

**EURR 5010 (A and B)**  
**Research Design and Methodology in European, Russian and Eurasian Studies**  
**(Winter 2017)**  
**Tuesdays 2:30-5:30**  
**Location for joint sessions: 3110 Richcraft Hall**  
**Locations for split sections: Group 1: Richcraft Hall 3112 / Group 2: Richcraft Hall**  
**3302 (EURUS seminar room) / Group 3: Richcraft Hall 3101**

**Instructors**

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 or by appointment.

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 or by appointment.

This course represents a follow-up to EURR 5001, which is normally a prerequisite for this course. The purpose of EURR 5010 is threefold:

- To familiarize you with questions of research design and research methods, and develop the ability both to design a research project and evaluate research design
- To complete your proposal for your MA Research Essay or Thesis
- To complete a draft of one chapter of your MA Research Essay or Thesis

All students must complete the following requirements (details below):

	<b>Deadline</b>	<b>Evaluation</b>	<b>Comments</b>
Inform us of possible research supervisor (by email)	Jan. 12	Completed/not completed	Supervisor will be assigned if not completed
Gain agreement of research supervisor	Jan. 19		completed
Interim assignment (i):1 page written statement of research question, and possible revision	Jan. 19, 4 pm Jan. 26, 4 pm	Completed/not completed	-5% on Research Proposal (RP) if not completed on time
Research materials assignment	Feb 2, 4 pm	10%	See below on late submissions
Interim assignment (ii):2-3 page written statement of theoretical framework and hypotheses or thesis	Feb.9, 4 pm. Feb. 16, 4 pm.	Completed/not completed	-5% on RP if not completed on time

statement, and possible revision			
Interim assignment (iii): 3 page written statement of how primary and secondary materials will be used to assess the hypotheses or thesis	Mar. 2, 4 pm	Completed/not completed	-5% on RP for each not completed; -2% on RP for each handed in late
Complete Research Proposal (RP) (10 pages + bibliography)  and possible revision, if requested.	Mar. 13, 11 am  Revisions: Mar. 27, 11 am	35%  Completed/not completed	See penalties below if late or not completed  -10% on RP if not completed.
Abstract of Draft Chapter to be completed (1/2 page)	Mar. 20, 11 am	Completed/not completed	-5% on Draft Chapter if not completed on time
Draft chapter (15-20 pages, developed in conjunction with your supervisor)	April 20, noon	30%	See penalties below if late or not completed
Seminar participation	Weekly	25%	
Attendance at 3 extracurricular lectures or 3 reaction papers	Hand in list April 10, in class	Pass/fail	-5% on course grade if not completed
TOTAL		100%	

1. **Seminar Participation (25%):** All students must complete all course readings, attend class sessions, and participate in class discussions. Expectations for participation in particular class sessions may be provided weekly. Disruptions to class (e.g., ringing cell phones, late arrivals) will result in a reduction of the grade. Please note that students in the seminar will be divided into three groups (Groups 1, 2, 3). Approximately half of the class sessions will take place with all three groups together. In the other half, students will be split into the three groups. Participation will be evaluated for both types of sessions. For the small group sessions students will be expected to read the interim assignments (see #4) of other students in their group before the seminar session and be prepared to offer input.

Seminar participation will be graded on the basis of attendance and the quality of regular contributions to the class discussion; familiarity with required course readings will be considered an important criterion of evaluation.

2. **Identify and gain agreement of a research supervisor.** You must inform your Section instructor by email of your proposed supervisor by **January 12**, then arrange a meeting with the proposed supervisor and gain his/her agreement by **January 19**. Your temporary supervisor can advise you as to appropriate supervisors for your topic. If you have not arranged for a supervisor by the date indicated, you will be assigned to a supervisor, based on your research interests. Once you have your research supervisor, you should consult with him/her at each stage of developing your research proposal.

