

EURR 1001F
Introduction to European and Russian Studies
Tuesdays 12:35-1:25 pm; Thursdays 12:35-2:25 pm
Main Lecture Room St. Patrick's (SP) 303
Break-Out Rooms (Discussion): St. Patrick's (SP) 303 and (SP) 415

Instructor:

Professor James Casteel
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Teaching Assistant

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Course Description

This course provides an introduction to the study of the world region of Europe, Russia, and Eurasia. It does so by employing an interdisciplinary lens that considers aspects of history, culture, politics, economics, and society. The course will focus on key issues and debates in the study of the region and familiarize students with some of the different types of questions that scholars working in different disciplines pose (such as History, Cultural Studies, Political Science, Sociology/Anthropology, and Economics). While a regionally focused course, the course will also consider the ways in which the histories and current politics of the countries in this region are deeply interconnected and embedded in broader global processes.

The course will begin by reflecting on the larger questions of how we define the region and of the politics of even naming the region (Europe, Russia, Eurasia). The course is then divided into three parts:

- 1) The first section of the course will introduce students to key topics that have shaped the history, culture, and identities in the region. These include the legacy of empires, revolution, nation-building, political regimes such as Nazism and Stalinism, and violence.
- 2) In the second section of the course we will turn to political, economic, and social issues including everyday life in the Cold War and the Collapse of Communism, regional integration in Europe and Eurasia, and EU-Russian energy relations.
- 3) The third section of the course will focus on a set of particular regional issues that bring the different perspectives (history, culture, society, politics, economics) together: Ukraine crisis, migration and multiculturalism, and memory politics.

Finally, the course also aims to introduce students to key academic research and writing skills needed to succeed in humanities and social science disciplines. Throughout the semester we will devote time to discussing fundamental academic and research skills that will help you with this course and throughout your university studies.

Course Objectives and Outcomes:

- Upon successful completion of the course, you will be able to display knowledge of major issues and themes in the history, culture, society, politics of the region.
- You will also have gained insight into the values of an interdisciplinary approach in the study of the region.
- You will have practiced analyzing scholarly sources and in engaging with arguments in the scholarly literature on particular themes and issues in the region.
- You will have learned to apply academic research skills and conventions (taking notes and listening to lectures, posing research questions, finding materials using library catalogues and databases, compiling bibliographies, taking notes on sources, formatting and citing literature properly, writing academic essays).
- In class discussions, you will hone your public speaking skills and your ability to present arguments and opinions that are supported by evidence.

Required Readings:

Required readings are listed for each theme covered in the course. Students are expected to read the required readings in advance of the lecture. These readings will also form the basis of our discussion sections. Most required readings are available as electronic class reserves via the Carleton University Library's ARES system (there is a link to ARES from the CU Learn page for the course). In some cases, readings will be posted to CU Learn. Texts available in ARES are indicated by *A*, online sources with *O*. Sources on CU Learn are indicated by *CU*. Please note that the instructor may make adjustments to the readings or post additional readings on line on current topics over the course of the semester. In addition, it is recommended (but not required) that students purchase a research and writing guide, which can be used as a reference throughout your university career. One of the best available is:

- * Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. Ninth edition. Chicago: University of Chicago Press, 2018 (ca. \$20.00 on chapters.indigo.ca or amazon.ca also available as an e-book).

Course Assignments and Grading Scheme:

Evaluation	Percent of Mark	Due Date
Attendance and Participation	20%	
Research Assignment	20%	October 4, 2018
Midterm Quiz	15%	October 30, 2018 (In-Class)
Final Paper	20%	Due Dec 6, 2018
Final Exam	25%	Exam Period December 9-21 (To be scheduled)

Attendance and Participation in Class Discussion: This course consists of one weekly lecture (2 hours) and one weekly discussion group (1 hour). Attendance of both the lecture and discussion group is mandatory for all students. On Thursdays we will meet in the main classroom for lecture (see above) and on Tuesdays, with a few exceptions marked on the

course outline, we will split the group in two to meet in the main classroom and the break out room. Discussion groups will be assigned before the first split session.

In discussion, students are expected to have completed the readings, reflected on the questions, and be ready to discuss major issues that arise in readings and lecture. Discussion questions will be circulated in advance to guide your preparation. Discussion groups may also involve debates, group activities, or short presentations. Lectures may also include interactive elements. Participation marks will be assigned based on the quantity and quality of contributions.

