

**EU-CHINA RELATIONS: PAST, PRESENT, FUTURE
DRAFT**

EURR 4201B/EURR 5201B

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DESCRIPTION

The shifting balance of power, the increased assertiveness of China at global level, the Russian invasion of Ukraine and the responses of the EU to these dynamics are issues of high salience at the academic level, in Canada and internationally. The main objective of the course is to understand the types of actorness pursued by the EU and China at regional and world levels in the changing global environment as well as the evolution of their relationship.

Thus, among the most important goals of EURR 4201B/5201B are the following:

- a) To familiarize students with the history, importance, and evolution of EU-China relationship;
- b) To analyze the political, economic and security dimensions of the EU-China relationship;
- c) To investigate the role played by the EU member states on EU-China relationship;
- d) To explore and assess the external factors that impact the EU-China relationship: the US, Russia and developing world;
- e) To understand the types of actorness pursued by the two powers at regional and world levels.

The course will be run seminar style. Students are expected to be active in class discussions. Completion of course readings, participation in class discussions, class presentations, participation in a simulation scenario and a course paper will be required.

REQUIREMENTS AND EVALUATION

Students will be assigned a grade for the course according to the following scheme:

Seminar Participation	20%	
Analytical paper and its presentation	15%	
Commentary on analytical paper	10%	
Team presentation	15%	Thursday, Nov. 10
Term essay	25%	due Friday, December 16
Participation simulation scenario	15%	Thursday, Dec. 8

- ***Seminar participation:*** Regular weekly attendance is compulsory for this class. Unexcused absences will result in a significant reduction in the participation mark, which can have a marked impact on the course grade. Students will be graded on the basis of attendance, the quality of regular contributions to the class discussion, and, most importantly, demonstrated familiarity with required course readings.
- ***Analytical paper:*** The paper should address a specific question provided by the course instructor in advance (usually two weeks before the respective class). The length should be: 5-6 pages (double-spaced, 12-point font) for **graduate students**; 3-4 pages (double-spaced, 12-point font) for **undergraduate students**. The paper should contrast, critique and analyze selected readings, offering a concrete argument with respect to a question developed with the course instructor. Additional reading, beyond what is required for the week, may be required and specified by the instructor to enrich your discussion. The paper should **NOT** simply describe or reiterate the readings. The paper should be submitted to the Brightspace electronic drop-box and emailed to the student commentator by **10 a.m. on the Tuesday** before the class presentation.
- ***Presentation of analytical paper:*** All students will present their analytical paper to the class (dates will be assigned in the first meeting). In the presentation, each student should focus on the key arguments made within the written discussion paper, drawing on examples from the readings where appropriate. The student should be prepared to present the arguments verbally in a presentation of maximum 10 minutes. Students should **NOT** simply read the written paper.
- ***Commentary on analytical paper:*** Each student will also prepare an oral presentation commenting on another student's written analytical paper. Commentators will analyze the substantive arguments of the paper, offer constructive critiques, and set the stage for discussion by posing two questions. The commentator should refer to specific course readings. The commentary should be no longer than 10 minutes in length. If a discussion paper is not received or is received late, the commentator should be prepared to make comments on the question and reading(s) that were to be addressed in the paper.
- ***Team presentation:*** depending on the final number of students enrolled in the course, the instructor will form up to 4 groups that will prepare presentations on specific topics provided by the instructor. The presentations will be connected and will support the final simulation scenario (details to be provided in class).
- ***Term essay:*** will be no longer than 15 pages (font Times New Roman 12, double-spaced) for **graduate** students and 12 pages for **undergraduate** students on a topic covered in the course. Every student is required to meet with the instructor to discuss the topic of the essay. Advanced approval of the topic is important for the final term grade. The term essay is to be delivered on Brightspace by **December 16**.
- ***Simulation scenario:*** Simulation scenario "War without war" will be used to engage students into a strategic decision making process based on Sun Tzu's 'The Art of War' and Niccolo Machiavelli's 'Prince'. It will be exploring the concept of political conflict and

strategy in politics within the context of different cultural and historical backgrounds of Europe and China. Based on role play and relevant case studies, simulation scenario will support analytical skills of students in understanding the relationships between the various dimensions of culture and political thought.

Late Penalties and Failure to submit assignments:

- Any student who fails to hand in the analytical paper or the research paper will receive a failing mark in the course. Penalties for late assignments will be as follows:
 - Term essay: Two points (of a % scale) for each day late (including weekends). Papers will not be accepted more than one week after the due date without a valid (e.g., written medical) excuse.
 - Analytical paper: Late assignments will suffer an immediate deduction of 15% (on a 100% scale), and 3% for each day late.
- Students absent on a date of an oral presentation or commentary will receive a “0” unless a valid medical (or equivalent) excuse is provided. Advance notice should be provided to the instructor.
- Consistent attendance is expected in this weekly seminar; it is expected that students who must miss a class for any reason will contact the instructor in advance, if possible.

