

EURR 4100/5100
Fall 2020

CARLETON UNIVERSITY Fall 2020

INSTITUTE OF EUROPEAN, RUSSIAN AND EURASIAN STUDIES

EURR 4100/5100 NATION BUILDING IN CENTRAL AND EASTERN EUROPE



Instructor: Milana Nikolko, PhD

Classroom: Delivered and evaluated online in cuLearn,

Course format: blended model of synchronous and asynchronous parts.

Synchronous part includes two anchor lectures:

Thursday, September 10, starts 6.05 PM Zoom

Thursday, December 03, starts 6.05 PM Zoom

Asynchronous part is divided into 12 Units, each of them become available on Monday mornings of assigned week.

Office hours: by appointment

Contacts:

Email: milananikolko@cunet.carleton.ca,

Zoom by appointment

Course information: cuLearn

Course Description

This course considers the degree to which nation-building processes and democratization have developed and unfolded within Central and Eastern Europe from the end of twentieth century to nowadays. Specific attention will be given to transition processes emerging from socialist societies and their influence on ethnicity, identity politics and nationalism.

The course is divided into three sections. The first section, drawing on relevant theoretical and historical literature, reviews central issues in national construction processes as well as the rise of ethnic identity and transition processes within specific subregions. The conflict between Marxism and liberal democracy ended with a liberal “triumph” that triggered rapid political transformation throughout the former Socialist Bloc. But did “history end” with this ideological victory? We will examine how the rise of democratic movements at the end of the 20th century has been followed by a powerful conservative wave and the spread of Euroscepticism across the region.

The second section is focused on cases with specific attention given to nation building within Central Europe. The fall of the Berlin’s wall and the reunification of Germany provide seminar participants with inspirational stories about the cultural and ideological reintegration of Germany. The modern history of Czechoslovakia now the Czech Republic and Slovakia will be studied through the prism of intellectual influence (Intelligentsia) on political transformation. The post-socialist history of Poland serves as an important example of effective economic transformation and the establishment of regional economic sustainability. The study of the recent development of nationalism, anti-immigrant sentiments and populism in Hungary will bring global perspectives to regional problems.

The third section examines transition processes within the “European” part of the former Soviet Union. We will examine and compare the Baltic states, Ukraine, Belarus and some ongoing and frozen conflict zones. Old and new challenges of multiethnic states bordering on Russia, geopolitical influences and the West-East dilemma will all be covered in this section.

Students from all subfields and methodological backgrounds are encouraged to take the course regardless of their previous level of acquaintance with ethnic politics or nationalism. The class will be run as a seminar with students expected to participate in the discussion on a regular basis. Readings consist of both a required component, which is necessary to the fulfill class participation and further readings that students may wish to consult.

Course Objectives

The objectives of this course are threefold.

- ✓ To give students an overview of the field of the nation building with a particular focus on theoretical and methodological innovations;
- ✓ To provide updated information on trends and movements of the nation building process in this particular region;
- ✓ To show the value of complementary methodological “optics” from global to regional to the nation-state;
- ✓ To assist students in producing original research on questions in this field and;
- ✓ To develop the capacity of students to comment critically and constructively on ongoing research.

Student Responsibilities

By the end of course students should be able to do the following:

- Analyze and discuss the major problem of nationalism and nation building process in a target region.
- Critically compare ways that multi-ethnic states have achieved democratization.
- Review contemporary publications about national and regional politics in the region.
- Provide a written analysis of a selected book in order to understand intellectual perspectives on the region.
- All students should participate in online blog discussion: one or two student(s) will develop a discussion agenda for a specified Unit, focusing on a case study to be agreed upon with the instructor.
- Prepare a research essay on the topic of Nation Building In Central And Eastern Europe to be decided on in consultation with the instructor.

Course format

Blended, includes two anchor lectures (synchronous) and 12 asynchronous weekly units.

Course Assignments and Grading Scheme:

Mandatory: all students must pass the **Biweekly quiz (4 quizzes out of 6 total)**, **Research Essay Proposal**, **Research Essay**, components of this course in order to pass the course.