Research Assignment: This assignment will test the student's knowledge of fundamental study and research skills that will be introduced and discussed during the term. These include the identification of relevant academic sources, the ability to summarize main arguments of sources, citation rules, and the compilation of bibliographies. The questions for this assignment will be posted on CU Learn early in the term. The research assignment is due October 4, 2018.

Midterm Quiz: There will be a one-hour midterm quiz in class on October 30, 2018. The quiz will focus on the material discussed in class up to that point of the term. The quiz will consist of either a few short questions or identifications or a combination thereof.

Final Paper: The final paper will be approximately 6 pages in length (12 point font, Times New Roman, double spaced, ca. 1500-1800 words). A list of topics for the paper from which students may chose will be posted on CU Learn well in advance of the assignment. Advice on research design, planning the research process, and structuring the paper will be given in class. Papers are due on December 6, 2018.

Papers will be evaluated according to the following criteria: soundness of thesis, use of evidence to support thesis, coherence of argument, how well it integrates sources material, logical structure, style, grammar, spelling, and proper bibliographic citation.

I encourage students to consult with me or the teaching assistant while preparing their essays during my office hours or by appointment.

Final Exam: The final exam will be scheduled during the exam period at the end of term (December 9-21, 2018). Please note (especially when planning your travels) that students are expected to be available and on campus for the duration of the final examination period. The exam will be cumulative, but with an emphasis on material covered since the midterm. The exam may consist of essay questions, identifications, or a combination thereof and will ask students to reflect on the linkages between materials discussed in the various class sessions. More detail will be provided in class and during the exam review session.

All papers will be submitted **electronically as PDF files** through **CU Learn**. Unless a specific exception has been made, papers submitted in other formats (email, hard copy) will not be accepted. Feedback, comments, and grades will be provided via CU Learn Gradebook. Unless a medical or equivalent excuse is provided, late assignments will be penalized by two (2) percentage points per day (including weekends); assignments more than one week late will receive a mark of 0%. Unexcused failure to show up for an exam will result in a grade of 0% on the exam in question.

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

Academic Integrity:

Academic integrity is a core value of the university and essential for creating a constructive environment for teaching, learning, and research. 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 <https://carleton.ca/registrar/academic-integrity/>

Email Communication:

Following university policy, the instructors will communicate by e-mail with students using their university e-mail addresses (i.e. cmail). If you have a different account that you check regularly, please set up your Carleton account to forward to that one, so that you do not miss any important course-related announcements. Normally, the instructor expects to reply to e-mail queries within 2 days during the working week. The instructor generally does not answer e-mail inquiries on evenings or weekends. In the unlikely event that you do not receive a response from me in a reasonable time frame, please don't hesitate to send me a reminder of your query. In addition to email, students who wish to communicate with the instructor are encouraged to meet in person during office hours, at another convenient time by appointment.

Course Schedule and Reading List

- Note: The instructor may make changes to the readings throughout the semester. If this occurs he, will alert you by email or via CU Learn.

I. INTRODUCTION

Theme 1 What is Europe? Russia? Eurasia?

Thursday, September 6 Course Introduction/Lecture

Tuesday, September 11 Lecture

- Triandafyllidou, Anna and Ruby Gropas. "Europe is..." in *What Is Europe?* Basingstoke: New York: Palgrave Macmillan, 2015, pp. 259-275 *A*
- Bassin, Mark, "Asia." In *The Cambridge Companion to Modern Russian Culture*, edited by Nicholas Rzhevsky. 2nd. Edition. Cambridge: Cambridge University Press, 2012, pp. 65-93. *A*

Research and Study Skills:

- Interacting with professors and academic advisors
- Reading, Listening, and note-taking strategies

II. HISTORY, CULTURE, IDENTITIES

Theme 2 Empires and Revolutions

Thursday September 13 Lecture

Tuesday, September 18 Discussion Readings Themes 1 and 2 (Break Out Rooms)

- Jane Burbank and Frederick Cooper, "Sovereignty and Empire: Nineteenth Century Europe and Its Near Abroad." In *Empires in World History: Power and the Politics of Difference*. Princeton and Oxford: Princeton UP, 2010, pp. 331-368. *A*
- Sanborn, Joshua. "The Russian Empire." In *Empires at War 1911-1923*, edited by Robert Gerwarth and Erez Manuela, Oxford: Oxford University Press, 2014, pp. 91-108. *A*

Research and Study Skills:

- Types of scholarly sources
- Researching scholarly literature

Theme 3 Interwar Nationalism, Nazism, and Stalinism

Thursday September 20 Lecture

Tuesday, September 25 Discussion Readings Theme 3 (Break Out Rooms)

