

**EURR 4202A/5202A, MGDS 5002, PSCI 4801B**

**Socio-Political Change and the COVID-19 Pandemic  
in Europe, Russia and Eurasia**

**Blended/synchronous and asynchronous online course**  
**Mondays, 11:35 a.m. – 2:25 p.m. (Selected dates only, see pages 4-6 for details)**

Instructor: Dr. Martin Geiger, Associate Professor, EURUS and PSCI  
Email: [MartinGeiger@CUNET.CARLETON.CA](mailto:MartinGeiger@CUNET.CARLETON.CA)  
On-line Office Hours: Mondays, 09:00 a.m. – 11:00 a.m. (Prior email confirmation is required, instructor will provide students with a personalized Zoom® link)

**I Course description**

Prior to the COVID-19 pandemic, Europe, Russia, and the wider Eurasian region had already been affected by various and repeated crises and challenges of different magnitudes and geographical reach – including the crisis of the Euro, the United Kingdom’s Brexit from the European Union, rising populism, and the so-called European migration or European refugee crisis. Then the COVID-19 pandemic struck and posed a new, completely unexpected, and unparalleled crisis. While the pandemic affected societies significantly, but to varying degrees, it also changed the course and dynamics of many of the region’s existing and protracted crises and challenges.

Students in this class will learn about the deep socio-political change and some of the many crises and challenges that have affected societies across Europe, Russia, and Eurasia during the years prior to the pandemic. The course then takes aim at the COVID-19 pandemic and evaluating its impacts on e.g., specific countries and the responses of governments and other relevant policy actors. Students will be encouraged and guided to conduct and then present their own research into specific impacts of, and the various and varied responses to the COVID-19 pandemic.

**II Course format**

This course is taught in a blended online format. This means that (1) synchronous virtual class, group and individual (one-on-one) meetings with the class instructor – using Zoom® – will take place on selected Mondays, during regular class time (11:35 a.m. – 2:25 p.m.), and on dates flexibly arranged (group and one-on-one meetings) between the instructor and students – see course schedule, pp. 4-6 for details. (2) These meetings will be supplemented with asynchronous online modules which will be offered through Brightspace®, an online learning platform accessible to Carleton students free of charge (<https://brightspace.carleton.ca>).

To attend and participate in this course, students need access to reliable high-speed Internet, a computer (ideally with webcam), a headset with microphone, and to the Zoom® application. Students can download a free of charge basic Zoom® version by visiting <https://zoom.us>. As students of Carleton university, all course participants have access to Brightspace® and a dedicated website for this course.

Using Zoom®, the instructor will provide multiple opportunities for students to meet online, ‘check-in’ with the instructor and other class colleagues, and discuss relevant course content and assignments. These meetings are mandatory for all students in this course. The asynchronous online modules of this

course, provided on Brightspace®, are *sequenced* and equally mandatory for all students to take and to pass. *Sequenced* means: Students will be required to access relevant modules of the course on Brightspace® during a *set time period* and then also to complete the respective module by a *specific deadline* (see course schedule, pp. 4-6).

Students are expected to access and work independently with required academic readings which are available from Carleton’s e-library system. The readings will form part of mandatory class assignments. Furthermore, when working on their individual class assignments, students are expected to conduct additional research for their assignments using Carleton’s library system and other online material.

### **III Learning outcomes**

By the end of the course, students will be able to identify main socio-economic and political changes and challenges that have affected Europe, Russia and the wider Eurasian region in recent years and prior to the COVID-19 pandemic. Students will be able to assess the impacts of these crises and challenges, including COVID-19, on different countries, and to evaluate the responses of individual governments, regional entities (e.g., the European Union), and relevant international actors (e.g., World Health Organization WHO, International Organization for Migration IOM) to these crises and challenges. Students will be able to justify their own informed position with reference to the appropriateness and effectiveness of state, regional and international responses to specific crises and challenges, including xenophobia, anti-migrant sentiments, demographic change, refugee movements, and the COVID-19 pandemic. This will allow students to take part in academic and policy-oriented debates about the management of specific crisis events which have been affected, and in the future may continue to affect, the region in focus.

