

DRAFT as of Sept 8

EURR 5001A

INTER-DISCIPLINARY SEMINAR IN EUROPEAN AND RUSSIAN STUDIES

Fall 2017

Primary Instructor: Joan DeBardeleben

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(Note: October 20 and Oct. 27, no office hours; office hours Nov. 10 moved to Monday, Nov. 6)

Associate Instructor: James Casteel

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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 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

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 13, 11:30 a.m.)	5%
Critical literature review (due December 8, 4 pm)	30 %
Proposal development brainstorming document based on critical review (due December 15, 4 p.m.)	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 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 CULearn.

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

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.

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

Week 2 (September 15) HISTORY (Casteel)

a) Trends in the Historiography of Contemporary Europe

- *Konrad H. Jarausch and Thomas Lindenberger (2007), 'Contours of a Critical History of Contemporary Europe: A Transnational Agenda', in Konrad H. Jarausch and Thomas Lindenberger, eds. *Conflicted Memories: Europeanizing Contemporary Histories* (New York: Berghahn, 2007), 1-20 (EU, R).
- *Martin Conway and Kiran Klaus Patel, "Europeanization in History: An Introduction," in: *Europeanization in the Twentieth Century: Historical Approaches* (Palgrave Macmillan, 2010), 1-11.
- *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.

(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 Macmillan 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 22) HISTORY/IDENTITY (Casteel)

(a) Practicing Identities: Ethnicity, Nationhood, Europeanness

- *Rogers Brubaker (2006), *Nationalist Politics and Everyday Ethnicity in a Transylvanian Town* (Princeton: Princeton UP), 1-17, 207-238
- *Kaiser, Wolfram. "One Narrative or Several? Politics, Cultural Elites, and Citizens in Constructing a 'New Narrative for Europe.'" *National Identities* 19, no. 2 (April 3, 2017): 215-30.

b) Europe and the Legacies of Empire

- *Goldberg, David Theo. "Racial Europeanization." *Ethnic & Racial Studies* 29, no. 2 (March 2006): 331-64.
- *Mark, James, and Péter Apor. "Socialism Goes Global: Decolonization and the Making of a New Culture of Internationalism in Socialist Hungary, 1956-1989." *The Journal of Modern History* 87, no. 4 (December 1, 2015): 852-91.
- *Greenberg, Udi. "Protestants, Decolonization, and European Integration, 1885-1961." *The Journal of Modern History* 89, no. 2 (June 1, 2017): 314-54.

Suggested Additional Reading:

Chakrabarty, Dipesh. *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton, N.J.: Princeton University Press, 2008.

Cooper, Frederick. *Colonialism in Question: Theory, Knowledge, History*. Berkeley: University of California, 2005.

Cooper, Frederick, and Ann Laura Stoler, eds. *Tensions of Empire: Colonial Cultures in a Bourgeois World*. Berkeley: University of California Press, 1997.

Edward Said, *Orientalism* (1978)

Ania Loomba, *Colonialism/ Postcolonialism* (1998)

Goldberg, David Theo. "Racial Europeanization." *Ethnic & Racial Studies* 29, no. 2 (March 2006): 331-64. doi:10.1080/01419870500465611.

Michael Geyer and Charles Bright, "World History in a Global Age," *American Historical Review*, 100, No. 4 (October 1995): 1034-1060

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), 1-47 (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).

Week 4 (Sept. 29) SOCIAL SCIENCE (THEORY) (DeBardleben)

The role of theory in social science approaches. “Classic” theories of European integration. Is theory helpful (or needed) to understanding current developments?

* Chava Frankfort-Nachmias, David Nachmias (2002).”Conceptual Foundations of Research,” *Research methods in the social sciences*, Chpt 2 (skimming the sections on operationalizing concepts and axiomatic theory).

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

Neill Nugent (2010), *The Government and Politics of European Integration*, 7th edition (Basingstoke: Palgrave Macmillan), pp. 419-443.

