

EURR 5001A
INTER-DISCIPLINARY SEMINAR IN EUROPEAN AND RUSSIAN STUDIES

Fall 2012

Instructors

Primary instructors:

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Associate Instructor :

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GOALS OF THE COURSE

This course and EURR 5300 are the core interdisciplinary seminars for graduate students in the EU and European concentration in EURUS. Among the most important goals of EURR 5001A are the following:

- a) to familiarize students with major directions of research and debates in the field of study;
- b) to examine major themes and approaches within the major disciplines (political science, economics, sociology, history, cultural studies, international affairs, law) in dealing with the region;
- c) to consider how disciplinary approaches affect how a particular issue is viewed;
- d) to assess the importance and utility of theories and concepts in studying the region.

The course will consider developments at the national and EU levels, as well as differences and similarities between subregions of Europe, with particular attention to issues facing Central and Eastern Europe.

The seminar will meet jointly with EURR 5001B for a portion of the class sessions to broaden your exposure to broader field of European and Eurasian studies.

Course Requirements:

Seminar participation	25%
Discussion paper and presentation of paper to class	25%
Commentary on discussion paper	10%
Proposal for critical literature review (due, Monday, October 15, in class)	10%
Critical literature review (due Monday, December 10, 2pm)	30%

- ***Seminar participation:*** 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. Each student will be evaluated according to these criteria during each seminar session. Regular weekly attendance is compulsory for this class.

- **Discussion paper:** the paper should address a specific question provided by the course instructors in advance (usually two weeks before the respective class). The length should be 6-8 pages (typed, double-spaced, 12-point font). The paper should contrast, critique and analyze the readings offering a concrete argument with respect to the given question. Clarity and conciseness are important; the paper should **NOT** simply describe or reiterate the readings. The paper should be submitted electronically to the instructor for the respective session and to the student commentator by 10 a.m. on the **Thursday** before the class presentation. It is very important that the paper be submitted on time, since both the instructor and the commentator need time to read it before the session.

Presentation of the Discussion Paper: All students will present their discussion paper to the class (dates will be assigned in the first meeting). In the presentation of his or her discussion paper, each student should focus on the key arguments made within the written discussion paper, drawing on examples from the readings where appropriate. The student should be prepared to present the arguments verbally in a presentation of 15 minutes. Students should **NOT** simply read the written paper.

The discussion paper and presentation will be evaluated on the basis of the cogency of the argument made, presentation and effectiveness of communication, and demonstrated familiarity with and reflection on course readings, with a combined grade for the oral and written components. Neither the paper nor the oral presentation should provide lengthy summaries of course readings. (You may provide a short synopsis of the relevant reading, however, up to one page in the written paper, or two pages if more than one reading is involved.)

- **Commentary on the discussion paper:** Each student will also prepare an oral presentation commenting on another student's written discussion paper. Commentators will analyze the substantive arguments of the paper, offer constructive critiques, and set the stage for discussion. The commentator should make reference to specific course readings. The commentary should be no longer than 10 minutes in length. If a discussion paper is not received or is received late, the commentator should be prepared to make comments on the question and reading(s) that were to be addressed in the paper.
- **Proposal for the critical literature review (due Monday, October 15 by 2:30 p.m., in class):** In a 2-3 page proposal, each student should provide the list readings for the essay with an explanation of their selection (proposal) must be handed in for approval by Monday, October 15 at 2:30 p.m. and will be returned to you within 10 days. Each student is to meet with one of the instructors in the week preceding or following October 15 to discuss the review. Failure to receive approval of the list may also adversely affect your mark on the final essay.
- **Critical literature review:** this final essay should explore and examine in depth a research topic by examining, analyzing, and critiquing major relevant bodies of literature on the subject.. The assignment will involve a critical review of a selection of readings on a topic related to your prospective MA research essay or thesis. The goal of the assignment is to work towards identifying a research topic that is both situated within, but goes beyond,

existing literature. The paper should be approximately 20 pages long (typed, double-spaced, 12-point font). Additional information about the critical review will be handed out in class early in the term. Papers should be handed in personally to the instructor on or before the due date in written and electronic format.

This assignment is due on Monday, December 10 by 2 p.m., to be handed in person to one of the instructors or in the EURUS office (3304 River Building, EURUS Administrator, Ms. Ginette Lafleur). In addition, students should email an electronic copy of the paper.

