COURSE OUTLINES

Interdisciplinary Seminar in European and Russian Studies
EURR5001A
(European and EU Studies Stream)
(Core MA seminar)

The course outline is provided here in generic form as a curricular resource. The course was offered in Fall 2016 and Fall 2018, with Prof. Joan DeBardeleben as co-instructor as part of her activities for The Jean Monnet Chair in EU Relations with Russia and the Eastern Neighbourhood (Sept. 2016-August 2019), Carleton University, Ottawa. Co-instructors in 2018 were Prof. Crina Viju and James Casteel.

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EURR 5001A
INTER-DISCIPLINARY SEMINAR IN EUROPEAN AND RUSSIAN STUDIES
(European and EU Studies Stream)

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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) 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;

e) to assist students in developing a research topic for the MA research essay or MA thesis

The course will consider developments at the national and EU levels, as well as differences and similarities between sub-regions of 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 20%
Commentary on discussion paper 10%
Proposal for critical literature review and proposal development brainstorming document 1 5%
Critical literature review 30%
Proposal development brainstorming document based on critical review 10%

Attendance at three guest lectures/conferences or three reaction papers
Pass/Fail

- **Seminar participation**: Regular weekly attendance is compulsory for this class. Students will be graded on the basis of attendance, the quality of regular contributions to the class discussion, and, most importantly, demonstrated familiarity with required course readings. Each student will be evaluated according to these criteria during each seminar session.

- **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 (double-spaced, 12-point font). The paper should contrast, critique and analyze selected readings, offering a concrete argument with respect to a question developed with the relevant course instructor. Additional reading, beyond what is required for the week, may be specified by the instructor to enrich your discussion. Clarity and conciseness are important; the paper should NOT simply describe or reiterate the readings.

- **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, 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.

- **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 refer to specific course readings.

- **Proposal for the critical literature review and proposal development brainstorming document 1**: Each 2-3 page proposal should include
  - an introductory statement indicating the theme and principles that guided the selection of readings
  - the list of readings to be used (full bibliographic citation)
  - a one-page discussion of a prospective topic for your MA research essay or thesis, and how the readings will advance your ideas and research.
• **Critical review of the literature**: This final essay should explore in depth a research topic by examining, analyzing, and critiquing major relevant bodies of literature. The selection of readings should involve a topic related to your prospective MA research essay or thesis. The goal of the assignment is to work towards identifying a topic that is situated within, but goes beyond, existing literature. The paper should be approximately 15-18 pages long (double-spaced, 12-point font).

• **Proposal development brainstorming document II**: a 3-4 page (double-spaced) discussion of the implications of your literature review for your prospective research essay or thesis. Taking into account the literature that you have read related to your topic, this short paper should provide an update on your idea for your research essay or thesis. Your paper should state the prospective research question and rationale for the study, and how you see your project contributing to the scholarly debates in the literature that you have surveyed so far.

• **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, or roundtables relating to the program outside of class time.

**TENTATIVE COURSE OUTLINE**

*Indicates a required reading.

This book is available for purchase in the bookstore; several chapters are required reading.


**Week 1 INTRODUCTION TO INTERDISCIPLINARY STUDIES (DeBardeleben)**

1. Explanation of requirements and content of the course.
2. Discussion of academic resources.
3. Selection of presenters.
4. Library resources.

If you have not completed a course on politics of the European Union, the following background reading should be completed.


Week 2 HISTORY (Casteel)

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

(a) Locating Europe and Russia in the Recent Past


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


Suggested Additional Reading:

Wolfram Kaiser and Antonio Varsori (2010), European Union History: Themes and Debates (New York: Palgrave)
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
Matthias Middell and Lluís Roura, eds., Transnational Challenges to National History Writing (Palgrave Macmillian 2013).
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


**Week 3 SOCIAL SCIENCE: CONCEPTS AND THEORY (DeBardeleben)**

What are concepts and why are they important?

Is theory helpful (or needed) for understanding current developments?

