

EURR 1001F
Introduction to European and Russian Studies
Tuesdays, 4:00 p.m. – 6:00 p.m. and Thursdays, 4:30 p.m. – 5:30 p.m.
Please confirm location on Carleton Central

Instructors:

Professor Achim Hurrelmann
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Course description:

This course provides an introduction to interdisciplinary research on Europe, Russia and Eurasia. It discusses selected topics relating to the history, culture, politics, economics and society of the region. The course will expand students' knowledge about the region, as well as familiarizing them with various disciplinary approaches used in academic research about it, including History, Cultural Studies, Political Science, Sociology/Anthropology and Economics.

The main objective of the course is to generate student interest in Europe, Russia and Eurasia, to help students develop a basic understanding of the region, and to equip them with conceptual tools for conducting further research. In addition, EURR 1001 also has two further objectives: It will introduce students to essential study, research and academic writing skills needed to succeed in the social sciences, and it will introduce Carleton's Institute of European, Russian and Eurasian Studies (EURUS) and its faculty.

Readings:

The lecture will be based on required readings that students are expected to complete in advance of each session. The required texts are available as electronic class reserves via the library's ARES system (accessible through *cuLearn*), or as freely available online documents. In the reading list below, texts available through ARES are indicated by *A*, and online sources by *O*. In addition, it is recommended (but not required) that students purchase a research and writing guide, which will be useful for your entire university career. The best one that we know of is the following:

- Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition*, 8th edition. Chicago: University of Chicago Press, 2013.

Evaluation:

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|--------------------------------------|-----|---------------------------------------|
| ▪ Participation in class discussions | 20% | |
| ▪ Research assignment | 20% | (Due Oct 10, 2017) |
| ▪ Midterm quiz | 15% | (Oct 19, 2017, in class) |
| ▪ Final paper | 20% | (Due Dec 7, 2017) |
| ▪ Final exam | 25% | (Exam period, Dec 10-22, 2017) |

Participation in class discussions: The course will consist of one weekly lecture (2 hours) and one weekly discussion group (1 hour). Attendance of both the lecture and the discussion group is mandatory for all students. Lectures may include interactive elements, and discussion groups will feature debates, group work, and short presentations. Students are expected to participate actively in these interactive elements of the course. Participation marks will be assigned according to the quantity and quality of contributions.

Research assignment: This assignment will test the students' knowledge of the study and research skills that will be introduced and thoroughly discussed during the term. These include the identification of relevant academic sources, citation rules, and the compilation of bibliographies. The questions for the assignment will be posted on *cuLearn* by Sept 14; the assignment is due on Oct 10.

Midterm quiz: There will be a one-hour midterm quiz in class on Oct 19. The quiz will focus on the material discussed in class between Sept 12 and Oct 17. It will consist of two short questions relating to selected class sessions.

Final paper: The final paper will be approximately 6 pages in length (12 point font Times New Roman, double spaced, i.e., 1500-1800 words). There will be a list of topics for students to choose from, which will be posted on *cuLearn* on Nov 2. Advice on research design, planning the research process and structuring the paper will be given in class. Papers are due on the day of our last class, Dec 7.

Final exam: There will be a two-hour final exam in the exam period at the end of the term (Dec 10-22). The exam will primarily cover material discussed after the Fall Break. This exam will consist of two essay questions which ask students to establish linkages between materials discussed in various class sessions.

Submission of Coursework:

All written assignments must be submitted using the electronic drop box in *cuLearn*. Unless a specific exception has been arranged, *assignments sent per email will not be accepted*. Comments and grades on assignments will be provided in the *cuLearn* grade book. 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 a 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.

