DRAFT – CHANGES MAY BE MADE

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

Fall 2018

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GOALS OF THE COURSE

This course and EURR 5010 are the core interdisciplinary seminars for graduate students in the EU and European concentration in EURUS. Among the most important goals of EURR 5001A are the following:

a) to familiarize students with major directions of research and debates in the field of study;
b) to examine major themes and approaches within the major disciplines (political science, economics, sociology, history, cultural studies, international affairs) in dealing with the region;
c) to consider how disciplinary approaches affect how a particular issue is viewed;
d) to assess the importance and utility of theories and concepts in studying the region;
e) to assist students in developing a research topic for the MA research essay or MA thesis

The course will consider developments at the national and EU levels, as well as differences and similarities between sub-regions of Europe

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

The seminar will meet jointly with EURR 5001B for a portion of the class sessions to broaden your exposure to broader field of European and Eurasian studies.

COURSE REQUIREMENTS

Seminar participation	25%
Discussion paper and presentation of paper to class	20%

Commentary on discussion paper	10%
Proposal for critical literature review and proposal development brainstorming document I (due October 14, 11:30 am)	5%
Critical literature review (due December 6, 4 pm)	30 %
Proposal development brainstorming document based on critical review (due December 14, 4 pm)	10%
Attendance at three guest lectures/conferences or three reaction papers	Pass/Fail

- ***Seminar participation:*** Regular weekly attendance is compulsory for this class. Unexcused absences will result in a significant reduction in the participation mark, which can have a marked impact on the course grade. Students will be graded on the basis of attendance, the quality of regular contributions to the class discussion, and, most importantly, demonstrated familiarity with required course readings. Each student will be evaluated according to these criteria during each seminar session.

- ***Discussion paper:*** The paper should address a specific question provided by the course instructors in advance (usually two weeks before the respective class). The length should be 6-8 pages (double-spaced, 12-point font). The paper should contrast, critique and analyze selected readings, offering a concrete argument with respect to a question developed with the relevant course instructor. Additional reading, beyond what is required for the week, may be specified by the instructor to enrich your discussion. Clarity and conciseness are important; the paper should **NOT** simply describe or reiterate the readings. The paper should be submitted to the CULearn electronic drop-box and emailed to the student commentator by 10 a.m. on the **Friday** before the class presentation. It is very important that the paper be submitted on time, since both the instructor and the commentator need time to read it before the session.

- ***Presentation of the Discussion Paper:*** All students will present their discussion paper to the class (dates will be assigned in the first meeting). In the presentation, each student should focus on the key arguments made within the written discussion paper, drawing on examples from the readings where appropriate. The student should be prepared to present the arguments verbally in a presentation of 15 minutes. Students should **NOT** simply read the written paper.

  The discussion paper and presentation will be evaluated on the basis of the cogency of the arguments made, the presentation and effectiveness of communication, and demonstrated familiarity with and reflection on course readings, with a combined grade for the oral and written components. Neither the paper nor the oral presentation should provide lengthy summaries of course readings.

- ***Commentary on the discussion paper:*** Each student will also prepare an oral presentation commenting on another student's written discussion paper. Commentators will analyze the substantive arguments of the paper, offer constructive critiques, and set the stage for discussion. The commentator should refer to specific course readings. The commentary should be no longer than 10 minutes in length. If a discussion paper is not received or is received late, the commentator should be prepared to make comments on the question and reading(s) that were to be addressed in the paper.

- ***Proposal for the critical literature review and proposal development brainstorming document I*** **(**due October 14 at 11:30 am), to be submitted to the CULearn drop-box. Each 2-3 page proposal should include

- an introductory statement indicating the theme and principles that guided the selection of readings
- the list of readings to be used (full bibliographic citation)
- a one-page discussion of a prospective topic for your MA research essay or thesis, and how the readings will advance your ideas and research.

Comments on the proposal will be returned to you within 7 days. Each student is to meet with one of the instructors in two weeks preceding October 13 to discuss the review. Failure to receive approval of the list may also adversely affect your mark on the final essay.

