

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

Instructors:

Dr. James Casteel

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Office Hours: Mondays 1:00-2:00 pm or by appointment
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Dr. Paul Goode

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First class: September 9
No classes: October 14 (Thanksgiving) and October 21 (reading week)
Last class: FRIDAY December 6

I. Evaluation (at a glance)

In-class attendance and participation	20%
Discussion paper and presentation (schedule TBA)	20%
Research question and approach (due Friday, October 18, 11:59pm)	15%
Proposal for Critical Literature Review (due Friday, November 1, 11:59 pm)	5%
Critical literature review (due Monday, December 16, 11:59pm):	40%

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 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 approaches and gain analytical and research skills through oral and 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. Detailed explanation of assignments and their evaluation

(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 (Written Paper 15% of final grade)

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. 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. **Discussion papers are due on the Friday at 4:00 pm before the class meeting at which the paper will be presented.**

Presentation of the discussion paper and class Q&A (5% of final grade): Each student will present their discussion papers to the class in a **five-minute** presentation (dates will be assigned during the first class meeting). During their presentation, each student 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. Papers 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 the presenter responds 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) Research question and approach (15%) – Due Friday, October 18, 2024 (11:59 pm)

A 1000 word essay on your preliminary topic and research question for your major project alongside discussion of your approach to the topic (theoretical/conceptual/empirical). Students might provide a hypothesis or thesis statement of the working argument and/or an analytical framework. Papers must be submitted on Brightspace.

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’s research question and should be grounded in a preliminary search for related literature.

For your approach, briefly (1-2 paragraphs) identify the theoretical, conceptual, empirical or other existing approaches that are relevant to your research question and identify key works that might be useful for you as you develop your project. Then explain the basis for your preliminary hypotheses/ thesis or working argument / analytical framework (also 1-2 paragraphs).

(v) Proposal for Critical Literature Review (5%) – Due: Friday November 1, 2024 (11:59 pm)

Proposal for the critical literature review (see below) to be submitted to the Brightspace drop-box. Each 1-2-page proposal plus bibliography (not included in page count) should outline:

- the theme and principles that guided the selection of readings the list of readings to be used
- preliminary categories or themes that you will use to group the readings (and potentially to organize your paper)
- a statement on how the readings will help you advance your ideas and research for your MA research project.
- A complete bibliography of the sources that you will be using in your paper (see assignment instructions for more detail on sources required for this assignment)

(vi) Critical literature review (40%) – Due Friday December 16, 2024 (11:59 pm)

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 on the 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.

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 University Academic Integrity Policy.
2. Students are not permitted to submit an assignment in this course that is being submitted for another course.
3. 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).
4. 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:
5. 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.

6. 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. Course schedule

Week 1, September 9: Introduction (Casteel/Goode)

Week 2, September 16: History: Continuity and Change in Europe and Eurasia (Casteel)

Required Readings:

Modernizing Societies?

- *Kate Brown (2001), "Gridded Lives: Why Kazakhstan and Montana are Nearly the Same Place"

American Historical Review 106, no. 1: 17-48.

- *Confino, Alon (2012). "Why Did the Nazis Burn the Hebrew Bible? Nazi Germany, Representations of the Past, and the Holocaust." *The Journal of Modern History* 84, no. 2 (June): 369–400.

Re-Inventing Traditions?

- *Bemporad, Elissa (2012). "Empowerment, Defiance, and Demise: Jews and the Blood Libel Specter under Stalinism." *Jewish History* 26, no. 3–4: 343–61.

- *Malgorzata Fidelis (2020), "Tensions of Transnationalism: Youth Rebellion, State Backlash, and 1968 in Poland" *American Historical Review* 125, no. 4: 1232-59

Further Reading:

Nicholas Dirks, Geoff Eley, Sherry Ortner (1994), "Introduction" *Culture/Power/History*, pp. 1-8.

