

**EURR 4202/5202/PSCI 4801 SPECIAL TOPICS COURSE.  
THE WAR IN UKRAINE: ROOTS, DYNAMICS, AND GLOBAL IMPACT**

Instructor: Milana Nikolko, PhD

Meeting time:  
Mondays, 6.05- 8.55 pm,  
Meeting place: McNicol Building, 1020

Office hours: Mondays, 4-.5.30, TBA  
Course format: delivered in person

**COURSE TOPICS:**

**UKRAINE: DECOLONIZING THE HISTORY**  
**UKRAINE BETWEEN EMPIRES: WHEN THE PAST IS DICTATING THE PRESENT**  
**CHORNOBYL AND THE COLLAPSE OF THE USSR**  
**UKRAINE INDEPENDENT: SECURITY GUARANTEES AND SECURITY RISKS**  
**DEMOCRATIZATION, CHALLENGES AND POLITICAL RISKS OF FIRST FIFTEEN YEARS OF TRANSITION**  
**MAIDANS 2004 AND 2014**  
**CRIMEA**  
**BEYOND CRIMEA: DONBAS CRISIS AND CRISIS MEDIATION 2014-2022**  
**2022 INVASION: FACING THE RUSSIAN AGGRESSION**  
**WAR AND SOCIAL LIFE IN UKRAINE**  
**DISPLACEMENT, MIGRATION**  
**WAR SCENARIOS**  
**WAR IMPACT: REGIONAL AND GLOBAL**

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Course web <https://brightspace.carleton.ca/d2l/home/157180>

**Course Description**

On February 24, 2022, Russia's President Vladimir Putin declared a special military operation, a de-facto war on Ukraine. At the very same moment, Russia's army launched a full-scale invasion of Ukraine, attacking the country by air, sea and on the grounds.

Today, after ten months of full-scale war, Ukraine still stays strong with President Zelensky in Kyiv and the only one regional center (out of 24) is fully controlled by Russian troops. Ukraine's resistance to the Russian invasion has shown strength that has surprised many observers, but there are much more challenges for the Ukrainian sovereignty and the security of Europe lay ahead.

This course considers the degree to which nation-building processes in the region of Eastern Europe, graduate democratization of Ukraine and Post-Soviet security architecture resulted in creating unbalanced security order and ignited the military conflict in XXI century Europe.

First, we will apply a post-colonial lens to understand the history of the region, analyzing in greater detail the relationship between Ukraine and Russia from the epoch of modernity till the end of the USSR. Why history of the two nations become a core problem for European security? How does history affect policy-making in Russia? What are the Ukrainian narratives about the past and the future of the nation?

The second learning cluster will be dedicated to the post-soviet transformation of the region and the dynamics of nation-building in Ukraine. Drawing on the relevant theoretical and historical literature reviews of the security issues in the sphere of economics and regional cooperation, as well as the rise of ethnic identity and challenges of transition processes in Ukraine, the seminar will analyze the Euromaidan event, the Russian annexation of Crimea and the war front in Eastern Ukraine between 2014 and the end of 2021. The current Russian invasion of Ukraine will be the focal point of this course and we will review the scenarios of further war genesis.

The final cluster of the course will be dedicated to the analysis of the war's impact on Ukrainian society, the future of Ukraine and the global and profound effect of the war on international security structures, migration and sustainability of the region.

Students from all subfields and methodological backgrounds are encouraged to take the course regardless of their previous level of acquaintance with the region of Eastern Europe. The class will be run as a seminar with students expected to participate in the discussion regularly.

### **Course Objectives**

The objectives of this course are fourfold.

1. To give students an overview of the field of state-building with a particular focus on theoretical and methodological innovations in the field of security issues and conflict dynamics;
2. To provide scholarly grounded information on trends and developments in Russia's offensive operation in Ukraine;
3. To assist students in producing original and nuanced research on questions in the field of the Russian war in Ukraine;
4. To develop the capacity of students to comment critically and constructively on the most recent publications related to the topic.