- ***Critical review of the literature***: This final essay should explore in depth a research topic by examining, analyzing, and critiquing major relevant bodies of literature. The selection of readings should involve a topic related to your prospective MA research essay or thesis. The goal of the assignment is to work towards identifying a topic that is situated within, but goes beyond, existing literature. The paper should be approximately 15-18 pages long (double-spaced, 12-point font). Additional information about the critical review will be handed out in class early in the term. Papers should be submitted to the CULearn drop-box **AND** a hard copy should be provided to Prof. DeBardeleben, the EURUS office, or the physical drop-box outside the EURUS office by December 6 at 4 pm.

- ***Proposal development brainstorming document*** II: a 3-4 page (double-spaced) discussion of the implications of your literature review for your prospective research essay or thesis. Taking into account the literature that you have read related to your topic, this short paper should provide an update on your idea for you research essay or thesis. Your paper should state the prospective research question and rationale for the study, and how you see your project contributing to the scholarly debates in the literature that you have surveyed so far. This assignment should be submitted to the CULearn drop-box by Dec. 14 at 4 pm.

- **Attendance at three guest lectures/conferences** or three reaction papers: Students in the core seminar are expected to attend at least three guest lectures, conferences, workshops, or roundtables relating to the program outside of class time. A list of events is available on the EURUS and CES websites (www.carleton.ca/eurus, www.carleton.ca/ces). Attendance should be verified by the event organizer or an attending faculty member (sheets for this purpose will be provided). The sheets should be submitted to the CULearn drop-box no later than December 17, 2018 at 9 am. Students have the option of completing three short reaction papers, each one involving a summary and critical analysis of extra course readings, in lieu of attending these events, to be submitted to the CULearn drop-box no later than December 17, 2018 at 9 am. Each paper should be three pages in length (double-spaced) and the readings should be from the optional readings list for different weeks in the term. The paper must meet a passing standard. The requirement is pass/fail, but must be satisfactorily fulfilled to pass the course.

Submission of coursework:

All written assignments must be submitted to the electronic drop box in CULearn. Unless a specific exception has been arranged, the instructors will not accept assignments sent by email. In addition to submitting your assignments through CULearn:

- the presentation paper should be emailed to the designated student discussant through the CULearn email facility by the due date; and

- the critical literature review should also be submitted in hard copy to Prof. DeBardeleben, the EURUS office, or the EURUS physical dropbox (outside the EURUS office) by the due date.

Late Penalties and Failure to submit assignments:

- Any student who fails to hand in the critical review or the discussion paper will receive a failing mark in the course. Penalties for late assignments will be as follows:
  - Critical review, proposal for the critical review, and brainstorming documents: Two points (of a % scale) for each day late (including weekends). Papers will not be accepted more than one week after the due date without a valid (e.g., written medical) excuse
  - Discussion papers: Late assignments will suffer an immediate deduction of 15% (on a 100% scale), and 3% for each day late.
- Students absent on a date of an oral presentations or commentary will receive a "0" unless a valid medical (or equivalent) excuse is provided. Advance notice should be provided to the instructor.
- Any student who fails to meet the pass/fail requirement to attend guest lectures (or to hand in three satisfactory reaction papers in lieu of this) will receive a deduction of 4 percentage points (on a 100 point scale) from the final course mark.
- Consistent attendance is 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.

Course Readings:
The main course readings will be accessible through the Ares Course Reserves system (there is a link in CU Learn to Ares). In some cases, the library will only make items available on physical reserves to be consulted onsite in the library (they will be indicated as such in the Ares system). Readings assigned for the course that are compulsory for all students are marked with an asterisk (*). There are also suggested additional readings. Most of these optional supplemental readings are available in the library stacks. If they are checked out, you may place a hold on them to receive them when they are returned. If you find that a required reading is not available for a given week, please notify the instructor for that session immediately.

TENTATIVE COURSE OUTLINE
*Indicates a required reading for all students in the course. Specific readings required for the course may be altered during the term. Students will be notified through CULearn.

