

EURR 5001
Interdisciplinary Seminar in European and Russian Studies
Mondays, 2:35– 5:25 pm
Please see Carleton Central for location

DRAFT VERSION

Instructors:

Dr. Martin Geiger

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First class: September 11
No classes: October 9 (Thanksgiving) and October 23 (reading week)
Last class: FRIDAY December 8

I. Evaluation (at a glance)

In-class participation	20%
Discussion paper (due on group class presentation date)	15%
Group class presentation	5%
Small group research methods portfolio	20%
Research question and theoretical approach (due October 30, 11:59pm)	15%
Critical literature review (due December 18, 11:59pm):	25%

Please note: Students can earn up to three bonus percentage points applied to their final grade average by attending EURUS or CES guest lectures and events (one percent per event). Attendance sheets (to be verified by EURUS faculty) will be available on Brightspace

II. Goals of the course

This course and EURR 5010 (both taught in person) are the core interdisciplinary seminars for EURUS graduate students. Among the most important goals of EURR 5001 are the following:

- a) to familiarize students with major directions of research in the EURUS field of study;
- b) to examine major themes and approaches within relevant disciplines (political science, international relations, law, economics, history, geography, anthropology, sociology and other fields of humanities and social science) in dealing with the region;
- c) to apply theories and concepts to research through an understanding of methodology
- d) to assist students in developing a topic for the MA research essay or MA thesis.

III. Learning outcomes

The course is intended to build students' knowledge and skills within the field through participation in a cumulative critical dialogue with their peers and professors. Capabilities to analyze the work of peers and to participate in a scholarly community are considered key parts of the research process. As a result, well-prepared participation in class discussions is crucial for students' success in the course. Students will learn different research methodologies and gain analytical and research skills through written assignments.

IV. Course readings

The main course readings will be accessible through the Ares Course Reserves system (there is a link in Brightspace to Ares). Compulsory readings for all students are marked with an asterisk (*). There are also suggested additional readings, some of which may form the basis for student discussion papers. If you find required reading for a given week unavailable, please notify the instructor for that session immediately.

V. Groups

Instructors will place students in 6-7 groups of 4-5 students each. These groups will coordinate the writing of discussion papers for an individual week, will present as a group and will collaborate on a research methods portfolio to be presented at the end of the semester. Details on this portfolio will be provided on Brightspace.

VI. Detailed explanation of assignments and their evaluation

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.**

(i) In-class participation (20% of final grade):

Students will be graded on attendance, the quality of regular contributions to the class discussion and, most importantly, demonstrated familiarity with required course readings.

Absences: Unexcused absences will result in a significant reduction in the participation mark, which can have a marked impact on the course grade. If a valid excuse is provided for a missed session (acknowledged in writing by the seminar instructor), the student may submit to the session instructor a short paper of 400-500 words discussing the required readings for that seminar. The paper must be submitted within one week of the missed session in order to avoid losing participation marks. If special circumstances or an ongoing medical problem make it difficult for the student to complete this alternate assignment or to complete it in the specified time, the student should contact the session instructor to discuss the situation. This option is only available for excused absences.

(ii) Discussion Paper and Presentation (20% of final grade):

Discussion Paper (15%)

The discussion paper should address specific questions or themes provided by the course instructors in advance (usually two weeks before the respective class). It should be between 750 to 900 words long and contrast, critique and analyze selected readings. The papers should be coordinate within groups to minimize overlap and help prepare for the joint presentation. 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. The paper should be free of spelling and grammatical mistakes.

Presentation of the discussion paper and class Q&A (5%): Each group will present their discussion papers to the class (dates will be assigned during the first class meeting). During their presentation, each group should focus on key arguments made within the written discussion papers, drawing on examples from the readings where appropriate. Students should **NOT** simply read the written paper. Groups are expected to facilitate class discussion and respond to questions posed by the instructor(s) and their peers.

The discussion paper, the presentation to the class and how presenters respond to questions and engage in the discussion of their topic will be evaluated based on the cogency of the arguments, the presentation and effectiveness of communication, and demonstrated familiarity with and reflection on course readings. Neither the paper nor oral presentation should provide lengthy summaries of course readings.

