

COURSE OUTLINES

Europe and Russia in the World

EURR 2002A (2nd year undergraduate course)

The course outline is provided here in generic form as a curricular resource. The course was offered in Winter 2023 with Prof. Crina Viju-Miljusevic as part of her activities for the Jean Monnet Chair in EU External Relations (Sept. 2022- August 2025), Carleton University, Ottawa.



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EURR 2002A Europe and Russia in the World

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Course Description

This course is an interdisciplinary introduction to the position of Europe, the European Union, and the Russian Federation in international affairs. The temporal focus is on the period following the collapse of communism in Eastern Europe. The course takes an interdisciplinary perspective (political science, international affairs, economics, political economy).

Course Format

This course is delivered in a blended synchronous format in a Hyflex room. Students are expected to attend lectures either in-person or online (**in-person presence favored by the instructor and it would offer better chances for interaction with students/instructor**). It is essential that you keep up with reading as per the course schedule so that you complete all online posts and tests on time.

Brightspace

Every week I will post a detailed structure for the following week on Brightspace. The slides, course information, study questions and discussion forum will only be made available through Brightspace. Nonetheless, all materials should be completed within the designated week. It is essential that students keep up with reading as per the course schedule so that they complete all required assignments on time.

Required Textbook

This class will use Angela Stent's "Putin's World: Russia Against the West and With the Rest (Twelve, 2019)" as a primary source. This textbook is available online in Carleton's library catalogue. Alternatively, students can purchase a personal hardcopy of the textbook at the Carleton bookstore, or through other online vendors. Other required readings for the course will be provided by the instructor through ARES and Brightspace.

Weekly meetings

Mondays, 8:35 to 10:25, Southam Hall room 416

- *Lecture by the instructor or by a guest speaker.* The lecture will focus on some specific ideas and concepts from the readings. The objective is to explain and further enrich the material. **LECTURES ARE NOT SUBSTITUTES FOR READINGS.**
- *Every session will start with a 15 min discussion on issues related to Europe based on the current news cycle.* Choose one media outlet to keep informed about European news.

Requirements:

- Students should expect to be actively involved in the class.

- The class is a **no-phone** zone.
- Recording is not authorized. PMC students in need of accommodation should discuss with the instructor.

Tuesdays, 1:35 to 2:25 pm, Southam Hall KM-TH

- Mainly self-guided learning session: complete the required readings/news, discussion forum. No in-person meeting nor online meeting.

Exceptions:

- four Zoom meetings to discuss the Model EU Simulation, Online test, Opinion piece and Final test: February 7, February 14, March 28, and April 11
- two hyflex meetings for additional lectures: February 28 and March 21

It is the student's responsibility to make sure they fully understand the format of the class and the requirements of the blended course. In particular, students' performance will depend on the following factors:

- reading and understanding this course outline;
- planning and executing course work in the required timeframe;
- documenting their research, showing digital research skills;
- being aware of the resources at Carleton University that support this course.

Course components

Component	Weight in final grade
Written Responses for Online Discussion Forum	20%
1 Online Test	15%
'Model EU' Class Activity + briefing note	20%
Opinion Piece	20%
Final Exam	25%

Table 1: Distribution of grades by components

Online Discussion Forum: Students are expected to participate in an online discussion forum during five weeks of the semester (**Weeks 2, 4, 6, 9, 12**), as indicated in the course outline. For each forum, the instructor will provide two discussion questions on Brightspace. Students will then create a written response to the questions (two responses total) of approximately 200-250 words. These responses should demonstrate a familiarity with the past two week's readings and should draw on material shown in the class lectures.

All posts have to be submitted on Brightspace by **Friday at 9 p.m. following the relevant class sessions**. Posts submitted after this deadline *will not be* taken into account. The lowest mark on your posts will be omitted.

Online Test: Students are required to take a one-hour and a half test held on **February 27 (Week 8)**, during class hours. This test will cover materials from the previous six weeks. Specific details will be discussed prior to the test.