Ingeborg Toemmel (2009), “Modes of Governance and the Institutional Structure of the European Union,” in Ingeborg Toemmel and Amy Verdun (eds.), *Innovative Governance in the European Union* (Boulder: Lynne Rienner Publishers), pp. 9-23.

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

*Michelle Cini and Perez-Solorzano Borrigan, 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

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; Thomas Risse, “Social Constructivism and European Integration,” pp. 144-162 (R)

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

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 (R)

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

*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:

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)

Week 5 (October 6) POLITICAL SCIENCE: Democratization: Internal and External Factors (DeBardleben) (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 Borrogon, *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

Tomila Lankina, Alexander Libman, and Anasassia Obydenkova, "Authoritarian and Democratic Diffusion in Post-Communist Regions," *Comparative Political Systems*, 2016, vol. 49, issue 12, pp. 1599-1629.

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.

Week 6 (October 13). LAW AND POLITICS IN THE EU (DeBardleben)

European Court of Human Rights

- *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>

Sionaidh Douglas-Scott (2015), "The Relationship between the EU and the ECHR Five Years On From the Treaty of Lisbon", Legal Research Paper No XX/2015, Oxford University, http://papers.ssrn.com/sol3/Delivery.cfm/SSRN_ID2539966_code1246246.pdf?abstractid=2533207&mirid=1&type=2

EU Law and the European Court of Justice

* Ilias Kapsis, "The Court of Justice of the European Union," in Michelle Cini and Nieves Perez-Solorzano Borraran, eds. *European Union Politics*, 5th edition, pp. 167-177

*One of the following:

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>.

OR

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

*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 Bugarcic, "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

*Clifford Geertz (1973), 'Thick Description: Toward and Interpretative Theory of Culture,' *The Interpretation of Cultures* (New York: BasicBooks), 1-30.

Cultural Approaches to the Everyday and the Exceptional

*William Hagen (2005), 'Moral Economy of Popular Violence' in Robert Blobaum, ed., *Antisemitism and Its Opponents in Modern Poland* (Ithaca: Cornell), 124-147.

*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.

October 27: NO CLASS (Fall Break)

Week 8 (November 3) SOCIOLOGY I (DeBardeleben). Social impacts of integration. European society? Social roots of Euroscepticism

A European Society or Societies?

- *Neil Fligstein (2008), *Euroclash: The EU, European Identity and the Future of Europe* (Oxford: Oxford University Press), pp. 123-158 (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.

European Social Patterns and Social Welfare

- *Steffen Mau and Roland Verwiebe (2010), *European Societies: Mapping Structure and Change* (Bristol: Policy Press) (R)
- Please read one or more of the following sections and be prepared to summarize the main points (4 minute summary) in class:
- On social structure, social class, and welfare regimes: pp. 36-46, 49-63 OR
- On migration: pp. 115-131, 319-327 OR
- Social inequality: pp.193-221, 285-301

*The social roots of Euroscepticism

- Please read at least two of these articles 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 (R)
- 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(R)
- 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 (R)
- Kai Arzheimer (2015), “The AfD: Finally a Successful Right-Wing Populist Eurosceptic Party for Germany?” *West European Politics* 38 (3): 535-556

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:

- 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 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

- *Eichengreen, B. (2012), "European Monetary Integration with Benefit of Hindsight", *Journal of Common Market Studies*, Vol. 50(S1), pp. 123-136 (recommended)
- Feenstra, Robert C. and Taylor, Alan M. (2008), 'The Euro' (Chpt. 21), *International Economics* (NY: Worth Publishers), 872-885, 885-893
- Mihaljek, D. (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
- Dabrowski, Marek (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 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 (R) 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. (R) OR
- Featherstone, Kevin (2015). "External conditionality and the debt crisis: the 'Troika' and public administration reform in Greece", *Journal of European Public Policy*, 22(3): 295-314

