthem Press), pp. 3-17. ▪ Daddow, O. (2015), “Interpreting the Outsider Tradition in British European Policy Speeches from Thatcher to Cameron”, <i>Journal of Common Market Studies</i> 53:1, 71-88. ▪ Menon, A. and Salter, J.-P. (2016), “Brexit: Initial Reflections”, <i>International Affairs</i> 92:6, 1297-1318. |
| Supplementary literature | <ul style="list-style-type: none"> ▪ Crowson, N. (2011), <i>Britain and Europe: A Political History since 1918</i> (Abingdon: Routledge). ▪ George, S. (1998), <i>An Awkward Partner: Britain in the European Community</i>, third edition (Oxford: Oxford University Press). ▪ Gowland, D. and Turner, A. (1999), <i>Reluctant Europeans: Britain and European Integration, 1945–1998</i> (London: Longman). ▪ Wall, S. (2008) <i>A Stranger in Europe: Britain and the EU from Thatcher to Blair</i> (Oxford: Oxford University Press). ▪ Young, J.W. (2000), <i>Britain and European Unity, 1945–1999</i>, second edition (Basingstoke: Palgrave Macmillan). |
| Implementing Brexit: The Legal Framework (September 20, 2017) | |
| Required reading (48 pages) | <ul style="list-style-type: none"> ▪ Barnard, C. (2017), “Law and Brexit”, <i>Oxford Review of Economic Policy</i> 33:S1, S4–S11. ▪ Carmona, J., Cîrlig, C.-C., and Sgueo, G. (2017), “UK Withdrawal from the European Union: Legal and Procedural Issues”, <i>European Parliamentary Research Service</i>, Document PE 599.352. |
| Supplementary literature | <ul style="list-style-type: none"> ▪ Armstrong, K. A. (2017), <i>Brexit Time: Leaving the EU – Why, How and When?</i> (Cambridge: Cambridge University Press). ▪ Grant, C. (2017), “The Brexit Negotiations: An Assessment of the Legal, Political and Institutional Situation in the UK”, European Parliament, Policy Department for Citizens’ Rights and Constitutional Affairs, Document PE 583.130. |

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| | <ul style="list-style-type: none"> ▪ Hogarth, R. (2017), “Brexit and the European Court of Justice”, London: Institute for Government. |
| Explaining Brexit: Economics, Culture, Politics (September 27, 2017) | |
| Required reading (80 pages) | <ul style="list-style-type: none"> ▪ Goodwin, M. and Heath, O. (2016), “The 2016 Referendum, Brexit and the Left Behind: An Aggregate-Level Analysis of the Result”, <i>Political Quarterly</i> 87:3, 323-332. ▪ Hobolt, S. (2016), “The Brexit Vote: A Divided Nation, A Divided Continent”, <i>Journal of European Public Policy</i> 23:9, 1259-1277. ▪ Inglehart, R. and Norris, P. (2016), “Trump, Brexit, and the Rise of Populism: Economic Have-Nots and Cultural Backlash”, <i>Harvard University, HKS Faculty Research Working Paper Series</i>, No. RWP16-026. |
| Supplementary literature | <ul style="list-style-type: none"> ▪ Aalberg, T., Esser, F., Reinemann, C., Stromback, J., and De Vreese, C., eds. (2016), <i>Populist Political Communication in Europe</i> (London: Routledge). ▪ Clarke, H., Goodwin, M. and Whiteley, P. (2017), <i>Brexit: Why Britain Voted to Leave the European Union</i> (Oxford: Oxford University Press). ▪ Kriesi, H., Grande, E., Dolezal, M., Helbig, M., Höglinger, D., Hutter, S. and Wüest, B. (2012), <i>Political Conflict in Western Europe</i> (Cambridge: Cambridge University Press). ▪ McLaren, L. (2006), <i>Identity, Interests and Attitudes to European Integration</i> (Basingstoke: Palgrave Macmillan). ▪ Mudde, C. (2016), <i>On Extremism and Democracy in Europe</i> (London: Routledge). ▪ van Kessel, S. (2015), <i>Populist Parties in Europe: Agents of Discontent?</i> (Basingstoke: Palgrave Macmillan). ▪ Pappas, T. S. and Kriesi, H., eds. (2015), <i>European Populism in the Shadow of the Great Recession</i> (Colchester: ECPR Press). |
| Policy Issues: Trade, Financial Services, Migration, and beyond (October 11, 2017) | |
| Required reading (57 pages) | <ul style="list-style-type: none"> ▪ Dhingra, S., Ottaviano, G., and Sampson, T. (2017), “A Hitch-Hiker’s Guide to Post-Brexit Trade Negotiations: Options and Principles”, <i>Oxford Review of Economic Policy</i> 33:S1, S22-S30. ▪ Armour, J. (2017), “Brexit and Financial Services”, <i>Oxford Review of Economic Policy</i> 33:S1, S54-S69. ▪ Sumption, M. (2017), “Labour Immigration after Brexit: Questions and Trade-Offs in Designing a Work-Permit System for EU Citizens”, <i>Oxford Review of Economic Policy</i> 33:S1, S45-S53. ▪ Mayhew, K. (2017), “UK Higher Education and Brexit”, <i>Oxford Review of Economic Policy</i> 33:S1, S155-S161. ▪ Whitman, R. G. (2016), “The UK and EU Foreign, Security and Defence Policy after Brexit: Integrated, Associated or Detached?”, <i>National Institute Economic Review</i> 238:1, R43-R50. ▪ Soares, A. (2016), “Living Within and Outside Unions: The Consequences of Brexit for Northern Ireland”, <i>Journal of Contemporary European Research</i> 12:4, 836-843. |

