

Fall 2019
Carleton University
Institute of European, Russian and Eurasian Studies

EURR 4008 /5008 - NATIONALISM AND ETHNIC CONFLICT IN EASTERN AND CENTRAL EUROPE

Instructor: Milana Nikolko, PhD

Class schedule: Thursdays, 6.05-8.55 PM

Class location: 3110, Richcraft Hall

Office hours: Thursdays, 5.00-6.00 PM (or by appointment)

Office location: 3315, Richcraft Hall

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Web: CULearn

Course Description From the clash of empires to two world wars, from the dominance of Soviet ideology to the rise of ethnic nationalism, 20th century Central and Eastern Europe has witnessed unrelenting drama, change and conflict. This traumatic past continues to define the current policy initiatives, geopolitical strategies and vision of the future of eastern European nations.

This course considers the degree and extent to which nationalism and ethnic conflicts have developed and unfolded within Eastern and Central Europe as well as the broader post-Soviet space in the end of 20th- beginning of 21th centuries. Specific attention will be given to transition processes emerging from authoritarian societies to democracy and their influence on the relationship between ethnicity, nationalism and the conflict from the collapse of Soviet bloc to today.

The course is divided into four sections. The first section, drawing on the relevant theoretical and historical literature, reviews central issues in conflict analysis as well as explanations of ethnic identity and state nationalism within the region. The second section “Central Europe: rebuilding nations after 1991” is focused on cases with specific attention given to nation building and ethnic conflicts in Balkans and Central and Eastern Europe. The third section applies the approaches and concepts of the first section to ongoing and potential conflict in Former Soviet Union (FSU) countries and to regional conflict trends. The last part “New regional projects and globalism” addresses emerging issues and actors such as migration, regional powers, new media and nationalism.

Students from all subfields and methodological backgrounds are encouraged to take the course regardless of their previous level of acquaintance with ethnic politics or nationalism. The class will be run as a seminar with students expected to participate in the discussion on a regular basis. Readings consist of both required and optional readings that students may wish to consult.

Course Objectives

The objectives of this course are threefold.

- 1) To give students an overview of the field of nationalism and ethnic conflict with a particular focus on theoretical and methodological innovations in this field;
- 2) To develop the capacity of students to comment critically and constructively on ongoing research;
- 3) To asset the knowledge of recent conflict and post conflict development in the region of Central and Easter Europe
- 4) To assist students in producing original research on questions in this field.

Student Responsibilities Students are expected to attend all class meetings on time, participate in class discussion and present on readings on a regular basis.

By the end of course students should be able to do the following:

- Analyse and discuss the major problem of nationalism and ethnic conflicts in a target region.
- Critically compare ways that multi-ethnic states have achieved democratization.
- Be able to present brief summary in a form of blog on ongoing issues in the region.
- Prepare a research paper on the topic of Nationalism and Ethnic Conflict in Eastern and Central Europe to be decided on in consultation with the instructor.
- All students will participate in a group presentation: 3-4 students will develop a discussion agenda for a specified class session, focusing on a case study to be agreed upon with the instructor.

Grades will be assigned according to the following:

Class Participation: 15% Class participation format includes regular attendance as well as participation in discussion of assigned readings and documentaries. 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. Students are expected to come to each class having prepared the assigned readings in advance.

NB: Students who miss six or more classes will not be eligible to submit work or write exams.

Reflection paper (blog format): 20%. Each student will contribute two (2) pieces on a related topic based on an analysis of conflicts in Eastern and Central Europe (past or ongoing) news sources, by submitting to the instructor two texts of approximately 500-600 words each. ***The students are expected to read and to comment on class reflection papers.***

We will discuss effective blogging techniques during the second and third classes.

The deadlines for blog postings are: September 19 and October 17

Group Presentation: 25%

Presentation format: students will discuss the exact topic for the group presentation with instructor. Working in groups of 3-4 students will prepare a written and oral presentation to class on that topic. Topics will focus on one or more of the seminar themes. The presentation will consist of a written summary of 2 pages to be submitted the day of the presentation and an in-class oral summary using PowerPoint of approximately 20 minutes in length with discussion to follow. Students will select a working group topic and a date for their presentation by the class 2. Presentations will start at class 5 (October 03).