3. **Research Materials Assignment (10%):** Each student is to prepare a guide to specified research materials (3 pages) to be handed by **February 2 at 4 p.m.**. More detailed instructions on this assignment are provided below (near the end of the course outline).
4. **Interim Assignments for Development of the Research Proposal** (pass/fail if handed in on time; impact on mark on #5 if handed if late; see deadlines above and penalties below.) Three such assignments will be required. See due dates above. These are draft portions of your research proposal. In some cases a revision of these assignments will be required after the student receives comments.

*Interim Assignment (i):* A one page (double-spaced) written statement of your research question, justifying it based on how it speaks to existing knowledge and its significance (the ‘so what?’ question). Avoid yes/no questions; preferable are ‘how’ or ‘why’ questions. Ideally, this question should grow out of the readings for your Fall Critical Literature Review assignment and the associated brainstorming assignment. You will be asked to deliver a short (no more than 5 minute) summary of the statement in the appropriate class session.

*Interim Assignment (ii):* A two to three-page written discussion of the theoretical framework that relates to your project and your preliminary hypothesis/hypotheses. You should provide a paragraph or two of discussion of your theoretical framework, citing some relevant literature, and a paragraph or two explaining the basis for your hypotheses, including why you have picked them. You will be asked to deliver a 5 minute summary of the statement in the appropriate class session.

*Interim Assignment (iii):* A two to three-page discussion of what empirical methods you will use to conduct your research and how these methods will allow you to test your hypotheses. Briefly address the types of research materials you will use, referring to your research materials assignment or supplementing it. You will be asked to deliver a 5 minute summary of the statement in the appropriate class session.

5. **Complete Version of Research Proposal (35%) (Due March 13, 11 am):** This proposal will integrate materials from the interim assignments, adding other elements (literature review, chapter outline, timetable, and discussion of scope, as outlined in the Institute’s ‘Regulations for Research Essay/Thesis and Language Requirements’). This should be approximately 10 pages in length, plus the bibliography. The mark for this component will be based on the final product handed in. You may be asked to revise the first version handed in; if so, your mark will be on the revised version. No complete proposals will be accepted after **March 20** as a condition for completion of the course, absent a valid medical or equivalent excuse.

**Proposal revisions:** In some cases, students may be asked to revise their complete proposals. If this is the case, students will need to submit those revisions by **March 27, 11 am**. Failure to submit those revisions will result in a 10 point reduction (of

100) to the final proposal mark. Revised proposals that are submitted late will receive a 2 points (of 100) deduction per day late. No proposal revisions will be accepted after April 2 as a condition for completion of the course, absent a valid medical or equivalent excuse.

6. **Draft of one chapter (15-20 pages)** of the research essay or thesis (30%). You will select one chapter to complete, from the chapter outline in the proposal. On **March 20** you must provide a half page abstract of that chapter. We would suggest completing the chapter that deals with your theory or hypotheses, or with some portion of your primary source materials. The draft chapter is due on **April 20**. Draft chapters will not be accepted after **April 27** as a condition for completion of the course absent a valid medical or equivalent excuse.
  
7. **Attendance at three guest lectures/conferences or three reaction papers:** Students in the core seminar are expected to attend at least three guest lectures/conferences/workshops/roundtables relating to the program outside of class time. A list of events is available on the EURUS and CES websites ([www.carleton.ca/eurus](http://www.carleton.ca/eurus)), [www.carleton.ca/ces](http://www.carleton.ca/ces)). Please note that if you are assisting with the event as part of your paid TAs/RAships or other paid employment, or if the event is held within the context of the session of a course you are enrolled in, this may not be counted to fulfilling this requirement. Attendance should be verified by the event organizer. A list of events attended should be provided to your Section instructor no later than **April 10**. Students have the option of completing three short reaction papers, each one involving a summary and critical analysis of extra course readings, in lieu of attending these events, to be handed in the same day. Each paper should be three pages in length (double-spaced) and the readings should be from the optional readings list for different weeks in the term. The paper must meet a passing standard. The requirement is pass/fail, but a penalty will be applied if it is not fulfilled (see below).