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| Supplementary literature | <ul style="list-style-type: none"> London School of Economics, Brexit blog, http://blogs.lse.ac.uk/brexit/. |
| Strategic Considerations: UK and EU27 Negotiation Positions (October 18, 2017) | |
| Required reading (90 pages) | <ul style="list-style-type: none"> HM Government (2017), “The United Kingdom’s Exit from and New Partnership with the European Union”, White Paper, Cm 9417, Published February 2, 2017, updated May 15, 2017. European Council (2017), “European Council (Art. 50) Guidelines for Brexit Negotiations”, Press Release 220/17, April 29, 2017. European Parliament (2017), “Resolution of 5 April 2017 on Negotiations with the United Kingdom Following its Notification that it Intends to Withdraw from the European Union”, Resolution 2017/2593(RSP), April 5, 2017. Reading list may be updated if warranted by progress of negotiations until October 2017. |
| Supplementary literature | <ul style="list-style-type: none"> European Commission, Negotiating Documents on Article 50 Negotiations with the United Kingdom, https://ec.europa.eu/commission/brexit-negotiations/negotiating-documents-article-50-negotiations-united-kingdom_en. HM Government, Department for Exiting the European Union, https://www.gov.uk/government/organisations/department-for-exiting-the-european-union. |
| The UK Post-Brexit: Opportunities and Challenges (November 22, 2017) | |
| Required reading (75-83 pages) | <ul style="list-style-type: none"> Minford, P. with Gupta, S., Le, V. P. M., Mahambare, V. and Xu, Y. (2015), <i>Should Britain Leave the EU? An Economic Analysis of a Troubled Relationship</i>, 2nd edition (Cheltenham: Edward Elgar), pp. 3-25. Dhingra, S., Ottaviano, G., Sampson, T., and Van Reenen, J. (2016a), “Economists for Brexit’: A Critique”, in: Centre for Economic Performance, BREXIT 2016: Policy Analysis from the Centre for Economic Performance (London: London School of Economics and Political Science), pp. 81-93. Dhingra, S., Ottaviano, G., Sampson, T., and Van Reenen, J. (2016b), “The Consequences of Brexit for UK Trade and Living Standards”, in: Centre for Economic Performance, BREXIT 2016: Policy Analysis from the Centre for Economic Performance (London: London School of Economics and Political Science), pp. 12-23. Morgan, J. (2017), “Brexit: Be Careful What You Wish For?”, <i>Globalizations</i> 14:1, 118-126. Freedman, J. (2017), “Tax and Brexit”, <i>Oxford Review of Economic Policy</i> 33:S1, S79-S90. <p>In addition, read one of the following (depending on your interests):</p> <ul style="list-style-type: none"> Hepburn, C. and Teytelboym, A. (2017), “Climate Change Policy after Brexit”, <i>Oxford Review of Economic Policy</i> 33:S1, S144-S154. McHarg, A. and Mitchell, J. (2017), “Brexit and Scotland”, <i>British Journal of Politics and International Relations</i> 19:3, 512-526. MacDonald, S. (2016), “The Impact of Brexit on the UK’s Reputation, Influence and Soft Power”, <i>Cultural Trends</i> 25:4, 280-86. |

