

**DRAFT – CHANGES MAY BE MADE**

**EURR 5001B**  
**INTER-DISCIPLINARY SEMINAR IN EUROPEAN AND RUSSIAN STUDIES**  
Fall 2018

**Instructors**

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**GOALS OF THE COURSE**

This course and EURR 5010 are the core interdisciplinary seminars for graduate students in the Russian, Eurasian and Transition concentration in EURUS. Among the most important goals of EURR 5001B 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 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 5001A 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 <b>October 14, 11:30 a.m.</b> )	5%
Critical literature review (due <b>December 6, 4 pm</b> )	30 %
Proposal development brainstorming document based on critical review (due <b>December 14, 4 p.m.</b> )	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 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 mining, analyzing, and critiquing major relevant bodies of literature. The selection of readings should involve a topic related to your prospective MA research essay or thesis. The goal of the assignment is to work towards identifying a topic that 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 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](http://www.carleton.ca/eurus), [www.carleton.ca/ces](http://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 a.m.** 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 a.m.** 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. Student will be notified through CULearn.

#### **Week 1 (Sept. 10) 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

If you have not completed a course on politics of the region, 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

Stephen K. Wegren (ed.), *Putin's Russia: Past Imperfect, Future Uncertain*, 6<sup>th</sup> edition (Lanham MD: Rowman and Littlefield, 2016)

## **Week 2 (Sept. 17) HISTORY (Casteel) (meeting jointly with EURR5001A)**

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

### (a) Locating Europe and Russia in the Recent Past

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

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

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

### Suggested Additional Reading:

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

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

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

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

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

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

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

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

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

- Robert G. Moeller (2005), 'Germans as Victims: Thoughts on a Post–Cold War History of World War II's Legacies,' *History & Memory* 17,1/2: 147-94
- Jeffrey Olick, Vered Vinitzky-Seroussi, and Daniel Levy, eds. (2011), *The Collective Memory Reader* (Oxford: Oxford UP).
- James Mark, *The Unfinished Revolution: Making Sense of the Communist Past in Central-Eastern Europe* (New Haven: Yale UP, 2010).
- Michael Geyer (1989) "Historical Fictions of Autonomy and the Europeanization of National History," *Central European History* 22, no. 3-4: 316-47.

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

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

Required readings

- \*Amy Verdun, "Theories of European Integration and Governance," in *European Union Governance and Policy-Making: A Canadian Perspective*, Brunet-Jailly, Hurrelmann, and Verdun, eds. (2018), pp. 105-124.
- Thomas Risse, "Social Constructivism and European Integration," in Antje Wiener and Thomas Diez (eds.) (2009) *European Integration Theory*, 2<sup>nd</sup> edition (Oxford: Oxford University Press).
- \*Andrew Moravcsik (2003), National Interests, State Power, and EU Enlargement, *East European Politics and Societies* 17, no. 1, pp. 42 -57
- \*Gregorz Ekiert (2015), "Three generations of research on [East European] post communist politics," *East European Politics and Societies and Cultures* 29 (2): 323-337.
- \*At least one of the of the following:
  - \*Vladimir Gel'man (2015), "Political Science in Russia: Scholarship without research?" *European Political Science* 14 (1) (March): 28-36.
  - OR
  - \*Vladimir Gel'man, "The Rise and Decline of Electoral Authoritarianism in Russia," *Demokratizatsiya*, Fall 2014, vol 22, issue 4, pp. 503-22.

Optional readings:

- Edwin Bacon (2012), "Writing Russia's future: paradigms, drivers, and scenarios," *Europe-Asia Studies* 64 (7): 1165-89.
- Paul Kubciek (2000), "Post-communist political studies: ten years later, twenty years behind," *Communist and Post-communist Studies* 33 (3): 295-309.
- Joshua Tucker (2015), "Comparative Opportunities: The Evolving Study of Political Behavior in Eastern Europe," *East European Politics and Societies and Cultures* 29 (2): 420-432.
- Victor Voronkov and Elena Zdravomyslova (1996), "Emerging Political Sociology in Russia and Russian Transformation," *Current Sociology* 44(3):40-52
- Michelle Cini and Perez-Solorzano Borragan, eds. (2016), *European Union Politics, 5th edition, Part 2* )
- Liesbeth Hooghe and Gary Marks (2009), "A Postfunctionalist Theory of European Integration: From Permissive Consensus to Constraining Dissensus", *British Journal of Political Science* 39:1, 1-23 (R )