Economic Transition from Centrally Planned to Market Economy

- *Popov, V. (2007), "Shock Therapy versus Gradualism Reconsidered: Lessons from Transition Economies after 15 Years of Reforms", *Comparative Economic Studies* 49, pp. 1-31
- Myant, M. and Drahokoupil, J. (2011), *Transition Economies: Political Economy in Russia, Eastern Europe, and Central Asia*, NJ: John Wiley & Sons, pp. 49-81 (Chapter 4)
- Janos Kornai (2006), 'The Great Transformation of Central Eastern Europe: Success and Disappointment', *Economics of Transition* 14 (2), 207-44.
- Balcerowicz, L. (1995), *Socialism, Capitalism, Transformation*, Budapest: Central European University Press, pp. 166-185
- Sachs, Jeffrey and Woo, Wing T. (1994). "Structural factors in the Economic Reform of China, Eastern Europe and the Former Soviet Union". *Economic Policy*. Vol. 9, pp. 101-145 (

EU Enlargement

- *Heidenreich, M. (2003), "Regional Inequalities in an Enlarged Europe", *Journal of European Social Policy*, Vol. 13(4), pp. 313-333
- *Linden, R.H. and Killian, S. (2015), "EU Accession and After", in Wolchik, s. & Leftwich, C.J. (eds.), *Central & East European Politics. From communism to Democracy*, Rowman & Littlefield, 3rd edition, pp. 189-212 (O)
- Berend, I. T (2009), *From the Soviet Bloc to the European Union*, NW: Cambridge University Press, pp.79-107 (Chapter 3)
- Baldwin, R., Francois, J. and Portes, R. (1997), "The Costs and Benefits of Eastern Enlargement: the Impact on the EU and Central Europe", *Economic Policy*, Vol. 12(24), pp. 127-176

- Murphy, A. B. (2006), "The May 2004 Enlargement of the European Union: View from 2 Years Out", *Eurasian Geography and Economics*, Vol. 47(6), pp. 635-646
- Böwer, U. and Turrini, A. (2010). "EU Accession: A Road to Fast-Track Convergence?" *Comparative Economic Studies* 52, pp. 181-205
- O'Brennan, J. (2013). "Enlargement Fatigue and its Impact on the Enlargement Process in the Western Balkans." in *The Crisis in EU Enlargement*. LSE Ideas.
<http://www.lse.ac.uk/IDEAS/publications/reports/pdf/SR018/OBrennan.pdf>
- Cadier, D. (2013). "Is the European Neighbourhood Policy a substitute for enlargement?" in *The Crisis in EU Enlargement*. LSE Ideas.
http://www.lse.ac.uk/IDEAS/publications/reports/pdf/SR018/Cadier_D.pdf

Background

- *Michelle Cini and Nieves Perez-Solorzano Borraran, eds. *European Union Politics*, 5th edition, (Oxford University Press, 2016), Chpt. 18, Michelle Egan, "The Single Market,"; Chpt. 21, Amy Verdun, "Economic and Monetary Union"

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

- *Woolcock, Stephen (2014), "EU Policy on Preferential Trade Agreements in the 2000s: A Reorientation towards Commercial Aims", *European Law Journal* 20 (6): 718-732
- Sieglinde Gstöhl 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
- Scott, C. (2013). " 'What's There to Lose?' Procurement Policies and Investment Restrictions Under a Proposed Canada-EU Comprehensive Economic and Trade Agreement." <http://journals.library.mun.ca/ojs/index.php/MP/article/view/913/790>

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)