Important Information regarding the course:

Academic Integrity: Academic integrity is a core value of the university and essential for creating a constructive environment for teaching, learning, and research in the Institute's programs. Students are responsible for being aware of the University's Academic Integrity Policy, understanding what constitutes academic dishonesty, and ensuring that all course assignments submitted for evaluation abide by University policy. **Any suspected violations of the academic integrity policy will be referred to the Institute's Director and then to the appropriate Dean for further investigation.** Students who are found to have violated the standards of academic integrity will be subject to sanctions. An overview of the University's Academic Integrity Policy is available at <http://www1.carleton.ca/studentaffairs/academic-integrity/> and the full policy at http://www1.carleton.ca/studentaffairs/ccms/wp-content/ccms-files/academic_integrity_policy.pdf

Late Penalties and Failure to submit assignments:

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

Email Communication: Following university policy, the instructors will communicate by e-mail with students using university “Connect” e-mail addresses. If you have a different account that you check regularly, please set up your Carleton account to forward to that one, so that you do not miss any important course-related announcements. Normally, the instructors expect to reply to e-mail or voicemail queries within 2 days during the working week. The instructors generally do not answer e-mail inquiries or voicemail messages on evenings or weekends. Students who wish to communicate with an instructor are encouraged to meet personally during office hours, at another convenient time by appointment, or at the end of class.

Course Readings:

The main course readings will be placed on reserve in the Carleton University Library. Most readings (journal articles) will be available in electronic format via the Ares Course Reserves

system (<http://libares01.carleton.ca/>). Others (largely book chapters) will need to be consulted onsite in the library (marked “(R)” or at locations indicated subsequently. Readings assigned for the course are compulsory (and marked *) for all students, with the exception of those marked “suggested additional readings.” Most supplemental readings are available in the library stacks. If they are checked out, you may place a hold on them to receive them when they are returned. *If you find that a required reading is not available for a given week, please notify the instructor for that session immediately.*

TENTATIVE COURSE OUTLINE

Week 1 (September 10) INTRODUCTION TO INTERDISICPLINARY STUDIES (DeBardeleben, Viju)

If you who have not completed a course on politics of the European Union, the following background reading should be completed in the first two to three weeks of classes. If you have completed such a course, you may want to review the material.

* Neill Nugent (2010), *The Government and Politics of European Integration*, 6th edition (Durham: Duke University Press), 545-561 (561-577 optional) JN15 .N84 2010

*Mark Kesselmann and Joel Krieger (2010), George Ross, ‘The European Union and the Future of European Politics’, pp. 478-523 (pp. 478-89 may be skimmed) , in Mark Kesselmann and Joel Krieger, *European Politics in Transition* (Boston: Houghton Mifflin, 6th edition, 2009) ® JN5 .E95 2009.

WEEK 2 (September 17) HISTORY (Sahadeo) (Meeting with jointly with EURR 5001B)

1. New(ish) Approaches

*Nicholas Dirks, Geoff Eley, Sherry Ortner, “Introduction” *Culture/Power/History* (1994), 1-8 (note- there is no pp. 2-3) (R)

*Eric Hobsbawm, “Introduction: Inventing Traditions” In *The Invention of Tradition*, ed. Hobsbawm and Terence Ranger (1983), 1-14 (R)

*Edward Said, *Orientalism* (1978), 1-7 (R)

*Ania Loomba, *Colonialism/ Postcolonialism* (1998), 1-12 (R)

2. Permeable Boundaries

*Larry Wolff, *Inventing Eastern Europe: The Map of Civilization in the Mind of the Enlightenment* (1996), 1-16

*Kate Brown, “Gridded Lives: Why Kazakhstan and Montana are Nearly the Same Place” *American Historical Review* 106, no. 1 (2001): 17-48

Suggested Additional Reading:

Michel Foucault, *The Foucault Reader* (1984)

Zygmunt Bauman, *Modernity and Ambivalence* (1991)

Michael Geyer and Charles Bright, “World History in a Global Age,” *American Historical Review*, 100, No. 4 (October 1995): 1034-1060

Anthony Pagden. *The Idea of Europe: from antiquity to the European Union* (2002)

Konrad H. Jarausch and Thomas Lindenberger, eds. *Conflicted Memories: Europeanizing Contemporary Histories* (2007)

Week 3: (September 24) THEORY (DeBardeleben): The Importance of Theory in the Social Sciences and in EU Studies

Role of theory in social science approaches. Theories of the European integration process. Conceptualizing the EU as a polity. How well do various theoretical approaches explain EU enlargement?

Conceptualizing the EU: State or International Organization, Government or Governance?