Eric Hobsbawm (1983), "Introduction: Inventing Traditions" In *The Invention of Tradition*, ed.

Hobsbawm and Terence Ranger, pp. 1-14.

Edward Said (1978), *Orientalism*, pp. 1-7.

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

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: 556.

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.

Judith Beyer, "Practices of Traditionalization in Central Asia" *Central Asian Survey* 38, no. 3 (2019): 310-328

Joe Perry, "Nazifying Christmas: Political Culture and Popular Celebration in the Third Reich" *Central European History* 38, no. 4 (2005): 572-605

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.

Michael-Rolph Trouillot, *Silencing the Past: Power and the Production of History*, Beacon Press 2015

- Sarah Maza, *Thinking About History*, Chicago University of Chicago Press, 2017.
- Keith Jenkins, *Re-Thinking History*, London: Routledge, 2003.
- Frederick Cooper, *Colonialism in Question: Theory, Knowledge, History*. Berkeley, University of California Press, 2005.
- Deborah Cohen and Maura O'Connor, *Comparison and History: Europe in Cross-National Perspective*. New York: Routledge, 2004.
- 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.

Week 3, September 23: How to find a research topic, how to find relevant literature and prepare a critical literature review? (Casteel)

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

Please write 1-2 paragraphs brainstorming your topic you are considering for your Master's research project and submit on Brightspace assignment dropbox by 4:00 pm on Friday, September 20. We will discuss these in class, so please come prepared to share your preliminary ideas with your peers.

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/> Chapter 3 (pp 55-77) and Chapter 5 (pp. 109-124).
- *Jim Cullen, 2017. *Essaying the Past: How to Read, Write, and Think about History*, 3rd . Edition. Wiley Blackwell, 29-34.

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.
- Jan Allen, 2019. *The Productive Graduate Student Writer*, Sterling, VA: Stylus: 1-5, 112-126 (other chapters might be relevant for particular questions/issues).

Week 4, September 30: Social Science Approaches (Goode)

Required readings:

- *Mark I. Lichbach. 2003. *Is Rational Choice Theory All of Social Science?* Ann Arbor: University of Michigan Press. (Ch.s 3-4, pp.29-70)
- *Peter Hall and Rosemary C. R. Taylor. 1996. "Political Science and the Three New Institutionalisms." *Political Studies* 44 (5): 936–57.
- *Lisa Wedeen. 2002. "Conceptualizing Culture: Possibilities for Political Science." *American Political Science Review* 96 (04): 713–28.

Further Reading

- Boix, Carles, and Susan C. Stokes, eds. *The Oxford Handbook of Comparative Politics*. Oxford; New York: Oxford University Press, 2009.
- Cirone, Alexandra, and Thomas B. Pepinsky. "Historical Persistence." *Annual Review of Political Science* 25, no. Volume 25, 2022 (2022): 241–59. <https://doi.org/10.1146/annurev-polisci-051120-104325>.
- Fioretos, Orfeo, Tullia G. Falletti, and Adam Sheingate, eds. *The Oxford Handbook of Historical Institutionalism*. Oxford University Press, 2016. <https://doi.org/10.1093/oxfordhb/9780199662814.001.0001>.
- Lichbach, Mark Irving, and Alan S. Zuckerman. *Comparative Politics: Rationality, Culture, and Structure*. New York: Cambridge University Press, 2009.
- Munck, Gerardo L., and Richard Snyder. *Passion, Craft, and Method in Comparative Politics*. Baltimore: Johns Hopkins University Press, 2007.
- Sil, Rudra, and Peter J. Katzenstein. "Analytic Eclecticism in the Study of World Politics: Reconfiguring Problems and Mechanisms across Research Traditions." *Perspectives on Politics* 8, no. 02 (2010): 411–31. <https://doi.org/10.1017/S1537592710001179>.
- Thelen, Kathleen. "Historical Institutionalism in Comparative Politics." *Annual Review of Political Science* 2 (1999): 369–404.
- Tsebelis, George. *Nested Games: Rational Choice in Comparative Politics*. Berkeley: University of California Press, 1990.