- Markwick, Roger D. and Nicholas Doumanis. "The Nationalization of the Masses." In *The Oxford Handbook of European History, 1914-1945*. Oxford: Oxford UP, 2016, pp. 365-387
- Bergen, Doris. "From Revolution to Routine: Nazi Germany, 1933-1938." In *War & Genocide: A Concise History of the Holocaust*. 3rd. ed. Lanham: Rowman & Littlefield, 2016, pp. 69-100. *A*
- Siegelbaum, Lewis. "Building Stalinism" in *Russia: A History*, edited by Gregory L. Freeze. Third Edition. Oxford: Oxford UP, 2009, pp. 341-373 *A*

Research and Study Skills:

- Compiling a Bibliography

Theme 4 Library Session/Research Skills

Thursday September 27 *** NO CLASS MEETING (CONFERENCE TRAVEL) ***
--> Work on Research Skills Assignment.

Tuesday, October 2 Lecture — Library Presentation (Aleksandra Blake, Subject Specialist for Area Studies)/Research Skills

Research and Study Skills:

- Citing literature in your own text

Theme 5 War, Genocide, and Mass Killing

Thursday, October 4 Lecture

***** Research Materials Assignment Due**

Tuesday, October 9 Discussion Readings Theme 5 (Break Out Rooms)

- Snyder, Timothy. "Hitler vs. Stalin: Who Killed More?" *New York Review of Books*, March 10, 2011, <https://www.nybooks.com/articles/2011/03/10/hitler-vs-stalin-who-killed-more/> *O*
- Amar, Tarik Cyril. *The Paradox of Ukrainian Lviv: A Borderland City Between Stalinists, Nazis, and Nationalists*. Ithaca: Cornell UP, pp. 88-142. *A*
- Schlögel, Karl. "The Butovo Shooting Range: Topography of the Great Terror" in *Moscow 1937* (Cambridge: Polity, 2012), pp. 472-504. *A*
- "The Wannsee Protocol (January 20, 1942)." *German History in Documents and Images*, <http://germanhistorydocs.ghi-dc.org/pdf/eng/English41.pdf> *O*

III. POLITICS, SOCIETY AND ECONOMICS

Theme 6 Everyday Life in the Cold War and the Collapse of Communism

Thursday, October 11 Lecture

Tuesday, October 16 Discussion Readings Theme 6 (Break Out Rooms)

- Jarausch, Konrad. "Dictating Communism." In *Out of Ashes: A New History of Europe in the Twentieth Century*. Princeton: Princeton UP, 2015, pp. 427-451. *A*
- Paulina Bren, "Mirror, Mirror, on the Wall: Is the West the Fairest of Them All?," *Kritika: Explorations in Russian and Eurasian History* 9, no. 4 (2008): 831-854. *A*

- Slavenka Drakulic, "Once Upon a Time in 1989: How the West is Now Learning the Hard Lessons of the East," *Eurozine*, 4. August 2017, <https://www.eurozine.com/once-upon-a-time-in-1989/> *O*
- Schimpfössl, Elisabeth. "A Short Story of Enrichment" in *Rich Russians: From Oligarchs to Bourgeoisie*. Oxford: Oxford University Press, 2018, pp. 20-37. *A*

Research and Study Skills:

- Midterm Quiz Preparation

Theme 7 European and Eurasian Regional Integration

Thursday, October 18 Lecture

***** No Classes October 22-26 Fall Break/Reading Week! *****

Tuesday, October 30 Quiz (full class)

***** Midterm Quiz In Class *****

Constantin Chira-Pascanut, "A Short History of the European Union: From Rome to Lisbon" in *European Union Governance and Policy Making: A Canadian Perspective*, ed. Emmanuel Brunet-Jailly, Achim Hurrelmann, and Amy Verdun. 21-40. *A*

- Simon Usherwood and John Linder, "The EU and the Rest of Europe" in *The European Union: A Very Short Introduction*. Fourth Edition. Oxford: Oxford UP, 2018, 109-120. *A*
- Thomas Forsberg and Hiski Hankkala, "The 'Common Neighborhood' and Regional Cooperation," *The European Union and Russia* Palgrave 2016, 192-219 *A*

Theme 8 – The EU and Russia: The Importance of Energy

Thursday, November 1 Lecture

Guest Professor Crina Viju,

Institute of European, Russian, and Eurasian Studies

Tuesday, November 6 Discussion Readings Themes 7 and 8 (Break Out Rooms)