*Neill Nugent (2010), *The Government and Politics of European Integration*, 6th edition (Durham: Duke University Press), 545-561 (561-577 optional) (R, BS), JN15 .N84 2010

Ingeborg Toemmel (2009), "Modes of Governance and the Institutional Structure of the European Union," in Ingeborg Toemmel and Amy Verdun, *Innovative Governance in the European Union* (Lynne Rienner Publishers), pp. 9-23 (R)

James Caporaso (1996), "The European Union and forms of state: Westphalian, regulatory," *Journal of Common Market Studies* 34 Issue 1, pp. 29-52 (ON)

Theories to Understand European Integration: Intergovernmentalism and Neofunctionalism, and others

*Arne Niemann with Philippe C. Schmitter, "Neofunctionalism," pp. 45-66; Andrew Moravcsik and Frank Schimmelfennig, "Liberal Intergovernmentalism," pp. 67-87, in Antje Wiener and Thomas Dieg, *European Integration Theory*, 2nd edition, (Oxford University Press, 2009) (R, BS), JN15 .W495 2009

*Thomas Risse, "Social Constructivism and European Integration," pp. 144-162, in Antje Wiener and Thomas Dieg, *European Integration Theory*, 2nd edition, (Oxford University Press, 2009) (R, BS), JN15 .W495 2009

Gary Marks and Liesbet Hooghe (2004), "Contrasting Visions of Multi-level Governance," in *Multi-level Governance*, edited by Ian Bache and Matthew Flinders (Oxford), pp. 15-20. (Also Stephen George, "Multi-level Governance and the European Union, in the same volume, pp. 127-146) (R)

Andrew Moravcsik (1998), *The Choice for Europe: Social Purpose and State Power from Messina to Maastricht* (Ithaca: Cornell University Press), 472-501 (R)

Thomas Christiansen, Knud Erik Jorgensen, and Antje Wiener, eds. (2001), *The Social Construction of Europe* (Sage) (R)

Explaining EU Enlargement: How well do the theories do?

*Andrew Moravcsik (2003), *National Interests, State Power, and EU Enlargement Source: *East European Politics and Societies* 17, no. 1, pp. 42 -57 (ON)

*Schimmelfennig, F. and U. Sedelmeier, "Theorizing EU enlargement: research focus, hypotheses, and the state of research," *Journal of European Public Policy* 9.4 (2002): 500-517 (517-528 optional) (ON)

Lauren M. McLaren, Lauren M. "Explaining Opposition to Turkish Membership of the EU." *European Union Politics* 8.2 (2007): 251-278 (ON)

Frank Schimmelfennig and Ulrich Sedelmeier (2005), 'Introduction: Conceptualizing the Europeanization of Central and Eastern Europe', pp. 1-29, in Schimmelfennig and Sedelmeier, eds., *The Europeanization of Central and Eastern Europe* (Ithaca NY: Cornell University Press), 1-29 (R)

Heather Grabbe, *The EU's Transformative Power: Europeanization through Conditionality in Central and Eastern Europe* ((Palgrave, 2006).

Explaining the Collapse of Communism in Europe (possibly for oral presentation and discussion paper)

Jarle Simensen, "The Global Context of 1989," pp. 173-188, in Gerd Ranier Horn and Padriac Kenney, eds. *Transnational Moments of Change in Europe, 1945, 1968, 1989* (Rowman and Littlefield, 2003) (R)

Robert Brier, "Transnational culture and the political transformation of East-Central Europe", *European Journal of Social Theory* (2009) vol:12, no. 3 pp. 337 -357 (ON)

Padriac Kenney, "Opposition Networks and Transnational Diffusion in the Revolutions of 1989," 207-223 (EU), in Gerd Ranier Horn and Padriac Kenney, eds. *Transnational Moments of Change in Europe, 1945, 1968, 1989* (Rowman and Littlefield, 2003).(R)

Week 4: (October 1) POLITICAL SCIENCE (DeBardeleben): Enlargement and Democratization: The EU and other Factors (Meeting jointly with EURR 5001B)

*Milada Vachudova (2010) "Democratization in Post-Communist Europe,: Illiberal Regimes and the Leverage of the European Union," in Valerie Bunce, MICHAEL McFaul, and Kathryn Stoner-Weiss, eds., *Democracy and Authoritarianism in the Postcommunist World* (Cambridge), pp. 82-104.

*Frank Schimmelfennig, "The EU: Promoting Liberal-Democracy Through Membership Conditionality," in pp. 106- 126. *Socializing Democratic Norms: The role of International Organizations for the Construction of Europe*, ed. Trine Flockhart (Palgrave, 2005)

*Kristi Raik (2004) , "EU Accession of Central and Eastern European Countries: Democracy and Integration as Conflicting Logics," *East European Politics & Societies* 18:4, pp.567-594

***ONE OF THE FOLLOWING:**

Lucan Way, "Resistance to Contagion: Sources of Authoritarian Stability in the Former Soviet Union," in *Democracy and Authoritarianism in the Postcommunist World* (Cambridge), pp. 229-54 OR

Valerie Bunce and Sharon Wolchik, Chpt. 1 and 3, *Defeating authoritarian leaders in postcommunist Europe* (New York : Cambridge University Press), 2011.