Week 5, October 7: Cultural Studies (Casteel)

Required readings:

Conceptualizing Culture:

- *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.

Conflicting Memory Cultures:

- *Platt, Kevin M. F. "Empire and the Gift of Culture" in *Border Conditions: Russian-Speaking Latvians between World Orders*, 45-92. Cornell University Press, 2024.
- *Radonić, Ljiljana (2017). "Post-Communist Invocation of Europe: Memorial Museums' Narratives and the Europeanization of Memory." *National Identities* 19, no. 2 (April 3, 2017): 269–88.

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*.
- 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.
- 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: 686–702.

***** No class, October 14 -- Thanksgiving. Happy Thanksgiving! *****

***** No class, October 21 – Fall Reading Week. Happy Reading! *****

Week 6 October 28: European Union: History, Theory, and Economics of Integration (Casteel/Viju-Mijusevic)

Required readings:

European Integration History and Theories (Casteel)

- *Segers, Mathieu, and Steven Van Hecke. “Reflections on the History and Historiography of European Integration.” In *The Cambridge History of the European Union: Volume 2: European Integration Inside-Out*, edited by Mathieu Segers and Steven Van Hecke, 2:1–26. The Cambridge History of the European Union. Cambridge: Cambridge University Press, 2023.
- *Liesbet Hooghe and Gary Marks (2019), “Grand Theories of European Integration in the Twenty-first Century”, *Journal of European Public Policy* 26, no. 8, 1113–1133

Economics of Integration (Guest: Professor Crina Viju-Miljusevic)

*Additional Required Readings TBC (see Brightspace)

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.
- DeBardeleben, J. "Crisis response, path dependence, and the joint decision trap: the EU’s eastern and Russia policies after the Ukraine crisis," *East European Politics*, 36:4 (2020), 564-585, DOI: [10.1080/21599165.2020.1832474](https://doi.org/10.1080/21599165.2020.1832474)
- DeBardeleben, J. “Geopolitics of the EU,” in *European Union Governance and Policy Making: A Canadian Perspective*, Amy Verdun, Achim Hurrelmann, and Emmanuel Brunet-Jailly, eds. (Toronto: University of Toronto Press, 2nd edition, 2023), Chpt. 18 (Please make sure the second edition is used, not the 1st)

- 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.

Week 7, November 4: 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:

- Attila Ágh (2016). "The Decline of Democracy in East-Central Europe." *Problems of Post-Communism*, 63(5–6), 277–287.
- 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.
- Hannah S. Chapman, Margaret C. Hanson, Valery Dzutsati, and Paul DeBell (2024). "Under the Veil of Democracy: What Do People Mean When They Say They Support Democracy?" *Perspectives on Politics* 22 (1), 97–115.
- Paolo Graziano and Mario Quaranta (2024). "Studying Democracy in Europe: Conceptualization, Measurement and Indices." *Government and Opposition* 59 (2), 605–31.
- Edoardo Grillo, Zhaotian Luo, Monika Nalepa, and Carlo Prato (2024). "Theories of Democratic Backsliding." *Annual Review of Political Science* 27, 381–400.
- 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), 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.
- Claus Offe (1991). "Capitalism by Democratic Design? Democratic Theory Facing the Triple Transition in East Central Europe." *Social Research* 58 (4), 501–28.
- Mancur Olson (1993). "Dictatorship, Democracy, and Development." *The American Political Science Review* 87 (3), 567–76.