(iii) Methods portfolio (20% of final grade)

Each group will be responsible for preparing an assignment in advance of each methods-oriented week (historical sources, quantitative approaches, and media analysis), which will relate to the previous week's readings. At the end of the semester, the group will assemble these assignments into a portfolio that presents each method (in terms of techniques and data) and discusses their advantages and disadvantages in analysis.

(iv) Proposal of research question and theoretical approach (15%)

A 1000-1200 word written proposal of a preliminary research question for your major project alongside a theoretical/conceptual/empirical framework. Students might provide a hypothesis or thesis statement and/or an analytical framework in consultation with course instructors. Papers must be submitted on Brightspace by **October 30 at 11:59 pm**.

For your research question, justify it based on how it speaks to existing knowledge and its significance (the 'so what?' question). In constructing your research question, avoid yes/no questions; preferable are 'how' or 'why' questions. It is expected that this assignment will be a "first cut" at articulating your project research question and should be grounded in a preliminary search for related literature.

For your theoretical/conceptual/empirical framework, briefly (1-2 paragraphs) identify the theoretical or other existing approach(es) that is/are relevant to your research question and identify key works, then explain the basis for your hypotheses/ thesis statement/ analytical framework (also 1-2 paragraphs).

(v) Critical literature review (25%)

Your critical literature review should explore in depth the research topic developed in your proposal by mining, 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 engages and builds up on existing literature. The paper should be 4,000-5,500 words long. Additional information about the critical review will be handed out in class early in the term. Papers must be submitted on Brightspace by **December 18 at 11:59 pm**.

VII. General Policies. Submission of coursework and late penalties

1. The University takes instructional offences (including plagiarism) very seriously. Please make sure that you are familiar with the regulations regarding instructional offences, which are outlined in the Undergraduate Calendar. **It is also not acceptable to submit the same assignment in two or more different courses.**
2. Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are

also protected by copyright and remain the intellectual property of their respective author(s). Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

3. All written assignments must be submitted by the deadline mentioned in this course outline and submitted on Brightspace. Unless a specific exception has been arranged, the instructors will not accept assignments sent by email. In addition to submitting your assignments through Brightspace:
4. Any student who fails to hand in all of the written assignments will receive a failing mark in the course. Penalties for late assignments will be as follows:
 - Research question and critical literature review assignments: Two points (on a 100 % scale) for each day late. Papers will not be accepted more than one week after the due date, except in cases of medical or other conditions discussed with the instructor.
 - Discussion papers: Late assignments will suffer an immediate deduction of 5% (on a 100% scale), and 1% for each day late.
5. Students absent on a date of an oral presentations will receive a grade of 0%, except in cases of a medical or other conditions discussed with the instructor. Advance notice should be provided to the instructor. Consistent attendance is required 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 at all possible.

VIII. Tentative course schedule

September 11: Introduction (Geiger)

- Introduction of instructors. Introduction of students
- Explanation of requirements and content of the course
- Assignments
- FAQ, discussion

September 18: How to find a research topic, how to find relevant literature and prepare a critical literature review? (Geiger)

- MRP/MA thesis: Brainstorming: How to narrow down topics and design a feasible research project
- Class visit of former and current MRP/MA/PhD thesis students
- Critical literature review: What it is, and how to prepare and conduct a critical literature review
- Practical research skills: navigating the Carleton library and available databases (guest: Aleksandra Blake, library specialist)

Required readings:

*Jeffrey W Knopf (2006). "Doing a Literature Review." *Political Science & Politics* 39(1), 127–32.

*Valerie Sheppard (2020). *Research Methods for the Social Sciences*. BC Campus, Open-Access:

<https://pressbooks.bccampus.ca/jibcresearchmethods/> Chapters 1, 3 and 5.

Further reading:

Martin Denscombe (2021). *The Good Research Guide*. 7th edition. London: McGraw Hill/Open University Press.

Rafiq Muhammad (2022). *Literature Review Simplified: A Practical Guide for Beginners*. Independently published.

Rosemary Wette (2020). *Writing Using Sources for Academic Purposes: Theory, Research and Practice*. New York & London: Routledge.