### **Submission of coursework**

- All written assignments *must* be submitted to the electronic drop box in CULearn.
- For the Research Materials, Complete Research Proposal (and possible revisions), and Draft Chapter assignments, in addition to the electronic submission in CULearn, a **hard copy printout** should be submitted. Hardcopies can be submitted in class (if due on the date of a class meeting), to your section leader, in the EURUS office, or the EURUS physical dropbox (outside the EURUS office) by the due date.
- Unless a specific exception has been arranged, the instructors will not accept assignments sent by email.

### **Due Dates and Penalties**

Please note the following important rules associated with this course:

- A student will not receive a passing grade in the course if the final research proposal and draft chapter are not submitted.
- If the three guest lectures/conferences or three reaction papers are not completed

- (#7 above), five points (of 100) will be deducted from the final course mark.
- Penalties for late assignments that are graded (e.g., research materials assignment, final research proposal and revisions, draft chapter) will be as follows (waived with a valid medical or equivalent excuse):
    - Two points (of a 100 % scale) for each day late (including weekend days)
  - If interim assignments are not handed in, the mark on the final proposal will be reduced by 5 points (of 100) for each assignment missed. If an interim assignment is handed in late, this will result in a 2 point deduction (of 100) on the final proposal for each late assignment. If a revision to the final proposal is required but not handed in, a 10 point reduction (of 100) will be applied to the final proposal mark.
  - If the draft chapter outline is not handed in on time, 5% will be deducted from the final mark on the draft chapter.

## **COURSE OUTLINE**

Note: All required readings are available either online through the Ares, CU Learn, the Carleton catalogue, or on library reserve. All readings listed under Required Readings should be done in their entirety. These readings should be given priority. Students are also asked to review selections for each week under the heading “Example articles for discussion”, as instructed, where such a heading exists.

Please note that some reading assignments may be adjusted or augmented. Such changes will be announced through CU Learn. Please check CU Learn regularly.

### **January 9, Week 1 (whole group), Dutkiewicz**

#### **Introduction to the course: Selecting a topic and choosing a research design (whole group)**

##### Required Readings:

- The Institute’s ‘Regulations for Research Essay/Thesis and Language Requirements’  
Come prepared with any questions you may have (on cuLearn).
- Michael Watts (Institute of International Studies, Berkeley, California), “The Holy Grail: in Pursuit of the Dissertation.” (on cuLearn)
- “How to Write a Research Question” (on cuLearn)

##### Optional

- Ted Palys and Chris Atchison, *Research Decisions: Quantitative and Qualitative Perspectives*, Research Decisions: Quantitative and Qualitative Perspectives (Toronto: Thomson Nelson, 2008), useful reference when constructing your research proposal throughout the term

### **January 16, Week 2 (whole group), DeBardeleben**

#### **Part I: Social science research design, types of research design, theories and hypotheses, the comparative method**

#### **Part II: Presentation by library staff on locating primary source materials**

Required reading:

- Gary King, Robert O. Keohane & Sidney Verba (1994), *Designing Social Inquiry: Scientific Inference in Qualitative Research* (Princeton: Princeton UP), 3-28
- Craig Leonard Brians, Lars Willnat, Jarol B. Manheim and Richard C. Rich, *Empirical Political Analysis: Quantitative and Qualitative Research Methods*, 8th edition (Boston: Longman, 2011), Chpt. 2, 16-36. 75-87
- W. Lawrence Neuman (2011), *Social Research Methods: Qualitative and Quantitative Approaches (7<sup>th</sup> edition)*, Chpt 6 (pp. 178-193)
- Ted Palys and Chris Atchison, *Research Decisions: Quantitative and Qualitative Perspectives*, Research Decisions: Quantitative and Qualitative Perspectives (Toronto: Thomson Nelson, 2008), pp. 31-50

**January 23, Week 3 Small group discussion (in Sections)**

Discussion of Research Question drafts. Be prepared to present your research question briefly (5 minutes)

**January 30, Week 4 (whole group), Sahadeo**

**Literature Review and Historical Context of Research (whole group) Sahadeo**

- Adam Przeworski and Frank Salomon, “On the Art of Writing Proposals: Some Candid Suggestions for Applicants to Social Science Research Council Competitions” (8pp). (on cuLearn)
- Keith Jenkins, *Re-thinking History* (London: Routledge, 2003), 6-32
- Madeleine Reeves, “A Weekend in Osh” *London Review of Books* 8 July 2010
- Jeff Sahadeo, “Home and Away: Why the Asian Periphery Matters in Soviet History” *Kritika: Explorations in Russian and Eurasian History* 16, no. 2 (2015): 375-388.