Research paper proposal (November 14): 5%

The proposal will include a title, a rationale for the selected topic, research methodology, theoretical framework, and a list of most important academic sources that will be used. It will form the basis for the research paper for the course.

Research Paper: 35%

Research Paper format: Students are required to conduct original research (essay of 16 pages for undergrads and of 21 pages for graduate students, typed, double spaced) using both traditional and web based sources, on the topic of Nationalism and Ethnic Conflict in Eastern and Central Europe. The research paper is due on December 01.

The paper should have a title page, an argument, a research question, evidence to assess the research question(s) and conclusions that include implications for theory (and policy where warranted). The paper can be a comparative analysis, a detailed case study or an evaluation of a policy. The research paper must use footnotes or endnotes as appropriate whenever referring to an author's idea, citing empirical facts or drawing on research from publishing sources, a complete bibliography (minimum 10 sources for undergrads and 15 for grads) should be included at the end of the paper. The paper should be organized systematically and quotations from the source should be clearly indicated.

- The final essay must be submitted electronically through CuLearn.
- Assignments are due on the dates specified in the course outline or communicated when the assignment is handed out to you. Late assignments will be subject to a penalty of 5% of the 100% assignment grade per 24 hours, starting the day and time the assignments were due.

Any student who fails to hand in the reflection papers or the research paper will receive a failing mark in the course.

Assignments will not be accepted five business days after the due date.

- It is the student's responsibility to ensure that the instructor receives all assignments (please use CuLearn). Students should keep the original copy of their assignments and are advised to keep all notes and drafts of work until after the final grade has been assigned and awarded.

- Exceptions to all these rules and policies will only be made for academic accommodations, as outlined below, or for medical or personal emergencies substantiated by official documentation. If you anticipate a problem with one of the above deadlines or rules please approach the instructor as soon as you can and well in advance of the assignment. This rule applies to all students, including students with PMC accommodations.

For clarity, the following table sets out the weighting of these requirements for undergraduate and graduate students:

Item	Weight	Undergrads	Grads
Participation in class discussions	15%	Same	Same
Group presentation	25%	20 minutes At least one supplementary source.	20 minutes At least two supplementary sources.
Brief reflection paper (blog format)	20%	2 pieces (around 500 words each) At least 4 sources	2 pieces (600 -700 words each) At least 6 sources
Research paper proposal	5%	2 pages	2 pages
Final Research Paper	35%	15 pages (around 4000 words) At least 10 sources	20 pages (around 5000 words) At least 15 sources

Course format:

The course is composed of lectures, seminars and group activity and is divided into four sections. The first few classes will serve as an introduction to the course and to overarching theoretical issues. This will be followed by an assessment of case studies from across the region in the middle two sections. The last section will be used to generate discussion about the post-Soviet region and its future, and to draw conclusions from theoretical perspectives and case studies.

The course is intended to generate discussion among students with the instructor acting as facilitator. We will review recent video documentaries and do group presentations. The discussion is intended to focus on specific subjects as outlined in the syllabus. It is essential students do the assigned readings. Further readings based on the students' own initiative are encouraged and welcome. Further readings are optional. Suggestions for additional literature on the topics are likewise welcome. Students are encouraged to follow developments on relevant subject matter by reviewing various scholarly journals. The language of instruction is English. Required and suggested literature is in English, but students are encouraged to read literature in other languages too.

Required Class Reading materials for the class is a combination of book chapters, journal articles and analytical studies. Course readings will be provided to students through ARES. Please consult the attached course schedule. Some minor changes in reading materials might appear, in this case all the students will receive information about change well prior the scheduled class.