September 25: Cultural studies (Sahadeo)

Required readings:

- *Clifford Geertz (1973), “Thick Description: Toward and Interpretative Theory of Culture,” *The Interpretation of Cultures* (New York: BasicBooks), 3-30.
(for context on Geertz’s impact, see <https://www.ias.edu/clifford-geertz-work-and-legacy>)
- *William Hagen (2005), ‘Moral Economy of Popular Violence’ in Robert Blobaum, ed., *Antisemitism and Its Opponents in Modern Poland* (Ithaca: Cornell), 124-147.
- *Rogers Brubaker (2006) *Nationalist Politics and Everyday Ethnicity in a Transylvanian Town* (Princeton: Princeton UP), 1-17, 207- 238.

Further Reading

- William H. Sewell, Jr. (1999), ‘The Concept(s) of Culture’ in *Beyond the Cultural Turn*, ed. Victoria E. Bonnell and Lynn Hunt (Berkeley: University of California Press, 1999), pp. 35-61.
- James Clifford (1997). *Routes: Travel and Translation in the Late Twentieth Century*. Cambridge: Harvard University Press.
- Małgorzata Pakier and Bo Stråth (2010), eds., *A European Memory? Contested Histories and Politics of Remembrance* (New York: Berghahn)
- John-Paul Himka and Joanna Beata Michlic, eds. (2013). *Bringing the Dark Past to Light: The Reception of the Holocaust in Postcommunist Europe*. Lincoln: University of Nebraska Press.
- Eric Langenbacher, William John Niven, and Ruth Wittlinger, eds. (2012). *Dynamics of Memory and Identity in Contemporary Europe*. New York: Berghahn Books.
- Aline Sierp, (2014). *History, Memory, and Trans-European Identity: Unifying Divisions*.
- Lebow, Richard Ned, Wulf Kansteiner, and Claudio Fogu (2006). *The Politics of Memory in Postwar Europe*. Durham: Duke University Press.
- James Mark (2010). *The Unfinished Revolution: Making Sense of the Communist Past in Central- Eastern Europe*.
- Madeleine Reeves (2013). “Clean Fake: Authenticating Documents and Persons in Migrant Moscow.” *American Ethnologist* 40, no. 3: pp. 508–24.
- Alexei Yurchak (2006) *Everything was Forever, Until It Was No More: The Last Soviet Generation*. Princeton: Princeton University Press.
- Diana Kudaibergenova (2019) “The Body Global and the Body Traditional: A Digital Ethnography of Instagram and Nationalism in Kazakhstan and Russia” *Central Asian Survey* 38, no. 3: 363-380
- 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: pp. 147-194.
- Ljiljana Radonić (2017). “Post-Communist Invocation of Europe: Memorial Museums’ Narratives and the Europeanization of Memory.” *National Identities* 19, no. 2 (April 3, 2017): pp. 269–88.
- Gregor Feindt (2017). “From ‘Flight and Expulsion’ to Migration: Contextualizing German Victims of Forced Migration.” *European Review of History: Revue Européenne d’histoire* 24, no. 4: pp. 552–77.
- Aline Sierp (2020). “EU Memory Politics and Europe’s Forgotten Colonial Past.” *Interventions* 22, no. 6: pp. 686–702.

October 2: History: Theory and Concepts (Sahadeo)

Required readings:

- *Nicholas Dirks, Geoff Eley, Sherry Ortner (1994), “Introduction” *Culture/Power/History*, 1-8.
- *Eric Hobsbawm (1983), “Introduction: Inventing Traditions” In *The Invention of Tradition*, ed. Hobsbawm and Terence Ranger, 1-14.
- *Ania Loomba (1998), *Colonialism/ Postcolonialism*, 1-12.

- *Dominic Sachsenmaier, (2009). “Recent Trends in European History: The World beyond Europe and Alternative Historical Spaces.” *Journal of Modern European History* 7, no. 1: 5–25.
- * Kate Brown, “Gridded Lives: Why Kazakhstan and Montana are Nearly the Same Place” *American Historical Review* 106, no. 1 (2001): 17-48

Further reading:

- Edward Said (1978), *Orientalism*, pp. 1-7.
- Pierre-Yves Saunier (2013). *Transnational History*. Palgrave MacMillan.
- Peter Burke (2008). *What Is Cultural History?* Cambridge; Malden, MA: Polity.
- Alf Lüdtke, ed. (1995). *The History of Everyday Life: Reconstructing Historical Experiences and Ways of Life*. Princeton, N.J.: Princeton University Press.
- Jeffrey Olick, Vered Vinitzky-Seroussi, and Daniel Levy, eds. (2011). *The Collective Memory Reader*
- Sonya Rose (2010). *What is Gender History?* Cambridge; Malden, MA: Polity.
- Geoff Eley (2011), “The Past under Erasure? History, Memory and the Contemporary” *Journal of Contemporary History* 46, no. 3
- Sebastian Conrad (2016), *What is Global History?* Princeton: Princeton UP.
- Dipesh Chakrabarty (2008). *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton, N.J.: Princeton University Press.
- Ulrich von Hirschhausen and Kiran Klaus Patel (2010), “Europeanization in History: An Introduction,” in: *Europeanization in the Twentieth Century: Historical Approaches*, ed. Martin Conway and Kiran Klaus Patel (Palgrave Macmillan), pp. 1-11.
- Michael Geyer (1989) “Historical Fictions of Autonomy and the Europeanization of National History,” *Central European History* 22, no. 3-4: pp. 316-47.

October 9: Thanksgiving (no class)

October 16: Research methods: Using historical sources (Sahadeo)

Required readings:

- *Keith Jenkins (2003) *Re-thinking History* (London: Routledge), 6-32
- *Alessandro Portelli, “Living Voices: The Oral History Interview as Dialogue and Experience” *Oral History Review* 45, no. 2 (2018): 239-248.
- *Alexis Peri (2017) *The War Within: Diaries from the Siege of Leningrad* (Cambridge: Harvard UP) 1-15
- *Joe Perry (2005), “Nazifying Christmas: Political Culture and Popular Celebration in the Third Reich” *Central European History* 38, no. 4: 572-605
- *Jeff Sahadeo (2019) *Voices from the Soviet Edge: Southern Migrants in Leningrad and Moscow* (Ithaca: Cornell University Press), 169-197

Further reading:

- Rosemary Wakeman (2003), ed., *Themes in Modern European History Since 1945*. London: Routledge.
- Donald Ritchie (2015) *Doing Oral History: A Practical Guide*. Oxford: Oxford University Press.
- Michelle Lynn Kahn (2021). “The Long Road Home: Vacations and the Making of the ‘Germanized Turk’ across Cold War Europe.” *The Journal of Modern History* 93, no. 1: 109–49.
- James Mark and Péter Apor (2015). “Socialism Goes Global: Decolonization and the Making of a New Culture of Internationalism in Socialist Hungary, 1956–1989.” *The Journal of Modern History* 87, no. 4 (December 1): 852–91.
- David Theo Goldberg, “Racial Europeanization,” *Ethnic and Racial Studies* 29, no. 2 (2006): 331–64.
- Elizabeth Buettner (2014). “‘This Is Staffordshire Not Alabama’: Racial Geographies of Commonwealth Immigration in Early 1960s Britain.” *The Journal of Imperial and Commonwealth History* 42, no. 4: pp. 710–40.

Terry Martin, *The Affirmative Action Empire: Nations and Nationalism in the Soviet Union, 1923-1939* (Ithaca: Cornell University Press, 2001).

Adrienne Edgar, *Intermarriage and the Friendship of Peoples: Ethnic Mixing in Soviet Central Asia* (Ithaca: Cornell University Press, 2022).

Dina Feinberg and Artemy Kalinovsky, eds., *Reconsidering Stagnation in the Brezhnev Era: Ideology and Exchange* (London: Rowman and Littlefield, 2016)

October 23: Fall Break – No meeting

October 30: The European Union in Global Politics (Geiger)

- The EU and its historical development
- Challenges and deficits of EU integration (class visit Professor Achim Hurrelmann)
- Critical perspectives on the EU: the EU's externalization of migration management and border control (Martin Geiger) - the EU and the colonial past of its member states, Impacts on global politics today (class visit Professor Nduka Otiono (tbc))

Required readings:

*Achim Hurrelmann (2023) "Democracy in the European Union." In: Verdun, Amy et al. (eds), *European Union Governance and Policymaking: a Canadian perspective*, University of Toronto Press, pp. 327-348.