- *Marc Morje Howard (2002), "The Weakness of Post Communist Civil Society," *Journal of Democracy* 13 (1): 157-169
- *Henry Hale (2011), 'The Myth of Mass Russian Support for Autocracy: The Public Opinion Foundations of a Hybrid Regime,' *Europe-Asia Studies* 63 (8): 1357-1375
- *Kristi Raik, "EU accession of Central and Eastern European Countries: Democracy and Integration and Conflicting Logics," *East European Politics and Societies*, vol. 18 (2004), no. 4, p. 567-594
- *Grzegorz Ekiert, "The weakness of postcommunist civil society reassessed," *European Journal of Political Research*, vol 56, no. 2 (May 2017), p. 419-39.
- *Joanthan S. Davies, Jorn Holm-Hansen, Vadom Kononenko, and Asbjorn Rosieland (2016), "Network governance in Russia: an analytical framework,' *East European Politics* 32(2): 131-147.
- Daniel Keleman, "Europe's Other Democratic Deficit: National Authoritarianism in Europe's Democratic Union," *Government and Opposition*,(2017) 52 (2): 211-238
- Amelie Kutter, and Vera Trappman (2010), "Civil Society in Central and Eastern Europe: The ambivalent legacy of accession," *Acta Politica* 25 (1-2) 41-69
- John Shattuck, "Democracy and Its Discontents," *The Fletcher Forum of World Affairs*," 40 (2) (Summer 2016): 173-184.

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

David J. Trimbach and Shannon O’Lear (2015), “Russians in Estonia: Is Narva the Next Crimea?”, *Eurasian Geography and Economics* 56 (5): 493-504.

Nattalnka Patsiurko and Claire Wallace, “Citizenship, Europe, and Ethnic Boundary Making among Russian Minorities in Latvia and Lithuania,” *Migration Letters*, vol. 1 (2014), no. 2, pp. 187-205

Andrey Makarychev and Alexandra Yatsyk (2017), “Russia-EU Borderlands after the Ukraine Crisis: the Case of Narva,” in Gerhard Besier and Katarzyna Stokosa, eds. *Neighbourhood Perceptions of the Ukraine Crisis: From the Soviet Union to Eurasia?* (Routledge), pp. 100-115

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

Evgeny Gontmakher & Cameron Ross (2015) “The Middle Class and Democratization in Russia,” *Europe-Asia Studies*, 67:2, 269-284

Suggested Additional Readings

Amelie Kutter, and Vera Trappman (2010), “Civil Society in Central and Eastern Europe: The ambivalent legacy of accession,” *Acta Politica* 25 (1-2) 41-69

Erle Rikmann and Liisi Keedus (2013), “Civic Sectors in Transformation and Beyond: Preliminaries for a Comparison of Six Central and East European Societies,” *Voluntas* 24: 149-166

S.D. Orr (2012), “Ethnic Identity and Civil Society in Latvia, Poland, and Ukraine: The Case of Environmental NGOs,” *Ethnopolitics* 11 (2): 158-81

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

Sarah Henderson (2011), “Civil Society in Russia: State-Society Relations in the Post-Yeltsin Era,” *Problems of Post-Communism* 58 (3): 11-27

Meri Kulmala and Anna Tarasenko (2016), “Interest Representation and Social Policy Making: Russian Veterans’ Organizations as Brokers between the State and Society,” *Europe-Asia Studies*, 68:1, 138-163

Paul Chaisty and Stephen Whitefield (2013), “Forward to democracy or back to authoritarianism? The attitudinal bases of mass support for the Russian election protests of 2011–2012,” *Post-Soviet Affairs* 29 (5): 387-403

Quo Vadis? Prospects for Establishing Civil Society in Russia. A Round-table Discussion hosted by *Polis*, (2013) *Russian Politics & Law* 51:2, 6-76

Kirsti Stuvoy (2014), “Power and Public Chambers in the development of Civil Society in Russia,” *Communist and Post-Communist Studies* 47(3-4), pp. 409-419

Laura Cleary (2016), “Half measures and incomplete reforms: the breeding ground for hybrid civil society in Ukraine,” *Southeast European and Black Sea Studies* 16 (1): 7-23.

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

John Shattuck, “Democracy and Its Discontents,” *The Fletcher Forum of World Affairs*,” 40 (2) (Summer 2016): 173-184

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

- *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 (R)
- *Andrei P. Tysgankov (2016), *Russian Foreign Policy*, 4th edition (London: Rowman and Littlefield), Chpt. 1, pp. 1-28 (R)
- 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.

