

EURR 4003/5003, PSCI 4809***Social and Political Perspectives in Europe***

Friday 8:30 - 11:30 am

Room 3302 River Building

Instructor: Dr. Emmanuel Sigalas**Office:** Room 3315 River Building**Office hours:** Friday 12:00-2:00 pm**Phone:** TBC**Email:** emmanuel.sigalas@carleton.ca**COURSE DESCRIPTION AND OBJECTIVES**

The goal of this course is to help students understand modern Europe and, in particular, the challenges its peoples and states are currently facing. Consequently, we will be paying attention to the recent economic and financial crisis that shook the Eurozone (the member states of Europe's Economic and Monetary Union) and to its political and social implications. This means, that we will be discussing the mass protests that shook the European periphery and the political impact of these protests, including the rise of extremist and Euroskeptical parties and the implications for mainstream representative politics. In addition to the financial crisis, we will cover another multidimensional European problem that has been simmering for some time: the challenges to the integrity of the European nation-state. Secessionism, European integration, but also immigration and multiculturalism are formidable challenges for all European states and therefore for Europe as a whole. If more and closer integration is the only way for Europe to stay relevant in a multipolar world, then it is necessary that we cast a closer look to what the EU is, what it does and how and why it grows in powers and competences. In this context, we will also be exploring whether the EU is legitimate and whether a directly elected European Parliament is all that is needed to secure a democratic EU.

The course combines concepts and ideas from politics, economics and sociology. It is both introvert (posing, for instance, questions about Europe as a concept) and extrovert (dealing with Europe's efforts to conquer outer space), and it values both teaching and research. More importantly perhaps, it aims at encouraging students to engage with current affairs, develop critical thinking, and to air their views openly while respecting other individuals and what they stand for.

Upon completion of this course, students will have made advances on the following fronts:

- Familiarity with some of Europe's most important challenges and the debates surrounding them

- Familiarity with the EU, its policies and theories related to its development
- Familiarity with the political and social implications of an important economic crisis
- Confidence in speaking and presenting in public
- Developing research skills
- Writing an academic paper using some original material.

ASSESSMENT

- Class participation: 20% of course grade

It is very important that you participate in class. That means not only attending, which is obligatory anyway, but doing your weekly reading and contributing to the class discussions. A class is much more fun if you take the opportunity to air your views. Don't be afraid or embarrassed to express your views. More often than not you will have a point to make, even if you think otherwise.

- Weekly assignments: 30%

The weekly assignments are not meant to make your life more difficult or mine (after all I have to mark your work, more work for you means more marking for me), but to encourage you to stay focused on the class objectives. These assignments are either short presentations or short papers that you have to prepare on yourself or in small groups. They are designed in such a way that will help you collecting gradually data that are necessary for your research paper (which is marked separately). Details about the weekly assignments are offered in the Weekly Schedule section. On Week 1 we will go through them together and I will answer any questions you may have. *Please note that undergraduate (4033) students have a relatively lighter workload.*

- Mid-term exams: 20%

On Week 8 (February 27) a two-hour test will be held. This will comprise two sections. Section 1 will be multiple-choice questions. Section 2 will ask students to write a short essay on a particular topic. *Undergraduate students will have a shorter test to sit in.*

- Research Paper: 30%

You have to write a research paper that is 4000 words for graduate and 3000 words for undergraduate students on the following topic: "How did the Eurozone crisis affect the attitudes of the citizens of [a Eurozone country] towards the country's political institutions and the EU? What does the relevant academic literature say in this respect or about the political implications of the crisis?". Details and instructions will be given in class on Week 1. The research paper is **due by April 10** the latest. Please note that you have to provide me both with a hard and an electronic copy of your research paper.

Submission of assignments: All assignments must be submitted in class *and* emailed to me.

Late assignments: It is your responsibility to inform the instructor as soon as it becomes clear that your work will be late, or if you cannot contribute in a group assignment. If you do not communicate in advance, and your reason for being late does not also explain this lack of communication, then you should be prepared to be penalized by one grade per day (e.g. an assignment that would have received a grade of A-, but was two days late, will instead receive a grade of B), including weekends. Justified lateness includes, among others, sickness and death in the family and you will have to submit proper medical or other professional documentation with the late work.