Suggested additional readings

Lenard J. Cohen (2008), 'The Europeanization of "Defective Democracies" in the Western Balkans: Pre-Accession Challenges to Democratic Consolidation', in Joan DeBardeleben, ed., *The Boundaries of EU Enlargement: Finding a Place for Neighbours*, (Palgrave Macmillan, 2008)(CT)

Anna Grzymala-Busse (2007), *Rebuilding Leviathan: Party Competition and State Exploitation in Post-Communist Democracies*,

Leonardo Morlino and Wojciech Sadurski, *Democratization and the European Union: Comparing Central and Eastern European post-communist countries* (Routledge, 2010).

Geoffrey Pridham (2005) *Designing Democracy: EU Enlargement and Regime Change in Post-Communist Europe* (Palgrave, 2005).

- Heather Grabbe (2005), *The EU's transformative power : Europeanization through conditionality in Central and Eastern Europe* (Palgrave, 2005).
- The European Union and Party Politics in Central and Eastern Europe*, Paul G. Lewis and Zdenka Mansfedova, eds, (Palgrave, 2006)
- Tadeusz Szawiel, "Democratic Consolidation in Poland: Support for Democracy, Civil Society, and Party System," in *Polish Sociological Review*, no. 4 (2009), pp. 483-506
- Milada Vachudova (2004), *Europe Undivided: Democracy, Leverage, and Integration after Communism* (Oxford: Oxford University Press).

**Week 5 : (October 15) POLITICAL SCIENCE and POLITICAL ECONOMY
(Dutkiewicz) : Democratization and Modernization (Meeting jointly with EURR 5001B)**

*William M. Reisinger, "Establishing and Strengthening Democracy," in Robert D. Grey (ed.), *Democratic Theory and Post-Communist Change*, pp. 54-78 (R)

- *Vladislav Inozemtsev and Piotr Dutkiewicz (eds.), *Democracy versus Modernization*, Routledge, 2013 pp.190 (to be posted on web for EURUS students only) :
1. *John Dunn, Democracy as spectre, dream and reality, Chapter 2, pp.20-29
 2. *Zygmunt Bauman, From agora to the marketplace, Chapter 4, pp.40-52
 3. *Gleb Pavlovsky, Democracy and how it is used in Russia, Chapter 9, pp.97-111.
 4. Ivan Krastev, Democracy and dissatisfaction, Chapter 10, pp.111-121
 5. *Piotr Dutkiewicz, Transitional economies and the commodification of democracy, Chapter 5, pp.53-65
 6. Ronald Inglehart, Modernization and democracy, Chapter 11. pp.123 -145

Suggested Additional Reading:

- Teresa Rakowska -Harmstone, "Dynamics of Transition", Chapter 3, pp.91 – 135, in: T. Rakowska -Harmstone & P. Dutkiewicz eds. : *New Europe. The Impact of the First Decade. 2006* (R)
- Piotr Dutkiewicz, "Missing in Translation : Re-conceptualizing Russia's Developmental State" pp. 9-41; in: Piotr Dutkiewicz & Dmitri Trenin eds., *Russia: The Challenges of Transformation*, New York University Press, 2011 (R, EU)
- Tim Colton, "Leadership and Politics of Modernization", pp.115 -145, in: Piotr Dutkiewicz & Dmitri Trenin eds., *Russia: The Challenges of Transformation*, New York University Press, 2011 (R, EU)
- Joel S. Hellman, "Winners Take All: the Politics of Partial Reform in Post-communist Transitions," *World Politics*, vol. 50 (January 1998), 203-34.
- M. Steven Fish, "The Dynamics of Democratic Erosion," in Anderson, ed., *Postcommunism and the theory of democracy*, pp. 54-95.
- Philip G. Roeder, "The Rejection of Authoritarianism," in Richard D. Anderson, ed., *Postcommunism and the theory of democracy* (Princeton, 2001), pp. 11-53
- Janine P. Holc, "The Purest Democrat: Fetal Citizenship and Subjectivity in the Construction of Democracy in Poland." *Signs*, vol. 29, no. 3, spring 2004, 755-82.
- Joseph E. Stiglitz, *Globalization and its Discontents*, New York: Norton, 2002, ch.5.
- Elizabeth C. Dunn, *Privatizing Poland: Baby Food, Big Business, and the Remaking of Labour*. Ithaca: Cornell University Press, 2004, pp.1-27, 162-74.
- Cameron Ross, "Federalism and Democratization in Russia" *Communist and Post-Communist Studies* 33 (2000): 403-20.

