Preliminary Course Outline (subject to change, Dec 17, 2023 version)
EURR 5205 / INAF 5807 / PSCI 5111
The EU and Its Eastern Neighbours
Tuesday 11:30-2:30 Online

GENERAL INFORMATION:
Instructor: Prof. Joan DeBardeleben
Virtual Office Hours: Mondays 11-12, 4:30-5:30, or by appointment (Zoom, link on Brightspace
E-mail: joan.debardeleben@carleton.ca

Course Description
This course will examine relations between the European Union (and its member states) and post-communist countries to the east, including Azerbaijan, Armenia, Belarus, Georgia, Moldova, Russia, and Ukraine. Examples will be drawn from a range of policy areas, including energy policy, reform initiatives, security issues, migration, and the enlargement as an EU foreign policy instrument. The course will explore the impact of 2014 Ukraine crisis and the Ukraine war on EU policy in these areas as well. Russian motivations and initiatives (such as the Eurasian Economic Union) will also be examined. The course considers the perspective of various actors. I welcome students from a variety of backgrounds to enrich our discussions and to bring new perspectives to bear.

Course format: The course will be run seminar style, in a synchronous online manner. Students are expected to have a good internet connection with webcam and microphone to facilitate complete participation. Webcams should be turned on. Synchronous class time will be supplemented by blog posts in some weeks. A simulation activity will be included.

Overview
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 9</td>
<td>Introduction to the course</td>
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<tr>
<td>2</td>
<td>Jan. 16</td>
<td>The EU’s Eastern policy: European Neighbourhood Policy, Eastern Partnership</td>
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<tr>
<td>3</td>
<td>Jan. 23</td>
<td>Russia’s ambivalent European identity and policy: EU-Russian relations to 2014</td>
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<tr>
<td>4</td>
<td>Jan 30</td>
<td>From Ukraine crisis (2014) to Ukraine war (2022)</td>
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<td>5</td>
<td>Feb. 6</td>
<td>Enlargement and other EU foreign policy tools</td>
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<tr>
<td>6</td>
<td>Feb. 13</td>
<td>Receptive neighbours and geopolitics (Ukraine, Georgia, Moldova)</td>
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<td></td>
<td></td>
<td>BREAK WEEK</td>
</tr>
<tr>
<td>7</td>
<td>Feb 27</td>
<td>Receptive neighbours and reform difficulties (Ukraine, Georgia, Moldova)</td>
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<tr>
<td>8</td>
<td>Mar. 5</td>
<td>Migration from the East, Schengen, and populism</td>
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<tr>
<td>9</td>
<td>Mar. 12</td>
<td>Competing regionalisms: Belarus’ choice</td>
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<tr>
<td>10</td>
<td>Mar.19</td>
<td>In-class simulation (topic TDB)</td>
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<tr>
<td>11</td>
<td>Mar. 26</td>
<td>Europe’s security dilemma</td>
</tr>
<tr>
<td>12</td>
<td>Apr. 2</td>
<td>Energy policy and sanctions</td>
</tr>
<tr>
<td>13</td>
<td>Apr. 9</td>
<td>Armenia, Azerbaijan, and changing geopolitical configurations in the Caucasus</td>
</tr>
</tbody>
</table>
Learning Outcomes

By the end of this course students should:
- Be familiar with policies of the European Union in relation to its eastern neighbouring countries
- Develop a critical perspective on how these policies have operated and consequences for the EU, Russia, and neighbouring countries
- Better understand the operation of the EU as an international actor
- Understand the way in which EU policies are viewed by recipient states and non-state actors, and how these actors have responded
- Be able to view, explain and evaluate these issues from a variety of perspectives, using various theoretical concepts and approaches

In terms of general skills the course will help students to
- Advance skills of critical assessment of academic literature and research
- Advance research and writing skills through completion of a term paper
- Enhance communication and presentation skills through seminar discussion and a simulation
- Gain practice in discussing the work of peers

Requirements and evaluation at a glance (Overview)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar attendance and participation (weekly)</td>
<td>22%</td>
</tr>
<tr>
<td>Blogposts</td>
<td>8%</td>
</tr>
<tr>
<td>Analytical paper and its presentation (appropriate class session)</td>
<td>15%</td>
</tr>
<tr>
<td>Commentary on analytical paper of another student</td>
<td>5%</td>
</tr>
<tr>
<td>Simulation briefing note and participation</td>
<td>15%</td>
</tr>
<tr>
<td>Term research paper proposal (Due March 1) approved, not approved</td>
<td></td>
</tr>
<tr>
<td>Term research essay (Due April 12)</td>
<td>35%</td>
</tr>
</tbody>
</table>

For all papers, please use intext citation with a reference list of works cited at the end of the paper. Chicago style is preferred but other systems are alright if used consistently with all necessary bibliographic information. Depending on course enrolment, the presentation schedule and other details may be adjusted after the first class meeting but before the registration period ends.