**February 6, Week 5 (whole group), DeBardleben**

**The Comparative Method, Cases Studies, and discussion of examples. Students should also come to the session with a sample hypothesis and discussion of how they will test it.**

Required reading:

Todd Landman (2008), *Issues and Methods in Comparative Politics: An Introduction*, 3rd edition (London: Routledge), 24-49, 67-78, 86-94 (R)

AND

Sample articles:

Read the following articles, focusing on their research design and method. Be prepared to make a short summary of one of the two articles focusing on why the author chose to use a comparative approach or not, advantages and disadvantages of using a comparative or single-case approach, and methods of study. Also consider how cases were selected.

- Rachel Vanderhill, “Promoting Democratization and Authoritarianism: Comparing the Cases of Belarus and Slovakia,” *Europe-Asia Studies* 66, no. 2 (2014), pp. 255- 283 (comparative)
- Miroslav Beblavý and Emília Sičáková-Beblavá, “The Changing Faces of Europeanisation: How Did the European Union Influence Corruption in Slovakia

Before and After Accession?”, *Europe-Asia Studies* 66, no. 4 (2014), 336-556.  
(single case study)

**February 13, Week 6 Small group discussion (in Sections)**

Discussion of theoretical frameworks and hypotheses of students in the group. Be prepared to present your approach briefly (5 minutes)

Readings may be added for each group

**Feb. 27, Week 7 Research techniques I (whole group), Casteel**

Required Readings:

- Jeff Sahadeo, “‘Without the Past There Is No Future:’ Archives, History and Authority in Uzbekistan” *Archive Stories: Facts, Fictions and the Writing of History* ed. Antoinette Burton. (Durham: Duke University Press, 2005), 45-67.
- John van Maalen” *Tales from the Field: On Writing Ethnography* 2<sup>nd</sup>. ed. (Chicago: University of Chicago Press, 2011), 1-7
- Valerie Raleigh Yow, *Recording Oral History: A Guide for the Humanities and the Social Sciences*, 2<sup>nd</sup> edition (Walnut Creek, CA: AltaMira Press), 1-23.

Example articles for discussion (required readings):

Choose two of the three following articles to read with a focus on the authors’ research design and method (and skim the third). Be prepared with answers to the following questions: What are the authors’ research questions? Why do you think the authors might have chosen to employ cultural approaches to answer their research questions? What types of sources do they use? What methods do they employ to evaluate their sources? How suitable or effective is each author’s method for addressing his or her research question? How sound are each author’s conclusions? You might also wish to reflect on the presentation of the research (how the author situates his or her work in the academic literature, how evidence is presented, style, different disciplinary conventions in writing, etc.).

- Synnøve Bendixen, “The Refugee Crisis: Destabilizing and Restabilizing European Borders.” *History and Anthropology* 27, no. 5 (October 19, 2016): 536–54.
- James Mark, “Antifascism, the 1956 Revolution and the Politics of Communist Autobiographies in Hungary 1944–2000,” *Europe-Asia Studies* 58, no. 8 (2006): 1209-40.
- Föllmer, Moritz. “Was Nazism Collectivistic? Redefining the Individual in Berlin, 1930-1945.” *The Journal of Modern History* 82 (2010): 61–100.

**March 6, Week 8 Small group discussion (in Sections)**

Discussion of research methodologies and empirical research methods to be used by students. Be prepared to make a short presentation on your approach (5 minutes)  
Readings may be added for each group

**March 13, Week 9 (whole group), Dutkiewicz**

### **Examples of research projects**

Presentation of research design and methodologies by two faculty members or post-doctoral fellows.