Course Readings:

The main course readings will be accessible through the Ares Course Reserves system (there is a link in Brightspace). In some cases, the library will only make items available on physical reserves to be consulted onsite in the library (they will be indicated as such in the Ares system).

Additional complementary readings may be posted on Brightspace.

Week 1, Sept. 8

Introduction to the course and organizational matters

Europe and China: the importance of history, ideas, and concepts

Discussion of course syllabus, readings and requirements

Division of class presentations/teams

Week 2, Sept. 15

EU Institutions and EU Foreign Policy

Evolution of EU foreign policy

The role of member states in EU foreign policy

Institutional framework and EU external relations

The nature of EU foreign policy

Keukeleire, S. and Delreux, T. (2014). *The Foreign Policy of the European Union* (Basingstoke: Palgrave Macmillan, 2nd edition), chapters 3 (pp. 61-69; 72-93), 4 and 5.

Müller, P., Pomorska, K. and Tonra, B. (2021). “The Domestic Challenge to EU Foreign Policy-Making: From Europeanisation to de-Europeanisation?” *Journal of European Integration*, Vol. 43(5), pp. 519-534.

Optional readings:

- Blavoukos, S. and Bourantonis, D. (eds.) (2011). *The EU Presence in International Organizations* (London: Routledge).
- Devuyst, Y. (2012). "The European Council and the CFSP after the Lisbon Treaty." *European Foreign Affairs Review*, Vol. 17(3), pp. 327–350.
- Galariotis, I. and Gianniou, M. (2016). "The European External Action Service: Towards a More Coherent EU Foreign Policy?" *St Antony's International Review*, Vol. 12(1), pp. 104–119.
- Howorth, J. (2014) *Security and Defence Policy in the European Union* (London: Palgrave, 2nd edition).
- Nugent, N. (2010) *The Government and Politics of the European Union* (London: Palgrave, 7th edition).
- Smith, M. (2004) *Europe's Foreign and Security Policy: The Institutionalization of Cooperation* (Cambridge: Cambridge University Press).

Week 3, Sept. 22

EU as a global actor

Type of EU actorness at global level

Various theoretical approaches

- Manners, I. (2006). "Normative Power Europe Reconsidered." *Journal of European Public Policy*, Vol. 13(2), pp. 182-199.
- Hyde-Price, A. (2006). "'Normative' Power Europe: A Realist Critique." *Journal of European Public Policy*, Vol. 13(2), pp.217-234.
- Wagner, W. (2017). "Liberal Power Europe." *Journal of Common Market Studies*, Vol. 55(6), pp. 1398-1414.
- Meunier, S. and Vachudova, M.A. (2018). "Liberal Intergovernmentalism, Illiberalism and the Potential Superpower of the European Union," *Journal of Common Market Studies*, Vol. 56(7), pp. 1631-1647.
- Helwig, N. and Sinkkonen, V. (2022). "Strategic Autonomy and the EU as a Global Actor: The Evolution, Debate and Theory of a Contested Term", *European Foreign Affairs Review*, Vol. 27(2), pp. 1-20.

Optional readings:

- Damro, C. (2012). "Market Power Europe." *Journal of European Public Policy*, Vol. 19(5), pp. 682-699.
- Pollack, M.A. (2001). "International Relations Theory and European Integration." *Journal of Common Market Studies*, Vol. 39 (2), pp. 221-244 (ON).
- Moravcsik, A. (2005). "The European Constitutional Compromise and the Neofunctionalist Legacy." *Journal of European Public Policy*, Vol. 12(2), pp. 349-386 (ON).
- Webber, D. (2014). "How Likely Is It that the European Union will Disintegrate? A Critical Analysis of Competing Theoretical Perspectives." *European Journal of International Relations*, Vol. 20(2), pp. 341-365 (ON).