- I. Bache et al, (2014) *Politics of the European Union* (4<sup>th</sup> edition) (Oxford: Oxford University Press, Chpt. 4, “Critical Perspectives,” pp. 63-79
- Antje Wiener and Thomas Diez (eds.) (2009) *European Integration Theory*, 2<sup>nd</sup> edition (Oxford: Oxford University Press), Arne Niemann with Philippe C. Schmitter, “Neofunctionalism”, pp 45-66; Andrew Moravcsik and Frank Schimmelfennig, “Liberal Intergovernmentalism, pp. 67-87

Theory relating to the Soviet period (optional)

- Gabriel Almond and Laura Roselle, "Model Fitting in Communism Studies," in Fleron and Hoffman, eds. *Post-Communist Studies and Political Science* (1993) pp. 27-75
- Stephen White, "Political Culture and Political Science" (Chpt.1 ) in *Political Culture and Soviet Politics*, (1979), pp. 1-21
- Alfred G. Meyer, "Theories of Convergence," in Chalmers Johnson, ed., *Change in Communist Systems* (1970), pp. 313-342.

*For the discussion paper add one of the following reading:*

- Schimmelfennig, F. and U. Sedelmeier (2002), "Theorizing EU enlargement: research focus, hypotheses, and the state of research," *Journal of European Public Policy* 9.4 (2002): 500-517 (517-528 optional)
- David White, “Reconceptualizing Russian party politics,” *East European Politics*, 2012, vol. 28, issue. 3, pp. 210-224.

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

\*Background (if you don’t have it): Ana E. Juncos and Nieves Perez-Solorzano Borragain, “Enlargement” in Cini and Borrogon, *European Union Politics*, 4<sup>th</sup> edition (Oxford University Press, 2013), pp. 226-33, 235-8. (‘The future of enlargement’)

Required:

- \*Milada Vachudova (2010) “Democratization in Post-Communist Europe,: Illiberal Regimes and the Leverage of the European Union,” in Valerie Bunce, Michael McFaul, and Kathryn Stoner- Weiss, eds., *Democracy and Authoritarianism in the Postcommunist World* (Cambridge, 2010), pp. 82-104.
- \*Frank Schimmelfennig, “The EU: Promoting Liberal-Democracy Through Membership Conditionality,” in. *Socializing Democratic Norms: The role of International Organizations for the Construction of Europe*, ed. Trine Flockhart (Palgrave, 2005) pp. 106- 126
- \*Lucan Way, “Resistance to Contagion: Sources of Authoritarian Stability in the Former Soviet Union,” in *Democracy and Authoritarianism in the Postcommunist World* (Cambridge, 2010), pp. 229-54
- \*Please read one of the following, except the presenter and commentators, who should read both:
  - Charles E. Ziegler, “Great powers, civil society and authoritarian diffusion in Central Asia,” *Central Asia Survey*, 2016, vol. 35, no. 4, pp. 549-69.
  - OR

Esther Ademmer, Laure Delcour & Kataryna Wolczuk (2016) Beyond geopolitics: exploring the impact of the EU and Russia in the “contested neighborhood”, *Eurasian Geography and Economics*, 57:1, 1-18

Second option for the presentation:

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

Suggested additional readings

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

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

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

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

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

**October 8: No class (Thanksgiving)**

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

Conceptualizing Culture

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

Everyday Ethnicity, Migration, Identity

- \*Rogers Brubaker (2006), *Nationalist Politics and Everyday Ethnicity in a Transylvanian Town* (Princeton: Princeton UP), 1-17, 207-238.
- \*Rogozen-Soltar, Mikaela (2016). “‘We Suffered in Our Bones Just like Them’: Comparing Migrations at the Margins of Europe.” *Comparative Studies in Society and History* 58, no. 4: 880–907.
- \*Reeves, Madeleine (2013). “Clean Fake: Authenticating Documents and Persons in Migrant Moscow.” *American Ethnologist* 40, no. 3: 508–24.

Suggested Additional Reading:

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

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

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



- Lüdtke, Alf, ed. (1995) *The History of Everyday Life: Reconstructing Historical Experiences and Ways of Life*. Princeton, N.J: Princeton University Press.
- Clifford, James (1997). *Routes: Travel and Translation in the Late Twentieth Century*. Cambridge: Harvard University Press.
- Kockel, Ullrich, Máiréad Nic Craith, and Jonas Frykman, eds. *A Companion to the Anthropology of Europe*. Chichester, West Sussex, UK ; Malden, MA: Wiley-Blackwell, 2012.
- Luisa Passerini, (2012) *Europe and its Others: Is there a European Identity?*” *The Oxford Handbook of Postwar European History*, ed. Dan Stone (Oxford UP), 120-140
- Kiran Klaus Patel, “Where and when was Europe? Europeanness and its relationship to migration,” *National Identities* 15, no. 1 (2013): 21-32.
- Gerard Delanty, and Chris Rumford, *Rethinking Europe: Social theory and the implications of Europeanization* (Routledge, 2005).
- Craig Calhoun, “Nationalism and Ethnicity,” *Annual Review of Sociology* 19 (1993): 211-39.
- Rogers Brubaker and Frederick Cooper (2000), ‘Beyond Identity,’ *Theory and Society* 29(1), 147 (esp. 1-21)
- Harmut Kaelble (2005), ‘European Self-Understanding in the Twentieth Century,’ in Klaus Eder and Wilfried Spohn, eds., *Collective Memory and European Identity: The Effects of Integration and Enlargement* (Aldershot: Ashgate), 17-35 (EU).
- Benedict Anderson (1991), *Imagined Communities*, revised ed. (London: Verso).
- Geoff Eley, and Ronald Grigor Suny (1996), eds., *Becoming National: A Reader* (New York: Oxford UP).