Task	Weight	Due date
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Accept the syllabus	3%	December 10, by 11.55 PM
Biweekly quiz (6)	5% each, 30% total	Sundays by 11.55 PM Week 2,4,6,8,10,12
Weekly online group discussion (12 weeks)	2% each, 24% for 12 weeks Maximum 24%	Ongoing
<i>Book review:</i>	10%	October 25, Sunday by 11.55 PM
Research essay proposal	5%	November 08, Sunday by 11.55 PM
Research essay	25%	December 10, Thursday 11.55 PM
Final group trivia (Unit 12, December 03, 6.05 PM via ZOOM)	First place 4% Second place 3%	December 03, Thursday 6.05 -7.30 PM

Accept the syllabus: 3%. It is first important step in course development. I encourage you to carefully read and understand the syllabus during the first week.

The quizzes will be embedded in the lesson modules in each second Unit (Unit 2,4,6,8,10,12), each quiz includes questions related to the previous and ingoing Units (e.g. Quiz 1 will include questions for Unit 1 and 2 etc.). They are designed to test your comprehension of the lesson's material and will mostly consist of multiple-choice questions. You have two (2) opportunities to take the quiz and whatever is your highest earned grade on Sunday 11:55 PM and it will be recorded as your quiz grade.

Weekly Group Discussions (blog format): In the first few days of the course, cuLearn will assign you to a small discussion group of about 10-12 people. You will be in this group for the length of the course. Your task in Unit 1 is to introduce yourself to the other members of your group. After Unit 1, every week on Monday morning you will receive an email from the instructor informing you of who within your group will be the discussion leader(s) for that week. The discussion leaders will be tasked with posting a contribution to the small group discussion board no later than NOON Wednesday.

The contribution should be up to **250 words in length**. It should correspond to the topic of the week Unit. It should be designed to foster further engagement from the group. After the leader has posted their contribution, other members of the group can respond

with their own thoughtful paragraph (between 150 to 300 words) or pose their own lines of debate. 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.

Book review: 10%. Students will write a short book review (1250-1500 words/5 pages) based on a reading of:

Maleševic, Siniša. 2006. Identity as ideology: understanding ethnicity and nationalism. National University of Ireland, Galway: Palgrave Macmillan. **Or**

Snyder, Timothy. 2003. The reconstruction of Nations. Poland, Ukraine, Lithuania, Belarus 1569-1999. Yale University Press, New Haven & London.

Both books available in e-format.

The book review is due Sunday, **October 25, 2020 by 11.55 PM**. Submission via cuLearn.

Research Essay Proposal (up to 300 words) 7%, submission deadline - Sunday, November 08, 11:55 PM.

You are required to submit a Research Essay Proposal so that the instructor can approve of your topic. Research Essays that are written on unapproved topics will automatically receive a grade of F. Students who do not submit a proposal OR who want to switch their topics after the proposal has been handed in should contact the instructor ASAP in order to avoid an automatic F on their Research Essay.

Research Essay: 25%. The final paper will be approximately 15 pages (undergraduate) or 20 pages (graduate) students in length (**12 point font, Times New Roman, double spaced**). 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.

Essay is due December 10, 11.55 PM. Essay 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 while preparing their essays during my office hours or by appointment. The paper should build on both secondary traditional and web-based sources, on the topic of Nation Building in Central and Eastern Europe. The paper should have: A Title Page and Abstract of 100 - 250 words. A Statement of the Problem which identifies the major problem addressed and how it fits into national building theories. A Research Question which identifies the specific research questions associated with the problem or topic. A Theoretical Framework which

identifies the underlying method of analysis that underlies your paper. Hypotheses which identify possible findings. The Argument or substance of the main paper. Conclusions which identify the findings of your research that include implications for theory (and policy where warranted). A Bibliography which refers to materials actually used in your research paper. The paper can be a *comparative analysis*, OR a *detailed case study of one particular country with the accent on specific of nation building (for example; memory work, lustration, rise of far-right movement)*. The research paper must use footnotes as appropriate whenever referring to an author's idea, citing empirical facts or drawing on research from publishing sources, a complete bibliography (15-20 sources) should be included at the end of the paper. The paper should be organized systematically and quotations from the source should be clear indicated.

The final version is due December 10, 2020, please submit your paper via cuLearn.

All papers will be submitted electronically as PDF files through CU Learn.

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.

Technological Requirements for the Course: All students must have regular access to a computer terminal with reliable internet access. They will be required to engage with lecture videos, movies, podcasts, upload papers written in a word processor and saved in a pdf format, download and view pdf files, successfully log in and navigate cuLearn, successfully log in and navigate their Carleton email accounts, generate typed responses to prompts on cuLearn, and navigate quizzes and other pages on cuLearn using the mouse or touchscreen functions. Students with special needs, financial or technological, who cannot fulfill these requirements should contact the instructor immediately.