This book is available for purchase in the bookstore; several chapters are required reading.
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- *European Union Governance and Policy-Making: A Canadian Perspective*, edited by in Emmanuel Brunet-Jailly, Achim Hurrelmann, and Amy Verdun, eds. (University of Toronto Press, 2018)

Week 1 (September 10) INTRODUCTION TO INTERDISICPLINARY STUDIES (DeBardeleben) (A and B sections together)

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

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

- *Constantin Chira-Pascanut, 'A Short History of the European Union: From Rome to Lisbon' in Emmanuel Brunet-Jailly, Achim Hurrelmann, and Amy Verdun, eds., *European Union Governance and Policy-Making: A Canadian Perspective* (University of Toronto Press, 2018), pp. 17-40.
- *Finn Laursen, 'The Major Legislative and Executive Bodies of the European Union,' in *European Union Governance and Policy-Making: A Canadian Perspective* (2018), pp. 41-63.

Week 2 (September 17) HISTORY (Casteel, meeting jointly with EURR5001B)

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

(a) Locating Europe and Russia in the Recent Past

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

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

- *Dan Stone, "Memory Wars" in *Goodbye To All That? The Story of Europe since 1945* (Oxford: Oxford UP, 2014), 265-290.
- *Radonić, Ljiljana. "Post-Communist Invocation of Europe: Memorial Museums' Narratives and the Europeanization of Memory." *National Identities* 19, no. 2 (April 3, 2017): 269–88.
- *Feindt, Gregor. "From 'Flight and Expulsion' to Migration: Contextualizing German Victims of Forced Migration." *European Review of History: Revue Européenne d'histoire* 24, no. 4 (July 4, 2017): 552–77.

Suggested Additional Reading:

Anthony Pagden. *The Idea of Europe: from Antiquity to the European Union* (2002)

Konrad H. Jarausch and Thomas Lindenberger, eds. *Conflicted Memories: Europeanizing Contemporary Histories* (2007)

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

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

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

Robert G. Moeller (2005), 'Germans as Victims: Thoughts on a Post–Cold War History of World War II's Legacies,' History & Memory 17,1/2: 147-94

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

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

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

Robert G. Moeller (2005), 'Germans as Victims: Thoughts on a Post–Cold War History of World War II's Legacies,' History & Memory 17,1/2: 147-94

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

James Mark, *The Unfinished Revolution: Making Sense of the Communist Past in Central-Eastern Europe* (New Haven: Yale UP, 2010).

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

Week 3 (September 24) SOCIAL SCIENCE: CONCEPTS AND THEORY (DeBardeleben, meeting jointly with 5001B)

What are concepts and why are they important?
Is theory helpful (or needed) for understanding current developments?
Concepts and theories in studying the EU and the post-Soviet space

Required readings

- *Amy Verdun, "Theories of European Integration and Governance," in *European Union Governance and Policy-Making: A Canadian Perspective,* Brunet-Jailly, Hurrelmann, and Verdun, eds. (2018), pp. 105-124.
- Thomas Risse, "Social Constructivism and European Integration," in Antje Wiener and Thomas Diez (eds.) (2009) *European Integration Theory*, 2nd edition (Oxford: Oxford University Press).
- *Andrew Moravcsik (2003), National Interests, State Power, and EU Enlargement, *East European Politics and Societies*17, no. 1, pp. 42 -57
- *Gregorz Ekiert (2015), "Three generations of research on [East European] post communist politics," *East European Politics and Societies and Cultures* 29 (2): 323-337.
- *At least one of the of the following:

  Vladimir Gel'man (2015), "Political Science in Russia: Scholarship without research?" European Political Science* 14 (1) (March): 28-36.

  OR

  *Vladimir Gel'man, "The Rise and Decline of Electoral Authoritarianism in Russia," *Demokratizatsiya,* Fall 2014, vol 22, issue 4, pp. 503-22.

Optional readings:

Edwin Bacon (2012), "Writing Russia's future: paradigms, drivers, and scenarios," *Europe-Asia Studies* 64 (7): 1165-89.

Paul Kubciek (2000), "Post-communist political studies: ten years later, twenty years behind," *Communist and Post-communist Studies* 33 (3): 295-309.

Joshua Tucker (2015), "Comparative Opportunities: The Evolving Study of Political Behavior in Eastern Europe," *East European Politics and Societies and Cultures* 29 (2): 420-432.