CLASS SCHEDULE AND TOPICS

FIRST SECTION: CONTEMPORARY THEORIES OF CONFLICT, NATIONALISM AND DEVELOPMENT IN CENTRAL AND EASTERN EUROPE

Class 1. September 05. Contemporary approaches to conflict study: conflict varieties and the role of nationalism in Europe

Further reading materials:

- Mansfield, E. D., Snyder J. 1998. "Democratization and the Danger of War," in eds. Michael E. Brown, et al. *Theories of War and Peace*. Cambridge, Mass.: MIT Press, 257-291. ARES
- Ramsbotham, O., Woodhouse, T., and Miall, H. 2011. *Contemporary Conflict Resolution*. 3rd ed. Cambridge: Polity Press P. 7-32. ARES
- Fearon, J. 2006. "Separatist Wars, Partition and World Order". in Licklider, R., Bloom, M., eds. *Living Together After Ethnic Killing* (Routledge). Pp.255-277. ARES
- Heraclides, A. 1997. "The Ending of Unending Conflicts: Separatist Wars". *Millennium - Journal of International Studies*, December, 26: 679-707. ARES

Class 2. September 12. Mapping modern history of nationalism within the region: root causes, development and consequences

Required reading materials:

- Evera, S. V. 1998. "Hypotheses on Nationalism and War" in eds. Michael E. Brown, et al. *Theories of War and Peace*. Cambridge, Mass.: MIT Press. Pp. 257-291. ARES
- Kaufman, Stuart J. 2016. Ethnicity as a generator of conflict in Cordell, K. and Wolff, S. eds. *Routledge Handbook of Ethnic Conflict* (Routledge). ARES P.2 Chapter 8, pp. 91-102.
- Garton-Ash, Timothy. 2004. "Trials, purges and history lessons: treating a difficult past in post-communist Europe" in *Memory and power in post-war Europe. Studies in the Presence of the Past* / ed. by J.-W. Muller. - Cambridge University Press. Pp. 265-281 ARES
- Brubaker, Rogers. 1996. *Nationalism Reframed*, Cambridge, Cambridge University Press. Chapter 2, pp 22-53.

Further reading materials:

- Hagendoorn, Louk, György Csepeli, Henk Dekker, and Russel Farnen. 2000. *European Nations and Nationalism. Theoretical and Historical Perspectives*. Aldershot (UK) and Brookfield (USA): Ashgate. Chapters 12-16.
- Methodology recommendation: Developing an effective blog. Accessed March 30, 2017, <https://www.coursera.org/learn/nurture-market-strategies/lecture/89rMi/developing-an-effective-blog>

Additional Note: students to select a working group topic and a date for their presentation during this class.

Class 3. September 19. Ideology, nationalism and memories of the conflict.

Required reading materials:

- Saideman, Stephen M., Ayres, William. 2008. *For Kin or Country: Xenophobia, Nationalism, and War.*, pp. 78-105. ARES
- Hughes, James. 2016. “Genocide” in Cordell, K. and Wolff, S. eds. *Routledge Handbook of Ethnic Conflict* (Routledge). ARES P.2, Ch. 11, pp. 119-138.
- Assmann, Aleida. 2009. “From collective violence to the common future: four models for dealing with the traumatic past.” In *Justice and Memory - Confronting traumatic pasts: An international comparison* edited by Wodak, Ruth; Gertraud Auer Borea d'Olmo, Wien: Passagen Verlag. Pp.31-48.

Further reading materials:

- Brants, Chrisje and Katrien Klep. 2013. “History-Telling, Collective Memory, and the Victim-Witness.” *International Journal of Conflict and Violence* Vol. 7 (1): 36 – 49.
- Brewer, John D. 2006. “Memory, Truth and Victimhood in Post-Trauma Societies” in *The Sage Handbook of nation and nationalism*. Edited by Gerard Delanty, Krishan Kumar. 214-224. London: sage publication.

Additional Note. Deadline for “Blog 1” submission

SECOND SECTION: CENTRAL EUROPE: REBUILDING NATIONS AFTER 1991

Class 4. September 26. Democratic transition and governance in conflict zones: Bulgaria, Macedonia and Kosovo

Group work

Required reading materials:

- Koinova, Maria. *Ethnonationalist Conflict in Postcommunist States. Varieties of Governance in Bulgaria, Macedonia, and Kosovo.* University of Pennsylvania press. Philadelphia. 314. Introduction, pp. 1-58. ARES
- Kartsonaki, Argyro. 2016. *Failing to secede. The dynamics of Kosovo's unsuccessful attempt at secession in 1991.* in The Routledge Handbook of Ethnic Conflict. Routledge, Hoboken: Routledge. Chapter 29, pp. 369-384.
- Ramsbotham, O., Woodhouse, T., and Miall, H. 2011. *Contemporary Conflict Resolution.* 3rd ed. Cambridge: Polity Press. Chapter 5, pp. 123-138. ARES

