

CARLETON UNIVERSITY

Institute of European, Russian and Eurasian Studies

EURR 1001. INTRODUCTION TO EUROPEAN AND RUSSIAN STUDIES

Term	Fall 2026 (0.5 credit)
Unit	Institute of European, Russian and Eurasian Studies, Faculty of Public and Global Affairs
Instructor	Milana Nikolko, PhD
Email	milananikolko@cunet.carleton.ca
Office hours	By appointment; location and online meeting details will be posted on Brightspace
Teaching assistant(s)	George Neacsu William Bundy
Lecture	Tuesday - two-hour lecture.
Tutorials	Thursday - one-hour tutorial; exact section time and room: see Carleton Central or course Brightspace
Brightspace	https://brightspace.carleton.ca/d2l/home/449869
Course format	In-person and online scheduled lecture and tutorial meetings, supported by weekly Brightspace materials

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin Anishinaabeg nation. In doing so, Carleton acknowledges its responsibility to the Algonquin people and its responsibility to adhere to Algonquin cultural protocols.

Fall 2026 Course Outline

Course Description

Learning through history

I want to begin this course with a reference to Christopher Nolan's recent film, *The Odyssey*. It may seem like an unusual choice: EURR 1001 is a regional studies course, not a course on contemporary cinema. Yet Odysseus's journey contains many of the themes that have shaped European history: the story begins with the Trojan war, but focuses on what follows: fractured identity, and the difficult search for home and belonging, while Odysseus travels through unfamiliar lands, encounters different cultures and political orders, and struggles to preserve a sense of who he is while being transformed by exile and experience. His long return to Ithaca (his home) can therefore be read as a foundational European narrative on identity search, starts with the war and its consequences, competing forms of belonging, and the tensions among power and identity. These themes continue to resonate throughout European and Eurasian history, from imperial expansion and revolutions, violence of XX century to contemporary wars and the challenges for the EU integrity and unity.

In many ways, EURR 1001 follows a similarly complex journey through the history of Europe, Russia, and Eurasia in XX and XXI centuries. The course examines the historical, political, security, social, and economic transformations that have shaped the region, by asking how societies understand their past, define their identities, and imagine their future.

Course synopsis

Following the collapse of the Soviet Union in 1991, many scholars and policymakers embraced Francis Fukuyama's influential thesis on the "end of history." Liberal democracy and market capitalism appeared to have emerged as the dominant models of political and economic organization. This optimism encouraged expectations of greater stability, integration, and cooperation. It also supported ambitious projects such as the enlargement of the European Union, NATO partnerships, and new regional economic frameworks. The expectation of lasting peace, however, proved premature. Ethnic conflicts, territorial disputes, authoritarian political developments, and competing geopolitical ambitions revealed the fragility of the post-Cold War order. The tension between liberal idealism and realpolitik continued to shape relations among states across Europe and the broader Eurasian region.

Russia's full-scale invasion of Ukraine in 2022 profoundly disrupted this Post-Cold War fragile order. It challenged fundamental assumptions about state sovereignty, ruined the territorial integrity, disrupted the regional stability, and the ability of international institutions to guarantee peace. The war has claimed many thousands of lives, displaced millions of people and created the largest military confrontation in Europe since the Second World War. It also raises difficult questions that will guide our discussions throughout the course:

What can the region's history teach us about the origins of this conflict? How have imperial legacies and competing historical narratives contributed to it? How has the war transformed Europe, and how might it affect the future of European democracy?

To build a strong foundation for understanding these contemporary issues, we will begin with the major transformations that have taken place in Europe and Eurasia since the late nineteenth century. We will start by asking how Europe, Russia, and Eurasia have traditionally been defined as regions and whose political and scholarly perspectives shaped those definitions. Much of the field was previously organized around the concepts of Soviet, post-Soviet, and post-socialist studies. While these approaches remain important, they do not fully explain the contemporary dynamics of empire and coloniality. A postcolonial perspective can help us reconsider relations between imperial centres and peripheral regions, the politics of language and memory, Indigenous and minority experiences, and the persistence of unequal political and cultural hierarchies. It can also deepen our understanding of the current war between Russia and Ukraine and of the broader struggles over sovereignty, historical interpretation, identity, and belonging across the region.