Victor Voronkov and Elena Zdravomyslova (1996), "Emerging Political Sociology in Russia and Russian Transformation," *Current Sociology* 44(3):40-52

Michelle Cini and Perez-Solorzano Borragan, eds. (2016), *European Union Politics, 5th edition,* Part 2)

Liesbeth Hooghe and Gary Marks (2009), "A Postfunctionalist Theory of European Integration: From Permissive Consensus to Constraining Dissensus", *British Journal of Political Science* 39:1, 1-23 (R)

I. Bache et al, (2014) *Politics of the European Union* (4th edition) (Oxford: Oxford University Press, Chpt. 4, "Critical Perspectives," pp. 63-79

Antje Wiener and Thomas Diez (eds.) (2009) *European Integration Theory*, 2nd edition (Oxford: Oxford University Press), Arne Niemann with Philippe C. Schmitter, "Neofunctionalism", pp 45-66; Andrew Moravcsik and Frank Schimmelfennig, "Liberal Intergovernmentalism, pp. 67-87

Theory relating to the Soviet period (optional)

Gabriel Almond and Laura Roselle, "Model Fitting in Communism Studies," in Fleron and Hoffman, eds. *Post-Communist Studies and Political Science* (1993) pp. 27-75

Stephen White, "Political Culture and Political Science" (Chpt.1) in *Political Culture and Soviet Politics*, (1979), pp. 1-21

Alfred G. Meyer, "Theories of Convergence," in Chalmers Johnson, ed., *Change in Communist Systems* (1970), pp. 313-342.

For the discussion paper add one of the following reading:

Schimmelfennig, F. and U. Sedelmeier (2002), "Theorizing EU enlargement: research focus, hypotheses, and the state of research," *Journal of European Public Policy* 9.4 (2002): 500-517 (517-528 optional)

David White, "Reconceptualizing Russian party politics," *East European Politics*, 2012, vol. 28, issue. 3, pp. 210-224.

Week 4 (October 1) POLITICAL SCIENCE: **Democratization: Internal and External Factors (DeBardeleben) (Meeting with jointly with EURR 5001B)**

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

Required:

- *Milada Vachudova (2010) "Democratization in Post-Communist Europe,: Illiberal Regimes and the Leverage of the European Union," in Valerie Bunce, Michael McFaul, and Kathryn Stoner- Weiss, eds., *Democracy and Authoritarianism in the Postcommunist World* (Cambridge, 2010), pp. 82-104.
- *Frank Schimmelfennig, "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, 2005) pp. 106- 126
- *Lucan Way, "Resistance to Contagion: Sources of Authoritarian Stability in the Former Soviet Union," in *Democracy and Authoritarianism in the Postcommunist World* (Cambridge, 2010), pp. 229-54
- *Please read one of the following, except the presenter and commentators, who should read both:

  Charles E. Ziegler, "Great powers, civil society and authoritarian diffusion in Central Asia, " Central Asia Survey, 2016, vol. 35, no. 4, pp. 549-69.

  OR

  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, 1-18

Second option for the presentation:

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

Suggested additional readings

Geoffrey Pridham (2005) Designing Democracy: EU Enlargement and Regime Change in Post-Communist Europe (Palgrave, 2005).

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

The European Union and Party Politics in Central and Eastern Europe, Paul G. Lewis and Zdenka Mansfedova, eds, (Palgrave, 2006)

Milada Vachudova (2004), *Europe Undivided: Democracy, Leverage, and Integration after Communism* (Oxford: Oxford University Press).

Sean P. Roberts, "Converging party systems in Russia and Central Asia: A case of authoritarian norm diffusion?, *Communist and Post-Communist Studies*, 2015, vol. 48, pp. 147-17.

October 8: No class (Thanksgiving)

Week 5 (October 15) CULTURAL STUDIES AND IDENTITY (Casteel) (meeting jointly with EURR 5001B)

Conceptualizing Culture

- *Clifford Geertz (1973), 'Thick Description: Toward and Interpretative Theory of Culture,' *The Interpretation of Cultures* (New York: BasicBooks), 1-30 (R)
- *William Hagen (2005), 'Moral Economy of Popular Violence' in Robert Blobaum, ed., *Antisemitism and Its Opponents in Modern Poland* (Ithaca: Cornell), 124-147.