### **IV Required and additional readings**

There is no textbook assigned for this class. Required readings, including journal articles and book chapters, are listed in the course schedule (see pp. 4-6). They will be available at no cost through Carleton’s library system. To access the required readings, students need to visit the course’s dedicated website on Brightspace® (<https://brightspace.carleton.ca>), the find the pull-down menu ‘Tools’, and click on ‘ARES Reserves’.

Three class assignments, the research outline, class presentation and final research paper, require that students carry out their own additional, independent literature research. It is expected that students conduct extensive internet searches and use Carleton’s library system to find and access appropriate, accessible online sources for these two assignments.

### **V Evaluation at a glance**

Participation and attendance	throughout the course	10%
Quiz I	by January 21, 2022, 11:59 p.m.	10%
Quiz II	by February 11, 2022, 11:59 p.m.	15%
Research outline	by March 18, 2022, 11:59 p.m.	10%
Class presentation (group grade)	on April 4, 2022 or April 11, 2022 during class time	20%
Final research paper	by April 28, 2022, 11:59 p.m.	35%

## **VI Evaluation in detail**

### **Participation and attendance (10%)**

In this class, students are expected to attend and participate in all assigned Zoom® meetings. They are also expected to take and pass all Brightspace® modules, regardless of whether these modules include or are followed by a mandatory quiz (modules I-III), or not (modules IV, V). Participation and attendance will weigh 10% into the final total grade.

### **Quizzes I (10%) and II (15%)**

*See course schedule, pp. 4-6 for further details.* The two mandatory quizzes – which all students are required to take – will consist of multiple-choice as well as short-answer questions relating to the readings and additional material included in the relevant module(s). Quiz I tests students on the readings and additional content contained and delivered in module I, while in the case of quiz II, the modules I, II and III form the relevant content, including all mandatory readings and additional material discussed in these three modules. The quizzes must be completed by January 21, 2022 (11:59 p.m.) (quiz I), and February 11, 2022 (11:59 p.m.) (quiz II) respectively. Students can access Brightspace® and complete the quizzes at a time of their convenience before the applicable deadline; they will have 15 minutes to complete quiz I, and 25 minutes to complete quiz II. Quiz I will contribute 10%, and quiz II 15% to the final total grade.

### **Research outline (10%)**

At the beginning of the course i.e., during the first virtual class meeting taking place on January 10, 2022, each student will be assigned an individual research project (e.g., a specific country case) which is also linked to a group project (see below). The instructor will provide instructions on how to write the research outline which will consist of an indicative draft bibliography and a first argumentative outline/concept of their prospective final research paper (see below). The research outline of MA students enrolled in this course will be expected to be 4-5 pages in length, while the outline of BA students should be max. 2-3 pages in length. The research outline is due by March 18, 2022, 11:59 p.m. and will contribute 10% to the final total grade.

The research outline will be graded within five business days. Students will receive feedback from the instructor and can use this feedback when writing their final research paper. Students are expected to research the topic assigned to them, use and critically engage with the existing scholarly literature and other sources, and make use of what they have learned during the course. Students are not permitted to work together with other students on their research outline; group work is not permitted for this assignment. The instructor will decide which topic each student will be working on.

The research outline will be marked along the following criteria: argument; organization and logic; quality of research and use of evidence. The research outline should be free of spelling and grammatical errors. Research outlines that do not address the topic which was previously assigned by the instructor will receive a failing grade.

### **Class presentation (20%, group grade)**

At the beginning of the term, small student groups of 3-5 students each will be formed and tasked to provide to the class virtually, either on April 4, 2022 (groups I-III), or April 11, 2022 (groups IV and V), a joint class presentation on an assigned case e.g., a specific regional case study. The class presentation will contribute 20% to the final total grade. This grade will be a group grade and students will be expected to work together on this assignment, contributing insights acquired through research on their individual research projects. The instructor will provide instructions on how to prepare and effectively

provide a thematic class presentation. Student groups are expected to produce and provide a presentation which allows the instructor and other class colleagues to become well-informed about their assigned case. The presentation should also trigger relevant and effective questions from the audience during the Q&A period which will follow each presentation. The length and content of group presentations will be adjusted and determined according to the number of students enrolled and remaining at the end of the course.