Juan J. Linz and Alfred Stepan, in *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe* (1996), Chpt. 1 and 2

Josep Maria Colomer, *Strategic Transitions: Game Theory and Democratization* (2000)

Michel Dobry, ed. *Democratization and Capitalist Transition in Eastern Europe: lessons for the Social Sciences* (2000)

Week 6 :(October 22) ECONOMICS (Viju) Political Economy of Transition (Meeting jointly with EURR 5001B)

Economic Transition from Centrally Planned to Market Economy

*Myant, M. and Drahokoupil, J. (2011), *Transition Economies: Political Economy in Russia, Eastern Europe, and Central Asia*, NJ: John Wiley & Sons, pp. 49-81 (Chapter 5) (R)

*Popov, V. (2007), “Shock Therapy versus Gradualism Reconsidered: Lessons from Transition Economies after 15 Years of Reforms”, *Comparative Economic Studies* 49, pp. 1-31 (ON)

Janos Kornai (2006), ‘The Great Transformation of Central Eastern Europe: Success and Disappointment’, *Economics of Transition* 14 (2), 207-44. (ON)

Balcerowicz, L. (1995), *Socialism, Capitalism, Transformation*, Budapest: Central European University Press, pp. 166-185 (R).

Ivo Bicanic and Marko Skreb (1994), ‘The Yugoslav Economy from Amalgamation to Distintegration’, in David F. Good, ed., *Economic Transformations in East and Central Europe* (London, NY: Routledge), 147-57(R).

Sachs, Jeffrey and Woo, Wing T. (1994). “Structural factors in the Economic Reform of China, Eastern Europe and the Former Soviet Union”. *Economic Policy*. Vol. 9, pp. 101-145 (ON).

Economies in Transition and EU Enlargement

*Berend, I. T (2009), *From the Soviet Bloc to the European Union*, NW: Cambridge University Press, pp. 79-107 (Chapter 3) (R)

*Baldwin, R., Francois, J. and Portes, R. (1997), “The Costs and Benefits of Eastern Enlargement: the Impact on the EU and Central Europe”, *Economic Policy*, Vol. 12(24), pp. 127-176 (ON)

Heidenreich, M. (2003), “Regional Inequalities in an Enlarged Europe”, *Journal of European Social Policy*, Vol. 13(4), pp. 313-333 (ON)

Murphy, A. B. (2006), “The May 2004 Enlargement of the European Union: View from 2 Years Out”, *Eurasian Geography and Economics*, Vol. 47(6), pp. 635-646 (ON).

Skuflic, L. (2006), ‘The Impact of EU Enlargement on Emerging Markets: Southeast European Countries’, in Motamen-Samadian, S. ed., *Economic Transition in Central and Eastern Europe* (UK: Palgrave MacMillan), 56-74 (R).

Böwer, U. and Turrini, A. (2010). “EU Accession: A Road to Fast-Track Convergence?” *Comparative Economic Studies* 52, pp. 181-205 (ON).

Week 7: (October 29) ECONOMICS (Viju) European Economic Integration (meeting jointly with EURR 5001B)

Theory of Economic Integration. European Economic Integration.

*Senior Nello, S. (2009), ‘The Economics of Integration’ (Chpt. 5), *The European Union: Economics, Policies and History* (UK: McGraw – Hill Higher Education), 110-125 (R)

Baldwin, R. (2006), *Multilateralising Regionalism: Spaghetti Bowls and Building Blocs on the Path to Global Free Trade*, Centre for Economic Policy Research Discussion Paper No. 5775 (CT)

Bhagwati, J., Greenaway, D. and Panagariya, A. (1998), "Trading Preferentially: Theory and Policy", *The Economic Journal*, Vol. 108, pp. 1128-48 (ON).

European Monetary Integration

*Feenstra, Robert C. and Taylor, Alan M. (2008), 'The Euro' (Chpt. 21), *International Economics* (NY: Worth Publishers), 872-907 (R)

*DeGrauwe, P. (2003), "The Euro at Stake? The Monetary Union in an Enlarged Europe", CESifo Economic Studies 49(1), pp. 103-121, <http://cesifo.oxfordjournals.org/content/49/1/103.full.pdf> (ON)

* Eichengreen, B. (2012), "European Monetary Integration with Benefit of Hindsight", *Journal of Common Market Studies*, Vol. 50(S1), pp. 123-136 (ON).