Lecture Topics and Readings:

Date	Topic and instructor	Required text(s)	Study/research skills
INTRODUCTION			
Sept 7, 2017	Introduction (Achim Hurrelmann/ Jeff Sahadeo)	---	---
SECTION I: CULTURAL STUDIES			
Sept 12, 2017	What is Europe? (Achim Hurrelmann)	<ul style="list-style-type: none"> ▪ Graves, Robert. "Europe and Cadmus." In <i>The Greek Myths, Volume 1</i>, revised edition. London: Penguin, 1960, pp. 194-198. *A* ▪ Triandafyllidou, Anna and Ruby Gropas. <i>What Is Europe?</i> Basingstoke: Palgrave Macmillan, 2015, pp. 259-275. *A* 	---
Sept 14, 2017	Discussion groups (Achim Hurrelmann and TA)	---	Interacting with professors and academic advisors; reading, listening and note-taking strategies
	Research assignment posted on <i>cuLearn</i>		
Sept 19, 2017	Russia's Rise: Tsars, Empire and Revolution (Jeff Sahadeo)	<ul style="list-style-type: none"> ▪ "Peter the Great's Decree on Shaving." In <i>Major Problems in the History of Imperial Russia</i>, edited by James Cracraft. Lexington: DC Heath, 1994, p. 110. *A* ▪ Meehan-Waters, Brenda. "Catherine the Great and the Problem of Female Rule." In <i>Reinterpreting Russian History: Readings 860s-1860s</i>, edited by Daniel H. Kaiser and Gary Marker. New York: Oxford University Press, 1994, pp. 379-85. *A* ▪ "Constantine Pobedonostsev Attacks Democracy, 1896." In <i>Major Problems in the History of Imperial Russia</i>, edited by James Cracraft. Lexington: DC Heath, 1994, pp. 390-97. *A* 	---

		<ul style="list-style-type: none"> ▪ Lenin, V.I. (excerpts of) “State and Revolution.” In <i>A Documentary History of Communism in Russia: From Lenin to Gorbachev</i>, edited by Robert V. Daniels. Lebanon, NH: University Press of New England, 1993, pp. 60-7. *A* ▪ Steinberg, Mark. <i>Voices of Revolution in Russia, 1917</i>. New Haven: Yale University Press, 2001, [Documents 6, 13, 14, 121] pp. 85-91, 98, 291-2. *A* 	
Sept 21, 2017	Discussion groups (Jeff Sahadeo and TA)	---	Types of scholarly sources, researching scholarly literature
SECTION II: HISTORY			
Sept 26, 2017	Nazism, Stalinism and the Second World War (Jeff Sahadeo)	<ul style="list-style-type: none"> ▪ McKenzie, David, and Michael W. Curran. <i>Russia and the USSR in the Twentieth Century</i>. London: Wadsworth, 2002, pp. 228-234. *A* ▪ German History in Documents and Images: 1933-1945 (Read Introduction): http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=13 *O* ▪ Introduction to the Gulag: http://gulaghistory.org/exhibits/days-and-lives *O* ▪ Snyder, Timothy. “Hitler vs. Stalin: Who Killed More?” <i>New York Review of Books</i> 10 Mar 2011. http://www.nybooks.com/articles/archives/2011/mar/10/hitler-vs-stalin-who-killed-more/ *O* ▪ Wannsee Conference Protocol: http://www.writing.upenn.edu/~afilreis/Holocaust/wannsee-transcript.html *O* 	---
Sept 28, 2017	Discussion groups (Jeff Sahadeo and TA)	---	Compiling a bibliography
Oct 3, 2017	Cold War and the Collapse of the Communist Bloc (Jeff Sahadeo)	<ul style="list-style-type: none"> ▪ Cold War Timeline: http://www.spiegel.de/international/europe/timeline-a-brief-history-of-the-cold-war-a-562290.html *O* 	---