Further reading materials:

- McGarry, John, and Brendan O'Leary. 1993. *The politics of ethnic conflict regulation: Case studies of protracted ethnic conflicts.* New York; London: Routledge. Accessed March 30, 2019:
http://www.polisci.upenn.edu/ppec/PPEC%20People/Brendan%20O'Leary/publications/Journal%20Articles/Oleary_parliamentary_affairs_Jan_94.pdf

Class 5. October 03. Intra and inter ethnic relations conflict development. Case of Romania and Hungary.

Group presentation

Required reading materials:

- Ramsbotham, O., Woodhouse, T., and Miall, H. 2011. *Contemporary Conflict Resolution.* 3rd ed. Cambridge: Polity Press. Chapter 10, pp. 246-261. ARES
- Roe, Paul. 2005. "Ethnic violence and the societal security dilemma" in Routledge studies in nationalism and ethnicity. Chapters 7,8, pp. 111-132.
- Jenne, Erin K. 2007. *Ethnic Bargaining: The Paradox of Minority Empowerment.* Ithaca: Cornell University Press. Pp. 91-124.
- Wood, Nicholas. 2004. "Uneasy Echo in Hungary; Vote on Ethnic Rights Stirs Memory of Empire." *International Herald Tribune*, 1. Accessed:
<https://www.nytimes.com/2004/12/06/news/vote-on-ethnic-rights-stirs-memory-of-empire-uneasy-echo-in-hungary.html>

Further reading materials:

- Babicki, Mateusz. 2015. The situation of national and ethnic minorities in the Central Europe states in the years 1989-2004 from the international community point of view. In *Acta politica (Szczecin, Poland)*. (34). p.77 - 92.

Class 6. October 10. Post conflict societies: rigid path to normality: addressing new and old traumas (Serbia and Bosnia Herzegovina)

Discussion "Balkans: old traumas and new complications"

Group presentation and discussion

Required reading materials:

- Flere, Sergej. 1991. "Explaining Ethnic Antagonisms in Yugoslavia," European Sociological Review. 7:3: pp. 183-193.
- Gagnon, V.P. Jr. 1994/1995. "Ethnic Nationalism and International Conflict, The Case of Serbia," *International Security* 19(3), pp. 132-168. ARES
- Guzina, Dejan, and Branka Marijan. 2017. "Dayton +20: Beyond 'lessons learned'," *Peacebuilding* 5 (1). Pp. 1-6.
- Ramsbotham, O., Woodhouse, T., and Miall, H. 2011. *Contemporary Conflict Resolution*. 3rd ed. Cambridge: Polity Press. Chapter 9, pp. 226-245. ARES

Further reading materials:

- Crawford, Beverly, and Ronnie D. Lipschutz. 1998. "The myth of "ethnic conflict": Politics, economics, and "cultural" violence," Vol. no. 98.; Berkeley: *International and Area Studies*, University of California at Berkeley. ARES
- MacDonald, David B. 2002. *Balkan holocausts?: Serbian and Croatian victim-centred propaganda and the war in Yugoslavia*. New York; Manchester, UK;: Manchester University Press, Chapter 1,3.
- Mildner, Kirk. 2005. "The economy of Bosnia and Herzegovina ten years after the Dayton agreement," *Südosteuropa Mitteilungen* (4-05): 94-100. ARES

THIRD SECTION: NATIONAL AND ETHNIC CONFLICTS ON POST-SOVIET SPACE

Class 7. October 17. Soviet legacy and the nature of ethnic problems in Former Soviet States (FSU).

First and Second Chechen wars.