**October 22: No class (fall break)**

**Week 6 (Oct. 29) The Economics of Transition (Viju, meeting separately)**

- \*Vladimir Popov (2007), “Shock Therapy versus Gradualism Reconsidered: Lessons from Transition Economies after 15 Years of Reforms”, *Comparative Economic Studies* 49, pp. 1-31
- \*Oleh Havrylyshyn, Xiaofan Meng and Marian L. Tupy (2016), “25 years of Reforms in Ex-Communist Countries. Fast and extensive Reforms Led to Higher Growth and More Political Freedom.” Policy Analysis CATO Institute, <https://www.cato.org/publications/policy-analysis/25-years-reforms-ex-communist-countries-fast-extensive-reforms-led>.
- \*Ronald Inglehart (2012), “Modernization and Democracy”, in Piotr Dutkiewicz and Vladislav L. Inozemtsev (eds.) *Democracy versus Modernization: A Dilemma for Russia and the World* (NY: Routledge), pp. 113-132
- \*Andrei Ryabov (2012), “Democratization and Modernization in the Context of the Transformation of the Post-Soviet States”, in Piotr Dutkiewicz and Vladislav L. Inozemtsev (eds.) *Democracy versus Modernization: A Dilemma for Russia and the World* (NY: Routledge), pp. 134 – 143
- \*Ronald H. Linden and Shane Killian (2015), “EU Accession and After”, in Wolchik, S. and Leftwich, C.J. (eds.) *Central & East European Politics. From Communism to Democracy* (Rowman & Littlefield, 3<sup>rd</sup> edition), pp. 189-212
- \*Richard Sakwa (2014), “Challenges of Eurasian Integration”, in Piotr Dutkiewicz and Richard Sakwa (eds.) *Eurasian Integration: The View from Within* (UK: Routledge), pp. 12-30
- Martin Myant and Jan Drahoukoupil (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
- Leszek Balcerowicz (1995), *Socialism, Capitalism, Transformation*, Budapest: Central European University Press, pp. 166-185
- Jeffrey Sachs and Wing T. Woo (1994). "Structural factors in the Economic Reform of China, Eastern Europe and the Former Soviet Union". *Economic Policy*. Vol. 9, pp. 101-145

**Week 7 (Nov. 5) POLITICAL SCIENCE: The Nature of Power in Russia and the Post-Soviet Space (concepts and approaches) (DeBardeleben, meeting separately)**

- \*Alexander Baturo & Johan A. Elkind (2016), "Dynamics of regime personalization and patron–client networks in Russia, 1999–2014," *Post-Soviet Affairs* 32(1): 75-68
- \*Alena V. Ledeneva , *Can Russia Modernise?: Sistema, Power Networks and Informal Governance* (Cambridge University Press, 2013), pp.18-41
- \*Graeme Gill (2015), "The Stabilization of Authoritarian Rule in Russia?," *Journal of Elections, Public Opinion and Parties*, 25:1,62-7
- \*Read one of the following:
  - Henry E. Hale (2005), "Regime Cycles: Democracy, Autocracy and Revolution in Post-Soviet Eurasia", *World Politics* 58: 133-65
  - OR
  - Henry E. Hale (2015), *Patronal Politics: Eurasian Regime Dynamics in Comparative Perspective* (Cambridge University Press), Chpt 1

*Extra reading for the presenter and discussant:*

Cameron Ross (2018), "Regional elections in Russia: instruments of authoritarian legitimacy or stability?" Palgrave Communications, <https://www.nature.com/articles/s41599-018-0137-1.pdf>

Other optional readings:

Vadim Kononenko and Arkady Moshes, (2011), *Russia as a Network State: What Works in Russia When Institutions Do Not* (Palgrave), pages TBD

**Week 8 (Nov. 12) SOCIOLOGY: The Public and Politics in Post-Communist Societies (DeBardeleben, meeting separately)**

- \*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
- \*Read one of the following. Be prepared to offer a four minute summary.
  - Aadne Aasland, Mikkel Berg-Nordlie & Elena Bogdanova, "Encouraged but controlled: governance networks in Russian regions," *East European Politics* 32(2): 148-169
  - OR
  - 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
- \*Read two of the following. Be prepared to offer a four minute summary of each.