Everyday Ethnicity, Migration, Identity

- *Rogers Brubaker (2006), *Nationalist Politics and Everyday Ethnicity in a Transylvanian Town* (Princeton: Princeton UP), 1-17, 207-238.
- *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.
- *Reeves, Madeleine (2013). "Clean Fake: Authenticating Documents and Persons in Migrant Moscow." *American Ethnologist* 40, no. 3: 508–24.

Suggested Additional Reading:

William H. Sewell, Jr. (1999), 'The Concept(s) of Culture" in edited by Victoria E. Bonnell and Lynn Hunt Beyond the Cultural Turn,' (Berkeley: University of California Press, 1999), 35-61.

Peter Jelavich (2005), 'Cultural History', in Gunilla Budde, et. al., ed., Transnationale Geschichte: Themen, Tendenzen und Theorien (Göttingen: Vandenhoeck & Ruprecht), 227-237.

Burke, Peter. What Is Cultural History? Cambridge ; Malden, MA: Polity, 2008.

Lüdtke, Alf, ed. (1995) The History of Everyday Life: Reconstructing Historical Experiences and Ways of Life. Princeton, N.J: Princeton University Press.

Clifford, James (1997). Routes: Travel and Translation in the Late Twentieth Century. Cambridge: Harvard University Press.

Kockel, Ullrich, Máiréad Nic Craith, and Jonas Frykman, eds. A Companion to the Anthropology of Europe. Chichester, West Sussex, UK ; Malden, MA: Wiley-Blackwell, 2012.

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

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

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

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

Rogers Brubaker and Frederick Cooper (2000), 'Beyond Identity,' Theory and Society 29(1), 147 (esp. 1-21)

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

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).

October 22: No class (fall break)

Week 6 (October 29) LAW and LEGAL INSTITUTIONS IN THE EU (DeBardeleben) (5001A meeting separately)

- *Martha O'Brien, "Legal Integration and the Court of Justice of the European Union," in *European Union Governance and Policy-Making: A Canadian Perspective*, edited by Brunet-Jailly, Hurrelmann, and Verdun, (University of Toronto Press, 2018), pp. 64-82.
- *Achim Hurrelmann and Martin Manolov (2011), "The Court of Justice of the European Union: Federalizing Actor in a Multilevel System", SC Working Paper 2011-01, Institute of Intergovernmental Relations, Queen's University, http://queensu.ca/iigr/pub/archive/DemocraticDilemma/ReformingTheSCC/SCCpapers/HurrelmannFINAL.pdf
- *Alina Cherviatsova, "The European Court of Human Rights: Bringing Together Legal Systems," *Baltic Journal of Law and Politics*, vol. 5, no. 1 (2012), pp. 99-116 https://www.degruyter.com/downloadpdf/j/bjlp.2012.5.issue-1/v10076-012-0005-z/v10076-012-0005-z.pdf
- *Maria Popova (2018, in press), 'Prosecuting high-level corruption in Eastern Europe," *Communist and Post-Communist Studies*, available online, https://doi.org/10.1016/j.postcomstud.2018.06.004
- *Michael Blauberger & R. Daniel Kelemen (2017) Can courts rescue national democracy? Judicial safeguards against democratic backsliding in the EU, *Journal of European Public Policy*, 24:3, 321-336

Extra reading for presenter and discussant:

Bojan Bugaric, "Protecting Democracy inside the EU: On Article 7 TEU and the Hungarian Turn to Authoritarianism, " in *Reinforcing rule of law oversight in the European Union*, eds. Carlos Closa and Dimitry Kochenov (Cambridge, 2016),

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Optional reading:

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

Bruno de Witte (2011), "Direct Effect, Primacy, and the Nature of the Legal Order", in Paul Craig and Graínne de Búrca, eds., The Evolution of EU Law, 2nd edition (Oxford: Oxford University Press), 323-360.