- Paul Poast and Johannes Urpelainen (2015). "How International Organizations Support Democratization: Preventing Authoritarian Reversals or Promoting Consolidation?" *World Politics* 67 (1), 72–113.
- Grigore Pop-Eleches and Graeme B. Robertson (2015). "Structural Conditions and Democratization." *Journal of Democracy* 26 (3), 144–56.
- Geoffrey Pridham (2005) *Designing Democracy: EU Enlargement and Regime Change in Post-Communist Europe* (Palgrave, 2005).
- Jan Rovny (2023). "Antidote to Backsliding: Ethnic Politics and Democratic Resilience." *American Political Science Review* 117 (4), 1410–28.
- Daniel Treisman (2023). "How Great Is the Current Danger to Democracy? Assessing the Risk With Historical Data." *Comparative Political Studies* 56 (12), 1924–52.
- 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.

Week 8, November 11: History: Empires and After (Casteel/Sahadeo)

Required Readings:

Legacies of Empires and Postwar Europe (Casteel)

*Denning, Andrew. "Unscrambling Africa: From Eurafican Technopolitics to the Fascist New Order." *The Journal of Modern History* 95, no. 3 (September 2023): 627–67.
<https://doi.org/10.1086/726159>.

*Ballinger, Pamela. "A Sea of Difference, a History of Gaps: Migrations between Italy and Albania, 1939–1992." *Comparative Studies in Society and History* 60, no. 1 (January 2018): 90–118.

Soviet Union: An Empire? (Guest: Professor Jeff Sahadeo)

*Maike Lehmann, "Apricot Socialism: The National Past, the Soviet Project and the Imagining of Community in Late Soviet Armenia" *Slavic Review* 74, no. 1 (2015): 9-31

*Constantin Katsakioris, "Burden or Allies: Third World Students and Internationalist Duty through Soviet Eyes?" *Kritika* 18, no. 3 (2017): 539-567

*Botakoz Kassymbekova, "How Western Scholars Overlooked Russian Imperialism"
<https://www.aljazeera.com/opinions/2023/1/24/how-westernscholars-overlooked-russian-imperialism>

Further Reading:

Kelly, Natasha A., and Olive Vassell, eds. *Mapping Black Europe: Monuments, Markers, Memories*. 1st ed. Vol. 7. Public History - Angewandte Geschichte. Bielefeld, Germany: transcript Verlag, 2023.
<https://doi.org/10.14361/9783839454138>.

Marker, Emily. *Black France, White Europe: Youth, Race, and Belonging in the Postwar Era*. Ithaca, New York: Cornell University Press, 2022.

Hansen, Peo. *Eurafica: The Untold History of European Integration and Colonialism*. Theory for a Global Age. London: Bloomsbury Academic, 2014.

Hansen, Peo. *Eurafica: The Untold History of European Integration and Colonialism*. Theory for a Global Age. London: Bloomsbury Academic, 2014. <https://doi.org/10.5040/9781472544506>.

- Cooper, Frederick. *Citizenship between Empire and Nation: Remaking France and French Africa, 1945-1960*. Course Book. Princeton, NJ: Princeton University Press, 2014.
<https://doi.org/10.1515/9781400850280>.
- Mark, James, and Quinn Slobodian. "Eastern Europe in the Global History of Decolonization." In *The Oxford Handbook of the Ends of Empire*, edited by Martin Thomas and Andrew S. Thompson, 0. Oxford University Press, 2018. <https://doi.org/10.1093/oxfordhb/9780198713197.013.20>.
- Gleijeses, Piero. "Decolonization and the Cold War." In *The Oxford Handbook of the Ends of Empire*, edited by Martin Thomas and Andrew S. Thompson, 0. Oxford University Press, 2018.
<https://doi.org/10.1093/oxfordhb/9780198713197.013.27>.
- Brigid O'Keefe, (2022) *The Multiethnic Soviet Union and its Demise*. London: Bloomsbury.
 H-Russia Forum, "De-Colonizing Russian Studies," <https://networks.h-net.org/group/317>

Week 9, November 18, Nationalism and populism (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.
- *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.
- *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.