Mihaljek, D. (2006), 'Are the Maastricht Criteria Appropriate for Central and Eastern Europe?' in Motamen-Samadian, S. ed., *Economic Transition in Central and Eastern Europe* (UK: Palgrave MacMillan), 6-33 (R).

Eurozone Economic Crisis

*DeGrauwe, P. (2010), "Crisis in the Eurozone and how to deal with it", *CEPS Policy Brief*, No. 204, www.ceps.eu/ceps/download/2928 (ON)

*DeGrauwe, P. (2011), "A less punishing, more forgiving approach to the debt crisis in the Eurozone", *CEPS Policy Brief*, No. 230, www.ceps.eu/ceps/download/4138 (ON).

*Dabrowski, Marek (2010). "The global financial crisis: Lessons for European integration", *Economic Systems*, Vol. 34 (1), pp. 38-54 (ON).

Argyrou, Michael G. and Tsoukalas, John D. (2011). "The Greek debt crisis: likely causes, mechanics and outcomes", *The World Economy*, Vol. 34(2), pp. 173-191 (ON).

Week 8 : (November 5) CULTURAL STUDIES AND IDENTITY (Casteel) (To meet jointly with EURR 5001B)

Conceptualizing Culture

*Clifford Geertz (1973), 'Thick Description: Toward and Interpretative Theory of Culture,' *The Interpretation of Cultures* (New York: BasicBooks), 1-30 (R)

Cultural Approaches to the Everyday and the Exceptional

*William Hagen (2005), 'Moral Economy of Popular Violence' in Robert Blobaum, ed., *Antisemitism and Its Opponents in Modern Poland* (Ithaca: Cornell), 124-147 (R).

*Hilary Pilkington, "No Longer 'On Parade': Style and the Performance of Skinhead in the Russian Far North," *Russian Review* 69 (2010).

*Daphne Berdahl, "The Spirit of Capitalism and the Boundaries of Citizenship in Post-Wall Germany," *Comparative Studies in Society and History* 47, 2 (2005): 235-251.

Additional suggested readings:

Peter Jelavich (2005), 'Cultural History', in Gunilla Budde, et. al., ed., *Transnationale Geschichte: Themen, Tendenzen und Theorien* (Göttingen: Vandenhoeck & Ruprecht), 227-237 (EU, R).

- William H. Sewell, Jr. (1999), 'The Concept(s) of Culture" in edited by Victoria E. Bonnell and Lynn Hunt *Beyond the Cultural Turn*, (Berkeley: University of California Press, 1999), 35-61.
- Rogers Brubaker (2006), *Nationalist Politics and Everyday Ethnicity in a Transylvanian Town* (Princeton: Princeton UP), 1-19, 207-238 (EU)
- Benedict Anderson (1991), *Imagined Communities*, revised ed. (London: Verso).
- Rogers Brubaker and Frederick Cooper (2000), 'Beyond Identity,' *Theory and Society* 29(1), 1-47 (ON).
- Geoff Eley, and Ronald Grigor Suny (1996), eds., *Becoming National: A Reader* (New York: Oxford UP).
- Caroline Humphrey, "Russian Protection Rackets and the Appropriation of Law and Order" In *The Unmaking of Soviet Life: Everyday Economies After Socialism* (2002), 99-126.
- Adam Drazin, "Chasing Moths: Cleanliness, Intimacy, and Progress in Romania" in Markets and Moralities: Ethnographies of Postsocialism, edited Ruth Mandel and Caroline Humphrey (Oxford: Berg, 2002), 101-124.
- Karolina Szmagalska-Follis, "Repossession: Notes on Restoration and Redemption in Ukraine's Western Borderland," *Cultural Anthropology* 23, no. 2 (2008): 329-60.
- Nancy Ries, "Potato Ontology: Surviving Postsocialism in Russia," *Cultural Anthropology* 24, no. 2 (2009): 181-212.
- Margaret Paxson, *Solovyovo: The Story of Memory in a Russian Village* (2005)
- Eliot Borenstein, *Overkill: Sex and Violence in Russian Popular Culture* (2008)
- Alexei Yurchak, *Everything was Forever, Until It was No More: The Last Soviet Generation* (2006)

Week 9 (Nov. 12) INTERNATIONAL RELATIONS (Viju): International Relations (IR) theories and European studies, International Political Economy theories and applications

IR Theory

- *Pollack, M.A. (2001), "International Relations Theory and European Integration", *Journal of Common Market Studies* 39(2), pp. 221-244 (ON).
- Warleigh, A. (2006), "Learning from Europe? EU Studies and the Re-thinking of 'International Relations'", *European Journal of International Relations* 12(1), pp. 31-51 (ON).
- Simon Collard-Wexler (2006), "Integration under Anarchy: Neorealism and the European Union", *European Journal of International Relations*, Vol. 12 (3), pp. 397-432 (ON).
- Cynthia Weber (2005), *International Relations Theory. A Critical Introduction* (London: Routledge) (ON, R).
- Kenneth Waltz (1979), *Theory of International Politics* (Reading, Mass: Addison-Wesley), Chapters 1 (1-17) and 4 (60-78) (R).