Week 7 (Nov. 5) THE ECONOMICS OF INTEGRATION (Viju, meeting separately)

European Economic Integration

*Paul Schure and Amy Verdun, "The Single Market and Economic and Monetary Integration" in *European Union Governance and Policy-Making: A Canadian Perspective*, edited by Brunet-Jailly, Hurrelmann, and Verdun, (University of Toronto Press, 2018), pp. 127-

*Barry Eichengreen (2012), "European Monetary Integration with Benefit of Hindsight", *Journal of Common Market Studies*, Vol. 50(S1), pp. 123-136 (recommended)

*Michelle Cini and Nieves Pérez-Solórzano Borragán (2016), 'Brexit. The Background, the Vote, and the Impact' (Supplement Chapter), *European Union Politics* (Oxford: Oxford University Press, 5th edition), pp. 1-19

Robert C. Feenstra and Alan M. Taylor (2008), 'The Euro' (Chpt. 21), *International Economics* (NY: Worth Publishers), 872-885, 885-893

Dubravko Mihaljek (2006), 'Are the Maastricht Criteria Appropriate for Central and Eastern Europe?' in Motamen-Samadian, S. ed., *Economic Transition in Central and Eastern Europe* (UK: Palgrave MacMillan), 6-33

Marek Dabrowski (2010). "The global financial crisis: Lessons for European integration", *Economic Systems*, Vol. 34 (1), pp. 38-54.

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

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

- Frank Schimmelfennig (2015), "Liberal Intergovernmentalism and the Euro Area Crisis", *Journal of European Public Policy* 22:2, 177-195
  OR
- Arne Niemann and Demosthenes Ioannou (2015), "European Economic Integration in Times of Crisis: A Case of Neofunctionalism?", *Journal of European Public Policy* 22:2, 196-218.
  OR
- Kevin Featherstone (2015). "External conditionality and the debt crisis: the 'Troika' and public administration reform in Greece", *Journal of European Public Policy*, 22(3): 295-314

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

*Valerie J. D'Erman, "The Evolution of EU Trade Policy" in *European Union Governance and Policy-Making: A Canadian Perspective*, edited by Brunet-Jailly, Hurrelmann, and Verdun, (University of Toronto Press, 2018), pp. 276-294

*Stephen Woolcock (2014), "EU Policy on Preferential Trade Agreements in the 2000s: A Reorientation towards Commercial Aims", *European Law Journal* 20 (6): 718-732

*Kurt Hübner, "Canada and the EU: shaping transatlantic relations in the twenty-first century" in *Europe, Canada and the Comprehensive Economic and Trade Agreement*, edited by Kurt Hübner, (Routledge, 2011), pp. 1-17

Sieglinde Gstoehl and Dominik Hanf (2014), "The EU's Post-Lisbon Free Trade Agreements: Commercial Interests in a Changing Constitutional Context," *European Law Journal* 20 (6): 733-748

For the discussion paper add the following reading

Sophie Meunier and Kalypso Nicolaïdis (2006), "The European Union as a conflicted trade power" *Journal of European Public Policy* 13(6), pp. 906-925 (R).

Week 8 (Nov. 12) POLICY STUDIES (Viju, meeting separately)

Theory:

*Michelle Cini and Nieves Perez-Solorzano Borragan (2016), "Europeanization" (Chapter 8), "Policy-making in the European Union" (Chapter 14), *European Union Politics* (Oxford: Oxford University Press, 5th edition), pp. 110-122 and 197-213

Claudio M. Radielli (2003), "The Europeanization of Public Policy," in Radielli and Featherstone, *The Politics of Europeanization* (Oxford, online through library catalogue)

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

Economic Policy and Structural Reform:

*Chrstoph Hermann (2014), "Crisis, structural reform and the dismantling of the European social model," Economic and Industrial Democracy 39(1), pp. 51-68

*Christian Dustmann, Bernd Fitzenberger, Uta Schoenberg, and Alexandra Spitz-Oener (2014), "From the Sick Man of Europe to Economic Superstar: Germany's Resurgent Economy," Journal of Economic Perspectives 28 (1), pp. 167-88

Environmental Policy:

*Andrew Jordan et al (2012) "Understanding the Paradoxes of Multilevel Governing: Climate Change Policy in the EU," *Global Environmental Politics* 12 (2) May 2012, pp. 43-66 (R).

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

*Schreurs, Miranda, and Yves Tiberghien (2007) Multi-level Reinforcement: Explaining European Union Leadership in Climate Change Mitigation. *Global Environmental Politics* 7 (4), pp. 19-46 (R).

Migration management:

*Ferruccio Pastore and Guilia Henry (2016), "Explaining the Crisis of the European Migration and Asylum Regime," International Spectator 51, pp. 44-57 (R).