Group presentation

Required reading materials:

- Tishkov, Valery A., United Nations Research Institute for Social Development, and International Peace Research Institute. 1997. *Ethnicity, nationalism and conflict in and after the Soviet Union: The mind aflame*. Thousand Oaks, Calif; London;: Sage. Pp. 1-44.
- Horowitz, Shale A. 2005. *From ethnic conflict to stillborn reform: The former Soviet Union and Yugoslavia*. 1st ed. College Station, TX: Texas A&M University Press. Pp.3-27.
- German, Tracey C., and Taylor & Francis Group. 2003. *Russia's Chechen war*. New York; London: Routledge Curzon. Chapter 6-7, pp. 94-112. ARES

Further reading materials:

- Tishkov, Valery A. 2004. "Conflicts Start with Words: Fighting Categories in the Chechen Conflict". In *Facing ethnic conflicts: toward a new realism*, pp. 78-96. ARES

Additional Note: Deadline for "blog 2" submission

October 24. No class. Fall break

Class 8. October 31. North and South Caucasus: the conflicts of Georgia and Armenia-Azerbaijan. International activity for war prevention and moderation in the Region

Group presentation

Required reading materials:

- Horowitz, Donald. 2016. "Irredentas and Secessions: Adjacent Phenomena, Neglected Connections" in Cordell, K. and Wolff, S. eds. *Routledge Handbook of Ethnic Conflict* (Routledge). Chapter 13, pp. 155-165. ARES
- Geukjian, Ohannes. 2012. *Ethnicity, nationalism and conflict in the south Caucasus: Nagorno-Karabakh and the legacy of soviet nationalities policy*. Burlington, VT: Ashgate. Chapter 5, 7, pp. 105-129 and 185-207. ARES
- Vendil Pallin, Carolina & Fredrik Westerlund. 2009. "Russia's war in Georgia: lessons and consequences" in *Small Wars & Insurgencies*, 20:2, 400-424, DOI: 10.1080/09592310902975539

Further reading materials:

- Geukjian, Ohannes. 2012. *Ethnicity, nationalism and conflict in the south Caucasus: Nagorno-Karabakh and the legacy of soviet nationalities policy*. Burlington, VT: Ashgate. Chapter 4,6. ARES

- Saparov, Arsene. *The origin of South Ossetian Autonomy 1918-1922*. Paper for ASN, 23-25 April, 2009 ARES

Class 9. November 07. Managing and settling the conflict: Ukraine.

Group presentation

Required reading materials:

- Siniver, Asaf. 2016. “Managing and settling ethnic conflict” in Cordell, K. and Wolff, S. eds. *Routledge Handbook of Ethnic Conflict* (Routledge). Chapter 15, pp. 181-191. ARES
- Malyarenko, Tetyana. 2016. “A gradually escalating conflict Ukraine from the Euromaidan to the war with Russia” in Cordell, K. and Wolff, S. eds. *Routledge Handbook of Ethnic Conflict* (Routledge). Chapter 28, pp. 349-369. ARES
- Umland, Andreas. 2016. *Solving Ukrainian security dilemma*. Accessed August 11, 2019 <https://www.atlanticcouncil.org/blogs/new-atlanticist/how-to-solve-ukraine-s-security-dilemma>

Further reading materials:

- *Donbas on fire*. Available online: https://prometheus.ngo/wp-content/uploads/2017/03/Donbas_v_Ogni_ENG_web_1-2.pdf Accessed March 30, 2019:

Class 10. November 14. “Frozen” and forgotten? Transdniestra and Crimea.

Group presentation

Required reading materials:

- Kaufman, Stuart. 1996. “Spiraling to Ethnic War: Elites, Masses, and Moscow in Moldova’s Civil War,” *International Security* 21(2): 108-138. ARES
- Petrov, Nikolai. 2016. Crimea: Transforming the Ukrainian peninsula into a Russian island. *Russian Politics & Law* 54 (1): 74-95. ARES
- Naformita, Florin. 2016. "The Frozen Conflicts Strategy the Russian Indirect Approach Toward USSR Security Studies - the Crimea Case." *Defense Resources Management in the 21st Century*. Pp. 1-11.

Further reading materials:

- *Engaging Crimea and Beyond: Perspectives on Conflict, Cooperation and Civil Society Development*. Edited by David Carment and Milana Nikolko. *Global Dialogues* 11, Duisburg 2016. Accessed March 30, 2019: <http://www.gcr21.org/publications/global-dialogues/>

Additional Note: Deadline for “Final research paper proposal” submission

FOURTH SECTION: NEW REGIONAL PROJECTS AND GLOBALISM

Class 11. November 21. Migration, Diasporas and ethnic conflicts: post-soviet migration and regional stability.