		<ul style="list-style-type: none"> ▪ Selections from Seventeen Moments in Soviet History website on 1985, 1991: http://soviethistory.msu.edu/1985-2/ and http://soviethistory.msu.edu/1991-2/ *O* ▪ Cheryl Reed, “The Booming Soviet Tourist Industry in Radioactive Ukraine” The Independent, 2 August 2017 http://www.independent.co.uk/news/long_reads/ukraine-tourism-soviet-cold-war-nuclear-chernobyl-tours-a7867986.html *O* ▪ Hockenos, Paul. “8 Things that were Better in East Germany”. <i>Foreign Policy.com</i> 7 (Nov 2014). http://foreignpolicy.com/2014/11/07/8-things-that-were-better-in-east-germany/ *O* ▪ Videos on Ostalgie: http://www.voanews.com/content/berlin-wall-/2513164.html ▪ https://www.youtube.com/watch?v=9chetJZw488 *O* 	
Oct 5, 2017	Discussion groups (Jeff Sahadeo and TA)	---	Citing literature in your own text
SECTION III: POLITICAL SCIENCE			
Oct 10, 2017	Democracy in Europe and Russia (Achim Hurrelmann) <div style="border: 1px solid black; background-color: yellow; padding: 2px; display: inline-block;">Due date for research assignment</div>	<ul style="list-style-type: none"> ▪ Kellogg, Catherine. “Democratic Ideas.” In <i>Critical Concepts: An Introduction to Politics</i>, 5th edition, edited by Janine Brodie, Sandra Rein and Malinda Smith. Toronto: Pierson, 2014, pp. 31-44. *A* ▪ Almond, Gabriel A., Russell J. Dalton, G. Bingham Powell and Kaare Strøm. <i>European Politics Today</i>, 4th edition. New York: Longman, 2009, pp. 58-79. *A* 	---
Oct 12, 2017	Discussion groups (Achim Hurrelmann and TA)	---	Midterm quiz preparation

Oct 17, 2017	Regional integration: European Union and Eurasian Economic Union (Achim Hurrelmann)	<ul style="list-style-type: none"> ▪ Schimmelfennig, Frank. “Europe.” In <i>The Oxford Handbook of Comparative Regionalism</i>, edited by Tanja A. Börzel and Thomas Risse. Oxford: Oxford University Press, 2016, pp. 178-201. *A* ▪ Hancock, Cathleen J. and Alexander Libman. “Eurasia.” In <i>The Oxford Handbook of Comparative Regionalism</i>, edited by Tanja A. Börzel and Thomas Risse. Oxford: Oxford University Press, 2016, pp. 202-224. *A* 	---
Oct 19, 2017	Midterm quiz (in class)	---	---
----- FALL BREAK -----			
SECTION IV: POLITICAL ECONOMY/POLITICAL SOCIOLOGY			
Oct 31, 2017	The European Union’s Single Market, the Eurozone, and “Brexit” (Achim Hurrelmann)	<ul style="list-style-type: none"> ▪ Pinder, John and Simon Usherwood. <i>The European Union: A Very Short Introduction</i>, 3rd edition. Oxford: Oxford University Press, 2013, pp. 56-69. *A* ▪ Barnard, Catherine. “Law and Brexit.” <i>Oxford Review of Economic Policy</i> 33, no. S1 (2017): S4-S11. *A* 	---
Nov 2, 2017	Discussion groups (Achim Hurrelmann and TA)	---	Planning your research; time management
	Final paper topics posted on <i>cuLearn</i>		
Nov 7, 2017	Postnationalism, Multiculturalism, and the Populist Backlash (Achim Hurrelmann)	<ul style="list-style-type: none"> ▪ Kubicek, Paul. <i>European Politics</i>. Boston: Longman, 2012, pp. 340-374. *A* ▪ Lesińska, Magdalena. “The European Backlash against Immigration and Multiculturalism.” <i>Journal of Sociology</i> 50, no. 1 (2014): 37-50. *A* 	---