*Sergio Carerra, Steven Blockmans, Daniel Gros, and Elspeth Guild (2015) "The EU's Response to the Refugee Crisis," CEPS Essay, no. 20, Dec. 16 (R).

Steffen Augenendt, David Kipp, and Anne Koch (2016), "Border Security, Camps, Quotas: The Future of European Refugee Policy," June (Berlin: German Institute for International and Security Affairs), http://www.swp-berlin.org/fileadmin/contents/products/comments/2016C32_adt_kpp_koh.pdf (recommended)

Week 9 (Nov. 19) POLITICAL SOCIOLOGY AND SOCIOLOGY (DeBardeleben, meeting separately)
Social impacts of integration. European society? Social roots of Euroscepticism

- *Neil Fligstein (2008), *Euroclash: The EU, European Identity and the Future of Europe* (Oxford: Oxford University Press), pp. 123-158 (R)
- *Achim Hurrelmann, "Democracy in the European Union," in *European Union Governance and Policy-Making: A Canadian Perspective,* edited by Brunet-Jailly, Hurrelmann, and Verdun, (University of Toronto Press, 2018), pp. 339-359.

- *Frank Decker (2016), "The 'Alternative for Germany': Factors Behind its Emergence and profile of a New Right-wing Populist Party," German Politics and Society 34(2): 1-16.
- *Simon Franzmann, "A right-wing populist party founded by economists: the strange case of Germany's AfD," (2017 blog), http://eprints.lse.ac.uk/69909/1/blogs.lse.ac.uk-A%20right-wing%20populist%20party%20founded%20by%20economists%20the%20strange%20case%20of%20Germanys%20AfD.pdf
- *Please read two of the following and be prepared to do a 4 minute summary of one:
  E. van Elsas (2014), "The changing relationship between left-right ideology and euroscepticism, 1973-2010," *European Union Politics* 16 (2):194 - 215
  OR
  Theresa Kuhn (2016). An Ever Wider Gap in an Ever Closer Union: Rising Inequalities and Euroscepticism in 12 West European Democracies, 1975-2009,"*Socio-economic review* 14 (1): 27 – 45
  OR
  Dimiter Toshkov and Elitsa Kortenska (2015), "Does Immigration Undermine Public Support for Integration in the European Union*?" Journal of Common Market Studies* 53 (4): 910-925

For the discussion paper add one of the following readings

Kai Arzheimer (2015), "The AfD: Finally a Successful Right-Wing Populist Eurosceptic Party for Germany?" *West European Politics* 38 (3): 535-556

OR

Sara B. Hobolt and Catherin de Vries (2016), "Turning against the union? The impact of the crisis on the Europsceptic vote in the 2014 European Parliament elections," *Electoral Studies* 44 May: 504-514

Other readings on European Society:

Steffen Mau and Roland Verwiebe (2010), *European Societies: Mapping Structure and Change* (Bristol: Policy Press) (R)

Gerard Delanty (2005), "What Does It Mean to Be a 'European'?", *Innovation* 18:1, 11-22.

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.

William Outhwaite (2008), *European Society* (Cambridge: Polity Press).

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

Juan Diez Medrano (2011), "Social Class and Identity", in Adrian Favell and Virgine Guiraudon, eds., *Sociology of the European Union* (Basingstoke: Palgrave Macmillan), pp. 25-49

Week 10 (Nov. 26) INTERNATIONAL RELATIONS: THE EU AS A GLOBAL ACTOR (Viju, meeting separately)

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

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

*Tatiana Romanova (2016), "Russia's Challenge to the EU's Normative Power: Change and Continuity," *Europe-Asia Studies* 68 (3): 371-390

Ian Manners (2002), "Normative Power Europe: A Contradiction in Terms?" *Journal of Common Market Studies* 40(2), pp. 235-258

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

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

Issue: Ukraine

*John J. Mearsheimer (2014), "Why the Ukraine Crisis is the West's Fault," *Foreign Affairs,* Sept/Oct

*Joan DeBardeleben, "Backdrop to the Ukraine Crisis: the Revival of Normative Politics in Russia's Relations with the West," in *Power, politics, and confrontation in Eur*asia, eds. Roger E. Kanet and Matthew Sussex, pp. 161-185

