

EURR 5001A
INTER-DISCIPLINARY SEMINAR IN EUROPEAN AND RUSSIAN STUDIES
Fall 2014

Instructors

Primary instructor:

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Associate Instructors

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GOALS OF THE COURSE

This course and EURR 5010 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 course is intended to build students' knowledge and skills within the field through participating in a cumulative critical dialogue with their peers and professors. The abilities to analyze the work of peers and to participate in a scholarly community are considered key parts of the research process. As a result, regular attendance and well-prepared participation in class discussions are crucial for students' success in the course.

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 Wednesday, October 15, 2 pm)	10%
Critical literature review (due Monday, December 15, 2pm)	30%
Attendance at three guest lectures/conferences or three reaction papers	Pass/Fail

- ***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 Wednesday, October 15 at 2 p.m., to be handed in electronically and in hard copy the primary instructor or at the EURUS office). In a 2-3 page proposal, each student should provide the list readings for the essay as well as an introductory statement indicating the theme and principles around which the readings

were selected. The proposal will be returned to you within 7 days. Each student is to meet with one of the instructors in the week preceding or following October 8 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 to the primary instructor on or before the due date in written and electronic format. This assignment is due on Monday, December 15 by 2 p.m., to be handed in person to the primary instructor or in the EURUS office (3304 River Building, EURUS Administrator) In addition, students should email an electronic copy of the paper to the primary instructor.
- **Attendance at three guest lectures/conferences** or three reaction papers: Students in the core seminar are expected to attend at least three guest lectures/conferences/workshops/roundtables relating to the program outside of class time. A list of events is available on the EURUS and CES websites (www.carleton.ca/eurus, www.carleton.ca/ces) Attendance should be verified by the event organizer. A list of events attended should be provided to Prof. DeBardeleben no later than December 8, 2013. Students have the option of completing three short reaction papers, each one involving a summary and critical analysis of extra course readings, in lieu of attending these events, to be handed in no later than December 8, 2014 to the primary course instructor. Each paper should be three pages in length (double-spaced) and the readings should be from the optional readings list for different weeks in the term. The paper must meet a passing standard. The requirement is pass/fail, but must be satisfactorily fulfilled to pass the course.

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.
- Any student who fails to meet the pass/fail requirement to attend guest lectures (or to hand in three satisfactory reaction papers in lieu of this) will receive a deduction of 4 percentage points (on a 100 point scale) from the final course mark.
- 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 “email” 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 through the CULearn system. Others (largely book chapters) will need to be consulted onsite in the library (marked “(R)” on the outline). 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 8) INTRODUCTION TO INTERDISICPLINARY STUDIES
(DeBardleben)**

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. This book is available for purchase in the book store and will find a useful reference throughout your program.

*Parts I and III in Michelle Cini and Nieves Perez-Solorzano Borragan, eds. *European Union Politics*, 4th edition, (Oxford University Press, 2013), JN30 E94195 2013, pp. 1-6, 11-58, 129-182 (other pages optional) (R)

Week 2 (September 15) HISTORY (Casteel)

Historiography of contemporary Europe and Russia; Relationship between History and Memory

(a) Locating Europe and Russia in the Recent Past

- *Michael Geyer. "The Subject(s) of Europe." In *Conflicted Memories: Europeanizing Contemporary Histories*. Edited by Konrad Jarausch and Thomas Lindenberger (New York: Berghahn, 2007), 255-280 (R)
- *Kate Brown, "Gridded Lives: Why Kazakhstan and Montana are Nearly the Same Place" *American Historical Review* 106, no. 1 (2001): 17-48 (ON)

(b) The Past in the Present: Conflicting Memories of a Violent Century

- *Robert G. Moeller (2005), 'Germans as Victims: Thoughts on a Post-Cold War History of World War II's Legacies,' *History & Memory* 17,1/2: 147-94 (ON).
- *James Mark, "Containing Fascism: Anti-Communism in the Age of Holocaust Memory" in *The Unfinished Revolution: Making Sense of the Communist Past in Central-Eastern Europe* (New Haven: Yale UP, 2010), 93-125 (R).
- *Timothy Snyder, "The Battle in Ukraine Means Everything. Fascism Returns to the Continent it Once Destroyed," *New Republic*, May 11, 2014.
(<http://www.newrepublic.com/article/117692/fascism-returns-ukraine>) (O).

