

# DRAFT

## EURR 4306/5306 and HIST 4608/5608 The Soviet Union: Culture and Power Winter 2025

Tues. 6:05-8:55

Confirm Location on Carleton Central

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Office Hours: Mon. 3:30-5:30 and by appointment

### Objectives: Content

This course will explore the Union of Soviet Socialist Republics and its associated memories and legacies. We will analyze political, social and cultural transformations, in Moscow and distant regions. Power, nation (and empire?), modernization, class and gender, everyday life and emotion will constitute central class themes. Given Russia's invasion of Ukraine, we will also consider the Soviet heritage of the relationship between these two states. Each session will focus on a key period or issue. These include: revolutionary momentum; Stalin and Stalinism; the Great Fatherland War; Khrushchev and the "thaw;" Brezhnev's "stagnation;" and the teetering and end of the Soviet Union under Gorbachev. Power and culture are revealed through state-society relations, alongside the balance between resistance, accommodation and mutual interest.

### Objectives: Learning Outcomes and Skills

This course develops skills that will assist students in further academic pursuits or at the early stages of their careers. Included among these are critical thinking; public speaking (oral participation/ reports); ability to write concisely (short writing assignments); ability to conduct and integrate secondary research (term assignment). We will also do small group work (project management). We will discuss over the semester how to leverage classroom skills on the job/ academic markets and hear from guest speakers who have transformed their love of Soviet history to various careers.

### Required Texts

Readings will be available on Brightspace. Students are not required to purchase textbooks or other learning materials for this course.

\*Those unfamiliar with Soviet history may want to consider an introductory text, such as: recent editions of Nicholas Riasanovsky and Mark Steinberg, *A History of Russia*; Peter Kenez, *A History of the Soviet Union from Beginning to End*; Ronald Grigor Suny, *The Soviet Experiment: Russia, the USSR and the Soviet Successor States*.

### Requirements and Grading

#### 4000 level students

Oral Participation and 6 weekly blog posts/responses: 30%

Oral Report: 10% (Optional)

Critical Analysis Papers (2 x 3 pp): 20%

Major Assignment (~3000 words or equivalent): 40% total (see breakdown below) (**due Apr 10**)

#### 5000 level students

Oral Participation and 8 weekly blog posts/responses: 30%

Oral Report: 10%

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Critical Analysis Papers (3 x 3 pp): 20%

Major Assignment (~4500 words or equivalent): 40% total (see breakdown below **(due Apr 17)**)

### Oral Participation

Students will be graded on in-class participation and written assignments. Active and consistent class participation is VITAL to succeeding in this class. **Attendance is mandatory:** penalties for not attending (without medical attestation) are: 1 absence= 15% deduction from *entire* participation grade; 2 absences= 30% deduction; 3 absences= 50% deduction; 4 absences= 100% deduction. Each late arrival will cost 25% of that day's attendance/ participation grade for every 15 minutes late.

Participation grades will be determined based on: (a) attendance and attention level and (b) active participation that: (i) displays knowledge of the subject; (ii) contributes to the flow of conversation; (iii) shows knowledge of the readings; (iv) offers critical analysis of the readings and subject

### Oral Presentation

Each student will present one SHORT (5-7 minutes, 10 minutes maximum) oral presentation based on the theme of the week. Students may choose a topic based on their own interest, with the goal of stimulating discussion in class and adding an extra element to the week's readings. Dates will be assigned for presentations in week 1.

### Blog posts and responses

Students will write SIX (4000 level) or EIGHT (5000 level) blog posts and responses based on required readings from Weeks 2-12. On those weeks, each student will **submit one post (minimum of 100 words each) to the discussion forum** based on the readings for the week. In addition, each student will also post **at least one comment (minimum 100 words)** on another student's post.

- The initial discussion post based on readings should be **posted by 9pm on the Monday before the class meeting.**
- One comment on another student's post should be **posted by 3pm on the day of the class meeting.**

The discussion forum is a space for scholarly exchange of ideas and students should adhere to the same etiquette and respect for their peers that they would in a standard classroom setting.

### Critical Analysis Papers

The 3-page critical analysis papers will discuss selections (**more than one, but not necessarily all** articles) from the required readings for the week. The papers will present a thesis that will engage authors' arguments and pinpoint major issues within a theme selected by the student. Papers will be due the day of class discussion, or one week later; in the latter case, the student will not receive credit for ideas engaged in class. One of these papers must be handed in on or before **January 28**; the second (for 5000 level) on or before **Feb 25**; the second (for 4000-level) and third (for 5000 level) by **March 11**. **Late penalties= 1 letter grade (i.e. A- to B+) per day late.**

### Major Assignment

The major assignment may take one of several forms. Students may write a "traditional" research paper. This can be based on primary sources (most likely in translation) or secondary sources (in this case, you are expected to engage the historiography of the issue). There are other (and preferred—especially for graduate student—) variants. One is to write an introduction to a primary source (novel, memoir) that contextualizes the work in a scholarly fashion. Another is to write a book review in the

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*New York Review of Books* style on 2 or 3 primary or secondary sources. I also encourage “non-traditional” assignments (e.g. museum guidebooks, teaching units, podcasts).