Requirements and Evaluation (detail):

Please note: For all assignments, work previously submitted to another course may not be used to fulfil course requirements. Also work to be submitted to another course this term may not be used to fulfill course requirements. Also the same work or substantially similar work may not be used to fulfill more than one course requirement. If you have questions about this, contact me directly.

All written submissions must be your original work and meet academic integrity standards. No part of written submissions may be generated through artificial intelligence or similar tools (e.g., ChatGPT).

For all written work, grammar, spelling, inclusion of appropriate literature and source citations, citation format, and clarity of presentation may affect the mark. Please proofread your work.

Participation: Students are expected to participate actively each week in online seminar discussions. Seminar attendance is mandatory, with operating microphone and webcam (turned on) unless a medical accommodation is required; oral participation in synchronous class discussion is expected. Comments should demonstrate familiarity with course readings. Discussion questions will be posted weekly on Brightspace to guide your reading and our discussions. If you are having any difficulties in finding a way to participate actively in seminar discussions, please contact me and we can discuss strategies. If provided, students are expected to view a short instructor video before the appropriate class session.
Blog posts: Each student is expected to contribute a minimum of four blogposts on Brightspace (i.e., in addition to responses to other blogposts) but more posts are encouraged and can improve your blog post and/or participation mark. Questions will be suggested for the blogposts. Blogposts will serve as a springboard for class discussion; you may be asked to discuss some of your blogpost comments in class. So that everyone has a chance to read the blogposts before the class, please post them at least 24 hours before the relevant class session. If you do, I will usually respond to them. Students should read the blog posts each week, regardless of whether they are writing one for that week; students are also encouraged to respond to each other’s posts.

Short analytical paper: Each student is required to write one short analytical paper related to a particular class session with dates assigned in the first or second class session. The paper should be about five pages in length (double-spaced, 12-point font), but no more than six pages (excluding the reference list). It must be posted by 6 p.m., in the Brightspace assignment drop box on the Friday preceding the relevant class session and sent to the designated commentator at the same time. Each paper will address a question, provided by the instructor, related to the week’s readings and topic. The paper should bring material from the readings as well as at least one additional reading (e.g., from optional or additional reading on the course syllabus) to bear on the assigned question. The paper should also be accompanied by two discussion questions. Students should be prepared to summarize their position orally in class (10-15 minutes, followed by discussion). Papers will be evaluated based on the cogency and clarity of the analysis, evidence brought in support of it (including references to course readings and additional readings), and effectiveness of the class presentation. Students should not read the paper aloud, but rather present some of its interesting main ideas. Students may replace their first mark with the mark on a second or additional papers, if desired, as agreed with the instructor. For the additional paper(s), an oral presentation may be required.

Commentary on an analytical paper: Each student will provide a brief comment on the analytical paper of another student with dates assigned in the first or second class session. The comment should be no more than four minutes in length and should respond to arguments made in the paper and/or provide the commentator’s perspective on questions raised. The commentator will have access to the paper in advance. If the paper is not available by the deadline, then the commentator should address their comments to the topic of the discussion paper but need not comment on the discussion paper.

Simulation and briefing document: The class will hold a simulation on March 19 in the seminar session. The topic will be determined after class consultation and depending on current issues. Students will generally work in teams of two (or in few cases possibly three). Each team will prepare a briefing note for the session (2-3 pages, depending on the size of the team, single spaced, i.e., one page per person, due noon, March 15. It is requested that a draft be uploaded to the discussion forum earlier that week for other students to consult). The briefing note should analyze the views of the member state being represented. Further details will be provided before the term break. The mark for this assignment will be a composite of the team’s coordination and individual participation in the simulation. The evaluation will be based on the quality of research for the briefing note (including accuracy in representing the Member State position), presentation of the position in the briefing note, and effectiveness of participation in the simulation.