WEEKLY SCHEDULE AND READINGS

Note on the readings: Absolutely crucial in academic life is independent and critical thinking. The more advanced one is in their studies, the higher the expectation for independence and personal judgement in academic research. As a result, the reading list below is not intended to restrict students to a single, authoritative reading list, but only to serve as a starting point. In practice, this means that you are not only free but also expected to study and consult other academic texts as you see fit. You have to judge yourself how to prioritise which texts to read, to what length and in what depth, unless you are instructed otherwise (texts marked with * are essential reading). However, students are more than welcome to ask the instructor for further guidance in identifying additional reading material.

Whenever necessary (and possible) some texts will be uploaded on the web. Most journal articles can be accessed online through the library's subscription services or through the publishers' website. It's easier than you think, google the article or journal title and you will find what you are looking for. Book (hard) copies are available in the library. The library staff members are there to help and guide you in your search. Students are encouraged to borrow short term and make copies, in order to allow others to access the same book(s).

Week 1 (Jan 9) Introduction: Where is Europe? What is Europe? When is Europe?

During the first part of this meeting we will spend some time familiarising ourselves to the course structure and requirements. In the second part we will raise some interesting questions surrounding the concept of Europe. For instance, what do we mean when we say "Europe"? Do we mean the geographical area or a culture? And if geography is the key, where does Europe start and where does it end? Is there a distinctively European culture?

Perry Anderson (2009) *The New Old World*, London: Verso (esp. ch. 9)

Tuuli Lähdesmäki (2012) "Rhetoric of unity and cultural diversity in the making of European cultural identity" *International Journal of Cultural Policy* 18(1): 59-75.

* Anthony Pagden (2002) *The Idea of Europe*, Cambridge: Cambridge University Press. (an excerpt is available at <http://catdir.loc.gov/catdir/samples/cam031/2001025960.pdf>)

Anthony Smith (1995) *Nations and Nationalism in Europe*, Oxford: Polity.

Anthony Smith (1992) "National Identity and the Idea of European Unity", *International Affairs* 68 (1): 55-76. <http://www.crash.cam.ac.uk/uploads/documents/National%20identity%20.pdf>

Richard Swedberg (1994) "The Idea of 'Europe' and the Origin of the EU – A Sociological Approach", *Zeitschrift für Soziologie* 23 (5): 378-387, <http://zfs-online.org/index.php/zfs/article/viewFile/2871/2408>

* Various authors (2008) *The Idea of Europe*, Helsinki: European Cultural Foundation Network http://www.eurocult.fi/julkaisut/idea_of_europe.pdf (esp. the chapter of A. Heller).

Week 2 (Jan 16) Europe before World War II: "The World of Yesterday"

Today we take certain social features, such as states, borders, national identity and citizenship etc. for granted, but they were not always as real as they are today or not in the same way at least. Stefan Zweig's (1881-1942) chronicle "The World of Yesterday" provides a vivid account of life in the Austro-Hungarian Empire during the dark years leading to the rise of Nazism and WWII. Students are have to read the book and discuss their impressions and views in class.

* Stefan Zweig (1964) *The World of Yesterday*, University of Nebraska Press.

Assignment: For *undergraduates*: prepare a short paper (500-1000 words) summarising "The World of Yesterday". For *graduates*: prepare a short paper (max. 1500 words) where in addition to a critical summary of "The World of Yesterday" you identify works by other European authors similar in content.

Week 3 (Jan 23) Modern Europe: On the Road to Unification or Fragmentation?

Did the world wars lead to more unification or more fragmentation in Europe? What does 'Balkanization' mean and how does it relate to modern Europe? Are secessionism and multiculturalism threatening to fragment Europe?

Assignment: Prepare a short presentation (5-10 min. max.) of a European country of your choice taking into account the historical and current challenges it faces, in your opinion, in relation to its national homogeneity and sovereignty.

Perry Anderson (2009), *The New Old World*, London: Verso (esp. chs. 1-2)

Tim Bale (2013) *European Politics*, Basingstoke: Palgrave-Macmillan.

Jean Pierre Cabestan and Aleksandar Pavkovic (2013) *Secessionism and Separatism in Europe and Asia*, London: Routledge. (Part 1 only).