### Components

The project will consist of the following elements:

\*topic proposal (**Feb 13**) (100-200 words) 10%

\*research strategy and bibliography assignment (**Mar 6**) (300-500 words + bibliography): 20%

\*outline/rough draft (**Mar 20**) (outline of 2/3 of project, draft of 1/3): 30%

\*final project (**Apr 10 or 17**): 40%

You will receive further details on the major written assignments in mid-late January.

*It is not acceptable to hand in the same assignment for two or more courses. To obtain credit in a course, students must meet all the course requirements for attendance, term work, and examinations*

### Class Schedule

(I reserve the right to make minor changes to the schedule/ readings over the course of the semester.)  
(note: readings with \*\* are required primary source readings)

#### Jan 7: Legacies of the Soviet Union

Sheila Fitzpatrick, “Celebrating (or Not) the Russian Revolution” *Journal of Contemporary History* 52, no. 4 (2017): 816-31

Serhy Yekelchuk, “The Ukrainian Crisis: In Russia’s Long Shadow” (April 2014)

<https://origins.osu.edu/article/ukrainian-crisis-russias-long-shadow> and its sequel

Serhy Yekelchuk, “Sorry, Mr. Putin: Ukraine and Russia are Not the Same Country” (2022)

<https://www.politico.com/news/magazine/2022/02/06/ukraine-russia-not-same-country-putin-ussr-00005461>

\*current news articles TBA

#### Jan 14: Revolution and the Civil War

David Hoffman, “The Great Socialist Experiment? The Soviet State in Its International Context” *Slavic Review*, 76 no. 3 (2017): 619-628

Jan Plamper, “Sounds of February, Smells of October: The Russian Revolution as Sensory Experience” *American Historical Review* 126, no. 1 (2021): 140-165

\*\*Mark Steinberg, *Voices of Revolution in Russia, 1917* (2001) 85-91, 98, 120-1, 207-14, 230-2, 291-2

Sheila Fitzpatrick, “The Civil War as a Formative Experience” *Bolshevik Culture* ed. Abbott Gleason et. al. (1985) 57-76

Optional Movie: *Battleship Potemkin*

#### Jan 21: New Economic Policy and 1920s

Diane Koenker, “Men against Women on the Shop Floor in Early Soviet Russia: Gender and Class in the Socialist Workplace,” *American Historical Review*, vol. 100, no. 5 (December 1995), 1438-64

Adrienne Edgar, “Bolshevism, Patriarchy, and the Nation: Soviet Emancipation of Women in Comparative Perspective” *Slavic Review* 65, no. 2 (2006): 252-272

Anne E. Gorsuch, *Youth in Revolutionary Russia: Enthusiasts, Bohemians, Delinquents* (2000), chap. 4: “Excesses of Enthusiasm,” 80-95

Sheila Fitzpatrick, “Cultural Revolution as Class War” *The Cultural Front: Power and Culture in Revolutionary Russia* (1992), **READ** 115-8, 125-9

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\*\*Innokenty Zhukov, "Voyage of the Red Star Pioneer Workers to Wonderland" *Mass Culture in Soviet Russia*, ed. James Von Geldern and Richard Stites, 90-112 (and anecdotes, 118-9)

Optional Movie: *Bed and Sofa*

### Jan 28: The "Great Turn"

Sheila Fitzpatrick, *Everyday Stalinism* (1999) 40-66

Kate Brown, *A Biography of No Place: From Ethnic Borderland to Soviet Hinterland* (2004), 92-117

David Marples, "Ethnic Issues in the Famine of 1932-33 in Ukraine" *Europe-Asia Studies* 61, no. 3 (2009): 505-518

Sarah Cameron, *Hungry Steppe: Famine, Violence and the Making of Soviet Kazakhstan* (2018): 143-68

Paul Josephson, "Technology and the Conquest of the Soviet Arctic" *Russian Review* 70, no. 3 (2011): 419-39

Optional Movie: *Happy Go Lucky Fellows/ You are Not an Orphan*

### Feb 4: Terror

Robert McNeal, *Stalin: Man and Ruler* (1987), 165-8, 181-3, 227-30, 312-6

Alfred J. Rieber, "Stalin, Man of the Borderlands" *American Historical Review* 106, no. 5 (2001): **READ** 1661-3, 1677-81