Term essay (including proposal): Each student is required to write a term essay (15 pages, double-spaced, 12 pt font, not including reference list.) The term essay should address a topic related to the EU’s or EU Member States’ relationship with one or more of the Eastern neighbours, or the link between EU domestic factors and eastern policy, exploring a particular ‘why’ or ‘how’ question, primarily making use of secondary literature, and, if appropriate, some primary sources. This paper should situate the analysis in relevant theory and concepts. Failure to hand in the term essay will result in a failing mark in the course. Due date April 17, 5 p.m. through Brightspace.
Proposal: Due through the Brightspace Assignment box no later than March 1 at 5 p.m., but if you hand it in sooner, I’ll give you earlier feedback. Students are invited to set up an appointment with me to discuss the plan for the paper before or after the proposal is completed. The paper proposal will receive an evaluation of approved/not approved. Proposals should be 2 pages. The proposal should state and elaborate the question that the paper will address, any hypotheses to be tested, relevant theories, and materials to be used (at least five items to be expanded to at least 12 sources for the full paper); these items should not be required course readings. Proposals that are initially not approved should be revised. Failure to gain approval for the proposal (after revisions, if necessary) may adversely affect the mark on the final paper. The instructor reserves the right to require the student to engage in an individual oral discussion on the research paper with the instructor (outside of class sessions) prior to or following its submission.

Due Dates and Penalties
Please note the following important rules associated with this course:
- Failure to hand in the term essay will result in a failing mark in the course. Penalties for late papers will be as follows (waived with a valid medical excuse):
  - Term paper: 2 points (of 100 %) for each day. The last deadline for acceptance of late papers is April 22 at 5 p.m.
  - Analytical papers, if handed in late (without a valid excuse) but by the beginning of the relevant class session, will receive a maximum mark of 80% (of 100%). Papers handed in later than that but within one week will receive a maximum mark of 70% (out of 100%), assuming the oral presentation is given. Later papers, or if not handed in, will receive an F.
- Students absent on a date of a presentation will receive an F for the oral component (presentation of analytical paper or simulation exercise) unless a valid medical (or equivalent) excuse is provided. In the case of a valid excuse, the presentation will, when possible, be rescheduled. Students who, for a valid reason, are not able to be present a presentation on the designated day must inform the instructor as far as possible in advance.
- If a valid excuse is provided for absence at a seminar session (accepted as valid by the instructor in writing), then you may make up the missed participation marks with a 3 page paper (double-spaced) addressing two of the discussion questions for the week; this should normally be handed in within one week of the missed session and should not repeat a blogpost. This option is only available for excused absences and with the approval of the instructor.
- If, due to extenuating circumstances, you are not able to complete an assignment (written or oral) by the deadlines indicated, you must contact me for an academic consideration arrangement within 24 hours, according to the guidelines below under the section “Academic consideration for medical or other extenuating circumstances” (p. 16 below).

Readings (subject to change)
Required readings are available through Ares. Materials on the reading list below marked with an * are required, however you are given choice some weeks. Those marked ** are mandatory if a choice of readings is offered in a particular week. Optional materials can be used for additional background, analytical papers or term papers. Note that readings may be adjusted/substituted throughout the semester as indicated on the weekly discussion sheets.

DETAILED COURSE OUTLINE AND READINGS
January 9
Week 1: Introduction to the course and organizational matters
Suggested readings:
January 16
Week 2: The EU’s Eastern policy: European Neighbourhood Policy, Eastern Partnership
The concentric circles of EU foreign policy
Member state and union competencies in foreign policy
The genesis, rationale, principles, and evolution of the EU’s European Neighbourhood Policy (ENP)
From the ENP to the Eastern Partnership policy (EaP)
EaP Review and Revision

Required (at least four)


Official documents (skim, recommended, but optional):

- Additional official EU information on the Eastern Partnership can be found at: www.eeas.europa.eu/eeas/eastern-partnership_en#8011
- Additional information on the European Neighbourhood Policy can be found here: https://eeas.europa.eu/diplomatic-network/european-neighbourhood-policy-enp_en

Optional readings:

January 23

Week 3: Russia’s ambivalent European identity and policy; EU-Russian relations to 2014

Drivers of Russia’s Europe policy

Identity and interests in Russian foreign policy

The development of EU-Russian relations

Institutional features

The role of values, norms, and human rights issues

Reasons for stagnation and breakdown

Required (at least four):

- *Tuomas Forsberg and Hiski Haukkala (2016), The European Union and Russia, Chpt. 2, pp. 10-45.
- **Theory (Revisionism)

Official positions (recommended to skim):


Optional:

- Derek Averre, “Competing Rationalities: Russia, the EU and the ‘Shared Neighbourhood,’ Europe-Asia Studies, 61:10 (2009), pp. 1689-1713
- Hiski Haukkala (2010), The EU-Russia strategic partnership: the limits of post-sovereignty in international relations
January 30
Week 4: From Ukraine crisis (2014) to Ukraine war (2022)

Ukraine’s foreign policy ambivalence, geopolitical and domestic sources

Implications of the EU-Ukraine Association Agreement and DCFTA

Changing relations between Russia and the EU 2014-2022

Why the Minsk agreement failed.