Week 4, Sept. 29

Chinese Foreign Policy: History and Drivers

Evolution of Chinese foreign policy

Main foreign policy principles and priorities

China's domestic agenda and its foreign policy
Chinese foreign policy actors
Main drivers of Chinese foreign policy

- Jakobson, L. and Manuel, R. (2016). "How Are Foreign Policy Decisions Made in China?" *Asia & The Pacific Policy Studies*, Vol. 3(1), pp. 101-110.
- Jie, Y. and Ridout, L. (2021). "Who decides China's foreign policy? The role of central government, provincial-level authorities and state-owned enterprises." Briefing paper *Asia-Pacific Programme*. <https://www.chathamhouse.org/sites/default/files/2021-10/2021-11-01-who-decides-chinas-foreign-policy-jie-et-al.pdf.pdf>.
- Poh, A. and Li, M. (2017). "A China in Transition: The Rhetoric and Substance of Chinese Foreign Policy under Xi Jinping," *Asian Security*, Vol. 13(2), pp. 84-97.
- Yu, J. (2018). "The belt and road initiative: domestic interests, bureaucratic politics and the EU-China relations," *Asia Europe Journal*, Vol. 16, pp. 223-236.
- Greer, T. (2019). "Xi Jinping in Translation: China's Guiding Ideology," *Palladium*, May 31, 2019.

Week 5, Oct. 6

China as a global actor

Theoretical approaches

China's rise: a more assertive actor?

- Buzan, B. (2010). "China in International Society: Is 'Peaceful Rise' Possible?" *The Chinese Journal of International Politics*, Vol. 3(1), pp. 5-36.
- Jérden, B. (2014). "The Assertive China Narrative: Why Is It Wrong and How So Many Still Bought into It?" *The Chinese Journal of International Politics*, pp. 47-88.
- Liao, N.-C. C. (2015). "The Sources of China's Assertiveness: The System, Domestic Politics or Leadership Preferences?" *International Affairs*, Vol. 92, pp. 817-833.
- Graham, A. (2015). "The Thucydides Trap: Are the U.S. and China Headed for War?" *The Atlantic*, September 24, 2015, <https://www.theatlantic.com/international/archive/2015/09/united-states-china-war-thucydides-trap/406756/>.
- Kavalski, E. (2013). "The struggle for recognition of normative powers: Normative power Europe and normative power China in context," *Cooperation and Conflict*, Vol. 48(2), pp. 247-267.
- Yves-Heng, L. (2015). "How (Dis)Satisfied is China? A power transition theory perspective," *Journal of Contemporary China*, Vol. 24(92), pp. 280-297.

Optional readings

- Levy, J.S. (2015). "Power Transition Theory and the Rise of China." in Ross, R.S. and Feng, Z. (eds.) *China's Ascent. Power, Security, and the Future of International Politics*. Cornell University Press, pp. 11-33.
- Ross, R.S. and Feng, Z. (2015). "The Rise of China: Theoretical and Policy Perspectives." in Ross, R.S. and Feng, Z. (eds.) *China's Ascent. Power, Security, and the Future of International Politics*. Cornell University Press, pp. 293-316.

Peters, M.A., Green, B., Mou, C., Hollings, S., Ogunniran, M.O., Rizvi, F., Rider, S. and Tierney, R. (2022). “US–China Rivalry and ‘Thucydides’ Trap’: Why this is a misleading account,” *Educational Philosophy and Theory*, Vol. 54(10), pp. 1501-1512.

Week 6, Oct. 13

The Evolution of EU-China Relations

Chronological evolution of EU-China relations

Main factors impacting the EU-China relations

Perspectives on EU-China relations

Christiansen, T. and Maher, R. (2017). “The rise of China—challenges and opportunities for the European Union.” *Asia Europe Journal*, Vol. 15, pp. 121–127.

Geeraerts, G. (2019). “The EU-China partnership: balancing between divergence and convergence.” *Asia Europe Journal*, Vol. 17, 281–294.

Miskimmon, A. and O’Loughlin, B. (2021). “The EU’s Struggle for a Strategic Narrative on China.” in Miskimmon, A., O’Loughlin, B. and Zeng, J. (eds.) *One Belt, One Road, One Story?* Palgrave Studies in European Union Politics.

Duarte, P.A.B. and Ferreira-Pereira, L.C. (2021). “The Soft Power of China and the European Union in the context of the Belt and Road Initiative and Global Strategy,” *Journal of Contemporary European Studies*, DOI: [10.1080/14782804.2021.1916740](https://doi.org/10.1080/14782804.2021.1916740).

Biscop, S. (2020). “Weaker together or weaker apart? Great power relations after the coronavirus,” *Asia Europe Journal*, Vol. 18, pp. 231–234.

Ministry of Foreign Affairs, *China’s Policy Paper on the European Union* December 2018, https://english.www.gov.cn/archive/ministrydocument/201812/18/content_WS5d3ae98cc6d08408f5022944.html#:~:text=The%20two%20policy%20papers%20on%20the%20EU%20issued,and%20the%2020th%20anniversary%20of%20the%20China-EU%20Summit.