Model European Union Class Activity and briefing note: On **Week Eleven, March 20**, we will hold one simulation session modeling the process of decision-making in the Council of the European Union. The simulation will be held during the scheduled class time slot. This will involve

a debate in the Council about an EU policy (energy or sanctions on Russia). Students will work on teams of two (or three) and represent EU member states. Each team will prepare a briefing note for the session (2-3 pages, depending on the size of the team, single spaced) which reflects the views of the member state being represented. The deadline for the briefing note is **March 24, 9PM** on Brightspace. Detailed instructions and grading rubrics will be posted on Brightspace.

Opinion Piece: For this assignment, students will be asked to submit a 1,000-word opinion piece. They should pick a topic that resonates well with the course themes, but can tailor the piece to their individual interests. Topics should not replicate those already well covered in the course material. The deadline for the opinion piece is **April 12 by 9PM EST**.

The format of this assignment diverges slightly from traditional academic writing in that it should take the form of a journalistic opinion piece, with a broader audience in mind. More details will be provided by Week 4.

Final Exam: There will be an online final examination. The exam will include material covered after the first online test and also a summative essay.

Course rules

Any student who fails to complete the online tests, including final exam, opinion piece or participation in simulation + briefing note without a valid medical reason (or equivalent) cannot receive a passing mark in the course. With a valid excuse, a substitute test or assignment may be provided. In the case of technical difficulties, please contact the course instructor immediately.

Online forum posts will not be accepted late without a valid (e.g., written medical) excuse. Penalties for late assignments (briefing note, opinion piece) are as follows: 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., medical) excuse.

Email policy

Students should communicate with the instructor solely through Brightspace's email system. Every effort will be made to respond to emails promptly, however, please allow 24-48 hours for a response. Emails received on weekends will not receive a response until early the following week. Emails during the break week may require a longer response time.

COURSE SCHEDULE

WEEK 1 (January 9) Introduction: The Changing Geopolitical Landscape of Europe Following the End of the Cold War (Historical Legacies)

We will get to know one another and discuss the class structure.

Themes:

- The end of the Cold War
- The post-WWII political environment
- Emergence of the European integration project
- Russia as a newly independent state and the weight of its history

Compulsory reading:

- Stent, Chapter 1

January 10: no meeting

Use the class time to:

- complete the required readings
- introduce yourself in the discussion forum on Brightspace

WEEK 2 (January 16): The Emergence of the European Union as a Regional and Global Actor: Forging an International Role

Themes:

- Moving from a customs union to political actor
- The EU's emergence as a foreign policy actor
- EU goals and resources

Compulsory readings:

- Smith, Karen E. 2014. *European Union Foreign Policy in a Changing World*. 3rd ed. Cambridge, MA: Polity Press. **Chapter 1, pp. 1-18**
- Keukeleire, Stephan, and Tom Delreux. 2014. *The Foreign Policy of the European Union*. 2nd ed. London: Macmillan International Higher Education. **Chapter 2, pp. 35-58**
- Keukeleire, Stephan, and Tom Delreux. 2022. *The Foreign Policy of the European Union*. 3rd ed. London: Bloomsbury Academic. **Chapter 2, pp. 67-75** (from instructor)

January 17: no meeting

Use the class time to:

- complete the required readings
- to participate in the discussion forum

Online discussion forum posts due on January 20, 9 pm EST. Questions cover materials from both Week 1 and 2.