Group presentation

Required reading materials:

- Carment, David and Milana Nikolko. 2017. "Post-Soviet migration: regional context and modern development," in *Post-Soviet Migration and Diasporas. From Global Perspectives to Everyday Practices*. Editors: Nikolko, Milana, Carment, David (Eds.). Palgrave Macmillan. Pp. 1-11. ARES
- Heleniak, Timothy. 2017. "Diasporas, development, and homelands in Eurasia after 1991," in *Post-Soviet Migration and Diasporas. From Global Perspectives to Everyday Practices*. Editors: Nikolko, Milana, Carment, David (Eds.). Palgrave Macmillan. Pp. 11-29. ARES
- Molodikova, Irina. 2017. "Russian policy towards compatriots: global, regional and local approaches," in *Post-Soviet Migration and Diasporas. From Global Perspectives to Everyday Practices*. Editors: Nikolko, Milana, Carment, David (Eds.). Palgrave Macmillan. Pp. 143-162. ARES

Further reading materials:

- Brubaker, Rogers. 1996. *Nationalism Reframed*. Cambridge, Cambridge University Press. Chapter 6, pp 148-179.

Class 12. November 28. Media and conflict dynamics: social networks, populism and propaganda in modern epoch.

Group presentation

Required reading materials:

- Ramsbotham, O., Woodhouse, T., and Miall, H. 2011. *Contemporary Conflict Resolution*. 3rd ed. Cambridge: Polity Press. Pp. 359-373. ARES
- Sienkiewicz, Matt. 2016. "Open source warfare the role of user-generated content in the Ukrainian conflict media strategy". In *Media and the Ukraine Crisis. Hybrid Media Practices and Narratives of Conflict*. Editor: Mervi Pantti, Chapter 2, pp 19-35.
- Zeitzoff, Thomas. 2017. "How Social Media is Changing Conflict." *Journal of Conflict Resolution* 61 (9): 1970-1991.

- Marijan, Branka. 2018. "Social Media and Conflict." *Ploughshares Monitor* 39 (4): 20.

Further reading materials:

- Hutchings, Stephen and Vera Tolz. 2016. "Ethnicity and nationhood on Russian state-aligned television: contextualising geopolitical crisis". In *The New Russian Nationalism: Imperialism, Ethnicity and Authoritarianism 2000-15*. Editor: Kolstø, Pål, Helge Blakkisrud, and JSTOR (Organization). Edinburgh: Edinburgh University Press. Chapter 11.
- Husak, Olviia. 2016. Factors of Ukrainian Media Content Virality on Social Networks, under the Current Conditions. *Актуальні питання масової комунікації*. 19. p.30 - 38.

December 01. Deadline for Research Paper submission

Class 13. December 05. Course conclusions

Course conclusions and group discussion "Nationalism, globalism and regional trends in contemporary Eastern Europe".

Further reading materials:

- Ramsbotham, O., Woodhouse, T., and Miall, H. 2011. *Contemporary Conflict Resolution*. 3rd ed. Cambridge: Polity Press Pp. 415-427. ARES

SPECIALIZED JOURNALS

Ethnopolitics

Foreign Affairs

Nations and Nationalism

World politics

Slavic Review

European Journal of International Relations

Ethnos: Journal of Anthropology

East European Politics & Societies *available:*
<http://eep.sagepub.com/content/vol24/issue3/?etoc>

Nationalities papers

Ab Imperio

East European Politics and Societies

Caucasian Review for International Affairs

Communist and Post-Communist Studies

Cultural Anthropology

Journal of Muslim Minority Affairs

The World Bank - Europe

United Nations Development Program - Europe and the CIS

Human Rights Watch

BBC country profiles

UN Data

UN country report

World database

Freedom House

Geopolitical Futures

ANALYTICAL REPORTS

Human Rights Watch International Crisis Group

International Organization for Migration

Organization for Security and Cooperation in Europe

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, visit the Equity Services website: 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, visit the Equity Services website: 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. 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 is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

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. <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

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).

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 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 River Building. 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.