Issue: EU Democracy Promotion and the Arab Spring

*Michelle Pace (2009), "Paradoxes and contradictions in EU democracy promotion in the Mediterranean: the limits of EU normative power." *Democratizatio*n (February), 16 (1), pp. 39-58

*Sandra Lavenex and Frank Schimmelfennig, "EU democracy promotion in the neighbourhood: from leverage to governance? *Democratization*, vol. 18, no. 4 (2011), pp. 885-909 (see also other articles in this issue)

Tobias Schumacher, "The EU and the Arab Spring," *Insight Turkey*, vol. 13, no. 3 (2011), pp. 107-119

Rosemary Hollis, "No friend of democratization: Europe's role in the genesis of the 'Arab Spring', *International affairs*, vol. 88, no. 1 (Jan 2012), pp. 81-94

Vera Van Huellen, "Europeanisation through cooperation? EU democracy promotion in Morocco and Tunisia," *West European Politi*cs, vol. 35, no. 1 (2012), pp. 117-34

Week 11 (Dec. 3) INTERNATIONAL SECURITY, INTERNATIONAL ORGANIZATIONS, AND INTERNATIONAL LAW: EU AND RUSSIAN PERSPECTIVES (DeBardeleben, meeting jointly with EURR 5001B)

- *Tom Casier (2018), "The EU and Russia in a Multilateral Setting," in Casier and DeBardeleben, *EU-Russia Relations in Crisis* (Routledge), pp. 178-198
- *Cindy Wittke (2018), "'Test the West': Reimagining Sovereignties in the Post-Soviet Space," *Review of Central and East European Law* 43 (1): 1 -22
- *Xymena Kurowska (2014) "Multipolarity as resistance to liberal norms: Russia's position on responsibility to protect," *Conflict, Security & Development* 14(4): 489-508,
- *Roy Allison (2017), "Russia and the post-2014 international legal order: revisionism and *realpolitik*," 93(3): 519-543
- *Stephanie Cohen (2017), "The Carrot, the Stick, and Why: A Comparative Analysis of the European Union's Response to the Occupation of the Crimean Peninsula and the Disputed West Bank Territories," *Transnat'l Law & Contemp. Probs*. 27: 127-160

For the presentation, add one of the following:

Pamela A. Jordan (2017) Diminishing returns: Russia's participation in the World Trade Organization, *Post-Soviet Affairs*,33 (6): 452-471

OR

Andrej Krickovic (2016), "When ties do not bind: the failure of institutional binding in NATO Russia relations," *Contemporary Security Policy* 37 (2): 175-199

Optional reading:

Stephanie Cohen (2017), "The Carrot, the Stick, and Why: A Comparative Analysis of the European Union's Response to the Occupation of the Crimean Peninsula and the Disputed West Bank Territories," *Transnat'l Law & Contemp. Probs*. 27: 127-160

Derek Averre (2016), "The Ukraine Conflict: Russia's Challenge to European Security Governance," *Europe-Asia Studies* 68(4): 699-725

Week 12 Individual meeting with Prof. Viju to discuss research project development and literature reviews (to be scheduled on December 10 and 11)

SUPPLEMENTAL INFORMATION

Academic Accommodation:

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 obligation
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, visit the Equity Services website: **carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf**

Religious obligation
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, visit the Equity Services website: **carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf**

Academic 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, meet with your instructor as soon as possible to ensure accommodation arrangements are made. **carleton.ca/pmc**

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 is 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**

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 must be provided to students who compete or perform 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. **https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf**

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

Plagiarism:

The University Senate defines plagiarism as "presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own". This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

All suspicions of plagiarism will be dealt with according the Carleton's Academic Integrity Policy (http://carleton.ca/studentaffairs/academic-integrity/). The Associate Dean of the Faculty will conduct a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of F for the course.

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, Return and Grading of Term Work:

Written assignments must be submitted directly to the instructor(s) according to the instructions in the course outline. If permitted in the course outline, late assignments may be submitted to the drop box in the corridor outside room 3305 River Building. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructors. For written assignments not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

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 cuLearn. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Official Course Outline:

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