*Liesbet Hooghe and Gary Marks (2019), "Grand theories of European integration in the twenty-first century", *Journal of European Public Policy* 26(8), 1113–1133

*Yuan Li and Zhigao He (2022), "The Remaking of China–Europe Relations in the New Era of US–China Antagonism," *Journal of Chinese Political Science* 27, 439–455.

+ One more reading supplied by guest speaker (tbc)

Further reading:

Pepijn Bergsen (2021), *The EU's Unsustainable China Policy*, London: Chatham House:

<https://www.chathamhouse.org/2021/07/eus-unsustainable-china-strategy/about-author>

Sophie Meunier and Milada A. Vachudova (2018), "Liberal Intergovernmentalism, Illiberalism and the Potential Superpower of the European Union," *Journal of Common Market Studies* 56(7), pp. 1631-1647.

Kristian L. Nielsen, (2013), "EU Soft Power and the Capability-Expectations Gap," *Journal of Contemporary European Research* 9(5), 723–739.

Vassilis Ntousas and Stephen Minas (2021), "Introduction: Facing the Belt and Road from the European Union," in: Vassilis Ntousas and Stephen Minas (eds.), *The European Union and China's Belt and Road*, Abingdon: Routledge, pp. 3–10.

November 6: Social Science Research Design (Goode)

Required readings:

John Creswell and J. David Creswell (2022). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Los Angeles: Sage), Ch. 1, 3, 8-9.

Bennett, Andrew, and Colin Elman (2007). "Case Study Methods in the International Relations Subfield." *Comparative Political Studies* 40 (2), 170–95.

Further reading:

Henry Brady (2010). *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Second edition. eds. Henry E. Brady and David Collier (Lanham, Md: Rowman & Littlefield).

Barbara Geddes (2003). *Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics* (Ann Arbor: University of Michigan Press).

- Alexander L. George and Andrew Bennett (2004). *Case Studies and Theory Development in the Social Sciences* (Cambridge, Mass.: MIT Press).
- Gary King, Robert O. Keohane, and Sidney Verba (1994). *Designing Social Inquiry: Scientific Inference in Qualitative Research* (Princeton: Princeton University Press).
- Peregrine Schwartz-Shea and Dvora Yanow (2011). *Interpretive Research Design: Concepts and Processes* (New York: Routledge).

November 13: Democratization and Autocratization (Goode)

Required readings:

- * Michael McFaul (2002) “The Fourth Wave of Democracy and Dictatorship: Noncooperative Transitions in the Postcommunist World,” *World Politics* 53(2), 221-244.
- * Valerie Bunce and Sharon L. Wolchik (2006) “International Diffusion and Postcommunist Electoral Revolutions,” *Communist and Post-Communist Studies*, 39(3), 283–304.
- * Karrie Koesel and Valerie Bunce (2013) “Diffusion-Proofing: Russian and Chinese Responses to Waves of Popular Mobilizations against Authoritarian Rulers,” *Perspectives on Politics*, 11(3), 753–768.
- * Stephen E. Hanson and Jeffrey Kopstein (2021) “Understanding the Global Patrimonial Wave,” *Perspectives on Politics*, 20(1), 237-249.

Further reading:

- Esther Ademmer, Laure Delcour & Kataryna Wolczuk (2016) Beyond geopolitics: exploring the impact of the EU and Russia in the “contested neighborhood”, *Eurasian Geography and Economics*, 57:1, pp. 1-18.
- Attila Ágh (2016). “The Decline of Democracy in East-Central Europe.” *Problems of Post-Communism*, 63(5–6), 277–287.
- Elisabeth Bakke and Nick Sitter. 2022. “The EU’s Enfants Terribles: Democratic Backsliding in Central Europe since 2010.” *Perspectives on Politics* 20(1):22–37.
- Mark Beissinger (2007). “Structure and Example in Modular Political Phenomena: The Diffusion of Bulldozer/Rose/Orange/Tulip Revolutions.” *Perspectives on Politics*, 5(2), 259–276.
- András Bozóki & Dániel Hegedűs (2018), “An externally constrained hybrid regime: Hungary in the European Union,” *Democratization* 25 (7): pp. 1173-1189.
- Valerie Bunce, Michael McFaul, and Kathryn Stoner-Weiss (eds.). (2010). *Democracy and Authoritarianism in the Postcommunist World*. Cambridge University Press.
- Heather Grabbe (2005), *The EU's transformative power: Europeanization through conditionality in Central and Eastern Europe* (Palgrave, 2005).
- Thomas Karv. 2022. “Does the Democratic Performance Really Matter for Regime Support? Evidence from the Post-Communist Member States of the European Union.” *East European Politics* 38(1):61–82.
- Ruchan Kaya and Michael Bernhard (2013). “Are Elections Mechanisms of Authoritarian Stability or Democratization? Evidence from Postcommunist Eurasia.” *Perspectives on Politics*, 11(03), 734–752.
- R. Daniel Kelemen (2017), “Europe’s Other Democratic Deficit: National Authoritarianism in Europe’s Democratic Union,” *Government and Opposition*, 52(2): pp. 211-238.
- Eleanor Knott (2018). “Perpetually “partly free”: Lessons from post-soviet hybrid regimes on backsliding in Central and Eastern Europe.” *East European Politics*, 34(3), 355–376.
- Steven Levitsky and Lucan Way (2020), “The New Competitive Authoritarianism,” *Journal of Democracy* 31 (1): pp. 51-65.
- Geoffrey Pridham (2005) *Designing Democracy: EU Enlargement and Regime Change in Post-Communist Europe* (Palgrave, 2005).

- Frank Schimmelfennig (2005), “The EU: Promoting Liberal-Democracy Through Membership Conditionality,” in. *Socializing Democratic Norms: The role of International Organizations for the Construction of Europe*, ed. Trine Flockhart (Palgrave), pp. 106- 126.
- Milada Vachudova (2004), *Europe Undivided: Democracy, Leverage, and Integration after Communism* (Oxford: Oxford University Press).
- Lucan A. Way and Stephen Levitsky (2007). “Linkage, Leverage, and the Post-Communist Divide.” *East European Politics and Societies*, 21(1), 48–66.
- Lucan A. Way and Adam Casey (2018). “The structural sources of postcommunist regime trajectories.” *Post-Soviet Affairs*, 34(5), 317–332.
- Charles E. Ziegler (2016), “Great powers, civil society and authoritarian diffusion in Central Asia, “ *Central Asia Survey*, vol. 35, no. 4, pp. 549-69.

November 20: Research methods: Quantitative approaches (Viju-Miljusevic)

Required readings:

- David M. Kemme, Yerkezhan Akhmetzaki & Bulat M. Mukhamediyev (2021) The effects of the Eurasian Economic Union on regional foreign direct investment and implications for growth, *The Journal of International Trade & Economic Development*, 30:5, 643-660, DOI: 10.1080/09638199.2021.1896769
- Hurrelmann A & F. Wendler (2023) How does politicisation affect the ratification of mixed EU trade agreements? The case of CETA, *Journal of European Public Policy*, DOI: 10.1080/13501763.2023.2202196 (online first article)

November 27: Nationalism, populism, and illiberalism (Goode)

NATIONALISM, POPULISM, ILLIBERALISM (Goode)

Required readings:

- * Florian Bieber (2018) “Is Nationalism on the Rise? Assessing Global Trends.” *Ethnopolitics*, 17(5), 519–540.
- * Cas Mudde (2021) “Populism in Europe: An Illiberal Democratic Response to Undemocratic Liberalism,” *Government and Opposition* 56(4), 577–97.
- * Jaques Rupnik (2016) “Surging Illiberalism in the East,” *Journal of Democracy*, 27(4), 77–87.
- * Erin K. Jenne, Kirk A. Hawkins, and Bruno Castanho Silva (2021) “Mapping Populism and Nationalism in Leader Rhetoric Across North America and Europe,” *Studies in Comparative International Development*, 56, 170–96.