Concepts and theories in studying the EU and the post-Soviet space

**Required readings**

- *Andrew Moravcsik (2003), National Interests, State Power, and EU Enlargement, East European Politics and Societies 17, no. 1, pp. 42 -57
- *At least one of the of the following:
  OR
  *Vladimir Gel’m, “The Rise and Decline of Electoral Authoritarianism in Russia,” Demokratizatsiya, Fall 2014, vol 22, issue 4, pp. 503-22.

**Optional readings:**


For the discussion paper add one of the following reading:

Week 4 POLITICAL SCIENCE: Democratization: Internal and External Factors (DeBardeleben)

Required:
- *Please read one of the following, except the presenter and commentators, who should read both:
  OR

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

Suggested additional readings

Heather Grabbe (2005), The EU's transformative power: Europeanization through conditionality in Central and Eastern Europe (Palgrave, 2005).


**Week 5 CULTURAL STUDIES AND IDENTITY (Casteel)**

**Conceptualizing Culture**

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

**Everyday Ethnicity, Migration, Identity**


**Suggested Additional Reading:**


Gerard Delanty, and Chris Rumford, Rethinking Europe: Social theory and the implications of Europeanization (Routledge, 2005).
Rogers Brubaker and Frederick Cooper (2000), ‘Beyond Identity,’ Theory and Society 29(1), 147 (esp. 1-21)

Week 6 LAW and LEGAL INSTITUTIONS IN THE EU (DeBardeleben)

Extra reading for presenter and discussant:
Bojan Bugaric, “Protecting Democracy inside the EU: On Article 7 TEU and the Hungarian Turn to Authoritarianism, “ in Reinstorcing rule of law oversight in the European Union, eds. Carlos Closa and Dimitry Kochenov (Cambridge, 2016),

Optional reading:
Melanie Adrian, Religious freedom at risk: the EU, French schools, and why the veil was banned (Springer, 2016), pp. 45-76.

**Week 7 THE ECONOMICS OF INTEGRATION (Viju)**

European Economic Integration


**Explaining the Eurozone Crisis: How Well Do the Theories Do?**

*Read at least one one of the following and be prepared to make a 4 minute summary in class


**EU Trade Policy and the CETA (Canada-Europe Comprehensive Trade Agreement)**


*For the discussion paper add the following reading

**Week 8 POLICY STUDIES (Viju)**

**Theory:**


**Applications (select one of the topics below and discuss it with your small group)**

**Economic Policy and Structural Reform:**


**Environmental Policy:**

*Mats Braun, Europeanization of Environmental Policy in the New Europe: Beyond Conditionality (Ashgate, 2014), Chpt. 4 (R).


**Migration management:**


**Week 9 POLITICAL SOCIOLOGY AND SOCIOLOGY (DeBardeleben)**

**Social impacts of integration. European society? Social roots of Euroscepticism**

- *Simon Franzmann, “A right-wing populist party founded by economists: the strange case of Germany’s AfD,”* (2017 blog), [http://eprints.lse.ac.uk/69909/1/blogs.lse.ac.uk-A%20right-wing%20populist%20party%20founded%20by%20economists%20the%20strange%20case%20of%20Germanys%20AfD.pdf](http://eprints.lse.ac.uk/69909/1/blogs.lse.ac.uk-A%20right-wing%20populist%20party%20founded%20by%20economists%20the%20strange%20case%20of%20Germanys%20AfD.pdf)
- *Please read two of the following and be prepared to do a 4 minute summary of one:

*For the discussion paper add one of the following readings*


*Other readings on European Society:*

Hartmut Kaeble, ed. (2004), *The European Way: European Societies in the Nineteenth and Twentieth Centuries* (Oxford: Berghahn)

**Week 10 INTERNATIONAL RELATIONS: THE EU AS A GLOBAL ACTOR**

(Viju)

Adrian Hyde-Price (2008), “A ‘tragic actor’? A realistic perspective on ‘ethical power Europe’, *International Affairs* 84 (1), pp. 29-

Select one of the topics below and discuss it with your small group

**Issue: Ukraine**

**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)

**Week 11 INTERNATIONAL SECURITY, INTERNATIONAL ORGANIZATIONS, AND INTERNATIONAL LAW: EU AND RUSSIAN PERSPECTIVES** (DeBardeleben)


For the presentation, add one of the following:

OR


Optional reading:


**Week 12 Individual meetings with instructors**