

EURR 5001A
INTER-DISCIPLINARY SEMINAR IN EUROPEAN AND RUSSIAN STUDIES
Fall 2016

Instructors

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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, law) 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.

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

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|---|-----------|
| Seminar participation | 25% |
| Discussion paper and presentation of paper to class | 25% |
| Commentary on discussion paper | 10% |
| Proposal for critical literature review (due Monday, Nov. 2 at 12 noon) | 10% |
| Critical literature review (due Wednesday, December 15, 4 pm) | 30% |
| 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 for the course, which can have a marked impact of 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. Regular weekly attendance is compulsory for this class.
- ***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 (typed, double-spaced, 12-point font). The paper should contrast, critique and analyze the readings offering a concrete argument with respect to the given question. 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 electronically to the instructor for the respective session and 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 of his or her discussion paper, 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 argument made, 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. (You may provide a short synopsis of the relevant reading, however, up to one page in the written paper, or two pages if more than one reading is involved.)
- ***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 make reference 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*** (due **November 2**), to be handed in electronically and in hard copy in class (Prof. DeBardeleben). In a 2-3 page proposal, each student should provide the list of readings for the essay as well as an introductory statement indicating the theme and principles around which the readings were selected. The proposal will be returned to you within 7 days. Each student is to meet with one of the instructors in the week preceding November 2 or in the week following **November 2** to discuss the review. Failure to receive approval of the list may also adversely affect your mark on the final essay.

- **Critical literature review:** this final essay should explore and examine in depth a research topic by examining, analyzing, and critiquing major relevant bodies of literature on the subject. The assignment will involve a critical review of a selection of readings on a topic related to your prospective MA research essay or thesis. The goal of the assignment is to work towards identifying a research topic that is both situated within, but goes beyond, existing literature. The paper should be approximately 20 pages long (typed, double-spaced, 12-point font). Additional information about the critical review will be handed out in class early in the term. Papers should be handed in to the primary instructor on or before the due date in written and electronic format. This assignment is due on **Wednesday, December 15 by 2 p.m.**, to be handed in person to the primary instructor or in the EURUS office (3304 River Building, EURUS Administrator). In addition, students should email an electronic copy of the paper to the primary instructor.
- **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. A list of events attended should be provided to Prof. DeBardeleben no later than **December 15, 2016**. 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 handed in no later than **December 15, 2016** to the primary course instructor. 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.

Important Information regarding the course:

Academic Integrity: Academic integrity is a core value of the university and essential for creating a constructive environment for teaching, learning, and research in the Institute's programs. Students are responsible for being aware of the University's Academic Integrity Policy, understanding what constitutes academic dishonesty, and ensuring that all course assignments submitted for evaluation abide by University policy. **Any suspected violations of the academic integrity policy will be referred to the Institute's Director and then to the appropriate Dean for further investigation.** Students who are found to have violated the standards of academic integrity will be subject to sanctions. An overview of the University's Academic Integrity Policy is available at <http://www1.carleton.ca/studentaffairs/academic-integrity/> and the full policy at <http://carleton.ca/senate/wp-content/uploads/Academic-Integrity-Policy1.pdf>

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 and proposal for the critical review: 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 expected 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 possible.

Course Readings:

The main course readings will be placed on reserve in the Carleton University Library (marked ‘R’ on the outline). Most required readings (journal articles and book chapters) will be available in electronic format via 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 (and marked *) 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**

Week 1 (September 12) INTRODUCTION TO INTERDISCIPLINARY STUDIES (DeBardeleben) - Second half of the session will be held jointly with 5001 B (Dutkiewicz).

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 Nieves Perez-Solorzano Borragan, eds. *European Union Politics*, 5th edition, (Oxford University Press, 2016), Parts One and Three.