Suggested Additional Reading:

Wolfram Kaiser (2006), 'From State to Society? A Historiography of European Integration', in Michelle Cini and Angela K. Bourne, eds., *Palgrave Advances in European Union Studies*, (Basingstoke: Palgrave Macmillan), 190-208.

Konrad H. Jarausch and Thomas Lindenberger (2007), 'Contours of a Critical History of Contemporary Europe: A Transnational Agenda', in Konrad H. Jarausch and Thomas Lindenberger, eds. *Conflicted Memories: Europeanizing Contemporary Histories* (New York: Berghahn, 2007), 1-20.

Małgorzata Pakier and Bo Stråth (2010), eds., *A European Memory? Contested Histories and Politics of Remembrance* (New York: Berghahn),

Martin Conway and Kiran Klaus Patel (2010), *Europeanization in the Twentieth Century: Historical Approaches* (New York: Palgrave)

Wolfram Kaiser and Antonio Varsori (2010), *European Union History: Themes and Debates* (New York: Palgrave)

Omer Bartov (2002), 'Extreme Opinions.' *Kritika: Explorations in Russian and Eurasian History* 3(2), 281-302

Rosemary Wakeman (2003), ed., *Themes in Modern European History Since 1945* (London: Routledge).

Matthias Middell and Lluís Roura, eds., *Transnational Challenges to National History Writing* (Palgrave Macmillana 2013).

Małgorzata Pakier and Bo Stråth, eds., (2010), *A European Memory? Contested Histories and Politics of Remembrance* (New York: Berghahn)

Alon Confino (1997), 'Collective Memory and Cultural History: Problems of Method,' *American Historical Review* 102, no. 5 (1997): 1386-403

Jeffrey Olick, Vered Vinitzky-Seroussi, and Daniel Levy, eds. (2011), *The Collective Memory Reader* (Oxford: Oxford UP).

Michael Geyer (1989) "Historical Fictions of Autonomy and the Europeanization of National History," *Central European History* 22, no. 3-4: 316-47.

Polly Jones, "Memories of Terror or Terrorizing Memories: Terror, Trauma, and Survival in the Soviet Culture of the Thaw," *The Slavonic and East European Review* 86, no. 2 (2008): 346-71 (ON).

Week 3 (September 22) THEORY (DeBardeleben)

The Importance of Theory in the Social Sciences and in EU

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*, 7th edition (Durham: Duke University Press), pp. 419-420 and 437-44 (R)

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

*Part 2 (selected pages) in Cini and Perez-Solorzano Borragan, eds. *European Union Politics*, 4th edition, pp. 59-84, 103-127 (these latter pages optional) (R)

*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)

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)

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?

*Michelle Cini and Nieves Perez-Solorzano Borragan, eds. *European Union Politics*, 4th edition, (Oxford University Press, 2013), pp. 233-35 (R)

*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).

Governance approaches to explain the EU (possibly for oral presentation and discussion paper)

Christainsen and Boerzel/Panke in Michelle Cini and Nieves Perez-Solorzano Borragan, eds.

European Union Politics, 4th edition, pp. 103-124

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)

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 Reinner 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)

Week 4 (Sept. 29) ECONOMICS: Economics of Transition (Viju) – To meet 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 4) (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).

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).

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

O’Brennan, J. (2013). “Enlargement Fatigue and its Impact on the Enlargement Process in the Western Balkans.” in *The Crisis in EU Enlargement*. LSE Ideas.
<http://www.lse.ac.uk/IDEAS/publications/reports/pdf/SR018/OBrennan.pdf> (ON).