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| Supplementary literature | <ul style="list-style-type: none"> ▪ Booth, S., Howarth, S., Persson, M., Ruparel, R., and Swidlicki, P. (2015), “What if...? The Consequences, Challenges and Opportunities Facing Britain outside EU”, Open Europe Report 03/2015. ▪ Hassan, G. and Gunston, A., eds. (2017), <i>Scotland, the UK and Brexit: A Guide to the Future</i> (Glasgow: Bell & Bain). ▪ Kierzenkowski, R., Pain, N., Rusticelli, E., and Zwart, S. (2016), “The Economic Consequences of Brexit: A Taxing Decision”, OECD Economic Policy Paper No. 16, April 2016. |
| The EU Post-Brexit: Business as Usual? (November 29, 2017) | |
| Required reading (73-83 pages) | <ul style="list-style-type: none"> ▪ Oliver, T. (2017), “The EU Falling Apart? Theoretical Discussions of Brexit, Grexit and Other Exit Scenarios”, in A. Grimmel and S. M. Giang, eds., <i>Solidarity in the European Union</i> (Cham: Springer), pp. 131-143. ▪ Barbieri, P. (2017), “Europe’s Reverse Domino Effect: No One Is Following Britain Out of the EU”, <i>Foreign Affairs</i>, March 16, 2017. ▪ De Vries, C. (2017), “Benchmarking Brexit: How the British Decision to Leave Shapes EU Public Opinion”, <i>Journal of Common Market Studies</i>, Early View, DOI: 10.1111/jcms.12579. ▪ Ferrera, M. (2017), “Mission Impossible? Reconciling Economic and Social Europe after the Eurocrisis and Brexit”, <i>European Journal of Political Research</i> 56:1 3-22. ▪ Rees, W. (2017), “America, Brexit and the Security of Europe”, <i>British Journal of Politics and International Relations</i> 19:3, 558-572. <p>In addition, read one of the following (depending on your interests):</p> <ul style="list-style-type: none"> ▪ Sapir, A., Schoenmaker, D., and Véron, N. (2017), “Making the Best of Brexit for the EU27 Financial System”, Bruegel Policy Brief, Issue No. 1, February 2017. ▪ Kalcik, R. and Wolff, G. B. (2017), “Is Brexit an Opportunity to Reform the European Parliament?”, Bruegel Policy Contribution, Issue No. 2, January 2017. ▪ Koenig, N. (2016), “EU External Action and Brexit: Relaunch and Reconnect”, Jacques Delors Institute Berlin, Policy Paper No. 178. |
| Supplementary literature | <ul style="list-style-type: none"> ▪ London School of Economics, Brexit blog, http://blogs.lse.ac.uk/brexit/. |
| Brexit as a Democratic Act (December 6, 2017) | |
| Required reading (43 pages) | <ul style="list-style-type: none"> ▪ Jones, E. (2016), “Brexit’s Lessons for Democracy”, <i>Survival</i> 58:3, 41-49. ▪ Eleftheriadis, P. (2017), “Constitutional Illegitimacy over Brexit”, <i>Political Quarterly</i> 88:2, 182-188. ▪ Weale, A. (2017), “The Democratic Duty to Oppose Brexit”, <i>Political Quarterly</i> 88:2, 170-181. ▪ Shaw, J. (2017), “The Quintessentially Democratic Act? Democracy, Political Community and Citizenship in and after the UK’s EU Referendum of June 2016”, <i>Journal of European Integration</i>, Early View, DOI 10.1080/07036337.2017.1333119. |

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| Supplementary literature | <ul style="list-style-type: none"> ▪ Eriksen, E. O. and Fossum, J. E., eds. (2012), <i>Rethinking Democracy and the European Union</i> (London: Routledge). ▪ Hobolt, S. (2009), <i>Europe in Question: Referendums on European Integration</i> (Oxford: Oxford University Press). ▪ Hug, S. (2003), <i>Voices of Europe: Citizens, Referendums and European Integration</i> (Lanham: Rowman & Littlefield). ▪ Kohler-Koch, B. and Rittberger, B., eds. (2007), <i>Debating the Democratic Legitimacy of the European Union</i> (Lanham: Rowman & Littlefield). ▪ Schmidt, V. (2006), <i>Democracy in Europe: The EU and National Politics</i> (Oxford: Oxford UP), ▪ Warleigh, A. (2003), <i>Democracy and the European Union: Theory, Practice, and Reform</i> (London: Sage). |
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Academic Accommodations:

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: www.carleton.ca/csas.

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 the instructor 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*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with the instructor to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor 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 the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism:

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

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- 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.

All suspicions of plagiarism will be dealt with according to the Carleton's Academic Integrity Policy (<http://carleton.ca/studentaffairs/academic-integrity/>). The Associate Dean of the Faculty will conduct a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of F for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission, Return and Grading of Term Work:

Written assignments must be submitted directly to the instructor(s) according to the instructions in the course outline. If permitted in the course outline, late assignments may be submitted to the drop box in the corridor outside room 3305 River Building. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructors. For written assignments not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

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

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

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

Official Course Outline: The course outline posted to EURUS website is the official course outline.