Week 2 (September 19) HISTORY (Casteel and Sahadeo) (Meeting jointly with EURR 5001B)

1. Approaches

*Nicholas Dirks, Geoff Eley, Sherry Ortner, “Introduction” *Culture/Power/History* (1994), 1-8 (note- there is no pp. 2-3) (R)

*Eric Hobsbawm, “Introduction: Inventing Traditions” In *The Invention of Tradition*, ed. Hobsbawm and Terence Ranger (1983), 1-14) (R)

*Edward Said, *Orientalism* (1978), 1-7) (R)

*Ania Loomba, *Colonialism/ Postcolonialism* (1998), 1-12) (R)

2. Boundaries

*Michael Geyer, “The Subject(s) of Europe” in *Conflicted Memories: Europeanizing Contemporary Histories*, edited by Konrad Jarausch and Thomas Lindenberger (New York: Berghahn, 2007), 154–80 (R)

*Kate Brown, “Gridded Lives: Why Kazakhstan and Montana are Nearly the Same Place” *American Historical Review* 106, no. 1 (2001): 17-48 (R)

Suggested Additional Reading:

- Michel Foucault, *The Foucault Reader* (1984)
Zygmunt Bauman, *Modernity and Ambivalence* (1991)
Michael Geyer and Charles Bright, "World History in a Global Age," *American Historical Review*, 100, No. 4 (October 1995): 1034-1060
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)

Week 3 (September 26) HISTORY (Casteel)

(a) Approaching Postwar and Contemporary European History

- *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 (R)
*Biess, Frank. "Moral Panic in Postwar Germany: The Abduction of Young Germans into the Foreign Legion and French Colonialism in the 1950s." *The Journal of Modern History* 84, no. 4 (December 2012): 789–832. doi:10.1086/667681. (R)
*Padraic Kenney, "Borders Breached: The Transnational in Eastern Europe since Solidarity" *Journal of Modern European History* 8, no. 2 (2010): 179-195 (R)

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

- *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 (R)
*James Mark, "Containing Fascism: Anti-Communism in the Age of Holocaust Memory" in *The Unfinished Revolution: Making Sense of the Communist Past in Central-Eastern Europe* (New Haven: Yale UP, 2010), 93-125. (R)

Suggested Additional Reading:

- Konrad H. Jarausch and Thomas Lindenberger, eds. *Conflicted Memories: Europeanizing Contemporary Histories* (New York: Berghahn, 2007).
Małgorzata Pakier and Bo Stråth (2010), eds., *A European Memory? Contested Histories and Politics of Remembrance* (New York: Berghahn)
Martin Conway and Kiran Klaus Patel (2010), *Europeanization in the Twentieth Century: Historical Approaches* (New York: Palgrave)
Wolfram Kaiser and Antonio Varsori (2010), *European Union History: Themes and Debates* (New York: Palgrave)
Omer Bartov (2002), 'Extreme Opinions.' *Kritika: Explorations in Russian and Eurasian History* 3(2), 281-302
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 Macmillina 2013).
Małgorzata Pakier and Bo Stråth, eds., (2010), *A European Memory? Contested Histories and Politics of Remembrance* (New York: Berghahn)
Alon Confino (1997), 'Collective Memory and Cultural History: Problems of Method,' *American Historical Review* 102, no. 5 (1997): 1386-403

- Jeffrey Olick, Vered Vinitzky-Seroussi, and Daniel Levy, eds. (2011), *The Collective Memory Reader* (Oxford: Oxford UP).
- Michael Geyer (1989) "Historical Fictions of Autonomy and the Europeanization of National History," *Central European History* 22, no. 3-4: 316-47.
- Polly Jones, "Memories of Terror or Terrorizing Memories: Terror, Trauma, and Survival in the Soviet Culture of the Thaw," *The Slavonic and East European Review* 86, no. 2 (2008): 346-71
- Omer Bartov, "White Spaces and Black Holes: Eastern Galicia's Past and Present," *The Shoah in Ukraine: History, Testimony, Memorialization*, edited by Ray Brandon and Wendy Lower (Bloomington: Indiana UP, 2008), 318-353

Week 4 (October 3) 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?

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. (R)
- 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. (R)

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

- *Michelle Cini and Perez-Solorzano Borrigan, eds. (2016), *European Union Politics*, 5th edition, Part 2) (R)
- *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* (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

- *Dimitar 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*, May, [doi:10.1016/j.electstud.2016.05.006](https://doi.org/10.1016/j.electstud.2016.05.006) (R)

*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 (R)

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) (R)

Other readings;

Michelle Cini and Nieves Perez-Solorzano Borragan, eds. *European Union Politics*, 5th edition, (Oxford University Press, 2016), pages to TBA (R)

Lauren M. McLaren, Lauren M. "Explaining Opposition to Turkish Membership of the EU." *European Union Politics* 8.2 (2007): 251-278

Additional discussion question: How well do theories help us understand Brexit and the EU's reaction to it?