WEEK 3 (January 23): Foreign Policy Decision-Making in the European Union: The Union and its Member States

Themes:

- International identity of the EU and its member states
- Decision-making in the EU
- EU resources and power
- Recent EU crises and their impact on the organization's foreign policy capacity

Compulsory readings:

- Keukeleire, Stephan, and Tom Delreux. 2014. *The Foreign Policy of the European Union*. 2nd ed. London: Macmillan International Higher Education. **Chapter 5., pp. 116-128**
- Vanhoonacker-Kormoss, Sophie, and Karolina Pomorska. 2017. 'The Institutional Framework'. In *International Relations and the European Union*, edited by Christopher Hill and Michael Smith, 3rd ed., 97–122. Oxford: Oxford University Press. **Chapter 5, pp. 98-119**

January 24: no meeting

Use the class time to:

- complete the required readings

No online discussion forum this week

WEEK 4 (January 30): Russia's Emergence as an Independent State and its Search for a Distinct Foreign Policy Identity

Themes:

- The Soviet Union as an international actor
- Russia's foreign policy challenges after the collapse of communism
- Russia's conflicted international identity

Compulsory readings:

- Stent, Chapter 2 (entire), and Chapter 3, pp. 44-55

January 31: no meeting

Use the class time to:

- complete the required readings
- to participate in the discussion forum

Online discussion forum posts due on February 3, 9:00 pm EST. Questions cover materials from Weeks 3 and 4.

WEEK 5 (February 6): EU-Russia Relations

Themes:

- The EU and Russia as international actors: compared
- Russian power bases and their vulnerabilities
- Decision-making processes in the EU and Russia
- The EU-Russia Strategic Partnership and its collapse
- Competing and coinciding interests between the EU and Russia

Compulsory readings:

- Stent, Chapter 3, pp. 55-78 (plus, Chapter 4 optional)
- Forsberg, Tuomas, and Hiski Haukkala. 2016. *The European Union and Russia*. London and New York: Palgrave Macmillan. pp. 10-33

February 7: Online meeting 1:35 pm EST. We will discuss the Model EU assignment and divide roles.

No online discussion forum this week

WEEK 6 (February 13): The EU, Russia, and their Shared Neighbourhood

Themes:

- European Neighbourhood Policy, the Eastern Partnership policy, and Russia's response
- Frozen conflicts
- Russian regional initiatives and EU reactions

Compulsory readings:

- Stent, Chapter 6
- Crombois, Jean. 2019. 'The Eastern Partnership: Geopolitics and Policy Inertia'. *European View* 18 (1): 89-96.

February 14: Online meeting 1:35 pm EST. We will discuss how the online test will be conducted.

Online discussion forum posts due on February 17, 9:00 pm EST. Questions cover materials from Weeks 5 and 6.

WEEK 7 (February 20-24): Fall break (no classes or assignments this week)

WEEK 8 (February 27-28): The Ukraine Crisis I + online test

Online test February 27 during class (9AM-10:25AM)

February 28: hyflex class 1:35-2:25PM

Themes:

- The origins and nature of the Ukraine crisis of 2014
- The sanctions regime and attempts at conflict resolution
- Broader implications of the crisis

Compulsory readings:

- Stent, Chapter 7 pp. 175-6, pp.185-207
- Forsberg, Tuomas, and Hiski Haukkala. 2016. *The European Union and Russia*. London and New York: Palgrave Macmillan. pp. 33- 44

No online discussion forum this week.

WEEK 9 (March 6): The Ukraine Crisis II

Themes:

- The Russian invasion of Ukraine of 2022
- Broader implications of the war
- Reactions

Compulsory readings:

- Stent, Chapter 14
- Elias Goertz and Jorgen Staun. 2022. ‘Why Russia attacked Ukraine: Strategic culture and radicalized narratives.’ *Contemporary Security Policy* 42(3): 482-497

March 7: no meeting

Use the class time to:

- complete the required readings
- to participate in the discussion forum

Online discussion forum posts due on March 10, 9:00 pm EST. Questions cover materials from Weeks 8 and 9.