Christopher Connolly (2013) "Independence in Europe: Secession, Sovereignty, and the EU", *Duke Journal of Comparative and International Law* 24 (51): 51-105.
<http://scholarship.law.duke.edu/cgi/viewcontent.cgi?article=1396&context=djci>

Josep Desquens (2003) "Europe's Stateless Nations in the Era of Globalization", *BC Journal of International Affairs* <http://www.jhubc.it/bcjournal/articles/desquens.cfm>

Tony Judt (2007) *Postwar: A History of Europe Since 1945*, London: Pimlico. (esp. chs. 1-2).

Alar Kilp and Andres Saumets (2011) "Religion and Politics in Multicultural Europe",
http://www.ksk.edu.ee/wp-content/uploads/2011/03/KVUOA_Toimetised_12-Kilp-Saumets.pdf

Borooh Vani and Mangan John (2009) "Multiculturalism versus Assimilation: Attitudes towards Immigrants in Western Countries", *International Journal of Economic Sciences and Applied Research* 2 (2): 33-50, http://www.ijesar.org/docs/volume2_issue2/multiculturalism.pdf

The Migrants Files: A database on the more than 27,000 migrants who died on their way to Europe since 2000. <https://www.detective.io/detective/the-migrants-files/>

Week 4 (Jan 30) The European Union

This class introduces Europe's unparalleled institutional experiment: the EU. The goal is to familiarise students with the EU (or to refresh one's memory), its functions, its competences, its institutions and its decision-making process. The main historical steps in the integration process will also be covered.

* Erik Jones, Anand Menon and Stephen Wetherill (2014) *The Oxford Handbook of the EU*, Oxford: Oxford University Press.

Pascal Fontaine (2010) *Europe in 12 Lessons*. Luxembourg: Publications Office of the EU.
http://eeas.europa.eu/delegations/hong_kong/documents/education/education_material/europe_in_12_lessons_booklet_2011.pdf

John McCormick (2014) *Understanding the European Union*, 6th ed. Basingstoke: Palgrave Macmillan.

Neil Nugent (2010) *The Government and Politics of the European Union*, 7th ed., Basingstoke: Palgrave-Macmillan.

Michelle Cini and N. Borragan (2013) *European Union Politics*, Oxford University Press.

Week 5 (Feb 6) Policies of the EU

On weeks 5 the main EU policies will be introduced. We will introduce policies, such as the common agricultural policy, the trade policy, education policy etc. which either are important in themselves or the EU has important competences.

Assignment: Prepare a short presentation (5-10 min.) of an EU policy ensuring that you cover at least the following areas: what does this policy do, does the EU have exclusive competences, when was the policy founded, how did it develop over time, how much does it cost the EU budget, what are the main challenges associated with its developments and what are its prospects for the future.

Note: The textbooks below only contain some chapters on a few EU policies. There are whole textbooks and numerous journal articles dedicated to a single EU policy. In addition to those, the EU websites offer valuable information on all EU policies.

Michelle Cini and N. Borragan (eds.) 2010. *European Union Politics*, Oxford University Press.

* Erik Jones, Anand Menon and Stephen Wetherill (2014) *The Oxford Handbook of the EU*, Oxford: Oxford University Press.

Week 6 (Feb 13) Theories of European Integration

When the EU was founded in the 1950s it was nothing more than a small international organisation with limited competences. Today it comprises 28 member states and its jurisdiction encompasses nearly all policy areas. How and why did this happen? We will discuss the various theories that help us understand this phenomenon.

Assignment: Prepare a short presentation (5-10 min.) of a European integration theory of your choice. What are the main premises of this theory? When was it developed and by whom? What is its standing in the literature today? What are its strong points and weaknesses? How well do you think it explains European integration?

B. v. Apeldoorn, H. Ovebeek and M. Ryner (2003) "Theories of European Integration: A Critique", in A. Cafruny and M. Ryner (eds) *A Ruined Fortress? Neoliberal Hegemony and Transformation in Europe*, Lanham: Rowman & Littlefield.

Michelle Cini and N. Borragan (2013) *European Union Politics*, Oxford University Press.

Karl Deutsch et al. (1968) *Political Community and the North Atlantic Area*, Princeton: Princeton University Press.

Ernst Haas (2004) *The Uniting of Europe*, Notre Dame: University of Notre Dame Press.

Adrienne Héritier (2013) "Covert Integration of Core State Powers: Renegotiating Incomplete Contracts", in Philipp Genschel and Markus Jachtenfuchs (eds.) *Beyond the Regulatory Polity? The European Integration of Core State Powers*, Oxford: Oxford University Press, pp. 231-245.