Gabor Rittersporn "The Omnipresent Conspiracy" in J. Arch Getty and Roberta Manning. eds. *Stalinist Terror: New Perspectives* (1992) 99-115

Peter Whitewood, "The Purge of the Red Army and Soviet Mass Operations, 1937-38" *Slavonic and East European Review* 93, no. 2 (2015): 286-314

Fitzpatrick, *Everyday Stalinism*, 190-217

\*\*"NKVD Operational Order" Getty and Naumov, *The Road to Terror*, 473-80

Optional Movie: *Volga, Volga*

### Feb 11: World War II

Oleg Khlevniuk, "Stalin and the Generals: Reconstructing Trust during World War II" *Europe-Asia Studies* 74, no. 4 (2022): 523-544

Matt Lenoe, "Emotions and Psychological Survival in the Red Army, 1941-42" *Kritika*, 22, no. 2 (2021): 313-344

Brandon Schechter, *The Stuff of Soldiers: A History of the Red Army in World War II Through Objects* (2019), 80-102

Moritz Florin, "Becoming Soviet through War: The Kyrgyz and the Great Fatherland War" *Kritika* 17, no. 3 (2016): 495-516

Optional Movie: *The Cranes Are Flying*

### Feb 18: Winter Break: No Class

### Feb 25: World War II: the Western Borderlands

Alexis Peri, *The War Within: Diaries from the Siege of Leningrad* (2017), 129-61

Kate Brown, *A Biography of No Place: From Ethnic Borderland to Soviet Hinterland* (2004), 192-225

Jared McBride, "Peasants into Perpetrators: The OUN-UPA and the Ethnic Cleansing of Volhynia" 1943-1944" *Slavic Review* 75, no. 3 (2016): 630-654

Masha Cerovic, "War Wives: Women, Marriage and the Soviet Partisan Movement" *Russian Review* 83, no. 4 (2024): 535-547

### Mar 4: Late Stalin and Khrushchev Era

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Kate Brown, *Plutopia: Nuclear Families, Atomic Cities, and the Great Soviet and American Plutonium Disasters* (2013), 133-48, 221-38

Susan E. Reid, "Cold War in the Kitchen: Gender and the De-Stalinization of Consumer Taste in the Soviet Union under Khrushchev" *Slavic Review* 61 no. 2 (2002): **READ** 223-52

Rachel Applebaum, "The Friendship Project: Socialist Internationalism in the Soviet Union and the Czechoslovakia in the 1950s and 1960s" *Slavic Review* 74, no. 3 (2015): 484-507

Kristin Roth-Ey, "'Loose Girls' on the Loose?: Sex, Propaganda, and the 1957 Youth Festival," in *Women in the Khrushchev Era*, ed. Melanie Ilic, Susan E. Reid, and Lynne Attwood (2004), 75-95

Optional Movie: *Stilliagi*

### Mar 11: Brezhnev and Late Communism

Susanne Schattenberg, "Trust, Care and Familiarity in the Politburo: Brezhnev's Scenario of Power" *Kritika*, 16, no. 4 (2015): 835-858

Maike Lehmann, "Apricot Socialism: The National Past, the Soviet Project and the Imagining of Community in Late Soviet Armenia" *Slavic Review* 74, no. 1 (2015): 9-31

Manfred Zeller, "Our Own Internationale, 1966: Dynamo Kiev Fans between Local Identity and Transnational Imagination" *Kritika* 12, no. 1 (2011): 53-82

Bruce Grant, "Cosmopolitan Baku" *Ethnos* 75, no. 2 (2010): 123-147

Diane Koenker, "The Taste of Others: Soviet Adventures in Cosmopolitan Cuisines" *Kritika* 19, no. 2 (2018): 243-72

Optional Movie: *The Irony of Fate*

### Mar 18: Late Soviet Culture and Society

Natalia Chernyshova, "Consumers as Citizens: Revisiting the Question of Public Disengagement in the Brezhnev Era" in *Reconsidering Stagnation in the Brezhnev Era*, 3-20

Sergei Zhuk, "Antipunk Campaigns, Antifascist Hysteria, and Human Rights Problems, 1982-84" in *Rock and Roll in the Rocket City: The West, Identity and Ideology in Soviet Dniepropetrovsk, 1960-1985*, 265-279

Olga Golechkova and Olga Chagadaeva, "Subbotniks: From the Great to the Meaningless: The Evolution of a Soviet Labor Phenomenon" *Labor History* 62, no. 2 (2021): 148-165

Alexandra Oberlander "To Be a Woman is Hard Work: The Changing Landscape of Gendered Emotions in the Late Soviet Union" *Homme: Zeitschrift für Feministische Geschichtswissenschaft*. 32, no. 2 (2021): 79-95