Week 5 (October 17) POLITICAL SCIENCE (Enlargement, Democratization, Modernization) (Dutkiewicz) (Meeting jointly with EURR 5001B)

Russia and Eurasia Stream

*William M. Reisinger, "Establishing and Strengthening Democracy," in Robert D. Grey (ed.), *Democratic Theory and Post-Communist Change*, pp. 54-78 (R)

*Vladislav Inozemtsev and Piotr Dutkiewicz (eds.), *Democracy versus Modernization*, Routledge, 2013 pp.190 (to be posted on web for EURUS students only):

1. *John Dunn, *Democracy as spectre, dream and reality*, Chapter 2, pp.20-29
2. *Zygmunt Bauman, *From agora to the marketplace*, Chapter 4, pp.40-52
3. *Gleb Pavlovsky, *Democracy and how it is used in Russia*, Chapter 9, pp.97-111
4. *Ivan Krastev, *Democracy and dissatisfaction*, Chapter 10, pp.111-121
5. *P. Dutkiewicz, *Transitional economies and the commodification of democracy*, Chapter 5, pp.53-65

Suggested additional readings:

Teresa Rakowska -Harmstone, "Dynamics of Transition", Chapter 3, pp.91 – 135, in: T. Rakowska – Harmstone & P. Dutkiewicz eds.: *New Europe. The Impact of the First Decade*. 2006 (R)

Piotr Dutkiewicz, "Missing in Translation : Re-conceptualizing Russia's Developmental State" pp. 9-41; in: Piotr Dutkiewicz & Dmitri Trenin eds., *Russia: The Challenges of Transformation*, New York University Press, 2011 (R)

Tim Colton, "Leadership and Politics of Modernization", pp.115 -145, in: Piotr Dutkiewicz & Dmitri Trenin eds., *Russia: The Challenges of Transformation*, New York University Press, 2011 (R)

Joel S. Hellman, "Winners Take All: the Politics of Partial Reform in Post-communist Transitions," *World Politics*, vol. 50 (January 1998), 203-34.

Philip G. Roeder, "The Rejection of Authoritarianism," in Richard D. Anderson, ed., *Postcommunism and the theory of democracy* (Princeton, 2001), pp. 11-53

Cameron Ross, "Federalism and Democratization in Russia" *Communist and Post-Communist Studies* 33 (2000): 403-20.

Juan J. Linz and Alfred Stepan, in *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe* (1996), Chpt. 1 and 2

Josep Maria Colomer, *Strategic Transitions: Game Theory and Democratization* (2000)

European and EU Stream

Background (if you don't have it): Ana E. Juncos and Nieves Perez-Solorzano Borragain, "Enlargement" in Cini and Borroagan, *European Union Politics*, 5th edition (Oxford University Press, 2016), ('The future of enlargement')

*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. (R)

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

Suggested additional readings:

Lenard J. Cohen (2008), 'The Europeanization of "Defective Democracies" in the Western Balkans: Pre Accession Challenges to Democratic Consolidation', in Joan DeBardeleben, ed., *The Boundaries of EU Enlargement: Finding a Place for Neighbours*, (Palgrave Macmillan, 2008)

Anna Grzymala-Busse (2007), *Rebuilding Leviathan: Party Competition and State Exploitation in Post-Communist Democracies*,

Feonardo Morlino and Wojciech Sadurski, *Democratization and the European Union: Comparing Central and Eastern European post-communist countries* (Routledge, 2010).

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).

Week 6 (October 31) POLITICAL SCIENCE: The Public and Politics in East and West (DeBardeleben) (Meeting jointly with EURR 5001B)

Proposal for Critical Review of the Literature due Nov. 2.