### **March 20, Week 10 (whole group) (Dutkiewicz)** **Policy Research**

Readings will be sent to all students two weeks before this class and posted on CuLearn.

### **March 27, Week 11 Individual or group meetings (in Sections)**

Section consultations on proposals and sample chapters.

Readings may be added for each group

### **April 3, Week 12 (whole group), DeBardeleben**

#### **Research techniques**

#### **In-depth interviewing, sampling, media analysis and discourse analysis, research ethics**

#### Required Readings:

- Craig Leonard Brians, Lars Willnat, Jarol B. Manheim and Richard C. Rich, Empirical Political Analysis: Quantitative and Qualitative Research Methods, 8th edition (Boston: Longman, 2011), pp. 194-208, 365-376, 408-410.
- Students planning research involving human subjects are asked to take a look at the Carleton Research Ethic Board's instructions for your ethics clearance application: <http://carleton.ca/researchethics/human-ethics/>

#### Recommended:

- Jeffrey M. Berry (2002), 'Validity and Reliability Issues in Elite Interviewing', *PS: Political Science and Politics*, 35(4), 679-682
- Beth L. Leech (2002), "Asking Questions: Techniques for Semistructured Interviews," *PS: Political Science and Politics*, 35(4), 665-668 (ON)

Required: Examples for discussion: Read one of the following, depending on which research methodology interests you. Consider why the author selected the method used, how it was implemented, and whether it was successfully used to test the hypotheses.

- Nathaniel Coprey and Karolina Pomorska, "The Influence of the New Member States in the EU: The Case of Poland and the Eastern Partnership Policy," *Europe-Asia Studies* 66, no. 3 (2014), pp. 422-443 (interviews) OR
- Achim Hurrelmann, "The Politicization of European Integration: More than an Elite Affair?," *Political Studies*, Early View, DOI: 10.1111/1467-9248.12090 (focus groups) OR
- Petr Kratochvíl and Lukas Tichy, "EU and Russian discourse on energy relations" *Energy Policy* 56 (2013) 391-406 (qualitative content/discourse analysis)

### **April 10, Week 13 (in sections or individual consultations)**

Individual consultations on draft chapters or revisions to proposals.



**GUIDELINES FOR THE RESEARCH MATERIALS ASSIGNMENT**

Each student should identify primary and original language research materials in a defined topic area. (Students who do not yet have adequate language proficiency may rely on translated sources for primary source materials. These materials should, however, emanate from the region of study in most cases, unless they involve statistical materials or data sets. If this applies to you, you must contact one of the instructors for permission). The materials should preferably be related to the projected topic of the student’s MA research project; if they relate to a different topic, this must be approved by one of the instructors in advance. The task is to identify various types of original source materials that may be helpful, including, but not limited to, original language materials.

Types of materials may include:

Primary materials:

- a) Newspapers (when used as primary source material). Identify particular newspapers that deal with your topic, with examples of 2-3 relevant articles for each newspaper. Do not include more than 3 newspapers among your list of 10 sources.
- b) Legal documents
- c) Proceedings of legislative bodies, assemblies, or other meetings
- d) Data sets
- e) Memoirs
- f) Speeches
- g) Archival materials
- h) Statistical data

These may include translated sources (please indicate where translations are available.)

Secondary materials in appropriate regional language:

- a) Journal articles or books in a regional language
- b) Internet sources for research reports

For the assignment, students are to identify and discuss at least ten sources. You need not read all of the sources in detail but should provide a description of the source and of the purpose for which the materials may be useful. Your report should be 4 pages in length (double-spaced); it should (a) give a short overview of each source; (b) discuss its general utility; (c) consider limitations of the resource, or biases; and (d) discuss whether the material is current or dated. Also discuss the availability of the materials, the search tools you used, and the methods of analysis that might be applied to them. Indicate whether you located references to other materials that would be useful but are not easily available here or through Interlibrary Loan.

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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](http://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](mailto: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](http://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](http://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 Richcraft Hall.

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.