IPE Theory

- *Gilpin, R. (2001), *Global Political Economy: Understanding the International Economic Order* (Princeton: Princeton University Press), Chpt. 4 (77-102) (RE).
- Verdun, A. (2003), "An American/European Divide in European Integration Studies: Bridging the Gap with International Political Economy", *Journal of European Public Policy* 10(1), pp. 84-101 (ON)
- Cowles, M.G. (2003), "Non-State Actors and False Dichotomies: Reviewing IR/IPE Approaches to European Integration", *Journal of European Public Policy* 10(1), pp. 102-120 (ON)

Applications of IPE Theory (choose one of the following readings)

- Regional Integration and Globalization: *Gilpin, R. (2001), *Global Political Economy: Understanding the International Economic Order* (Princeton: Princeton University Press), Chpts. 13, 14, 15 (R)
- International Trade: *Gilpin, R. (2001), *Global Political Economy: Understanding the International Economic Order* (Princeton: Princeton University Press), Chpt. 8 (R)
- International development: *Gilpin, R. (2001), *Global Political Economy: Understanding the International Economic Order* (Princeton: Princeton University Press), Chpt. 12 (R)
- Communist State: *Gill, S. and Law, D. (1988), *The Global Political Economy. Perspectives, Problems, and Policies* (Harvester. Wheatsheaf), Chpt. 15 (R)

Week 10 (Nov. 19) INTERNATIONAL RELATIONS (DeBardeleben): The EU as a Global and Regional Actor

The EU as a Global Actor

- *Ian Manners (2002), “Normative Power Europe: A Contradiction in Terms?” *Journal of Common Market Studies* 40 (2), 235-258 (ON)
- *Christopher Hill (200&), “The Future of the European Union as a Global Actor,” in Paolo Foradori, Paolo Rosa, and Riccardo Scartezzin, *Managing a Multilevel Foreign Policy: The EU in International Relations* (Lexington Books), pp. 3-21 (R)
- Luk Vanlangenhove and Ana-Crintina Costea, “The EU as a Global Actor and the emergence of ‘Third-Generation’ Regionalism,” in in Foradori et al, . *Managing a Multilevel Foreign Policy: The EU in International Relations* (Lexington Books), 63-86 (R)
- Charlotte Bretherton and John Vogler, *The European Union as an Actor* (Routledge, 1999) (R)

Issue: EU Democracy Promotion and the Arab Spring

- *Sandra Lavenex and Frank Schimmelfennig, “EU democracy promotion in the neighbourhood: from leverage to governance? Democratization, vol. 18, no. 4 (2011), pp. 885-909 (see also other articles in this issue) (ON)
- *Michelle Pace, “Paradoxes and contradictions in EU democracy promotion in the Mediterranean: the limits of EU normative power,” *Democratization* (February 2009), 16 (1), pg. 39-58 (ON)
- *Tobias Schumacher, “The EU and the Arab Spring,” *Insight Turkey*, vol. 13, no. 3 (2011), pp. 107-119 (ON)
- Rosemary Hollis, “No friend of democratization: Europe’s role in the genesis of the ‘Arab Spring’, International affairs, vol. 88, no. 1 (Jan 2012), pp. 81-94 (ON)
- Gänzle, Stefan (2009). ‘EU Governance and the European Neighbourhood Policy: A Framework for Analysis,’ *Europe-Asia Studies*, vol. 61, no. 10 (ON)
- Vera Van Huellen, “Europeanisation through cooperation? EU democracy promotion in Morocco and Tunisia,” *West European Politics*, vol. 35, no. 1 (2012), pp. 117-34 (ON)

Week 11 (November 26) : SOCIOLOGY (DeBardeleben) The Sociological Approach and European Society

The Sociological approach:

- *Adrian Favell and Virginie Guiraudon, Sociology of the European union (2011), pp. 1-18; AND Chpt. 2 “Social Class and Identity”, by Juan Diez Medrano, pp. 25-49; AND Chpt. 8, Frederic Merand, ‘EU Policies”, pp. 172-192 ®

European Society

- *John McCormick, Chpt. 6 “Society: Quality over Quantity,” in *Europeanism* (2010), pp. 141-66 (ebook through library catalogue) OR
- *Neil Fligstein, *Euroclash: The EU, European Identity and the Future of Europe*, Chpt 6 (What is European Society), pp. 165-92 ®