Although EURR 1001 is regionally focused, the histories and politics of these countries cannot be understood in isolation. They are deeply interconnected and embedded in broader global processes; the course will therefore connect regional developments to wider debates about international security, political transformation, and the changing global order.

A special section of the course will examine the ongoing war in Ukraine, recent developments in European security, and possible future scenarios for the region. Like Odysseus's journey, the history we study is shaped not only by power and conflict, but also by people, collective memory, and post-conflict adaptation, and the continuing search for home, identity, and political belonging.

EURR 1001 is a 0.5-credit course delivered through a combination of in-person and online learning, with course materials, activities, and communication provided through Brightspace.

Class format: This course is offered in a hybrid format, which means you can attend lectures either in person or online via Zoom throughout the term. You do not have to choose just one option for lectures: you are welcome to come in person some weeks and join online other weeks, depending on what works best for you.

Seminars will work a little differently. At the beginning of the term, you will need to choose the seminar format that fits you best: either in person or online. Once you registered to your seminar group, you must stay with that format, as seminars are designed to work best with consistent participation. We will have two in-person seminar groups and one online seminar group. The online seminar will run at the same time as the first in-person group, on Thursdays from 10:35 to 11:25, via Zoom.

Make sure you are available to attend the in-person midterm on October 22 and the in-person final exam during the official exam period.

Calendar description: An introduction to the study of Europe and Russia, including aspects of the histories, societies, cultures, and politics of the region. This course is organized in lecture/tutorial three hours a week and includes an experiential learning activity component - briefing, based on an assigned scholarly reading or policy paper.

Learning Outcomes

By the end of the course, students should be able to:

- Identify major events, institutions, and debates that have shaped Europe, Russia, Eastern Europe, the Caucasus, and Central Asia since the late nineteenth century.
- Explain how colonialism, nationalism, XX revolutions, socialist ideas and realities, democratization, regional integration, and conflict have affected the region.
- Compare political and social trajectories across different countries and subregions without treating the region as uniform.
- Distinguish among primary sources, scholarly analysis, policy publications, and media reporting, and evaluate the evidence and assumptions used in each.
- Develop clear evidence-based arguments in a brief written work, oral presentations, tutorial discussions, quizzes, and examinations.
- Apply course concepts to a contemporary or historical regional issue through the experiential Learning Activity.

Course Format and Weekly Work

The course follows the Undergraduate Calendar requirement of three scheduled hours per week: a two-hour lecture on Tuesday and a one-hour tutorial on Thursday. Brightspace will be used to distribute readings, slides, announcements, quizzes, assignment instructions, and grades.

Students should complete the assigned readings before the Thursday tutorial. Weekly work normally includes the Tuesday lecture, the Thursday tutorial, required readings or media, and a short online quiz. Tutorials are designed for discussion, source analysis, presentations, and applied activities; they are not a repetition of the lecture.

Course communication: Important announcements will be sent through Brightspace and official Carleton email accounts. Students are responsible for monitoring both. The instructor normally replies to course-related messages within two working days. Messages received during evenings, weekends, or university closures may be answered on the next working day.

Students are not required to purchase textbooks or other learning materials for this course.

Required readings and media will be available through Brightspace, the MacOdrum Library, Ares electronic reserves, or stable open-access links, you can may use printed or digital copies. All students require regular access to a computer and reliable internet service to use Brightspace, read PDFs, view course media, complete quizzes, and submit assignments, if you are facing technological or accessibility barriers should contact the instructor as early as possible so that appropriate university supports or alternatives can be discussed.

Copyright: Course materials are provided for the educational use of students registered in EURR 1001. They may not be redistributed, posted publicly, sold, or uploaded to commercial study-sharing platforms. Students must comply with Canadian copyright law and Carleton's Fair Dealing Guidelines.