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.

Required Texts:

Smith, Anthony D. 2003. Nationalism and Modernism: a critical survey of recent theories of nations and nationalism. Routledge,(UK). (*hereafter N*), ARES

Hagendoorn, Louk, György Csepeli, Henk Dekker, and Russel Farnen. 2000. European Nations and Nationalism. Theoretical and Historical Perspectives. Aldershot (UK) and Brookfield (USA): Ashgate. (*hereafter ENN*), ARES

CLASS SCHEDULE AND TOPICS

FIRST SECTION: CONTEMPORARY THEORIES OF NATIONALISM AND DEVELOPMENT IN CENTRAL AND EASTERN EUROPE

Unit 1. September 09-13. NATION CONSTRUCTION WITHIN CENTRAL AND EASTERN EUROPE: ROOT CAUSES

Anchor lecture1, September 10, Thursday 6.05-7.00 PM: Introductory discussion via ZOOM.

This Unit consists of an online lesson module that will take approximately 2,5 hours to complete.

Within the module, you will be asked to complete:

- accept the syllabus: submit by Sunday, September 19, 11:55 PM (with the possibility to extend),
- to write the introductory post about your interest in this course (up to 250 words),
- to choose a week and a topic when you going to be a discussion leader of course blog.

Reading:

Fukuyama, Francis. 2018. "Why National Identity Matters." *Journal of democracy* 29, no. 4 (2018): 5–15.

UNIT 2. September 13-20. NATIONALITY AND THE STATE: THEORETICAL SPECULATIONS

This Unit consists of an online lesson module that will take approximately 3,5 hours to complete.

Within the module, you will be asked to complete:

- to watch the videos,
- to read the reading materials,
- to complete biweekly quiz,
- to follow and participate in the discussion, initiated by discussion leader.

Reading:

Chapter 2, 4, 6 in N.

Karolewski, Ireneusz Paweł, Suszycki, Andrzej Marcin. 2011. *The Nation and Nationalism in Europe: An Introduction*. Chapter 1,2.

Unit 3. September 21-27. THE COLLAPSE OF THE SOVIET UNION AND THE SOCIALIST CAMP: OVERVIEW AND IMPLICATIONS

This Unit consists of an online lesson module that will take approximately 3 hours to complete.

Within the module, you will be asked to complete:

- to watch the videos,
- to read the reading materials,
- to follow and participate in the discussion, initiated by discussion leader.

Reading:

Kotkin, Stephen. 2001. *Armageddon averted: The Soviet collapse, 1970-2000*. Oxford: Oxford University Press: Chapter 1,2.

Arbel, David, Ran Edelist. 2003. *Western intelligence and the collapse of the Soviet Union, 1980-1990: Ten years that did not shake the world*. London; Portland: Chapter 4.

Welsh, Helga A. 1996. "Dealing with the Communist past: Central and East European Experiences after 1990" *Europe-Asia Studies*, Vol. 48(3): 413-428

Williams, Kieran, Fowler, Brigid and Szczerbiak, Aleks. 2005. Explaining lustration in Central Europe: a 'postcommunist politics' approach. *Democratization*. 12(1): 22 -43

Horowitz, Shale. 2005. *From Ethnic Conflict to Stillborn Reform: The Former Soviet Union and Yugoslavia*.3-27.

Unit 4. September 28- October 04. TRANSITIONS TO DEMOCRACY AND IDENTITY POLITICS: BETWEEN POST SOCIALISM AND LIBERALISM

This Unit consists of an online lesson module that will take approximately 4 hours to complete.

Within the module, you will be asked to complete:

- to watch the videos,
- to read the reading materials,
- to complete biweekly quiz,
- to follow and participate in the discussion, initiated by discussion leader.

Reading:

Brubaker, Rogers. 1996. *Nationalism Reframed: Nationhood and the National Question in the New Europe*. Cambridge: Cambridge University Press. 55-76.

Passerini, Luisa. 2002. *From the Ironies of Identity to the Identities of Irony*. Cambridge University Press. 191-208.

Sharpe, Matthew and Boucher, Geoff. 2010. *Zizek and politics. A critical introduction*. Edinburg University press: Part 1, Chapter 1.

SECOND SECTION: CENTRAL EUROPE: REBUILDING NATIONS

Unit 5. October 05-11. UNIFICATION OF THE GERMANY: HOW TO “OVERCOME” SOCIALISM?