Erik Jones, Anand Menon and Stephen Wetherill (2014) *The Oxford Handbook of the EU*, Oxford: Oxford University Press.

* Brent Nielsen and Alexander Stubb (2014) *The EU: Readings on the Theory and Practice of European Integration*, Boulder CO: Lynne Rienner.

Ben Rosamond (2000) *Theories of European Integration*, Basingstoke: Palgrave Macmillan.

Week 7 (Feb 20) Reading Week (No Class)

Week 8 (Feb 27) Midterm Exams

Midterm exams will be held in class. The exam details will be presented in class in due time.

Week 9 (Mar 6) The EMU, the Eurozone Crisis and its Implications

Before one can make sense of the Eurozone crisis one needs to understand the essentials of the European integration economics. Using non-technical language we will discuss what the incremental stages of economic integration are, what EMU means and is and whether the EU is an Optimum Currency Area. Following that, we will discuss the unfolding of the Euro-zone crisis, how the member states dealt with it, and what the economic, political and social implications of the crisis are.

Group Assignment: Prepare a short presentation (duration depends on group size) on the following topic: "How did the Euro crisis affect the economy and people's perceptions toward the EU, Euro and the national political institutions of [a group of Eurozone countries] develop between the years 2004 and 2014?" (Economic data can be found from sources such as the Eurostat, OECD, UN etc. To measure people's attitudes use the Eurobarometer surveys and/or other public opinion surveys. Please use charts, i.e. Excel or similar, in your PowerPoint presentation).

Katrin Auel and Oliver Höing (2014), "Parliaments in the Euro Crisis: Can the Losers of Integration Still Fight Back?", *Journal of Common Market Studies* 52 (6): 1184-1193.

Chabanet, Didier. 2011. "Protest in the EU: a Path toward Democracy" in Joan DeBardeleben and Achim Hurrelmann, eds. *Transnational Europe: Promise, Paradox, Limits*. New York: Palgrave Macmillan, pp. 95-113.

* Peter Hall (2012) "The Economics and Politics of the Euro Crisis", *German Politics* 21 (4): 355-371.
<http://www.tandfonline.com/doi/pdf/10.1080/09644008.2012.739614>

Paul De Grauwe (2010) "The Financial Crisis and the Future of the Eurozone", Bruges European Economic Policy Briefings no. 21 (available online)

* Paul De Grauwe (2012) *Economics of Monetary Union*, Oxford: Oxford University Press.

Erik Jones, Anand Menon and Stephen Wetherill (2014) *The Oxford Handbook of the EU*, Oxford: Oxford University Press.

F. P. Mongelli (2008) "European Economic and Monetary Integration and the Optimum Currency Area Theory", *Economic Papers* 302, <http://www.fxf1.com/english-books/The%20Economics%20of%20European%20Integration.pdf>

Week 10 (Mar 13) The Rise of Extremism in Europe

The Euro-zone crisis contributed to a problem that has been simmering in Europe for some time, namely, to the strengthening of left-wing and right-wing extremism. Today we will concentrate on the rise of extremist political forces, especially of the Right, the reasons behind this development and the implications for Europe and the EU in particular.

Group Assignment: Prepare a short presentation (time depends on group size) on the following topic: "How did racism and/or xenophobia of [a group of Eurozone countries] develop between the years 2004 and 2014? How did the vote share of the Eurosceptic/extremist parties develop in the national and European elections? What do you think explains this development?" (To measure people's attitudes use the Eurobarometer surveys and/or other public opinion surveys. Please use charts, i.e. Excel or similar, in your PowerPoint presentation).

J. C. Espada (2014), "The Missing Debate", *Journal of Democracy* 25 (4): 88-95.
http://muse.jhu.edu/journals/journal_of_democracy/v025/25.4.espada.pdf

Bernt Hagtvet (1994), "Right-Wing Extremism in Europe", *Journal of Peace Research* 31 (3): 241-246.

Luke March and Charlotte Rommerskirchen (2015), "Out of left field? Explaining the variable electoral success of European radical left parties", *Party Politics* 21 (1): 40-53.
<http://ppq.sagepub.com/content/21/1/40?etoc>

* Ralf Melzer and Sebastian Serafin (2013), *Right-Wing Extremism in Europe*, Berlin: Friedrich Ebert Stiftung <http://library.fes.de/pdf-files/dialog/10031.pdf>

Michael Minkenberg (2013), "From Pariah to Policy-Maker? The Radical Right in Europe, West and East: Between Margin and Mainstream", *Journal of Contemporary European Studies* 21(1): 5-24.