Cadier, D. (2013). “Is the European Neighbourhood Policy a substitute for enlargement?” in *The Crisis in EU Enlargement*. LSE Ideas.
http://www.lse.ac.uk/IDEAS/publications/reports/pdf/SR018/Cadier_D.pdf (ON).

Week 5 (October 6) SOCIOLOGY (DeBardeleben)

Adrian Favell and Virgine Guiraudon (2011), “Sociology of the European Union: An Introduction,” in Adrian Favell and Virgine Guiraudon, *Sociology of the European Union* (R)

*Juan Diez Medrano (2011), “Social Class and Identity”, in Adrian Favell and Virgine Guiraudon, *Sociology of the European Union*, pp. 25-49 (R)

*Neil Fligstein, *Euroclash: The EU, European Identity and the Future of Europe*, read from Chpts 5 and 6 selectively, according to your interest (R)

*Steffen Mau and Roland Verwiebe (2010), *European Societies: mapping structure and change* (Bristol UK: Policy Press). pages t.b.a. (R)

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. Kaelble, 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

Frederic Merand (2011) “EU Policies,” in Adrian Favell and Virgine Guiraudon, *Sociology of the European Union*, pp. 172-192.

John McCormick, Chpt. 6 “Society: Quality over Quantity,” in Europeanism (2010), pp. 141-66 (ebook through library catalogue) OR

Week 6 : October 20, POLITICAL SCIENCE (DeBardeleben): Enlargement and Democratization: The EU and other Factors (Meeting with jointly with EURR 5001A)

Background (if you don't have it): Ana E. Juncos and Nieves Perez-Solorzano Borragain, “Enlargement” in Cini and Borroga, *Europea Union Politics*, 4th edition (Oxford University Press, 2013), pp. 226-33, 235-8. (‘The future of enlargement’) (R)

Required:

*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, 2010), pp. 82-104 (R)

*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) (R)

*Lucan Way, “Resistance to Contagion: Sources of Authoritarian Stability in the Former Soviet Union,” in *Democracy and Authoritarianism in the Postcommunist World* (Cambridge, 2010), pp. 229-54 (R)

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

Suggested additional readings

- 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 Mansfeldova, 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 7 (Nov. 3) ECONOMICS (Viju) European Economic Integration

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).

Petit, P. (2012), “Building Faith in a Common Currency: Can the Eurozone Get Beyond the Common Market Logic?”, *Cambridge Journal of Economics*, Vol. 36, pp. 271-281 (ON)

Sapir, A. (2011), “Europe after the Crisis: Less or More Role for Nation States in Money and Finance?”, *Oxford Review of Economic Policy*, Vol. 27(4), pp. 608-619 (ON)

Week 8 (Nov. 10) INTERNATIONAL POLITICAL ECONOMY (Viju) To meet jointly with EURR 5001B

International Relations (IR) theories, 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).

*Sergunin, A.A. (2004), "Discussions of International Relations in Post-Communist Russia", *Communist and Post-Communist Studies*, Vol. 37, pp. 19-35 (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).

Wieclawski, J. (2011), "Contemporary Realism and the Foreign Policy of the Russian Federation", *International Journal of Business and Social Sciences*, Vol. 2(1), pp. 170-179 (ON).

Koslowski, R. and Kratochwil, F. V. (1994), "Understanding Change in International Politics: The Soviet Empire's Demise and the International System", *International Organization*, Vol. 48(2), pp. 215-247 (ON).

Berryman, J. (2012), "Geopolitics and Russian Foreign Policy", *International Politics*, Vol. 49(4) special issue, pp. 530-544 (ON).

Ziegler, C. E. (2012), "Conceptualizing Sovereignty in Russian Foreign Policy: Realist and Constructivist Approaches", Vol. 49(4) special issue, pp. 400-417 (ON).

IPE Theory:

*Gilpin, R. (2001), *Global Political Economy: Understanding the International Economic Order* (Princeton: Princeton University Press), Chpt. 4 (77-102) (R).