WEEK 10 (March 13): Security Issues: The European Union, Russia, the United States and NATO

Themes:

- Security communities and securitization
- The Post-Cold War security environment
- The EU’s ‘Common Security and Defense Policy’
- NATO and Russia
- NATO and the EU

Compulsory readings:

- Stent, Chapter 5

- Juncos, Ana E., and Anna Maria Friis Kristensen. 2019. 'The European Union's Foreign, Security, and Defence Policies'. In *European Union Politics*, edited by Michelle Cini and Nieves Pérez-Solórzano, 6th ed. Oxford: Oxford University Press. Chapter 19

March 14: no meeting

Use the class time to:

- complete the required readings
- to prepare for the Model EU

No online discussion forum this week

WEEK 11 (March 20-21): Model EU Simulation and Transatlantic Relations: The European Union, the United States, and Canada

March 20: Model EU Class Activity from 8:35-10:25 am EST

March 21: hyflex session

Themes:

- Issues of the EU and US/Canada economics, trade, and transatlantic relationships
- Areas of conflict and congruence in US-EU relations

Compulsory readings:

- Aggestam, Lisbeth, and Adrian Hyde-Price. 2019. 'Double Trouble: Trump, Transatlantic Relations and European Strategic Autonomy'. *Journal of Common Market Studies* 57 (S1): 114–27.
- Verdun, Amy. 2021. 'EU-Canada Strategic Partnership: Ups and Downs'. *Australian and New Zealand Journal of European Studies* 11 (3).
- Smith, Michael. 2022. 'How Much of a New Agenda? International Structures, Agency, and Transatlantic Order'. *Politics and Governance* 10(2): 219-28.

Friday, March 24, 9PM EST: Deadline simulation briefing note

No online discussion forum this week

WEEK 12 (March 27) The Transatlantic Relationship: Russian Apprehensions

Themes:

- Russia's changing political relationship with the US.
- The changing balance of economic power between the EU, the US, and Russia
- The Trump presidency: unclear impacts
- The Biden presidency

Compulsory readings:

- Stent, Chapters 11-12

March 28: Online meeting at 1:35 pm EST. We will discuss the opinion piece assignment.

Online discussion forum posts due on March 31, 9:00 pm EST. Questions cover materials from Weeks 10, 11 and 12.

WEEK 13 (April 3): The Changing World Order: EU's and Russia's Relations with China and other BRICS States

Themes:

- China as a rising power – implications for Europe and Russia
- Russia's relations with China and other BRICS states – economic and political
- Europe's relations with China and other BRICS states – economic and political
- China as an alternative partner to the EU for Russia?

Compulsory readings:

- Stent, Chapter 8 (plus, Chapter 9 optional)
- Keukeleire, Stephan, and Tom De Bruyn. 2017. 'The European Union, the BRICS, and Other Emerging Powers: A New World Order'. In *International Relations and the EU*, edited by Christopher Hill, Michael Smith, and Sophie Vanhoonacker, 3rd ed., 418–40. Oxford: Oxford University Press. Chapter 18, pp. 418-429

No online meeting.

April 4: no meeting

Use the class time to:

- complete the required readings
- to write the opinion piece

WEEK 14 (April 10): Global Issues: Climate Change and the Arctic: European and Russian Responses

Themes:

- EU and Russia' policies and approaches toward the Arctic and climate change
- Responses to climate-related international initiatives

Compulsory readings:

- Kirchner, Stefan. 2022. 'Enduring Value': Preserving the Arctic Council in the Second Cold War' (November 5, 2022). Available at SSRN: <https://ssrn.com/abstract=4269326> or <http://dx.doi.org/10.2139/ssrn.4269326>
- Vogler, Jon. 2017. 'The Challenge of the Environment, Energy, and Climate Change'. In *International Relations and the EU*, edited by Christopher Hill, Michael Smith, and Sophie Vanhoonacker, 3rd ed., 263–89. Oxford: Oxford University Press.

April 11: Online meeting at 1:35 pm EST. We will discuss the final exam.

Wednesday, April 12, 9PM EST: Deadline opinion piece.

No online discussion forum this week.

STATEMENT ON PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes 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.

Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence 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.

Statement on Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>

- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

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 me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and

vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me 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 me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton’s Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Submission, Return, and Grading of Term Work

Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Official course outline: The course outline posted to EURUS website is the official course outline.