Primary Instructor: Joan DeBardeleben  
E-mail: joan.debardeleben@carleton.ca  
Phone: 613-529-2600 x2886  
Office: 3307 Richcraft Hall  
Office Hours: Fridays 11:00 am -12:00 am, 1:15 pm-2:15 pm, or by appointment  
(Note: October 20 and Oct. 27, no office hours; office hours Nov. 10 moved to Monday, Nov. 6)

Associate Instructor: James Casteel  
E-mail: james.casteel@carleton.ca  
Phone: 613-520-2600 x1934  
Office: 3306 Richcraft Hall  
Office Hours: Thursdays 11:45 am-1:15 pm

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 subregions 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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar participation</td>
<td>25%</td>
</tr>
<tr>
<td>Discussion paper and presentation of paper to class</td>
<td>20%</td>
</tr>
<tr>
<td>Commentary on discussion paper</td>
<td>10%</td>
</tr>
<tr>
<td>Proposal for critical literature review and proposal development brainstorming document I (due October 13, 11:30 a.m.)</td>
<td>5%</td>
</tr>
<tr>
<td>Critical literature review (due December 8, 4 pm)</td>
<td>30%</td>
</tr>
<tr>
<td>Proposal development brainstorming document based on critical review (due December 15, 4 p.m.)</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance at three guest lectures/conferences or three reaction papers</td>
<td>Pass/Fail</td>
</tr>
</tbody>
</table>
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 Wednesday 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 13 at 11:30 a.m.), 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 8 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. 15 at 4 p.m.

- **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 15, 2017. 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 15, 2017. 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 CU Learn.

Week 1 (September 8) INTRODUCTION TO INTERDISCIPLINARY STUDIES
(DeBardeleben)

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

If you have not completed a course on politics of the European Union, the following background reading should be completed in the first two to three weeks of classes. If you have completed such a course, you may want to review the material. This book is available for purchase in the book store and will find a useful reference throughout your program.

Week 2 (September 15) HISTORY (Casteel)

a) Trends in the Historiography of Contemporary Europe


(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 Macmillian 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 22) HISTORY/IDENTITY (Casteel)

(a) Practicing Identities: Ethnicity, Nationhood, Europeanness

(b) Europe and the Legacies of Empire

Suggested Additional Reading:
Ania Loomba, *Colonialism/ Postcolonialism* (1998)
Rogers Brubaker and Frederick Cooper (2000), ‘Beyond Identity,’ Theory and Society 29(1), 1-47 (esp. 1-21)
Week 4 (Sept. 29) SOCIAL SCIENCE (THEORY) (DeBardeleben)
The role of theory in social science approaches. “Classic” theories of European integration. Is theory helpful (or needed) to understanding current developments?


Conceptualizing the EU: State or International Organization, Government or Governance? (optional readings)

Theories of the Integration Process: Intergovernmentalism, Neofunctionalism, and beyond

Middle level theories (consider the theories that drive these analyses).
*Please read at least one of the following and be prepared to give a 4 minute summary

*Explaining EU Enlargement: How well do the theories do? (for the discussion paper).
*Andrew Moravcsik (2003), National Interests, State Power, and EU Enlargement, East European Politics and Societies 17, no. 1, pp. 42 -57

For the discussion paper add the following reading:
Week 5 (October 6) POLITICAL SCIENCE: Democratization: Internal and External Factors (DeBardeleben) (Meeting with jointly with EURRE 5001B)


Required:

*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

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)

Week 6 (October 13). LAW AND POLITICS IN THE EU (DeBardeleben)
European Court of Human Rights

EU Law and the European Court of Justice
*One of the following:

OR

*Examples (Read one of the following, presenter and discussant read both):
Melanie Adrian, Religious freedom at risk: the EU, French schools, and why the veil was banned (Springer, 2016), pp. 45-76.
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),

Week 7 (October 20) CULTURAL STUDIES The concept of culture and its applications in understanding everyday life. (Casteel) (Meeting together with EURR 5001B

Conceptualizing Culture

Cultural Approaches to the Everyday and the Exceptional

Suggested Additional Reading:
October 27: NO CLASS (Fall Break)


A European Society or Societies?

European Social Patterns and Social Welfare

*The social roots of Euroscepticism
Please read at least two of these articles and be prepared to do a 4 minute summary of one:

For the discussion paper add the following reading
Please read an additional article from the above section to enrich your presentation

Other readings on European Society:
Hartmut Kaeble, ed. (2004), The European Way: European Societies in the Nineteenth and Twentieth Centuries (Oxford: Berghahn)
Week 9 (November 10) EU Economic Integration and Enlargement (Prof. Crina Viju, guest instructor) (Meeting jointly with EURR 5001B)

European Monetary Integration and the Eurozone Crisis

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

Economic Transition from Centrally Planned to Market Economy
Berend, I. T (2009), From the Soviet Bloc to the European Union, NW: Cambridge University Press, pp.79-107 (Chapter 3)

Background

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

For the discussion paper add the following reading
*Alasdair R Young and John Peterson (2013), “‘We care about you but…..’: the politics of EU trade policy and development,” Cambridge Review of International Affairs 26(3): 497-518 (R)

Week 10 (Nov. 17) SOCIOLOGY II (DeBardeleben) The Public and Politics in Post-Communist Societies (DeBardeleben) (Meeting jointly with EURR 5001B)

*Read one of the following articles. (For the discussion paper Option 1, read both):*


*For the discussion paper (option 2, Russia) add the following reading*


**Suggested Additional Readings**


C Olivo (2001), Creating a Democratic Civil society in Eastern Germany: The Case of the Citizens Movements and Alliance 90), (Palgrave Macmillan)


Nino Pokleba, “Civil Society in Georgia expectations versus reality,” Southeast European and Black Sea Studies 16 (2): 235-53


**Week 11 (Nov. 24) INTERNATIONAL RELATIONS: EU and Russia as Foreign Policy Actors. Ukraine crisis as an example (DeBardeleben) (Meeting jointly with EURR 5001B)**


Adrian Hyde-Price (2008), ‘A ‘tragic actor’? A realistic perspective on ‘ethical power Europe’, *International Affairs* 84 (1), pp. 29-44

*Soft and hard power (Read one of the following and be prepared to do a four minute summary on one of them). For the discussion paper (Options 1), read both.*


*Read two of the following and be prepared to do a four-minute summary of one of them. For the presentation (option 2), read one additional article.*


**Week 12 (December 1)** POLICY STUDIES: (DeBardeleben) (meeting jointly with EURR 5001B) We will divide into small groups, determined the week before to look at the various policy areas and to prepare for the session.

We will also consider some preliminary thoughts on research design, to be taken up further in EURR 5010.

**Theory:**


Marina Khmelnitskaya, *The Policy-Making Process and Social Learning in Russia: the Case of Housing Policy*

**Applications (select one of the topics below and compare EU and Russian approaches with your small group)**

Economic Policy and Structural Reform:


*Chrs topf Hermann (2014), “Crisis, structural reform and the dismantling of the European social model,” Economic and Industrial Democracy 39(1) 51-68

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

Migration management

Academic Accommodations:
The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: www.carleton.ca/csas.

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send the instructor your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation.
Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with the instructor to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

**Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

**Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**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:

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

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.