Further reading:

- David Art (2022). "The Myth of Global Populism." *Perspectives on Politics* 20(3), 999–1011.
- Laia Balcells, Juan Fernando Tellez, and Francisco Villamil (2024). "The Wars of Others: The Effect of the Russian Invasion of Ukraine on Spanish Nationalism." *The Journal of Politics* 86 (1), 352–57.
- 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.
- 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 Koposov (2021). "Populism and Memory: Legislation of the Past in Poland, Ukraine, and Russia." *East European Politics and Societies*.
- 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.
- Ben Wellings (2023). "Nationalism and European Disintegration." *Nations and Nationalism* 29 (4), 1164–78.

Week 10, November 25, Sociological Approaches: Migration and Identity (Casteel)

National and European Migration Regimes:

- *Brubaker, Rogers (2010). "Migration, Membership, and the Modern Nation-State: Internal and External Dimensions of the Politics of Belonging." *Journal of Interdisciplinary History* 41, no. 1: 61–78.
- *Geddes, Andrew (2019). "'Crisis', 'Normality' and European Regional Migration Governance" in *The Dynamics of Regional Migration Governance*, edited by Andrew Geddes, Marcia Vera Espinoza, Leila Hadj Abdou, and Leiza Brumat. Cheltenham, UK: Edward Elgar Publishing, 73-91.

Migration Categories and Migrant Practices:

- *Crawley, Heaven, and Dimitris Skleparis (2018). "Refugees, Migrants, Neither, Both: Categorical Fetishism and the Politics of Bounding in Europe's 'Migration Crisis.'" *Journal of Ethnic and Migration Studies* 44, no. 1: 48–64.
- *Reeves, Madeleine (2013). "Clean Fake: Authenticating Documents and Persons in Migrant Moscow." *American Ethnologist* 40, no. 3: 508–24.

Further Reading:

- Rogers Brubaker (2006), *Nationalist Politics and Everyday Ethnicity in a Transylvanian Town* (Princeton: Princeton UP).
- 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), 147 (esp. 1-21)
- 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).
- Chin, Rita C.-K. *The Crisis of Multiculturalism in Europe: A History*. Oxford: Princeton University Press, 2017.
- De Haas, Hein, Stephen Castles, and Mark J. Miller (2020), *The Age of Migration: International Population Movements in the Modern World* (New York: Guilford Press).
- Geddes, Andrew, and Peter Scholten, eds. *The Politics of Migration and Immigration in Europe*. 2nd edition. London: Sage, 2016.
- Gatrell, Peter. *The Unsettling of Europe: How Migration Reshaped a Continent*. New York: Basic Books, 2019.
- Lazaridis, Gabriella. *International Migration into Europe*. London: Palgrave Macmillan UK, 2015.
- Gerard Delanty, and Chris Rumford, *Rethinking Europe: Social theory and the implications of Europeanization* (Routledge, 2005).
- Claus Offe (2006), "Is There, Or Can There Be, a 'European Society'?", in John Keane, ed., *Civil Society: Berlin Perspectives* (New York: Berghahn Books), pp. 169-188. (R)
- Steffen Mau and Roland Verwiebe (2010), *European Societies: Mapping Structure and Change* (Bristol: Policy Press)
- William Outhwaite (2008), *European Society*. Cambridge: Polity Press.
- Rogozen-Soltar, Mikaela (2016). "'We Suffered in Our Bones Just like Them': Comparing Migrations at the Margins of Europe." *Comparative Studies in Society and History* 58, no. 4: 880–907.

Week 11, December 2 Russia in the World (Goode)

Required readings, relevant sources:

- *Andrei Tsygankov (2022). "Russia, Eurasia and the Meaning of Crimea." *Europe-Asia Studies* 74, no. 9: 1551–73.
- *Michael McFaul (2020). "Putin, Putinism, and the Domestic Determinants of Russian Foreign Policy." *International Security* 45, no. 2: 95–139.
- *Vladimir Putin. "Address by the President of the Russian Federation." *President of Russia*, February 21, 2022. <http://en.kremlin.ru/events/president/news/67828>.
- *Mikhail Polianskii (2024). "Russian Foreign Policy Research and War in Ukraine: Old Answers to New Questions?" *Communist and Post-Communist Studies* 57 (2), 156–72.