Liubomir Topaloff (2014), "Marginal no More", *Journal of Democracy* 25 (4): 76-87.
http://muse.jhu.edu/journals/journal_of_democracy/v025/25.4.topaloff.pdf

Week 11 (Mar 20) Supranational Legitimacy and Democracy

Increasingly more Europeans appear to question the legitimacy and the democracy credentials of the EU. Is the EU really legitimate and democratic? We will discuss the concept of legitimacy and what makes the EU legitimate or not. Furthermore, we will address the EU's 'democratic deficit'. Whether the European Parliament elections and a new measure of EU participatory democracy can help address the democratic deficit will also be discussed.

Group Assignment: Prepare a short presentation on the following topic "Why is the EU (not) legitimate? Why is it (not) democratic?"

* Richard Corbett (2014) "'European Elections are Second-Order Elections': Is Received Wisdom Changing?", *Journal of Common Market Studies* 52 (6): 1194-1198.
<http://onlinelibrary.wiley.com/doi/10.1111/jcms.12187/pdf>

Joan DeBardeleben and Achim Hurrelmann (2009) "Democratic Dilemmas in EU Multilevel Governance: Untangling the Gordian Knot" *European Political Science Review* 1(2): 229-247.

David Beetham (1991) *The Legitimation of Power*, Macmillan.

* David Beetham and Chris Lord (1998) *Legitimacy and the European Union*, Longman.

A. Follesdal and S. Hix (2006) "Why There is a Democratic Deficit in the EU: A Response to Majone and Moravcsik", *Journal of Common Market Studies* 44 (3): 533-562.

Giandomenico Majone (2014) "From Regulatory State to Democratic Default", *Journal of Common Market Studies* 52 (6): 1216-1223.

Michael Marsh and Slava Mikhaylov (2010) "European Parliament Elections and EU Governance", *Living Reviews in EU Governance* 5 (4) <http://www.livingreviews.org/lreg-2010-4>

Janet Mather (2006) *Legitimizing the EU*, Basingstoke: Palgrave-Macmillan.

Andrew Moravcsik (2002) "In Defence of the 'Democratic Deficit': Reassessing Legitimacy in the European Union", *Journal of Common Market Studies*, 40(4): 603-624.

Daniela Obradovic (1996) "Policy Legitimacy and the EU", *Journal of Common Market Studies* 34 (2): 191-221.

Vivien Schmidt (2013) "Democracy and Legitimacy in the EU Revisited: Input, Output and 'Throughput'", *Political Studies* 61 (1): 2-22.

Week 12 (Mar 27) In Search of a European Identity

The existence of a common European identity would make European unification easier. Does such an identity exist? Can it be constructed or is it already in the making? How does or could such a common collective identity look like?

Group Assignment for graduate students only: Prepare a short presentation on the following topic “There is (no) evidence that a common European identity exists”.

David Beetham and Chris Lord (1998) *Legitimacy and the European Union*, Longman.

J. Checker and P. Katzenstein (2009) *European Identity*. Cambridge: Cambridge University Press.

Lauren McLaren (2006) *Identity, Interests and Attitudes to European Integration*. Basingstoke: Palgrave Macmillan.

Thomas Risse (2014) “No Demos? Identities and Public Sphere in the Euro Crisis”, *Journal of Common Market Studies* 52 (6): 1207-1215.
<http://onlinelibrary.wiley.com/doi/10.1111/jcms.12189/pdf>

Emmanuel Sigalas (2010) “Cross-border Mobility and European Identity”, *European Union Politics* 11 (2): 241-265.

* Anthony Smith (1992) “National Identity and the Idea of European Unity”, *International Affairs* 68 (1): 55-76. <http://www.crassh.cam.ac.uk/uploads/documents/National%20identity%20.pdf>

Anthony Smith (1995) *Nations and Nationalism in Europe*, Oxford: Polity.

Week 13 (Apr 3) Europe in Space

Are Galileo and Copernicus just two more long-dead European scientists, or is ESA the new NASA and how old is ESA anyway? On the last week we will have a glimpse at the stars of the European sky, that is, we will look at Europe’s endeavours in outer space. Particular attention will be paid to the EU’s ‘creeping competences’ in space.