This Unit consists of an online lesson module that will take approximately 4 hours to complete.

Within the module, you will be asked to complete:

- to watch the videos,
- to read the reading materials,
- to follow and participate in the discussion, initiated by discussion leader.

Documentary “The Rise and Fall of The Berlin Wall” Episode 2, selected.

Reading:

Frowein, Jochen Abr. 1992. “The Reunification of Germany”. *The American Journal of International Law*. 86(1): 152-163.

Nassehi, Armin. 2000. “Germany: The Ambiguous Nation.” 215-248 in ENN

Staab, Andreas. 1998. "Xenophobia, ethnicity and national identity in eastern Germany." *German Politics* 7(2): 31-46.

Jones, Sara. 2009. "Conflicting Evidence: Hermann Kant and the Opening of the Stasi Files". *Life and Letters*. 62(2): 190-205.

Unit 6. October 12-18. CZECH REPUBLIC AND SLOVAKIA: INTELLECTUALS AND POLITICS

This Unit consists of an online lesson module that will take approximately 3,5 hours to complete.

Within the module, you will be asked to complete:

- to watch the videos,
- to read the reading materials,
- to complete biweekly quiz,
- to follow and participate in the discussion, initiated by discussion leader.

Reading:

Havel, Vaclav. 1991 "The Power of the Powerless." *In From Stalinism to Pluralism*. 168-74.

Pechacova, Zdenka and Cerny, Vlastimil. 2000. "The Czech Republic: an old nation's lateborn state" in ENN

Malová, Darina and Mego, Paul. 2000. "Slovakia: national consciousness from denied autonomy" in ENN

Wallace, W.V. 1996. "From Czechs and Slovaks to Czechoslovakia, and from Czechoslovakia to Czechs and Slovaks" in *Europe and Ethnicity*. Routledge, 47-67.

Unit 7. October 19-25. POLAND'S ECONOMIC TRANSITION: FROM STABILISATION TO GROWTH

This Unit consists of an online lesson module that will take approximately 4,5 hours to complete.

Within the module, you will be asked to complete:

- to watch the videos,
- to read the reading materials,
- to follow and participate in the discussion, initiated by discussion leader,
- to submit your book review.

Readings:

Jasinska-Kania, Aleksandra. 2000. "Poland: the "Christ" of nations." in ENN.

Kolodko, W. 2009. "Poland's Great Transformation and the Lessons to be Learnt" in: Paul Blokker Bruno Dallago (eds.), *Regional Diversity and Local Development in the New Member States*, Palgrave-MacMillan, 99-121.

Myck, Michał and Monika Oczkowska. 2018. "Shocked by therapy? Unemployment in the first years of the socio-economic transition in Poland and its long-term consequences." *Economics of Transition Volume 0(0): 1–30* DOI: 10.1111/ecot.12161

OCTOBER 26- November 01. Fall Break/Reading Week

Unit 8. November 02-08. HUNGARY: THE INVENTION OF NONLIBERAL DEMOCRACY

This Unit consists of an online lesson module that will take approximately 4,5 hours to complete.

Within the module, you will be asked to complete:

- to watch the videos,
- to read the reading materials,
- to complete biweekly quiz,
- to follow and participate in the discussion, initiated by discussion leader,
- to submit research essay proposal.

Reading:

Sullivan, John. 2014 "Orban's Hungary: image and reality. Who's democracy? Which liberalism?" *Hungarian Review*, 05:7-18.

Halmai, Gábor. 2018. "Is There Such Thing as 'Populist Constitutionalism'? The Case of Hungary." *Fudan J. Hum. Soc. Sci.*, 11:323–339.

THIRD SECTION: POST-SOVIET SPACE

Unit 9. November 09-15. BALTIC STATES

This Unit consists of an online lesson module that will take approximately 4 hours to complete.

Within the module, you will be asked to complete:

- to watch the videos,
- to read the reading materials,
- to follow and participate in the discussion, initiated by discussion leader.

Reading:

Snyder, Timothy. 2003. *The reconstruction of nations: Poland, Ukraine, Lithuania, Belarus, 1569 - 1999*. Yale University Press. Part 1.

Budryte, D. 2005. *Taming nationalism?: political community building in the post-Soviet Baltic States*. Aldershot, Hampshire, England; Burlington. Chapter 3,4,5. (reserved)

Lehti, M., Smith, D.J. 2003. *Post-Cold War identity politics: northern and Baltic experiences*. London; Portland, OR;: Frank Cass. Chapter 10,11, 12.