Evaluation

Evaluation element	Weight	Due date / timing
Syllabus and Academic Integrity Quiz	1%	December 12, 2026, 11:55 p.m.
Biweekly Learning Quizzes (5 x 3%)	15%	Fridays: Sept. 25, Oct. 9, Nov. 6, Nov. 20, Dec. 4
Participation (12 x 1%)	12%	Ongoing: Sept. 10 to Dec. 10; no participation grade during the midterm tutorial
Experiential Learning Activity: Regional Issue Briefing and Individual Reflection	12%	Briefing on assigned tutorial date, Sept. 24-Dec. 3; reflection due seven calendar days after presentation
Midterm Test	20%	Thursday, October 22, 2026, during the registered tutorial
Final Examination	40%	Official examination period, December 12-23, 2026; date and time set by the University
Total	100%	

Syllabus and Academic Integrity Quiz - 1%

This brief Brightspace quiz confirms that students have reviewed the course requirements, key dates, assessment rules, and academic integrity expectations. Multiple attempts are permitted before the deadline, and the highest score will be recorded. Students should complete it before the last day for registration changes.

Biweekly Learning Quizzes - 15%

Five short quizzes will assess understanding of the lectures, required readings, concepts, and sources. Quizzes may include multiple-choice, matching, identification, and brief written responses. Each quiz is worth 3%.

The first quiz provides early feedback and will be graded before the twenty-fifth teaching day. Quizzes are individual work. Generative AI, outside assistance, shared answers, and unauthorized collaboration are not permitted.

Participation - 12%

Participation grades are based on preparation, attendance, respectful engagement, evidence-based contributions, attentive listening, and completion of short in-class activities during the lectures and seminars. Presence alone does not guarantee full credit. Twelve weeks are graded at 1% each; the tutorial used for the midterm is not graded for participation.

Students who miss a class because of an approved academic accommodation or academic consideration should contact the instructor or teaching assistant promptly. When appropriate, an equivalent written activity may be assigned. Regular work, employment, travel, or conflicting personal plans are not normally grounds for an alternative participation task.

Experiential Learning Activity: Regional Issue Briefing and Individual Reflection - 12%

Students will work in pairs to prepare an 8–10-minute tutorial briefing based on an assigned scholarly reading or policy paper. The briefing should identify the author's central argument, explain the evidence used, connect the reading to a historical or contemporary regional case, and conclude with two questions for discussion. Each pair will also prepare a one-page briefing sheet for classmates.

The oral briefing and briefing sheet are worth 6%. Each student will then submit an individual 3–4 page reflection, worth 6%, within seven calendar days of the presentation. The reflection should evaluate the reading, explain the regional application, and respond to feedback or questions raised in the tutorial. The presentation is collaborative; the written reflection must be completed independently.

The *students take the role of regional analysts* who must translate scholarly research into a clear briefing for a non-specialist audience, respond to questions, and reflect on how evidence changes their interpretation of a live or historically significant issue.

Midterm Test - 20%

The midterm will be written in person during the registered tutorial on Thursday, October 22. It will be approximately 45 minutes and will cover material from the beginning of the course through the October 20 lecture. The test will be closed book and may include multiple-choice questions, identifications, short answers, and a brief source-analysis question. Further instructions will be posted on Brightspace at least one week in advance.

Final Examination - 40%

The final examination will be scheduled by the University during the official examination period, December 12–23, 2026. It will be an in-person, closed-book examination of approximately 120 minutes. The examination is cumulative, with greater emphasis on material covered after the midterm, and may include multiple-choice questions, identifications, short answers, source analysis, and one comparative response. Students should not make travel plans until the official examination schedule is released.

Deferred final examination good standing: For the purpose of eligibility to apply for a deferred final examination, a student is normally considered to be in good standing if they have completed the midterm and attempted or submitted at least 50% of the non-final evaluation elements. Approved academic accommodations or academic considerations will be taken into account.

Submission, Late Work, and Feedback

- Written work must be submitted through Brightspace in the format specified in the assignment instructions. Email submissions are not accepted unless the instructor has given written permission.
- The departmental office does not accept assignments submitted in hard copy. Students should follow the submission method stated in this outline and in the assignment instructions.
- Biweekly quizzes close at the stated deadline; academic consideration may apply in qualifying circumstances.
- Individual reflections submitted late without an approved extension are subject to a deduction of 5% of the assignment grade per calendar day, including weekends, for up to seven days. Work more than seven days late may not be accepted.
- Students should request extensions before the deadline whenever possible. The instructor may request the University Academic Consideration for Coursework form but will not request a medical note.
- Graded work and feedback will normally be returned through Brightspace. The first graded quiz will provide early feedback. Students who wish to ask for a reassessment should first review the feedback and then submit a brief written explanation within seven days of the grade being released.

