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. 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 (~ 5 pages) discussing the required readings for that seminar session, 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.

- **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 your research essay or thesis. Your paper should state the prospective research question and rationale for the study, and how you see your project contributing to the scholarly debates in the literature that you have surveyed so far. 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 CU Learn. Unless a specific exception has been arranged, the instructors will not accept assignments sent by email. In addition to submitting your assignments through CU Learn:

- the presentation paper should be emailed to the designated student discussant through the CU Learn 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 CU Learn.

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

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.


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

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

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

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


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


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


Week 3 (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
- *Andrew Moravcsik (2003), National Interests, State Power, and EU Enlargement, East European Politics and Societies 17, no. 1, pp. 42 -57
- *At least one of the of the following:
  OR

Optional readings:


Theory relating to the Soviet period (optional)
Stephen White, "Political Culture and Political Science" (Chpt.1) in Political Culture and Soviet Politics 1 (1979), pp. 1-21

For the discussion paper add one of the following reading:

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


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

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)

Everyday Ethnicity, Migration, Identity
• *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.

Suggested Additional Reading:


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


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


October 22: No class (fall break)

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


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), pp. 45-76.

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

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

European Economic Integration

Explaining the Eurozone Crisis: How Well Do the Theories Do?
*Read at least one one of the following and be prepared to make a 4 minute summary in class
OR
OR

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


*For the discussion paper add the following reading*

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

**Theory:**


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

**Economic Policy and Structural Reform:**


**Environmental Policy:**


**Migration management:**


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

- *Please read two of the following and be prepared to do a 4 minute summary of one:
  OR
  OR

For the discussion paper add one of the following readings

OR

Other readings on European Society:
Hartmut Kaebel, ed. (2004), The European Way: European Societies in the Nineteenth and Twentieth Centuries (Oxford: Berghahn).
Week 10 (Nov. 26) INTERNATIONAL RELATIONS: THE EU AS A GLOBAL ACTOR
(Viju, meeting separately)

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

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

Issue: Ukraine

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

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


For the presentation, add one of the following:
OR

Optional reading:

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
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:

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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.