Unit 10. November 16-22. UKRAINE: WHEN NATION BUILDING IS CHALLENGED

This Unit consists of an online lesson module that will take approximately 4 hours to complete.

Within the module, you will be asked to complete:

- to watch the videos,
- to read the reading materials,
- to complete biweekly quiz,
- to follow and participate in the discussion, initiated by discussion leader.

Reading:

Snyder, Timothy. 2003. *The reconstruction of nations: Poland, Ukraine, Lithuania, Belarus, 1569-1999*. Yale University Press. Part 2.

Arel, Dominique. 2018. "How Ukraine has become more Ukrainian", *Post-Soviet Affairs*, 34:2-3, 186-189, DOI: 10.1080/1060586X.2018.1445460

Unit 11. November 23-29. BELARUS – WHERE TO NOW?

This Unit consists of an online lesson module that will take approximately 3,5 hours to complete.

Within the module, you will be asked to complete:

- to watch the videos,
- to read the reading materials,
- to follow and participate in the discussion, initiated by discussion leader.

Reading:

Pershai, Alexander. 2010. "Minor Nation." *East European Politics and Societies*, 24(3).

Marples, David R. 1999. *Belarus: a denationalized nation. Postcommunist states and nations*. Chapter 5,6.

Klymenko, Lina. 2016. "Narrating the Second World War: History Textbooks and Nation Building in Belarus, Russia, and Ukraine." *Journal of Educational Media, Memory, and Society*, 8(2).

Unit 12. November 30 - December 06. Race. Class and Nation Building. Class discussion and conclusions

Thursday, December 03. Anchor lecture (Zoom) starts at 6.05 -7.30 PM

Includes trivia game, discussion, and course conclusions. This trivia game will conclude this course, so be prepared to engage all your knowledge of the nation building!

This Unit consists of an online lesson module that will take approximately 5,5 hours to complete.

Within the module, you will be asked to complete:

- to watch the videos,
- to read the reading materials,
- to complete biweekly quiz,
- to follow and participate in the discussion, initiated by discussion leader,
- to participate in online group trivia game.

Reading:

Martin, Susan and Jonas Bergmann. 2020. "Shifting forms of mobility related to COVID-19" in *Covid-19 and the transformation of migration and mobility globally*.

<https://publications.iom.int/books/covid-19-and-transformation-migration-and-mobility-globally-shifting-forms-mobility-related>

December 10. Thursday 11.55 PM Final Essay submission

FURTHER READING MATERIALS:

Unit 1

Eeden, Mare, Van Den. 2010. Voices from Central Europe: Bauman, Kerte sz and Zizek in search of Europe. in *ANGELAKI journal of the theoretical humanities* 15 (3). ARES

Chapter 1 in II.

Sugar, Peter F. 1990. *Eastern European Nationalism in the Twentieth Century*, pp.103-4, 205-7, 273-4.

Gellner, Ernst. 1983. *Nations and Nationalism* N.Y., Cornell University Press.

Anderson, Benedict. 1991. *Imagined Communities*. London: Verso, pp. 1-46.

Brubaker, Rogers. 1996. *Nationalism Reframed*. Cambridge, Cambridge University Press.

Taras, Ray. 2001. "Nationalising states' or nation-building? A critical review of the theoretical literature and empirical evidence', *Nations and Nationalism*, 7(2): 135-154.

Unit 2

Stalin, Joseph. 1994 [1973]. "The Nation." Pp. 18-21 in Hutchinson, John, and Anthony Smith, D. 1994. *Nationalism* ("Oxford Readers" Series). Oxford and New York: Oxford University Press.

Lenin, Vladimir [selected writings]. 1951. *The Right of Nations to Self - Determination*. Westport, CT: Greenwood Press.

Ostow, Robin ed. 2008. (Re)visualizing national history: museums and national identities in Europe in the new millennium / edited by Robin Ostow. Toronto: University of Toronto Press.

Greenfeld, Liah. 1992. *Nationalism: Five Roads to Modernity*.

Unit 3

Slezkine, Yuri. 1994. "The USSR as a Communal Apartment, or How a Socialist State Promoted Ethnic Particularism," *Slavic Review* 53(2): 414-452.

Letki, Natalia. 2002. "Lustration and Democratisation in East - Central Europe" *Europe-Asia Studies*, Vol. 54(4): 529-552.