		<ul style="list-style-type: none"> Explore: Queen's University Multiculturalism Policy Index, http://www.queensu.ca/mcp/. *O* 	
Nov 9, 2017	Discussion groups (Achim Hurrelmann and TA)	---	Structuring your final paper
SECTION V: REGIONAL ISSUES			
Nov 14, 2017	Central Eurasia: Politics and Society (Jeff Sahadeo)	<ul style="list-style-type: none"> Montgomery, David. "Namaz, Wishing Trees, and Vodka: The Diversity of Everyday Religious Life in Central Asia." In <i>Everyday Life in Central Asia: Past and Present</i>, edited by Jeff Sahadeo and Russell Zanca. Bloomington: Indiana University Press, 2007, pp. 253-68. *A* Uehling, Greta. "Dinner with Akhmet." In <i>Everyday Life in Central Asia: Past and Present</i>, edited by Jeff Sahadeo and Russell Zanca. Bloomington: Indiana University Press, 2007, pp. 127-140. *A* Sorbello, Paolo, "Islam in Central Asia: Threat or Myth?" <i>The Diplomat</i>, 14 January 2015 http://thediplomat.com/2015/01/islam-and-central-asia-threat-or-myth/ *O* "Uzbekistan: 25 Years of Karimov's Rule" (Photo Essays), Institute for War and Peace Reporting https://iwpr.net/global-voices/uzbekistan-25-years-karimovs-rule *O* 	---
Nov 16, 2017	Discussion groups (Jeff Sahadeo and TA)	---	Review: Researching scholarly literature
Nov 21, 2017	Russia Today: the Putin Era (Jeff Sahadeo)	<ul style="list-style-type: none"> Putin, Vladimir. Speech to the Munich Conference on Security Policy, 10 Feb 2007. *O* http://archive.kremlin.ru/eng/speeches/2007/02/10/0138_type82912type82914type82917type84779_118123.shtml Lukyanov, Fyodor, "Putin's Foreign Policy: The Quest to Restore Russia's Rightful Place" <i>Foreign Affairs</i> 95, no. 3 (2016): 30-37 *A* 	---

		<ul style="list-style-type: none"> ▪ Walker, Shaun, “Unequal Russia: Is Anger Stirring in the Global Capital of Inequality” <i>The Guardian</i>, 25 April 2017 https://www.theguardian.com/inequality/2017/apr/25/unequal-russia-is-anger-stirring-in-the-global-capital-of-inequality *O* ▪ current media articles TBA 	
Nov 23, 2017	Discussion groups (Jeff Sahadeo and TA)	---	---
Nov 28, 2017	Ukraine: Past and Present (Jeff Sahadeo)	<ul style="list-style-type: none"> ▪ von Hagen, Mark. “Does Ukraine Have a History?” <i>Slavic Review</i> 54, no. 3 (Fall 1995): 658-673. *A* ▪ Yekelchuk, Serhy. “The Ukrainian Crisis: In Russia’s Long Shadow.” <i>Origins: Current Events in Historical Perspective</i> 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.” <i>Europe-Asia Studies</i>, 68, no. 4 (2016): 653-664. *A* ▪ current media articles 	---
Nov. 30, 2017	Discussion groups (Jeff Sahadeo and TA)	---	Review: Academic sources, citation, references
SECTION VI: INTERNATIONAL RELATIONS			
Dec 5, 2017	Canada’s Relationship to the EU and Russia (Achim Hurrelmann)	<ul style="list-style-type: none"> ▪ Dolata-Kreutzkamp, Petra. “Drifting Apart? Canada, the European Union, and the North Atlantic.” <i>Zeitschrift für Kanada-Studien</i> 30, no. 2 (2010): 28-44. *A* ▪ Atland, Kristian. “Interstate Relations in the Arctic: An Emerging Security Dilemma?” <i>Comparative Strategy</i> 33, no. 2 (2014): 145-166 *A* ▪ Hadfield, Amelia. “Maple Leaf Zeitgeist? Assessing Canadian Prime Minister Justin Trudeau’s Policy Changes.” <i>The Round Table</i> 106, no. 1 (2017): 23-35. *A* 	---

Dec 7, 2017	Concluding Discussion; Semester Review (Achim Hurrelmann and Jeff Sahadeo)	---	Exam preparation
	Due date for final paper		

Academic Accommodations:

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: www.carleton.ca/csas.

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send the instructor your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with the instructor to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism:

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own”. This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;

- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

All suspicions of plagiarism will be dealt with according to the Carleton's Academic Integrity Policy (<http://carleton.ca/studentaffairs/academic-integrity/>). The Associate Dean of the Faculty will conduct a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of F for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission, Return and Grading of Term Work:

Written assignments must be submitted directly to the instructor(s) according to the instructions in the course outline. If permitted in the course outline, late assignments may be submitted to the drop box in the corridor outside room 3305 River Building. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructors. For written assignments not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from the Institute of European, Russian and Eurasian Studies will be via official Carleton university e-mail accounts and/or cuLearn. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Official Course Outline: The course outline posted to EURUS website is the official course outline.