European Union External Action, *Joint communication on the Indo-Pacific* September 2021, https://www.eeas.europa.eu/sites/default/files/jointcommunication_2021_24_1_en.pdf.

Optional readings:

Mattlin, M. (2012). “Dead on arrival: Normative EU policy towards China.” *Asia Europe Journal*, Vol. 10 (July), pp. 181–198.

Crookes, P.I. (2013). “Resetting EU–China relations from a values-based to an interests-based engagement.” *International Politics*, Vol. 50, pp. 639-663.

Minghao, Z. (2016). “The Belt and Road Initiative and its Implications for China-Europe Relations,” *The International Spectator*, Vol. 51(4), pp. 109-118.

Week 7, Oct. 20

The Political and Security Dimensions of EU-China Relations

Drivers of political relations

Political dialogues

Actors’ security focuses

EU-China security cooperation

- Maher, R. (2016). "The elusive EU-China strategic partnership." *International Affairs*, Vol. 92(4), pp. 959–976.
- Dorussen, H., Kirchner, J., and Thomas, E. C. (2018). "Security Cooperation in EU–China Relations: Towards Convergence?" *European Foreign Affairs Review*, Vol. 23(3), pp. 287–304.
- Shen, W. (2013). "EU-China Relations on Human Rights in Competing Paradigms: Continuity and Change." In Christiansen, T. Kirchner, E. and Murray, P. (eds.) *The Palgrave Handbook of EU-Asia Relations*. Basingstoke: Palgrave.
- Taylor, M.R. (2022). "Inside the EU–China Human Rights Dialogue: assessing the practical delivery of the EU’s normative power in a hostile environment," *Journal of European Integration*, Vol. 44(3), pp. 365-380.
- Barton, B. (2021). "The Belt-and-Road Initiative as a paradigm change for European Union-China security cooperation? The case of Central Asia." *Asia Europe Journal*, Vol. 19, pp. 391–409.

Optional readings:

- Mattlin, M. (2009). "Thinking clearly on political strategy: The formulation of a common EU policy toward China." In: B. Gaens, J. Jokela and E. Linnell (eds.) *The Role of the European Union in Asia: China and India as Strategic Partners*. Farnham, UK: Ashgate, pp. 95–120.
- Men, J. (2011). "Between human rights and sovereignty – An examination of EU–China political relations." *European Law Journal*, Vol. 17 (4), pp. 534–550.
- Panda, J.P. (2022). "Shifting China-NATO Relations: From Selective Cooperation to Strategic Rivalry?" *China Brief*, *The Jamestown Foundation* 22(8), <https://jamestown.org/program/shifting-china-nato-relations-from-selective-cooperation-to-strategic-rivalry/>.

Week 8, Oct. 27: No classes, Fall break

Week 9, Nov. 3

The Economic Dimension of EU-China Relations

Trade relations

Foreign direct investment

Impact of Eurozone crisis on EU-China relations

- Wu, P.-K. and Jensen, M.D. (2017). "Examining the EU-China Relationship in the Aftermath of the Economic Crisis," *International Journal of Public Administration*, Vol. 40(14), pp. 1223-1236.
- Xu, Q. (2022). "Scoping the impact of the Comprehensive Agreement on investment: liberalization, protection, and dispute resolution in the next era of EU–China relations," *Asia Pacific Law Review*, Vol. 30(1), pp. 93-122.
- Wang, L. and Li, Y. (2020). "The negotiation of EU–China comprehensive agreement on investment and its potential impact in the post-pandemic era," *Journal of Chinese Economic and Business Studies*, Vol.18(4), pp. 365-372.
- Bergsen, P. (2021). "The EU’s unsustainable China strategy," Research paper Europe Programme, July 2021, <https://www.chathamhouse.org/sites/default/files/2021-07/2021-07-07-eu-unsustainable-china-strategy-bergsen.pdf>.

Christiansen, T., Kirchner, E. and Wissenbach, U. (2019). *The European Union and China*, Palgrave. Chapter 6, pp. 88-109.

Gstöhl, S. (2020). "The European Union's trade strategy in the emerging tripolar structure with the United States and China," in Men, J., Schunz, S. and Freeman, D. (eds.) *The Evolving Relationship between China, the EU and the USA: A New Global Order?* Routledge.

Optional readings:

Egger, P.H. (2021). "Putting the China-EU comprehensive agreement on investment in context," *China Economic Journal*, Vol. 14(2), pp.187-199.