Grading Scale and Final Grade Approval

Percentage	Grade	Percentage	Grade	Percentage	Grade
90-100	A+	77-79	B+	67-69	C+
85-89	A	73-76	B	63-66	C
80-84	A-	70-72	B-	60-62	C-
57-59	D+	53-56	D	50-52	D-
0-49	F				

Carleton 12-point scale: A+ = 12, A = 11, A- = 10, B+ = 9, B = 8, B- = 7, C+ = 6, C = 5, C- = 4, D+ = 3, D = 2, D- = 1, and F = 0.

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.

Course Calendar and Reading List

The schedule below follows the Carleton University Fall 2026 academic calendar. The instructor may make limited changes to readings or activities for pedagogical or practical reasons. Any change will be announced in class and through Brightspace. Assessment deadlines will not normally be changed after the last day of registration; when a change is necessary, students will receive appropriate advance notice.

Date	University or course milestone
September 9	Fall term begins
September 10	First class: EURR 1001 course orientation
September 22	Last day for registration and course changes in full fall courses
October 9	December examination schedule available online
October 12	Statutory holiday; University closed
October 22	EURR 1001 midterm during tutorial In-person only.
October 26-30	Fall break; no classes and no coursework due
November 15	Last day for academic withdrawal from full fall courses; PMC deadline for December exam accommodations
November 27	University deadline restricting higher-weight in-term tests before the examination period
December 11	Fall term ends; last day of classes and term-work deadline
December 12-23	Final examination period. In person only.

Course schedule

Week / dates	Tuesday lecture	Thursday tutorial	Required readings and weekly work
Week 1 Sept. 9-13	No Tuesday lecture. Fall term begins Wednesday, Sept. 9.	Sept. 10: Course orientation; introduction to the teaching team, Brightspace, course outline.	Review the course outline and Brightspace. Begin the Syllabus and Academic Integrity.

Week / dates	Tuesday lecture	Thursday tutorial	Required readings and weekly work
Week 2 Sept. 14-20	Sept. 15: What are Europe, Russia, and Eurasia? Regional labels, empires, borders, and coloniality.	Sept. 17: Mapping the region; comparing definitions and perspectives.	Triandafyllidou and Gropas, What Is Europe?, pp. 1-16; Wolff, Inventing Eastern Europe, Introduction, pp. 1-16; selected excerpt by Himka or Koplatadze.
Week 3 Sept. 21-27	Sept. 22: Empires in crisis, European Revolutions and establishment of the USSR.	Sept. 24: Primary-source workshop; first Regional Issue Briefings begins.	Sanborn, "The Russian Empire," pp. 91-108; Quiz 1.
Week 4 Sept. 28-Oct. 4	Sept. 29: The Soviet totalitarian system/Stalinism.	Oct. 1: Comparing systems of repression, evidence, and historical responsibility.	Motyl, Revolutions, Nations, Empires, Ch. 3; selected excerpt from Jahn Snyder
Week 5 Oct. 5-11	Oct. 6. German National socialism: Political violence	Oct. 8: What made National Socialism a mass political movement rather than only a party ideology?	Moeller, "Understanding Nazi Germany," pp. 1-26; Hitler vs. Stalin: Who Killed More?; optional Schloegel excerpt. Quiz 2
Week 6 Oct. 12-18	Oct. 13: The Cold War 1945-1991	Oct. 15: The Cuban Missile Crisis. Nuclear deterrence.	Kotkin, selected chapters.
Week 7 Oct. 19-25	Oct. 20: The collapse of communism and post-communist conflicts.	Oct. 22: Midterm Test during the registered tutorial. No participation grade.	Mansfield and Snyder, "Democratization and the Danger of War," selected pages; Horowitz, selected chapter; optional Koinova introduction.
Fall Break Oct. 26-Nov. 1	No classes.	No tutorials.	No coursework due during Fall Break.
Week 8 Nov. 2-8	Nov. 3: European integration, enlargement and Brexit.	Nov. 5: Institutional simulation and regional policy discussion.	Chira-Pascanut, "A Short History of the European Union," pp. 21-40; Henderson and Wincott, "After Brexit and Covid-19"; Quiz 3.
Week 9 Nov. 9-15	Nov. 10: Russia in the twenty-first century: political power, identity, and foreign policy.	Nov. 12: Speech analysis and competing interpretations of Russian policy.	Putin, Munich Security Conference speech (primary source); Lukyanov, "Putin's Foreign Policy"; optional excerpt from McGlynn selected EU-Russia reading.
Week 10 Nov. 16-22	Nov. 17: Central Asia: states, conflicts, and new connectivity. Case study: Uzbekistan	Nov. 19: Comparative case workshop on regional actors and external powers.	Khan and Mihr, selected chapter; Pantucci, "China in Central Asia"; selected chapter on the Armenia-Azerbaijan conflict. Quiz 4.
Week 11 Nov. 23-29	Nov. 24: Independent Ukraine: nation-building, contested identities, and European aspirations.	Nov. 26: Interpreting the developments of 1991-2014 through competing sources.	Yekelchik, "The Ukrainian Crisis"; Portnov, "Lost in Transition?"
Week 12 Nov. 30-Dec. 6	Dec. 1: Russia's full-scale invasion of Ukraine: war, sanctions, cyber operations, and displacement.	Dec. 3: Final scheduled Regional Issue Briefings; course concept integration.	Cox, ed., Ukraine: Russia's War and the Future of the Global Order, Chs. 1-2; Portela on sanctions; Kostyuk and Brantly on cyberspace. Quiz 5
Week 13 Dec. 7-11	Dec. 8: European security, democratic resilience, and future regional scenarios.	Dec. 10: Final review, comparative synthesis, and examination preparation.	Current analytical materials from reputable research institutions will be posted on Brightspace.
Final examination period Dec. 12-23	No regular classes.	Final examination on the University-scheduled date.	Review all course materials. The official date, time, and location will be posted by Scheduling and Examination Services.