Required (at least four)

- **One of these:
- **Theory (various applications of realism), one of these:

The Minsk Agreement and its failure:


Optional Readings:

Feb. 6
Week 5: EU Foreign Policy: Enlargement as an EU Foreign Policy Too; Member state and union competencies in foreign policy

- Historical perspective on EU enlargement
- Enlargement as a template for the EU’s eastern policy
- Enlargement cycles and current status (other accession candidates)
- EU enlargement requirements and processes
- Alternatives to enlargement in EU foreign policy

Required (at least four)


Other Background materials
Rebecca Leppert (2022), “*How Exactly do countries join the EU*,” Pew Research Center, July 26, ([https://www.pewresearch.org/short-reads/2022/07/26/how-exactly-do-countries-join-the-eu/#:%20text=The%20process%20of%20joining%20the%20EU%20also%20formally%20accept%20the%20country%27s%20application](https://www.pewresearch.org/short-reads/2022/07/26/how-exactly-do-countries-join-the-eu/#:%20text=The%20process%20of%20joining%20the%20EU%20also%20formally%20accept%20the%20country%27s%20application)).


(please also see associated links for more details.

Optional:

February 13
Week 6 Receptive neighbours and geopolitics (Georgia, Moldova, Ukraine)

Geopolitical sources of interaction with the EU and Russia

Ukraine 2022: Georgia 2008 Redux?

Moldova’s geopolitical ambivalence and Georgia’s wavering

Frozen conflicts in Georgia and Moldova: Russian, EU, and domestic interests

Required (at least four)

- *Stephen F. Jones and S. Neil MacFarlane (2020), Georgia: from autocracy to democracy, Chpt. 3, ‘Economic and Regional Factors in Georgia’s Political Transformation”, University of T. Press,


Theory


Optional


- Andre W. M. Gerrits and Max Bader (2016), “Russian patronage over Abkhazia and South Ossetia: implications for conflict resolution, East European Politics 32 (2106), 297-313


- Frederik Coene (2016), Post-Soviet Politics: Euro-Atlantic Discourse in Georgia: The Making of Georgian Foreign and Domestic Policy after the Rose Revolution (Routledge, Chpt. 2


February 27
Week 7 Receptive neighbours and reform difficulties: (Ukraine, Georgia, Moldova)
Domestic obstacles to reform
Corruption and its impact on Europeanization
Elite interests and reform motivation
Activating civil society

**Required (all)**

**Optional:**


- Ryhor Nizhnikau (2019), Select a chapter EU-Induced Institutional Change in Post-Soviet Space (Routledge)


• “Russia’s War Against Ukraine – Implications for Democracies and Democracy Support in the EaP Region” YouTube video discussion, focusing on Moldova, Georgia, and Armenia, with experts from those countries, produced by IDEA International, https://www.youtube.com/watch?v=G34zBJSEWiY

March 5
Week 8: Migration, Schengen, Diasporas and Populism (Domestic and foreign policy linkages)
Ukrainian emigres, Russian emigres, and EU internal policies
Migration crises and EU foreign policy
Migrant mobilization as a Russian and Belrusan foreign policy tool
Mobilization of diasporas in Russian foreign policy

Required readings (at least four).

• *Auers, Daunis (2023), “The Russia-Ukraine War and Right-Wing Populism in Latvia.” In: The Impacts of the Russian Invasion of Ukraine on Right-wing Populism in Europe, Gilles Ivaldi and
March 12

Week 9 Competing regionalisms: Belarus’ choice

Russian motivations for Eurasian integration

The EU as a model for the EAEU?
The viability of the EAEU

Belarus: Becoming Russia’s loyal partner

Belarusan motivations and dilemmas

Required (at least four)

- *Yulia Nikitina (2021) “Russia’s Regionalism Projects in Eurasia”, in Mai’a K. Davies Cross and Ireneusz Pawel Karolewski, eds, European-Russian Power Relations in Turbulent Times (University of Michigan Press), (pp. 217-238)
- Theory