#### Final research paper (35%)

Based on their research outline and the feedback received from the instructor, students in this course are expected to write a longer research paper which will need to be submitted by the end of the term – April 28, 2022, 11:59 p.m. and contribute 35% to the final total grade.

The instructor will provide instructions as how to write the research paper. The final research paper of MA students enrolled in this course will be expected to be a maximum of 6,000 words in length ('all in', including all footnotes/endnotes, bibliography, chapter headings, etcetera), the final research paper of BA students should be no longer than 4,000 words in length ('all in').

Students are expected to research the topic assigned to them, critically engage with existing scholarly literature and other sources, and make use of what they have learned during the course. Students are not permitted to work together with other students on their research paper; group work is not permitted in this assignment. The instructor will decide which topic each student will be working on.

The research paper will be marked along the following criteria: argument; organization and logic; quality of research and use of evidence. The final paper should be free of spelling and grammatical errors. Papers that do not address the topic which was previously assigned will receive a failing grade.

#### VII Course schedule

**January 10, 2022:**      **Zoom meeting I: Introduction to the course**  
11:35 a.m. – 2:25 p.m.: **Mandatory virtual class meeting.** Zoom invitations sent by email and through Brightspace.  
Course content, structure, and other course requirements. Students will be assigned mandatory individual and group research projects.  
**Students missing this meeting must notify the instructor by email.**

**January 10, 2022:**      **Brightspace module I: “Political developments prior COVID-19”**  
11:35 a.m.: Course module I available on Brightspace. *Mandatory task:*  
Students required to independently access and complete module and quiz I by January 21, 2022, 11:59 p.m.

#### Mandatory readings (provided through Brightspace):

- Chira-Pascanut, C. (2018): “A Short History of the European Union”. In: Brunet-Jailly, E. et al (eds.), *European Union Governance and Policy-Making: A Canadian Perspective*. Toronto: University of Toronto Press, pp. 17-40.
- Cini, M. & Pérez-Solórzano Borragán, N. (2019): “Brexit”. In: Cini, M. & Pérez-Solórzano Borragán, N. (eds.), *European Union Politics*. Oxford: Oxford University Press, pp. 406-424.
- Crombois, J. (2019): “The Eastern Partnership: Geopolitics and Policy Inertia”. *European View* 18 (1): 89–96.

Module I includes [quiz I](#). This quiz is mandatory and will be graded. It includes questions referring to the readings and other content provided in module I.

**January 24, 2022:** **Brightspace module II: “Political developments prior COVID-19” (cont’d)**  
11:35 a.m.: Course module II available on Brightspace. *Mandatory task:*  
Students are required to access and complete this module by [February 4, 2022, 11:59 p.m.](#)

Mandatory readings (provided through Brightspace):

Dandashly, A. (2016): “The European Union’s Response to the Syrian Conflict. Too Little, Too Late...”. *Global Affairs* 2 (4): 397–400.

Sakwa, R. (2015): “The Death of Europe? Continental Fates after Ukraine”. *International Affairs* 91 (3): 553-579.

Tipaldou, S. & Casula, P. (2019). “Russian Nationalism Shifting: The Role of Populism Since the Annexation of Crimea”. *Demokratizatsiya*, 27(3): 349–370.

**January 31, 2022:** **Zoom meeting II: Group meeting**  
Group appointment, specific time slots scheduled by instructor.  
*Meeting is mandatory.*

Assigned student groups will have 1 group meeting each with the instructor. Zoom invitations are sent to each student group by email. Students receive guidance and support in the preparation of class assignments.

**January 31, 2022:** **Brightspace module III: “Socio-economic developments prior COVID-19”**  
11:35 a.m.: Course module III available on Brightspace. *Mandatory task:*  
Students required to independently access and complete this module (and previous modules I and II) and take quiz II by [February 11, 2022, 11:59 p.m.](#)

Mandatory readings (provided through Brightspace):

Ágh, A. (2016): “The Decline of Democracy in East-Central Europe”. *Problems of Post-Communism*, 63(5–6), 277–287.

Rau, R. et al (2013): “Europe, the Oldest-Old Continent”. In: Neyer, G. et al (eds.), *The Demography of Europe*. Dordrecht et al: Springer, pp. 119-137.