Week 10, Nov. 10

Team presentations

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Week 11, Nov. 17

EU-China Relations and International Development (guest lecturer: Dr. Samuel Ojo Oloruntoba)

The EU's and China's approaches to development

Cooperation and competition

Impact on EU-China relations

Carbone, M. (2011). "The European Union and China's rise in Africa: Competing visions, external coherence and trilateral cooperation," *Journal of Contemporary African Studies*, Vol. 29(2), pp. 203-221.

Grimm, S. and Hackenesch, C. (2017). "China in Africa: What challenges for a reforming European Union development policy? Illustrations from country cases," *Development Policy Review*, Vol. 35(4), pp. 549-566.

Duggan, N. and Hodzi, O. (2021). "The challenges of China-European Union security cooperation in Africa," *Asia Europe Journal*, Vol. 19, pp. 43-57.

Stahl, K. A. (2018). "Chinese and African Responses," in Stahl, K.A. *EU-China-Africa Trilateral Relations in a Multipolar World*, Chapter 6, pp. 127-151.

Stahl, K. A. (2021). "An EU Trilateral Cooperation Agenda with Africa and China for a Post-COVID-19 World." Jacques Delors Centre, April 15, 2021.

<https://opus4.kobv.de/opus4->

[hsog/frontdoor/deliver/index/docId/3826/file/210415_VisionsPaper_EU_China_Stahl.pdf](https://opus4.kobv.de/opus4-)

Week 12, Nov. 24

China and EU member states

Historical evolution of China-Western/Eastern Europe relations

Economic and political relations in current times

Implications on EU-China relations

Feng, Z. (2022). "Internal and external factors affecting China-EU relations," *China International Strategy Review*, Vol. 4, pp. 74-90.

- Suetyi, L. and Yidong, C. (2022). "Mapping perception of China in Central and Eastern Europe," *Asia Europe Journal*, Vol. 20, pp. 305–327.
- Pepermans, A. (2018). "China's 16+1 and Belt and Road Initiative in Central and Eastern Europe: economic and political influence at a cheap price," *Journal of Contemporary Central and Eastern Europe*, Vol. 26(2-3), pp.181-203.
- Markovic Khaze, N. and Wang, X. (2021). "Is China's rising influence in the Western Balkans a threat to European integration?" *Journal of Contemporary European Studies*, Vol. 29(2), pp. 234-250.
- Matura, T. (2019). "China–CEE Trade, Investment and Politics," *Europe-Asia Studies*, Vol. 71(3), pp. 388-407.
- Furst, R. (2021). "China and Central Europe: cooperation in difficult times during the Covid-19 outbreak," *Journal of Chinese Economic and Business Studies*, Vol. 19(3), pp. 181-196.
- Optional readings:**
- Vangeli, A. (2017). "Chinas Engagement with the Sixteen Countries of Central, East and Southeast Europe under the Belt and Road Initiative," *China & World Economy*, Vol. 25(5): 101-124.
- Pavličević, D. (2019). "Structural power and the China-EU-Western Balkans triangular relations," *Asia Europe Journal*, Vol. 17, pp. 453–468.

Week 13, Dec. 1

The EU and China in Global Context

Perspectives on global governance

Multilateralism/multipolarity

EU's and China's attitudes towards global regimes

- Ikenberry, G.J. (2018). "The end of liberal international order?" *International Affairs*, Vol. 94(1), pp. 7–23.
- Chaban, N. and Elgström, O. (2014). "The Role of the EU in an Emerging New World Order in the Eyes of the Chinese, Indian and Russian Press," *Journal of European Integration*, Vol. 36(2), pp. 170-188.
- Beeson, M. and Zeng, J. (2018). "The BRICS and global governance: China's contradictory role," *Third World Quarterly*, Vol. 39(10), pp. 1962-1978.
- Zhao, S. (2018). "A Revisionist Stakeholder: China and the Post-World War II World Order," *Journal of Contemporary China*, Vol. 27(113), pp.643-658.
- Chen, Z. (2016). "China, the European Union and the Fragile World Order." *Journal of Common Market Studies*, Vol. 54(4), pp. 775-792.

Optional readings:

- Hooijmaaijers, B. (2021). "China, the BRICS, and the limitations of reshaping global economic governance," *The Pacific Review*, Vol. 34(1), pp. 29-55.

Week 14, Dec. 8

Simulation scenario

Statement on Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

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

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

Academic Accommodations:

Requests for Academic Accommodation

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

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please review the Student Guide to Academic Accommodation at <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please review the Student Guide to Academic Accommodation at <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Academic Accommodations for Students with Disabilities

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

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where 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 the Equity and Inclusive Communities Website at <https://carleton.ca/equity/focus/sexual-violence-prevention-survivor-support/>

Accommodation for Student Activities

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

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

Plagiarism:

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*” This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

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

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

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. 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.