Garton, Timothy. 2004. "Ash Trials, purges and history lessons: treating a difficult past in post communist Europe" in *Memory and power in post-war Europe. Studies in the Presence of the Past* / ed. by J.-W.

Muller. – Cambridge University Press. 265-281

Unit 4

Kemp, Walter A. 1999. *Nationalism and communism in Eastern Europe and the Soviet Union: a basic contradiction?*

Przeworski, Adam. 1995. *Sustainable Democracy*. Cambridge University Press.

Cordell, Karl, ed., 1999. *Ethnicity and Democratization in the New Europe*, London, Routledge. (selected chapters).

Rustow, Dankwart. 2000 (1970). "Transitions to Democracy: Toward a Dynamic Model" *Comparative Politics* 2:3.

Unit 5

Partridge, Damani. 2008. "We Were Dancing in the Club, Not on the Berlin Wall: Black Bodies, Street Bureaucrats, and Exclusionary Incorporation into the New Europe." *Cultural Anthropology* . 23(4): 660 – 687.

Verdery, Katherine. 1997. *What Was Socialism and What Comes Next?* Princeton University Press.

Unit 6

Agnew, Hugh. 2006. *The Czechs and the Lands of the Bohemian Crown*. Hoover Institution.

Young, Robert. 1997. "How do peaceful Secessions Happen?" in Carment, D. and James, P. Wars in the Midst of Peace. University Pittsburgh Press, Pittsburgh.

Hilde, Paal Sigurd. 1999. "Slovak Nationalism and the Break-up of Czechoslovakia." *Europe - Asia Studies* 51 (4): 647-665.

Wolchik, Sharon L. 1999. "Czechoslovakia on the Eve of 1989" *Communist and Post Communist Studies* 32(4): 437-451.

Unit 7

Humphrey, Caroline. 2003. *The Unmaking of Soviet Life: Everyday Economies After Socialism*. Cornell University Press

Sissenich, Beate. 2007. *Building states without society: European Union enlargement and the transfer of EU social policy to Poland and Hungary*. Beate Sissenich Lanham, MD: Lexington Books.

Szczerbiak, Aleks. 2002. "Dealing with the Communist Past or the Politics of the Present? Lustration in Post - Communist Poland." *Europe-Asia Studies*, 54(4):553-572

Unit 8

Bozóki, András, Hegedűs, Daniel. 2018. "An externally constrained hybrid regime: Hungary in the European Union", *Democratization*, 25:7, 1173-1189, DOI: [10.1080/13510347.2018.1455664](https://doi.org/10.1080/13510347.2018.1455664)

Unit 9

Mole, R.C.M. 2012. *The Baltic States from the Soviet Union to the European Union: identity, discourse and power in the post-Communist transition of Estonia, Latvia and Lithuania*. New York, NY: Earthscan.

Unit 10

Zaprudski, Siarhiej. 2006. "Subjective Ethnolinguistic Vitality Identity: Several Belarusian-Ukrainian Comparisons" *Crossroads* 1.

Bekeshkina, Iryna. 2000. "Ukraine: a newly independent state." in **ENN**

Wolczuk, Kataryna. 2000. 'History, Europe and the 'national idea': the 'official' narrative of national identity in Ukraine', *Nationalities Papers*, vol. 28, no. 4, 675.

Yekelchik, Serhy, 2007. *Ukraine: birth of a modern nation*. University Press (selected chapters).

Zhurzhenko, Tatiana. 2007. "The geopolitics of memory" 05(10)

Unit 11

Bresky, Oleg. 2008. "Locality" *Crossroads* 3.

Unit 12

SPECIALIZED JOURNALS

Ethnopolitics

Nations and Nationalism

Slavic Review

Ethnos: Journal of Anthropology

Nationalities papers

East European Politics and Societies

Foreign Affairs

World politics

European Journal of International Relations

East European Politics & Societies

Ab Imperio

Caucasian Review for International Affairs

Communist and Post-Communist Studies

Cultural Anthropology

Journal of Muslim Minority Affairs

ANALYTICAL REPORTS for Country Profile Assessment

Human Rights Watch International Crisis Group
International Organization for Migration
Organization for Security and Cooperation in Europe
The World Bank - Europe

United Nations Development Program - Europe and the CIS

Human Rights Watch
BBC country profiles
UN Data
UN country report
World database
Freedom House

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 is 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

Submission, Return and Grading of Term Work

Written assignments must be submitted directly to the instructor(s) via cuLearn, please be aware of regressive penalty for the late submission.

Final submissions 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.