Ryazantsev, S. & Rybakovskii, L. (2021): “Demographic Development of Russia in the 20th–21st Centuries: Historical and Geopolitical Dimensions”. *Herald of the Russian Academy of Sciences* 91: 516-524.

Module III includes the [mandatory quiz II](#) which will be graded. This quiz may include questions referring to mandatory readings of modules I, II and III, and other online content provided in modules I, II and III.

**February 14 –** **Zoom meeting III and IV: Group meeting and Individual meeting**  
**March 18, 2022:** Individual and group appointments, scheduled in consultation with instructor.  
*Meetings are mandatory.*

**February 28, 2022:** **Brightspace module IV: “Socio-economic developments prior COVID-19”**  
(cont’d)  
11:35 a.m.: Course module IV available on Brightspace. *Mandatory task:*  
Students required to independently access and complete module by [March 11, 2022, 11:59 p.m.](#)

Mandatory readings (provided through Brightspace):  
Ferruccio, P. & Henry, G. (2016): “Explaining the Crisis of the European Migration and Asylum Regime”. *International Spectator* 51: 44-57.  
Geddes, A. (2019): “‘Crisis’, ‘Normality’ and European Regional Migration Governance”. In: Geddes, A. et al (eds.) *The Dynamics of Regional Migration Governance*. Cheltenham: Edward Elgar Publishing, pp. 73-91.  
Grande, E. et al. (2019): “Politicizing immigration in Western Europe”. *Journal of European Public Policy* 26(10): 1444-1463.

[March 18, 2022 \(11:59 p.m.\): Submission of research outline](#)

**March 21, 2022:** **Brightspace module V: “The COVID-19 pandemic: How it started and where things stand globally”**  
11:35 a.m.: Course module V available on Brightspace. *Mandatory task:*  
Students required to independently access and complete module by [April 1, 2022, 11:59 p.m.](#)

Mandatory readings/resources (provided through Brightspace):  
John Hopkins University: COVID-19 Dashboard. John Hopkins University, Coronavirus Resource Center, <https://coronavirus.jhu.edu/map.html>  
University of Oxford (2021) COVID-19 Government Response Tracker. <https://www.bsg.ox.ac.uk/research/research-projects/covid-19-government-response-tracker>  
Wolff, Sarah & Ladi, Stella (2020): “European Union Responses to the Covid-19 Pandemic: adaptability in times of Permanent Emergency”. *Journal of European Integration* 42(8): 1025–1040.  
Yan, Bo et al (2021) “Culture, Institution, and COVID-19 First-Response Policy: A Qualitative Comparative Analysis of Thirty-One Countries”. *Journal of Comparative Policy Analysis: Research and Practice* 23(2): 219–233.

**April 4, 2022:** **Zoom meeting V: “Impacts and responses to the COVID-19 pandemic”**  
11:35 a.m. – 2:25 p.m.: *Mandatory meeting.* Zoom invitations sent by email and through Brightspace.

**April 11, 2022:** **Zoom meeting VI: “Impacts and responses to the COVID-19 pandemic” (cont’d)**  
11:35 a.m. – 2:25 p.m.: *Mandatory meeting.* Zoom invitations sent by email and through Brightspace. Class summary and Outlook

[April 28, 2022 \(11:59 p.m.\): Submission of final research papers](#)

## **Appendix**

### **Covid-19 Information**

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette). When accessing campus you must fill in the [COVID-19 Screening Self-Assessment in cuScreen](#) each day before coming to campus. You must also check-in to your final destination (where you plan on being longer than 15 minutes) within a building using the [QR location code](#). If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#). All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs. For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca). Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

### **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 accommodation:**

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](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf).

#### **Religious accommodation:**

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](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf).

#### **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, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more information, please visit [carleton.ca/pmc](http://carleton.ca/pmc).

#### **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 engage in student activities 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>.

### **Sexual Violence Policy**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. 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](http://carleton.ca/sexual-violence-support).

### **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 includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations. Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course. More information on the University’s Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

### **Intellectual property**

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).

### **Grading**

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. 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 instructor or the Institute of European, Russian and Eurasian Studies will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student’s responsibility to monitor their Carleton University email accounts and Brightspace regularly.