Further reading:

- David Art (2022). “The Myth of Global Populism.” *Perspectives on Politics* 20(3): 999–1011.
- Binio S. Binev (2023). “Post-Communist Junctures, the Left, and Illiberalism: Theory with Evidence from Central and Eastern Europe.” *Comparative Political Studies* 56(4): 465–502.
- Bart Bonikowski (2017). “Ethno-nationalist populism and the mobilization of collective resentment.” *The British Journal of Sociology*, 68(S1), S181–S213.
- Rogers Brubaker (2020). “Populism and Nationalism.” *Nations and Nationalism* 26(1):44–66.
- Manuela Caiani and Paolo Graziano (2022). “The Three Faces of Populism in Power: Polity, Policies and Politics.” *Government and Opposition* 57(4): 569–88.
- James Dawson and Sean Hanley (2016).” The Fading Mirage of the “Liberal Consensus.”” *Journal of Democracy*, 27(1), 20–34.
- Joanna Fomina and Jacek Kucharczyk (2016). “Populism and Protest in Poland.” *Journal of Democracy*, 27(4), 58–68.
- Petra Guasti and Lenka Bustikova (2023). “Varieties of Illiberal Backlash in Central Europe.” *Problems of Post-Communism* 70(2): 130–42.
- Anna Grzymala-Busse (2017). “Global Populisms and Their Impact.” *Slavic Review*, 76(S1), S3–S8.

- Sebastian Hoppe (2022) “Sovereignism vs. Anti-Corruption Messianism: A Salient Post-Soviet Cleavage of Populist Mobilization,” *Post-Soviet Affairs*, 38(4), 251–73.
- Nikolay Kopolov (2021). “Populism and Memory: Legislation of the Past in Poland, Ukraine, and Russia.” *East European Politics and Societies*.
- Ivan Krastev (2007). “Is East-Central Europe Backsliding? The Strange Death of the Liberal Consensus.” *Journal of Democracy*, 18(4), 56–64.
- Marlene Laruelle (2022). “Illiberalism: A Conceptual Introduction.” *East European Politics* 38(2):303–27.
- Jussi Lassila (2016). “Aleksi Naval’nyi and Populist Re-ordering of Putin’s Stability.” *Europe-Asia Studies*, 68(1), 118–137.
- Benjamin Moffitt (2017). *The Global Rise of Populism: Performance, Political Style, and Representation*. Stanford University Press.
- Cas Mudde (2004). “The Populist Zeitgeist.” *Government and Opposition*, 39(4), 541–563.
- Pippa Norris and Ron Inglehart (2018). *Cultural Backlash: Trump, Brexit, and Authoritarian Populism*. Cambridge University Press.
- Sherrill Stroschein (2019). “Populism, Nationalism, and Party Politics.” *Nationalities Papers*, 47(6), 923–935.
- Sofia Tipaldou and Philipp Casula (2019). “Russian Nationalism Shifting: The Role of Populism Since the Annexation of Crimea.” *Demokratizatsiya*, 27(3), 349–370.
- Milada Anna Vachudova (2021). “Populism, Democracy, and Party System Change in Europe.” *Annual Review of Political Science*, 24(1), 471–498.
- Julian G. Waller (2023). “Mimicking the Mad Printer: Legislating Illiberalism in Post-Soviet Eurasia.” *Problems of Post-Communism* 70(3): 225–40.

December 4: Research methods: Media analysis (Goode)

Required readings:

*Tom Clark, Liam Foster, Luke Sloan, and Alan Bryman, *Social Research Methods*, 6th edition (New York: Oxford University Press, 2021), Chs 13, 22-23.

Recommended readings:

“Of Instruments and Data: Social Media Uses, Abuses and Analysis” and “Online Tools for Content Analysis,” *The SAGE Handbook of Online Research Methods* (2017).

<https://dx.doi.org/10.4135/9781473957992>

Johnny Saldana (2009). *The Coding Manual for Qualitative Researchers* (Los Angeles, Calif: Sage Publications Ltd.)

December 8: (Sahadeo):

(Class will select current event to dissect using course theories and methods)

Appendix

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>

Requests for 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 accommodation: Please contact your 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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious accommodation: Please contact your 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 [click here](#).

Accommodations for students with disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation, or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities at the national or international level. Please contact your 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 information, please [click here](#).

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline.

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. 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: carleton.ca/sexual-violence-support.

Academic Integrity

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

Plagiarism

The Academic Integrity Policy defines plagiarism as “presenting, whether intentional 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, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, 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.

Use of Artificial Intelligence

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

Procedures in Cases of Suspected Violations

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course’s instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student.

Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

Intellectual property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

Grading

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

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.

Carleton E-mail Accounts

All email communication to students from the Institute of European, Russian and Eurasian Studies will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

Official Course Outline

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