Other suggested readings:

- William Outhwaite, *European Society* (2008)
- Maurich Roche, *Exploring the Sociology of Europe* (2009)
- Anthony Giddens, *Europe in a Global Age*, esp. Chpt. 1, “The Social Model”, pp. 1-29.
- H. Kaebel, ed. *The European Way; European societies in the nineteenth and twentieth centuries*. (Oxford, 2004).
- Douglas Holmes, “Experimental identities (after Maastricht)” in Jeffrey T. Checkel and Peter J. Katzenstein, eds, *European Identity* (Cambridge, UK ; New York : Cambridge University Press, 2009), Introduction, pp. 52-80 (R)

Week 12 (Dec. 3) POLICY STUDIES (Viju):

Cohesion Policy:

- *Andres Rodriguez-Pose (2002), ‘Cohesion’ (Chpt.2), *The European Union: Economy, Society, and Polity* (Oxford: Oxford University Press), 34-61 (R).
- Baldwin, R. and Wyplosz, C. (2009), ‘Location effects, economic geography and regional policy’ (Chpt. 13), *The Economics of European Integration* (UK: McGraw –Hill Higher Education), 381-416 (R).
- Farole, T, Rodriguez-Pose, A. and Storper, M. (2011), “Cohesion Policy in the European Union: Growth, Geography and Institutions”, *Journal of Common Market Studies*, Vol. 49(5), pp. 1089-1111 (ON).

Common Agricultural Policy:

- *Lovec, M. and Erjavec, E. (2012), “The Common Agricultural Policy Health Check: Time to check the Health of the Theory of the Reform”, *Journal of International Relations and Development*, pp. 1-27 (ON).
- Gorton, M., Hubbard, C. and Hubbard, L. (2009), “The Folly of European Union Policy Transfer: Why the Common Agricultural Policy (CAP) does not fit the Central and Eastern Europe?”, *Regional Studies*, Vol. 43(10), pp. 1305-1317 (ON).

Environmental Policy:

- *Wettestad, J., Eikeland, P.O. and Nilsson, M. (2012), “EU Climate and Energy Policy: A Hesitant Supranational Turn?”, *Global Environmental Politics*, Vol. 12(2), pp. 67-86 (ON).
- *Afionis, S. and Stringer, L.C. (2012), “European Union Leadership in Biofuels Regulations: Europe as a Normative Power?”, *Journal of Cleaner Production*, Vol. 32, pp. 114-123 (ON).
- Vogler, G. (2006), “The European Union as a Protagonist to the United States on Climate Change”, *International Studies Perspectives*, Vol. 7, pp. 1-22 (ON).

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and 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.

It takes time to review and consider each request individually, and to arrange for accommodations where appropriate. Please make sure you respect these timelines particularly for in-class tests, mid-terms and final exams, as well as any change in due dates for papers.

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://carleton.ca/equity/accommodation>

Plagiarism

The University Senate defines plagiarism as “to use and pass off as one’s own idea or product the work of another without expressly giving credit to another”. (Calendar p. 48).

- Copying from another person’s work without indicating this through appropriate use of quotations marks and citations of footnotes.
- Lengthy and close paraphrasing of another person’s work (i.e. extensive copying interspersed with a few “different” phrases or sentences).
- Submitting written work produced by someone else as if it were one’s own work (e.g. another student’s term paper, a paper purchased from a commercial term paper “factory”, material downloaded via the Internet, etc.)

In an academic environment plagiarism is a serious offence, and it is not a matter that can be dealt with by an informal arrangement between the student and the instructor. In all cases where plagiarism is suspected, instructors are now required to notify their departmental Chair, and the Chair in turn is required to report the matter to the Associate Dean of the Faculty. The Associate Dean makes a formal investigation and then decides on an appropriate sanction. Penalties can range from a mark of zero for the plagiarized work, to a final grade of F for the course, to suspension from all studies, to expulsion from the University. (Students should also be aware that the Senate classifies as an instructional offence the submission of “substantially the same piece of work to two or more courses without the prior written permission of the instructors involved.”)

Requests for Academic Accommodations

For Students with Disabilities:

“Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre, 613-520-6608, every term to ensure that I receive your letter of accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by November 7, 2008, for December examinations, and March 6, 2009, for April examinations.”

For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructor for alternate dates and/or means of satisfying academic requirements. Such request 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 not later than two weeks before the compulsory 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 students.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton’s Academic Accommodations policies, or may contact an Equity Services Advisor in the Equity Services Department of assistance.

For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.