*Rutland, P. (2012), "Still Out in the Cold? Russia's Place in a Globalizing World", *Communist and Post-Communist Studies*, Vol. 45, pp. 343-354 (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).

Balaam, D. N. and Veseth, M. (2001), *International Political Economy* (New Jersey: Prentice Hall), Chpt. 1 (3-22) (R).

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).

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).

Communist State: *Gill, S. and Law, D. (1988), *The Global Political Economy. Perspectives, Problems, and Policies* (Harvester. Wheatsheaf), Chpt. 15 (R).

International development: *Gilpin, R. (2001), *Global Political Economy: Understanding the International Economic Order* (Princeton: Princeton University Press), Chpt. 12 (R).

Week 9 (Nov. 17) CULTURAL STUDIES: Approaching Culture and Everyday Life (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) (ON)

*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 (ON)

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 10 (November 24) CULTURAL STUDIES: Identity (Casteel) (jointly with EURR 5001B)

This session explores national and European and post-Soviet identities from a variety of disciplinary perspectives including political science, sociology, and anthropology/cultural studies.

(a) Ethnicity as an Everyday Social Practice:

*Rogers Brubaker (2006), *Nationalist Politics and Everyday Ethnicity in a Transylvanian Town* (Princeton: Princeton UP), 1-17, 207-238 (R)

(b) National and European Identities

*Thomas Risse (2010), 'Modern Europe and its Discontents: The Europeanization of Elite Identities' in *A Community of Europeans? Transnational Identities and Public Spheres* (Ithaca: Cornell UP), 63-86 (R).

*Neringa Klumbyte, "Europe and Its Fragments: Europeanization, Nationalism, and the Geopolitics of Provinciality in Lithuania," *Slavic Review* 70, no. 4 (2011): 844-72 (ON)

*Johnson, Emily D. "A New Song for a New Motherland: Eurovision and the Rhetoric of Post-Soviet National Identity." *The Russian Review* 73, no. (2014): 24-46 (ON).

Suggested Additional Reading:

Luisa Passerini, (2012) Europe and its Others: Is there a European Identity?" The Oxford Handbook of Postwar European History, ed. Dan Stone (Oxford UP), 120-140

Kiran Klaus Patel, "Where and when was Europe? Europeanness and its relationship to migration," *National Identities* 15, no. 1 (2013): 21-32.

Gerard Delanty, and Chris Rumford, *Rethinking Europe: Social theory and the implications of Europeanization* (Routledge, 2005).

Craig Calhoun, "Nationalism and Ethnicity," *Annual Review of Sociology* 19 (1993): 211-39.

Rogers Brubaker and Frederick Cooper (2000), 'Beyond Identity,' *Theory and Society* 29(1), 1-47 (esp. 1-21) (ON).

Harmut Kaelble (2005), 'European Self-Understanding in the Twentieth Century,' in Klaus Eder and Wilfried Spohn, eds., *Collective Memory and European Identity: The Effects of Integration and Enlargement* (Aldershot: Ashgate), 17-35 (EU).

Dipesh Chakrabarty Provincializing Europe

Benedict Anderson (1991), *Imagined Communities*, revised ed. (London: Verso).

Geoff Eley, and Ronald Grigor Suny (1996), eds., *Becoming National: A Reader* (New York: Oxford UP).

**Week 11 (Dec. 1) INTERNATIONAL RELATIONS: The EU as a Global Actor
(DeBardelaben)**

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)

*Adrian Hyde-Price (2008), "A 'tragic actor'? A realistic perspective on 'ethical power Europe', *International Affairs* 84 (1), pp. 29-44 (ON)

Jolyon Howorth (2010), "The EU as a Global Actor: Grand Strategy for a Global Grand Bargain," *Journal of Common Market Studies* 48 (3), 455-74 (ON)

*Robert Dover, "The EU's Foreign, Security, and Defense Policies," in Michelle Cini and Nieves Perez-Solorzano Borragan, eds. *European Union Politics*, 4th edition (R)