*Marc Morje Howard (2002), "The Weakness of Post Communist Civil Society," *Journal of Democracy* 13 (1): 157-169 (R)

*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 (R)

*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(R)

*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 (R)

*Nattalnka Patsiurko and Claire Wallace (2014), "Citizenship, Europe, and Ethnic Boundary Making among Russian Minorities in Latvia and Lithuania," *Migration Letters* 1 (2); 187-205 (R)

*Taras Kuzio (2010), "Nationalism, Identity and Civil Society in Ukraine: Understanding the Orange Revolution," *Communist and Post-Communist Studies* 43 (1):285-96 (R)

*Lucan Way (2014), "Civil Society and Democratization," *Journal of Democracy* 25(3): 35-43 (R)

Other readings (optional)

Russia:

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

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

East Central Europe

- 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 (R)
- S.D. Orr (2012), "Ethnic Identity and Civil Society in Latvia, Poland, and Ukraine: The Case of Environmental NGOs," *Ethnopolitics* 11 (2): 158-81 (R)
- C Olivo (2001), *Creating a Democratic Civil society in Eastern Germany: The Case of the Citizens Movements and Alliance 90*, (Palgrave Macmillan)

The Russian Minority in the Baltic States

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

Ukraine and Georgia

- 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

For the discussion paper (option 1, Russia) add the following reading

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

For the discussion paper (option 2, East Germany) add the following reading and compare to other CEE countries)

- Ross Campbell (2012) "Social Values and Political Participation in Germany: A Barrier to 'Inner Unity'?" *West European Politics* 34 (2): 362-282 (R)

For the discussion paper (option 3, Georgia) (add the following reading and compare to the other cases)

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

Week 7 (November 7) CULTURAL STUDIES (Casteel). The concept of culture and its applications. Identities and the everyday.

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 (R).

Identities

- *Rogers Brubaker (2006), *Nationalist Politics and Everyday Ethnicity in a Transylvanian Town* (Princeton: Princeton UP), 1-17, 207-238 (R)
- *Thomas Risse (2010), 'Modern Europe and its Discontents: The Europeanization of Elite Identities' in *A Community of Europeans? Transnational Identities and Public Spheres* (Ithaca: Cornell UP), 63-86 (R).
- *Neringa Klumbytė, "Europe and Its Fragments: Europeanization, Nationalism, and the Geopolitics of Provinciality in Lithuania," *Slavic Review* 70, no. 4 (2011): 844-72 (R)

Suggested Additional Reading:

- 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) (ON).
- 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).
- Dipesh Chakrabarty Provincializing Europe
- 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).
- Peter Jelavich (2005), 'Cultural History', in Gunilla Budde, et. al., ed., *Transnationale Geschichte: Themen, Tendenzen und Theorien* (Göttingen: Vandenhoeck & Ruprecht), 227-237 (EU, R).
- 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.
- Rogers Brubaker and Frederick Cooper (2000), 'Beyond Identity,' *Theory and Society* 29(1), 1-47 (ON).
- Geoff Eley, and Ronald Grigor Suny (1996), eds., *Becoming National: A Reader* (New York: Oxford UP).

Week 8 (November 14) SOCIOLOGY (DeBardeleben). Social impacts of integration. European society? Social roots of Euroscepticism

A European Society or Societies?

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. (R)

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

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 **(R)**

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:

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 21) ECONOMICS OF TRANSITION (Dutkiewicz) (Meeting jointly with EURR 5001B)

Economic Transition from Centrally Planned to Market Economy

- *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) (R).
- *Popov, V. (2007), "Shock Therapy versus Gradualism Reconsidered: Lessons from Transition Economies after 15 Years of Reforms", *Comparative Economic Studies* 49, pp. 1-31 (R).
- Janos Kornai (2006), 'The Great Transformation of Central Eastern Europe: Success and Disappointment', *Economics of Transition* 14 (2), 207-44. (R)
- Balcerowicz, L. (1995), *Socialism, Capitalism, Transformation*, Budapest: Central European University Press, pp. 166-185 (R).
- 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 (R).