- Kesicki, Fabian. "The Third Oil Price Surge: What's Different This Time?" *Energy Policy* 38 (2009): 1596-1606. *A*
- European Parliament. "The Impact of the Oil Price on EU Energy Prices." Study IP/A/ITRE/ST/2013-03 (2014) [http://www.europarl.europa.eu/RegData/etudes/etudes/join/2014/518747/IPOL-ITRE_ET\(2014\)518747_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/etudes/join/2014/518747/IPOL-ITRE_ET(2014)518747_EN.pdf), pp. 60-62, 185-191. *O*
- Mankoff, Jeffrey. *Russian Foreign Policy. The Return of Great Power Politics*. Plymouth: Rowman & Littlefield Publishers, 2012, pp. 165-173. *A*

Research and Study Skills:

- Planning your research
- Time Management

Theme 9 Democracy and its Discontents

Thursday, November 8 Lecture

Tuesday, November 13 Discussion Theme 9 (Break Out Rooms)

- Krastev, Ivan. "Eastern Europe's Illiberal Revolution." *Foreign Affairs* 97, no. 3 (June 5, 2018): 49–56. *A*
- Decker, Frank. "The 'Alternative for Germany:' Factors Behind Its Emergence and Profile of a New Right-Wing Populist Party." *German Politics and Society* 34, no. 2 (June 1, 2016): 1–16. *A*
- Babayan, Nelli. "Bearing Truthiness: Russia's Cyclical Legitimation of Its Actions." *Europe-Asia Studies* 69, no. 7 (August 9, 2017): 1090–1105. *A*

Research and Study Skills:

- Structuring Your Final Paper

IV. REGIONAL ISSUES IN CONTEXT

Theme 10 Ukraine Crisis

Thursday, November 15 Lecture

Tuesday, November 20 Discussion Readings Theme 10 (Break Out Rooms)

- Yekelchik, Serhy. "The Ukrainian Crisis: In Russia's Long Shadow." *Origins: Current Events in Historical Perspective* 7, no. 9 (2014), <https://origins.osu.edu/article/ukrainian-crisis-russias-long-shadow>. *O*
- Haukkala, Hiski. "A Perfect Storm: What Went Wrong and What Went Right for the EU in Ukraine." *Europe-Asia Studies*, 68, no. 4 (2016): 653-664. *A*
- Andrii Portnov, "Lost in Transition? Ukraine and Europe since 1989." *Eurozine*, January 23, 2018. <https://www.eurozine.com/lost-in-transition-ukraine-and-europe-since-1989/>. *O*

Research and Study Skills:

- Review: Researching Scholarly Literature

Theme 11 Migration and Multiculturalism

Thursday, November 22 Lecture

Tuesday, November 27 Discussion Readings Theme 11 (Break Out Rooms)

- Tara Zahra, "Free to Stay or Go." In: *The Great Departure: Mass Migration and the Making of the Free World*, New York: Norton, 2016, 255-291 *A*
- Stephen Castles, "Immigration & Asylum: Challenges to European Identities and Citizenship," *Oxford Handbook of Postwar European History*, ed. Dan Stone, Oxford, Oxford UP, 2012, 201-219 *A*
- Lucassen, Leo. "Peeling an Onion: The 'Refugee Crisis' from a Historical Perspective." *Ethnic and Racial Studies* 41, no. 3 (February 19, 2018): 383–410. *A*

Research and Study Skills:

- Review: academic sources, citation, references

Theme 12 Memory Politics

Thursday, November 29 Lecture

Tuesday, December 4 Discussion Readings Theme 12 (Break Out Rooms)

- *Dan Stone, "Memory Wars" in *Goodbye To All That? The Story of Europe since 1945*. Oxford: Oxford UP, 2014, pp. 265-290.
- Bartov, Omer. "White Spaces and Black Holes: Eastern Galicia's Past and Present." In *The Shoah in Ukraine: History, Testimony, Memorialization*, edited by Ray Brandon and Wendy Lower. Bloomington: Indiana University Press, 2008, pp. 318-354.
- Petrov, Nikita. "Don't Speak, Memory: How Russia Represses Its Past." *Foreign Affairs* 97, no. 1 (February 1, 2018): 16–21.
- Elisabeth Zerofsky, "Is Poland Retreating from Democracy?" *The New Yorker*, July 30, 2018, <https://www.newyorker.com/magazine/2018/07/30/is-poland-retreating-from-democracy>

Theme 13 Review for Final Exam

Thursday, December 6 Concluding Discussion/Exam Review

Research and Study Skills:

- Review and Prepare for Final Exam



***** Final Paper Due *****

[Course Outline \(Syllabus\) Information on Academic Accommodations](#)

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

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

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 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

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

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