Christopher Hill, "The Future of the European Union as a Global Actor," in Paolo Foradori, Paolo Rosa, and Riccardo Scartezzini, *Managing a Multilevel Foreign Policy: The EU in International Relations* (Lexington Books), pp. 3-21 (R)

Luk Van Langenhove and Ana-Crintina Costea, “The EU as a Global Actor and the emergence of ‘Third-Generation’ Regionalism,” 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

*Michelle Pace (2009), “Paradoxes and contradictions in EU democracy promotion in the Mediterranean: the limits of EU normative power,” *Democratization* (February), 16 (1), pg. 39-58 (ON)
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)
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)
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)

Environment:

*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)
Rüdiger K.W. Wurzel and James Connelly, *The European Union as a leader in International Climate Change Politics* (2011), pp. 3-16, pp. 21-38 (RE)
Moritz Pieper; Markus Winter; Anika Wirtz; Hylke Dijkstra, “The European Union as an Actor in Arctic Governance” *European Foreign Affairs Review* (January 2011), 16 (2), pg. 227-242

Week 12 (Dec. 8) POLICY STUDIES (DeBardeleben)

Theory:

*Claudio M. Rudielli (2003), “The Europeanization of Public Policy,” in Rudielli and Featherstone, *The Politics of Europeanization* (Oxford, online through library catalogue) (ON)

Environmental Policy:

*Andrew Jordan et al (2012) “Understanding the Paradoxes of Multilevel Governing: Climate Change Policy in the EU,” *Global Environmental Politics* 12 (2) May 2012, pp. 43-66 (ON)
*Mats Braun, *Europeanization of Environmental Policy in the New Europe: Beyond Conditionality* (Ashgate, 2014), pages t.b.a. (R)
Schreurs, Miranda, and Yves Tiberghien (2007) Multi-level Reinforcement: Explaining European Union Leadership in Climate Change Mitigation. *Global Environmental Politics* 7 (4): 19-46 (ON)
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).

Social and Employment Policy:

*Heather Lahusen C., N Schulz and PR Graziano 2013. “Promoting Social Europe? The development of European youth unemployment policies” *International Journal of Social Welfare* Vol 22 (3) pp. 300-309 (ON)

*Europe 2020 – A Promising Strategy?“ Intereconomics, May 2010, pp. 136-15. Busch, Klaus, Christoph Hermann, Karl Hinrichs and Thorsten Schulten. 2013. *Euro Crisis, Austerity Policy and the European Social Model: How Crisis Policies in Southern Europe Threaten the EU’s Social Dimension*. Friedrich Ebert Stiftung. Available at <http://library.fes.de/pdf-files/id/ipa/09656.pdf> Accessed March 3, 2014. (ON)

Luc Tholoniat (2010), “The Career of the Open Method of Coordination: Lessons from a ‘Soft’ EU Instrument,” *West European Politics* 33 (1), June), pp. 93-117 (ON)

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)P

Plagiarism

In all written work, students must avoid plagiarism, i.e. presenting the work or ideas of another as one’s own. Forms of plagiarism include copying from the work of another author without proper use of footnotes and quotation marks, using the ideas of others without acknowledging the source, extensive paraphrasing, or submitting the work of another as one’s own. The same piece of work may not be submitted for more than one course or may not have been submitted previously to fulfil any other course requirement. For graduate students, academic offenses will be reported to the Dean Graduate Studies or his/her designate and an appropriate remedy will be determined. For undergraduate students, they will be reported to the Office of the Dean of the Faculty of Public Affairs and Management.

The University Senate defines plagiarism as “presenting, whether intentionally 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."

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

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: write to the primary instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide

Religious obligation: write to the primary instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide

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, contact your PMC coordinator to send the primary instructor your Letter of Accommodation 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). After requesting accommodation from PMC, meet with the instructor to ensure accommodation arrangements are made.

Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Requests for Academic Accommodations

For Students with Disabilities:

“Students with disabilities requiring academic accommodations in this course must register with the Paul Merton 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.