Economies in Transition and EU Enlargement

- *Berend, I. T (2009), *From the Soviet Bloc to the European Union*, NW: Cambridge University Press, pp.79-107 (Chapter 3) (R)
- *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 (R)
- *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 (R).
- Heidenreich, M. (2003), "Regional Inequalities in an Enlarged Europe", *Journal of European Social Policy*, Vol. 13(4), pp. 313-333 (ON)
- Böwer, U. and Turrini, A. (2010). "EU Accession: A Road to Fast-Track Convergence?" *Comparative Economic Studies* 52, pp. 181-205 (ON).
- 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> (ON).
- 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 (ON).

Week 10 (November 28) THE POLITICAL ECONOMY OF INTEGRATION (DeBardeleben) European Economic Integration. Monetary integration and the Eurozone crisis. Trade as a Key to the EU's External and Development Policy.

Background

- *Michelle Cini and Nieves Perez-Solorzano Borrigan, 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" (R)

European Monetary Integration and the Eurozone Crisis

- *Feenstra, Robert C. and Taylor, Alan M. (2008), 'The Euro' (Chpt. 21), *International Economics* (NY: Worth Publishers), 872-885, 885-893 (R)
- *Eichengreen, B. (2012), "European Monetary Integration with Benefit of Hindsight", *Journal of Common Market Studies*, Vol. 50(S1), pp. 123-136 (recommended) (R)

- 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 (R).
- 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 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 (R)

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 (R)
- 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 11 (December 5) INTERNATIONAL RELATIONS (DeBardeleben) EU and Russia as Foreign Policy Actors. Ukraine crisis as an example. (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)
- *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 (R)

*Soft and hard power (Read two of the following and be prepared to do a four minute summary on one of them):

- 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 (R)

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)

For the discussion paper (1), add the following reading:

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

For the discussion paper (2) add the following reading

Alexander Lukin (2016), "Russia in a Post-Bipolar World," *Survival* 58 (1) 91-112 (R)

Week 12 (December 9) INTERNATIONAL RELATIONS (International policy challenges)
Critical review due December 15.

Policy priorities and strategies

*Robert Dover (2016), "The EU's Foreign Policy, Security, and Defense Policies," in Michelle Cini and Nieves Perez-Solorzano Borrigan, eds. *European Union Politics*, 5th edition, (Oxford University Press, 2016). (R)

*Thomas Renard (2016), "Partnerships for effective multilateralism," *Cambridge Journal of International Affairs* 29 (1): 18-35(R)

Migration management

*Sergio Carerra, Steven Blockmans, Daniel Gros, and Elspeth Guild (2015) "The EU's Response to the Refugee Crisis," CEPS Essay, no. 20, Dec. 16 (R)

Guenter Seufert (2016), "Turkey as a Partner of the EU in the Refugee Crisis," SWP Comments (Berlin: German Institute for International and Security Affairs), January, https://www.swp-berlin.org/fileadmin/contents/products/comments/2016C01_srt.pdf (recommended)

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)

Environment and climate change

*Rüdiger K.W. Wurzel and James Connelly, *The European Union as a leader in International Climate Change Politics* (2011), pp. 3-16, pp. 21-38 (R)

*Susanne Droege and Oliver Geden (2016), "After the Paris Agreement," April, http://www.swp-berlin.org/fileadmin/contents/products/comments/2016C19_dge_gdn.pdf (R)

Afionis, S. and Stringer, L.C. (2012), "European Union Leadership in Biofuels Regulations: Europe as a Normative Power?" *Journal of Cleaner Production*, Vol. 32, pp. 114-123

The Arctic

Moritz Pieper; Markus Winter; Anika Wirtz; Hylke Dijkstra, "The European Union as an Actor in Arctic Governance" *European Foreign Affairs Review* (January 2011), 16 (2), pg. 227-242

For the discussion paper:

European Union (June, 2016), “Shared Vision, Common Action: A Stronger Europe: A Global Strategy for the European Union’s Foreign and Security Policy,”
http://eeas.europa.eu/statements-eeas/2016/160628_02_en.htm (please read the executive summary, full text optional)

<http://www.consilium.europa.eu/uedocs/cmsUpload/78367.pdf>

Annegret Bendiek and Markus Kaim (2015), “New European Security Strategy – The Transatlantic Factor,” June, https://www.swp-berlin.org/fileadmin/contents/products/comments/2015C34_bdk_kim.pdf

Academic Accommodations:

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 me 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*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website 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.