Assignment for graduate students only: Prepare a short paper (max. 2000 words) outlining the development of the EU-ESA relations over time.

John Krige (2014), *Fifty Years of European Cooperation in Space*, Paris: Beauchesne.

Emmanuel Sigalas (2012), "The Role of the European Parliament in the Development of a European Union Space Policy", *Space Policy* 28: 110-117.

Kazuto Suzuki (2003), *Policy Logics and Institutions of European Space Collaboration*, Aldershot: Ashgate.

History of ESA Website:

- http://www.esa.int/About_Us/Welcome_to_ESA/ESA_history/A_history_of_the_European_Space_Agency
- <http://www.oosa.unvienna.org/pdf/pres/copuos2014/tech-10.pdf>

EU Online Resources

EU: http://europa.eu/index_en.htm

European Commission: http://ec.europa.eu/index_en.htm

EP: <http://www.europarl.europa.eu/en/headlines/>

Council of the EU: <http://www.consilium.europa.eu/homepage.aspx?lang=en>

European Council: <http://www.european-council.europa.eu/home-page.aspx>

ECB: <http://www.ecb.int/home/html/index.en.html>

Eurobarometer (European public opinion surveys): http://ec.europa.eu/public_opinion/index_en.htm

Selected European Think-Tanks

BRUEGEL: <http://www.bruegel.org/>

Centre for European Policy Studies: <http://www.ceps.be/Default.php>

Centre for European Reform: <http://www.cer.org.uk/>

European Policy Centre: <http://www.epc.eu/>

Notre Europe: <http://www.notre-europe.eu/>

European Industrial Relations Observatory: <http://www.eiro.eurofound.ie/>

<http://www.voxeu.org>

ELIAMEP: www.eliamep.gr

EKEM (Hellenic Center for European Studies) http://www.ekem.gr/frames_gr.html

European Space Policy Institute: www.espi.or.at

Selected Academic Journals (featuring articles on Europe, European countries and the EU)

- British Journal of Political Science
- European Journal of Political Research
- European Political Science Review
- European Union Politics
- Journal of Common Market Studies

- Journal of Contemporary European Studies
- Journal of European Integration
- Journal of European Public Policy
- Journal of Contemporary European Research
- Journal of Legislative Studies
- Party Politics
- West European Politics

Selected European Newspapers and Magazines (in English)

- The Financial Times (daily newspaper)
- The Economist (weekly magazine)
- Der Spiegel (weekly magazine)
- Agence Europe (daily, mainly on the EU and its member states)
- European Voice (weekly, mainly on the EU)
- Euractiv (EU-Europe news) <http://www.euractiv.com/>

PLAGIARISM

The University Senate defines plagiarism as “to use and pass off as one’s own idea or product the work of another without expressly giving credit to another”. (Calendar p. 48).

- Copying from another person’s work without indicating this through appropriate use of quotations marks and citations of footnotes.
- Lengthy and close paraphrasing of another person’s work (i.e. extensive copying interspersed with a few “different” phrases or sentences).
- Submitting written work produced by someone else as if it were one’s own work (e.g. another student’s term paper, a paper purchased from a commercial term paper “factory”, material downloaded via the Internet, etc.)

In an academic environment plagiarism is a serious offence, and it is not a matter that can be dealt with by an informal arrangement between the student and the instructor. In all cases where plagiarism is suspected, instructors are now required to notify their departmental Chair, and the Chair in turn is required to report the matter to the Associate Dean of the Faculty. The Associate Dean makes a formal investigation and then decides on an appropriate sanction. Penalties can range from a mark of zero for the plagiarized work, to a final grade of F for the course, to suspension from all studies, to expulsion from the University. (Students should also be aware that the Senate classifies as an instructional offence the submission of “substantially the same piece of work to two or more courses without the prior written permission of the instructors involved.”)

ACADEMIC ACCOMMODATIONS

For Students with Disabilities:

“Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre, 613-520-6608, every term to ensure that I receive your letter of accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by their listed due dates.

For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructor for alternate dates and/or means of satisfying academic requirements. Such request 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 not later than two weeks before the compulsory 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 students.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton’s Academic Accommodations policies, or may contact an Equity Services Advisor in the Equity Services Department of assistance.

For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.