Generative Artificial Intelligence (AI)

AI use in this course is permitted only in limited and clearly defined ways. The purpose of this policy is to protect the development of foundational skills in close reading, evidence evaluation, independent analysis, writing, and oral communication while allowing basic tools that support clarity and study organization.

Permitted uses

- Basic spelling, grammar, and formatting support in word-processing software.
- Brainstorming possible questions or creating a preliminary outline after the student has completed the assigned reading and developed their own initial ideas.
- Creating private study aids, such as practice questions or a study schedule, provided the AI output is checked against course materials and is not submitted for credit.

Documentation

ANY USE OF GENERATIVE AI IN WORK SUBMITTED FOR CREDIT, BEYOND ORDINARY SPELLING AND GRAMMAR CORRECTION, MUST BE DISCLOSED IN A BRIEF NOTE AT THE END OF THE ASSIGNMENT. The note must identify the tool, the date used, the purpose, the prompts entered, and how the output was evaluated or changed. The instructor may ask to see the full AI interaction.

NOT PERMITTED:

- Using AI or any outside assistance to answer biweekly quizzes, the midterm, or the final examination.
- Submitting AI-generated or AI-rewritten analysis, paragraphs, presentation scripts, briefing sheets, or reflections as the student's own work.
- Using AI-generated summaries as a substitute for reading assigned sources.
- Using fabricated, unverifiable, or AI-invented references, quotations, page numbers, data, or historical facts.
- Uploading copyrighted course materials, student work, or identifiable information about classmates to an external AI system without authorization.

As our understanding of the uses of AI and its relationship to student work and academic integrity continues to evolve, students are required to discuss any use not described here with the instructor before using it in assessed work.

ACADEMIC INTEGRITY

Academic integrity is essential to a productive learning environment. Students are responsible for understanding and following Carleton University's Academic Integrity Policy and the specific expectations stated in this outline and in assignment instructions.

Carleton's Academic Integrity Policy addresses violations including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction or interference, disruption of instruction or examinations, improper access to or dissemination of information, and violations of test or examination rules. Students are responsible for familiarizing themselves with these rules.

Plagiarism includes presenting, intentionally or unintentionally, another person's ideas, words, data, analysis, or work as one's own without proper acknowledgement. Sources may include books, articles, websites, media, conversations, classmates, paid services, and unauthorized generative AI output. Suspected violations are referred to the University's formal academic integrity process; they are not resolved solely by the course instructor.