Kirill Rogov and Maxim Ananyev (2018), "Public Opinion and Russia Politics," in *The New Autocracy: Information, Policy, and Politics in Putin's Russia*, edited by Daniel Treisman (Washington DC: Brookings Institution Press), pp. 191-216.

OR

Anton Sobolev and Alexei Zakharov (2018), "Civic and Political Activism in Russia," in *The New Autocracy*, edited by Daniel Treisman, pp. 249-276

OR

Maria Lipman, Anna Kachkaeva, and Michael Poyker, "Media in Russia: Between Modernization and Monopoly," in *The New Autocracy*, edited by Daniel Treisman, pp. 159-191

*Options for the discussion paper and discussant, add one of the following:*

Roberto Stefan Foa & Grzegorz Ekiert (2017), "The weakness of postcommunist civil society reassessed," *European Journal of Political Research*, vol 56, no. 2 (May 2017), p. 419-39 OR

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.

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

Suggested Additional Readings:

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.

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

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

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

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

**Week 9 (Nov. 19) INTERNATIONAL RELATIONS: RUSSIA AS FOREIGN POLICY ACTOR (Viju, meeting separately)**

Theory

\*Jack Snyder (2004), "One World, Rival Theories", *Foreign Policy*, Nov-Dec, pp. 53-62 (R).

- \*Andrei P. Tysgankov (2016), *Russian Foreign Policy*, 4<sup>th</sup> edition (London: Rowman and Littlefield), Chpt. 1, pp. 1-28
- \*Tatiana Romanova (2016), "Russia's Challenge to the EU's Normative Power: Change and Continuity," *Europe-Asia Studies* 68 (3): 371-390

Application: Ukraine (Read two of the following and be prepared to do a four-minute summary on one of them).

- John J. Mearsheimer (2014), "Why the Ukraine Crisis is the West's Fault," *Foreign Affairs*, Sept/Oct
- Joan DeBardeleben, "Backdrop to the Ukraine Crisis: The Revival of Normative Politics in Russia's Relations with the West," in *Power, politics, and confrontation in Eurasia*, eds. Roger E. Kanet and Matthew Sussex, pp. 161-185
- 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
- Alexander Lukin (2016), "Russia in a Post-Bipolar World," *Survival* 58 (1), pp. 91-112

### **Week 10 (Nov. 26 ) POLICY STUDIES (DeBardeleben, meeting separately)**

- \*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/>
- \*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
- \*Ellen Martus (2017), "Contested Policymaking in Russia: Industry, Environment, and the 'Best Available Technology' Debate," *Post-Soviet Affairs* 33(4): 276-97
- \*Vladimir S. Malakhov (2014), "Russia as a New Immigration Country: Policy Response and Public Debate," 66 (7): 1062-79.
- \*Erin Trouth 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.
- \*Brian D. Taylor (2014) "Police reform in Russia: the policy process in a hybrid regime," *Post-Soviet Affairs*, 30:2-3, 226-255

#### Other optional readings

- 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).
- 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* (Palgrave, 2015).
- 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.

Matthew Light (2016), *Fragile Migration Rights: Freedom of Movement in Post-Soviet Russia*,” (Routledge).

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

- \*Tom Casier (2018) “The EU and Russia in a Multilateral Setting,” in Casier and DeBardeleben, *EU-Russia Relations* (Routledge), pp. 178-218.
- \*Cindy Wittke (2018), “Test the West’: Reimagining Sovereignties in the Post-Soviet Space,” *Review of Central and East European Law* 43 (1): 1 -22
- \*Xymena Kurowska (2014) “Multipolarity as resistance to liberal norms: Russia's position on responsibility to protect,” *Conflict, Security & Development* 14(4): 489-508,
- \*Roy Allison (2017), “Russia and the post-2014 international legal order: revisionism and *realpolitik*,” 93(3): 519-543
- \*Stephanie Cohen (2017), “The Carrot, the Stick, and Why: A Comparative Analysis of the European Union's Response to the Occupation of the Crimean Peninsula and the Disputed West Bank Territories,” *Transnat'l Law & Contemp. Probs.* 27

For the presentation, add one of the following:

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

OR

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

Optional reading:

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

**Week 12 Individual meeting with Prof. DeBardeleben 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](https://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](https://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](mailto: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](https://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 its 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](https://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](https://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 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.