Recommended readings:

- Alicja Curanović (2019). "Russia's Mission in the World." *Problems of Post-Communism*, 66(4), 253–267.
- Karen Dawisha (2011). "Is Russia's Foreign Policy That of a Corporatist-Kleptocratic Regime?" *Post-Soviet Affairs*, 27, 331–365.
- Jan Dutkiewicz and Jan Smolenski (2023). "Epistemic Superimposition: The War in Ukraine and the Poverty of Expertise in International Relations Theory." *Journal of International Relations and Development* 26 (4), 619–31.
- Matthew Frear and Honorata Mazepus (2021). "Security, Civilisation and Modernisation: Continuity and Change in the Russian Foreign Policy Discourse." *Europe-Asia Studies* 73 (7), 1215–35.
- Mark Galeotti (2023). "'We Have Conversations': The Gangster as Actor and Agent in Russian Foreign Policy." *Europe-Asia Studies* 75 (6), 907–24.
- Mark Galeotti. *Putin's Wars: From Chechnya to Ukraine*. Osprey Publishing, 2022.
- Roger E. Kanet and Dina Moulioukova. "Russia's Return to Africa: A Renewed Challenge to the West?" *Post-Soviet Affairs* 38 (5), 427–39.
- Kimberly Marten (2015), "Informal Political Networks and Putin's Foreign Policy: The Examples of Iran and Syria," *Problems of Post-Communism* 62(2): pp. 71-87.
- Kevork K. Oskanian (2018). "A Very Ambiguous Empire: Russia's Hybrid Exceptionalism." *Europe-Asia Studies* 70(1):26–52.
- Kirill Petrov and Vladimir Gel'man (2019). "Do elites matter in Russian foreign policy? The gap between self-perception and influence." *Post-Soviet Affairs*, 35(5–6), 450–460.
- Maria Snegovaya (2020). "What Factors Contribute to the Aggressive Foreign Policy of Russian Leaders?" *Problems of Post-Communism*, 67(1), 93–110.
- Karel Svoboda (2024). "Russia's Loans as a Means of Geoeconomic Competition in Africa and Latin America." *Problems of Post-Communism* 71 (2), 156–66.
- Gerard Toal (2017). *Near Abroad: Putin, the West and the Contest over Ukraine and the Caucasus*. New York, NY: Oxford University Press.
- Deborah Welch Larson and Alexei Shevchenko (2014). "Russia Says No: Power, Status, and Emotions in Foreign Policy." *Communist and Post-Communist Studies* 47(3–4):269–79.
- Ruslan Zaporozhchenko (2024). "The End of Russian Hegemony in the Post-Soviet Space? War in Ukraine and Disintegration Processes in Eurasia." *Europe-Asia Studies* 76 (6), 851–72.

Week 12, Dec. 6 (Class meets on FRIDAY!) Current Events (Goode)

*Required Readings TBA – Check Brightspace page

Appendix

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. For more information, please see: <https://carleton.ca/wellness/>

ACADEMIC ACCOMMODATION

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).”

PLAGIARISM AND ACADEMIC INTEGRITY

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, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- 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 acknowledgment;
- 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 (this includes text generated by AI tools or websites).

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 and more serious penalties such as suspension or expulsion from the university.

Students are **prohibited from using using generative artificial intelligence tools to compose any of the assessed content for this course.**

Self-Plagiarism: Students may not re-use their own work from a different course or assignment without the permission of the instructor(s).

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).

Approval of final grades: 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 BGIInS 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 and Brightspace accounts.