Optional Movie: *Moscow does not Believe in Tears*

### Mar 25: Simulation (topic TBA)

#### Apr 1: The Gorbachev Era

John Bushnell, "The New Soviet Man Turns Pessimist" *The Soviet Union since Stalin* (1986), 179-99

David Remnick, *Lenin's Tomb* (1994), 198-215, 234-47

Melanie Arndt, "Environmentalism or Sausages? Politicizing the Environment in the Late Soviet Union" *European History Quarterly*, 52 no. 3 (2022): 418-439

Siobhan Hearne, "AIDS and the End of the Soviet Union" *Past and Present* (2024) (preprint, 35pp.)  
<https://doi.org/10.1093/pastj/gtae020>

Mark Kramer, "The Dissolution of the Soviet Union: A Case Study of Discontinuous Change" *Journal of Cold War Studies* 24, no. 1 (2022): 188-218

Optional Movie: *Little Vera*

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### Apr 8: Soviet Legacies in 2025

\*Readings/Format TBA depending on events in Russia/Ukraine/Eurasia

#### Websites/ Primary Source Collection

\*Seventeen Moments in Soviet History: <http://soviethistory.msu.edu/>

\*Soviet History Document Collection:

[https://eudocs.lib.byu.edu/index.php/Russian\\_Revolution,\\_Civil\\_War\\_and\\_USSR\\_1917-1991](https://eudocs.lib.byu.edu/index.php/Russian_Revolution,_Civil_War_and_USSR_1917-1991)

\*Soviet Harvard Interview Project:

<https://library.harvard.edu/sites/default/files/static/collections/hpsss/index.html>

\*Soviet Poster Collection: <https://digitalcollections.tricolib.brynmawr.edu/collections/soviet-posters>

\*Soviet Movies: <https://cinema.mosfilm.ru/> (many films have been posted to youtube with English subtitles) (another site with English-subtitled Soviet movies is: <https://sovietmoviesonline.com/>)

\*Stalinka: Digital Library of Staliniana: <https://digital.library.pitt.edu/collection/stalinka-digital-library-staliniana>

\*Cold War International History Project: <https://www.wilsoncenter.org/program/cold-war-international-history-project>

\*Kommunalka: Communal Living in Soviet Life: <https://kommunalka.colgate.edu/index.cfm>

\*Facing Stalingrad: Portraits of German and Russian Survivors: <https://facingstalingrad.com/>

\*Gulag: Many Days, Many Lives: <https://gulaghistory.org/>

#### Journals

*Slavic Review*

*Kritika: Explorations in Russian and Eurasian History*

*Russian Review*

*Slavonic and East European Review*

*Ab Imperio*

*Religion, State, and Society*

*Revolutionary Russia*

*Nationalities Papers*

*Canadian Slavonic Papers*

*Europe-Asia Studies*

*Cahiers du Monde russe*

#### Databases

Historical Abstracts, J-stor

### **Appendix**

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#### **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. Here is a list that may be helpful:

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

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- **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>

### **Requests for Academic Accommodation**

Deferred final exams, which must be applied for at the RO, are available ONLY if the student is in good standing in the course. The course outline must stipulate any minimum standards for good standing that a student must meet to be entitled to write a deferred final exam.

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

**Academic consideration for medical or other extenuating circumstances:** Please contact your instructor if you are experiencing circumstances that (a) are beyond your control, (b) have a significant impact your capacity to meet your academic obligations, and (c) could not have reasonably been prevented. Decisions on academic consideration are in your instructor's discretion; they will be guided by the course learning outcomes and the principle of good faith. Please see [here](#) for more details. For considerations relating to course work, your instructor may request that you complete the [Self-Declaration form](#). To apply for a deferral of your final exam, you must submit the Self-Declaration form to the Registrar's Office no later than three days after the scheduled examination or take-home due date.

**Pregnancy 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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

**Religious 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 [click here](#).

**Accommodations for students with disabilities:** If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation, or contact your PMC coordinator to

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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, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

***Accommodation for student activities:*** Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities 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. For more information, please [click here](#).

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](http://students.carleton.ca/course-outline)).

### **Sexual Violence Policy**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. 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](http://carleton.ca/sexual-violence-support).

### **Academic Integrity**

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

### ***Plagiarism***

The Academic Integrity Policy defines plagiarism as “presenting, whether intentional 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, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.



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Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part, by someone else;
- 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.

### ***Use of Artificial Intelligence***

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

### ***Procedures in Cases of Suspected Violations***

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course's instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

### **Intellectual property**

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).

Permissibility of submitting substantially the same piece of work more than once for academic credit.

If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

### **Submission and Return of Term Work**

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

### **Grading**

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Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

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

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.

### **Carleton E-mail Accounts**

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.