Optional

- For up-to-date information about EU-Belarusan relations and sanctions, see the European Council website, https://www.consilium.europa.eu/en/policies/eastern-partnership/belarus/
- Michael O. Slobodchikoff, Building Hegemonic Order Russia's Way (Lexington 2014), pp. 69-90
- E. Djatkoviča et al (2021), To the 2020 Post-election Crisis in Belarus (Latvian Institute of International Affairs), March (read sections on Latvia, Lithuania, and others per your interest)
- Affairs, Policy Paper, no. 32 (134), http://www.pism.pl/files/?id_plik=20615

March 19 SIMULATION
Week 10: Topic TBD
See separate guidelines

March 26
Week 11: Europe’s security dilemma: Which way forward
Russian and European perceptions of European security
NATO and the EU
The OSCE as a failed security actor
A realist or an ontological security dilemma
Building a new security structure in Europe

Required (all)

- *Kjell Engelbrekt (2022), 'Beyond Burdensharing and European Strategic Autonomy: Rebuilding Transatlantic Security After the Ukraine War,”European Foreign Affairs Review 27(3): 383-400,
- **Theory)
**Please listen to the video summary by Jakub Eberle here: https://academic.oup.com/fpa/article-abstract/16/1/41/5210975, based on the article “Ontological
Security, Civilian Power, and German Foreign Policy Toward Russia,” co-authored by Eberle and Vladimir Handl, in Foreign Policy Analysis 16(1): 41-58. AND one of the following


Theory (optional)


Other optional


April 2

**Week 12  EU Energy Security/Policy and Russia (Domestic and foreign policy linkages)**

*The end of interdependence?
*The evolution of EU energy policy toward Russia
*Russian approaches to EU regulatory regimes and sanctions
*Geopolitical versus economic factors
*Member state differences

Required (all)

- *Forsberg and Haukkala (2016), Chpt. 4, pp. 76- 117


Optional Readings:

April 9
Week 13 Armenia, Azerbaijan and the changing Caucasus political configuration

Azerbaijan’s dual vector policy and EU responses
Energy and geopolitics as drivers of Azeri policy
Armenia’s balancing act
The Nagorno-Karabakh conflict
New EU opportunities?

Required: Please read the following (all):


Optional readings:
Academic Accommodations and Additional Information

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

**Academic consideration for medical or other extenuating circumstances**: Students must contact the instructor as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables. You may be required to submit the *Self-Declaration for Academic Considerations form*, if requested by the instructor. Students should also consult the *Course Outline Information on Academic Accommodations* for more detailed information on how to request an accommodation.

**Pregnancy obligation**: Write to me 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.

**Religious obligation**: Write to me 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, click here.

**Academic Accommodations for Students with Disabilities**: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the Ventus Student Portal at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made.

**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: https://carleton.ca/equity/sexual-assault-support-services

**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 will be provided to students who compete or perform at the national or international level. Write to me 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.

**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/
- The Walk-In Counselling Clinic: https://walkincounselling.com
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 material taken from books, articles, papers, literary compositions and phrases, and material on the internet. Examples of plagiarism 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;
- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT), unless this is permitted by the instructor;
- using ideas or direct, verbatim quotations, paraphrased material or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- 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 which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct 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 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 and Return of Term Work
Papers must be submitted according to the instructions in the course outline (i.e., via Brightspace).

Grading
Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
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<tr>
<td>90-100</td>
<td>A+</td>
<td>12</td>
<td>67-69</td>
<td>C+</td>
<td>6</td>
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<tr>
<td>85-89</td>
<td>A</td>
<td>11</td>
<td>63-66</td>
<td>C</td>
<td>5</td>
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<tr>
<td>80-84</td>
<td>A-</td>
<td>10</td>
<td>60-62</td>
<td>C-</td>
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<tr>
<td>77-79</td>
<td>B+</td>
<td>9</td>
<td>57-59</td>
<td>D+</td>
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<tr>
<td>73-76</td>
<td>B</td>
<td>8</td>
<td>53-56</td>
<td>D</td>
<td>2</td>
</tr>
<tr>
<td>70-72</td>
<td>B-</td>
<td>7</td>
<td>50-52</td>
<td>D-</td>
<td>1</td>
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Approval of final grades
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 Department of Political Science, EURUS, and from the instructor will be via official Carleton university e-mail accounts and/or Brightspace. As important course and University information is distributed this way, it is the student’s responsibility to monitor their Carleton and Brightspace accounts.

Carleton Political Science Society
The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our
mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook [https://www.facebook.com/CarletonPoliticalScienceSociety/](https://www.facebook.com/CarletonPoliticalScienceSociety/) or stop by our office in Loeb D688!"

**Official Course Outline**

The course outline posted to the website of the Institute of European, Russian and Eurasian Studies is the official course outline.