Collaboration and re-use of work

- Quizzes, the individual reflection, the midterm, and the final examination are individual work. Students may discuss course concepts, but they may not share answers or jointly compose individual submissions.
- Collaboration is required for the paired oral briefing and one-page briefing sheet. Each student must contribute meaningfully. The individual reflection must be written independently.
- Students may not submit substantially the same work that was submitted for credit in another course or assignment without prior written permission from the instructor. Any permitted re-use must be cited and clearly identified.
- All quotations, paraphrases, data, images, and ideas drawn from sources must be cited using a consistent academic citation style. Assignment instructions will identify any additional requirements.

- **Procedures in cases of suspected violations:** Suspected academic integrity violations cannot be resolved directly by the course instructor. They are referred for the University's formal process, which may include review by the Associate Dean, examination of relevant documents, and an interview with the student. Penalties may include a final grade of F in the course. More information is available at <https://carleton.ca/registrar/academic-integrity/>.

Classroom Conduct, Recording, and Technology

- Students are expected to contribute to a respectful learning environment, especially when discussing war, colonialism, nationalism, identity, displacement, and political violence. Disagreement is welcome; personal attacks, harassment, and discriminatory conduct are not.
- **PHONES SHOULD BE SILENCED AND PUT AWAY UNLESS THEY ARE BEING USED FOR AN APPROVED LEARNING ACTIVITY OR ACCOMMODATION.** Laptops and tablets may be used for course-related work.
- Students may not make audio, video, photographic, or automated transcripts of lectures or tutorials without prior written permission from the instructor, except where recording is part of an approved accommodation. Any authorized recording is for the student's personal study only and may not be shared or posted.
- Course slides, recordings, quizzes, and assignment materials are the intellectual property of their creators and may not be distributed outside the course.

Student Mental Health and Well-Being

As a student, you may experience a range of mental health challenges that significantly affect academic success and overall well-being. Please seek support early. Carleton resources are available through the Mental Health and Well-Being website: <https://wellness.carleton.ca/>

For immediate danger or urgent medical support, call 9-1-1. The Suicide Crisis Helpline is available by calling or texting 9-8-8, 24 hours a day, seven days a week.

- Crisis/Urgent Counselling Support: 613-520-6674 (Monday-Friday, 8:30 a.m.-4:30 p.m.)
- Carleton resources: Mental Health and Well-Being (<https://carleton.ca/wellness/>); Health and Counselling Services (<https://carleton.ca/health/>); Paul Menton Centre (<https://carleton.ca/pmc/>); Academic Advising Centre (<https://carleton.ca/academicadvising/>); Centre for Student Academic Support (<https://carleton.ca/csas/>); and Equity and Inclusive 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 or 1-866-996-0991 (<http://www.crisisline.ca/>); Good2Talk, 1-866-925-5454 (<https://good2talk.ca/>); and the Walk-In Counselling Clinic (<https://walkincounselling.com/>).

Academic Accommodations and Academic Consideration

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

Students seeking disability-related accommodations should contact the Paul Menton Centre and arrange for a Letter of Accommodation to be sent to the instructor. For in-class tests and examinations, students should contact the PMC no later than two weeks before the first assessment requiring accommodation. Students seeking accommodation related to pregnancy, religious obligation, family status, student activities, or other protected grounds should contact the instructor as soon as the need is known.

For short-term medical or other extenuating circumstances, students may request Academic Consideration for Coursework or Other Academic Deliverables through the University process. The instructor may request the official Academic Consideration for Coursework form but will not request a medical note.

Useful University Resources

Resource	Website
Brightspace	https://brightspace.carleton.ca/
MacOdrum Library	https://library.carleton.ca/
Centre for Student Academic Support	https://carleton.ca/csas/
Paul Menton Centre	https://carleton.ca/pmc/
Academic Advising Centre	https://carleton.ca/academicadvising/
Academic Integrity	https://carleton.ca/registrar/academic-integrity/
Appeal of Grade	https://carleton.ca/registrar/appeal-of-grade/

Official Course Outline

The course outline posted by the Institute and on Brightspace is the official course outline. Students should retain a copy and consult Brightspace regularly for announcements, detailed assignment instructions, tutorial schedules, and any approved updates.