- Kristian L. Nielsen (2013), "EU Soft Power and the Capability-Expectations Gap," *Journal of Contemporary European Research* 9 (5) (R)
- Tatiana Romanova (2016), "Russia's Challenge to the EU's Normative Power: Change and Continuity," *Europe-Asia Studies* 68 (3): 371-390

*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

- John J. Mearsheimer (2014), "Why the Ukraine Crisis is the West's Fault," *Foreign Affairs*, Sept/Oct (R)
- 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 Eurasia*, eds. Roger E. Kanet and Matthew Sussex, pp. 161-185(R)
- Alexander Lukin (2016), "Russia in a Post-Bipolar World," *Survival* 58 (1) 91-112
- Tuomas Forsberg and Graeme Herd (2015), Russia and NATO: From Windows of Opportunity to Closed Doors," *Journal of Contemporary European Studies* 23 (1): 41-57

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:

- *Michelle Cini and Nieves Perez-Solorzano Borrigan (2016), review "Europeanization" , in *European Union Politics*, pp. 110-122, plus pp. 197-213 for students in 5001A
- Claudio M. Radielli (2003), "The Europeanization of Public Policy," in Radielli and Featherstone, *The Politics of Europeanization* (Oxford, online through library catalogue)
- *Marina Khmel'nitskaya "On Policymaking and Policy Change in Russia," *Baltic Worlds* 3:2016: 73-75, <http://balticworlds.com/on-policymaking-and-policy-change-in-russia/>
- Richard Sakwa (2016), "Political Leadership," in Wegren ed., *Putin's Russia. Past Imperfect, Future Uncertain* (Rowman & Littlefield, sixth edition), pp. 23-43
- Marina Khmel'nitskaya, *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:

- *Vladimir Mau (2017) "Russia's economic policy in 2015-16: the imperative of structural reform," *Post-Soviet Affairs* 33(1): 63-83
- Sutela, P. (2016), "Economic Policy," in Wegren ed., *Putin's Russia. Past Imperfect, Future Uncertain* (Rowman & Littlefield, sixth edition), pp. 177-193 (to be provided by instructor).

- *Christoph Hermann (2014), “Crisis, structural reform and the dismantling of the European social model,” *Economic and Industrial Democracy* 39(1) 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): 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
 - *Mats Braun, *Europeanization of Environmental Policy in the New Europe: Beyond Conditionality* (Ashgate, 2014), Chpt. 4
 - *Schreurs, Miranda, and Yves Tiberghien (2007) Multi-level Reinforcement: Explaining European Union Leadership in Climate Change Mitigation. *Global Environmental Politics* 7 (4): 19-46
 - *Anna Korppoo (2015), “Who Is Driving Russian climate: Applying and adjusting veto players theory to a non-democracy,” *International Environmental Agreements* 16 (5): 639-353.
- Anatole Boute (2013), “Renewable Energy Federalism in Russia: Regions as New Actors for the Promotion of Clean Energy,” *Journal of Environmental Law* 25 (2); 261-91.

Migration management

- *Ferruccio Pastore and Guilia Henry (2016), “Explaining the Crisis of the European Migration and Asylum Regime,” *International Spectator* 51: 44-57.
 - *Sergio Carrera, Steven Blockmans, Daniel Gros, and Elspeth Guild (2015) “The EU’s Response to the Refugee Crisis,” CEPS Essay, no. 20, Dec. 16
 - 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)
 - *Vladimir S. Malakhov (2014), “Russia as a New Immigration Country: Policy Response and Public Debate,” 66 (7): 1062-79.
- Matthew Light (2016), *Fragile Migration Rights: Freedom of Movement in Post-Soviet Russia*, (Routledge).
- *Erin Trough Hofmann, Julia L. Carboni, Beth Mitchneck, and Igor Kuznetsov (2015), ‘Policy Streams and Immigration to Russia: Competing and Complementary Interests at the Federal and Local Levels,’ *International Migration* 54: 34-59.

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

(if applicable). **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 to 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.