### **Course Objectives and Learning Outcomes**

Through a combination of lectures, seminars and case studies, students will learn how to critically assess the meaning and significance of the Ukrainian state, society composition, and the reasons and possible outcomes for the war.

Students will work independently and in groups as they read about and do original research on Ukraine, state political structure, regional specifics, security concerns and dominant geopolitical factors and the Russian Invasion of Ukraine. In addition to scholarly publications, course material will include media publications, video lectures, policy reports, military notes and reports and documentaries from the region. Students can analyze the OSINT sources on war, but this is not a requirement for the course.

By the end of this course students will be able to:

- Closely analyze texts to extract key ideas and construct the meaning;
- Distinguish between opinion and evidence-based argument;
- Effectively identify and evaluate resources about a specific problem or issue;
- Comprehensively explore an issue, including interpreting available data or evidence and formulating an argument or conclusion that is supported by the examined resources;
- Communicate ideas to a variety of audiences, including purposeful development and expression of academic ideas in written and/or oral formats;
- Identify available university support services for students and recognize how they can contribute to academic success.

### **Students Responsibilities**

Students are expected to attend all class meetings on time, participate in the class discussion and present on readings regularly.

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

- Analyze and discuss the major problem of state-building and societal processes in Ukraine.
- Critically compare ways that the Ukrainian state has achieved democratization.
- Review of most contemporary publications on the Russo-Ukraine war.
- All students should participate in group presentation: 2-3 students will develop a group presentation and a discussion agenda for a specified class session, focusing on a case study to be agreed up with the instructor.
- Prepare a research essay on the topic of "The War In Ukraine: Roots, Dynamics, And Global Impact to be decided on in consultation with the instructor.

**Grades will be assigned according to the following:**

Item	Weight	Delivery	Date
Active Participation in class discussions	20%	Class attendance and active participation in group work and discussions during the entire course	Ongoing
Book Review	20%	7-8 pages	Week 6
Group Presentation	20%	25 minutes At least one supplementary reading	Week 5-12
Research Essay Proposal	5%	3 pages	Week 9
Research Essay	35%	15 (undergrads) and 20 (grads) pages	Week 13

#### **Class Participation: 20%**

*Class participation format* includes regular attendance and participation in discussion of assigned readings and documentaries. Students are expected to come to each class having prepared the assigned readings in advance.

#### **Book review: 20%**

Students will write a short book review (2000-2500 words/up to 8 pages) based on a reading of **Wilson, Andrew. *Ukraine Crisis: What It Means for the West*. New Haven: Yale University Press, 2014.**

The book review is due on Week 6 (Sunday).

#### **Group Presentation: 20%**

*Presentation format:*

Students will be asked to work on study questions in group during a class. This type of course mark will include the following: a) participation in group work during the class, b) each student will participate in oral summary of their group work. In the latter half of the class, students will make a group presentation (2-3 students per group depending on class size) during the latter part of the term to be decided on in consultation with the instructor. The group work will be presented in class (PowerPoint is an option) and will focus on one or more of the themes in the readings. The presentation will consist of a written summary of 2 pages to be submitted the day of the presentation and an in-class oral summary of approximately 20-25 minutes in length with discussion to follow. Students will select a working group topic and a date for their presentation by class 3.

#### **Research Skills Assignments:**

Students will write one research skills assignment over the course of the term. The assignment includes **combination of research essay proposal and research essay**. 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 the main arguments of sources, citation rules, and the compilation of bibliographies.

**Research Essay Proposal 5% (500-750 words)** submission deadline Week 9.

### **Research Essay: 35%**

#### *Research Essay format:*

Conduct research (essay of 15-20 pages, typed, double spaced, 4000 words (for undergraduate students) or 6000 words (for graduate students) using both traditional and web-based sources, on the topic of state-building of Ukraine, a Russian invasion of Ukraine and related topics.

The research Essay is due Week 13 (Monday).

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 the topic of the course.

*A Research Question* 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.

*A Methodology* is to be used to answer the research questions.

*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* refers to materials used in your research paper.

The paper can be a detailed case study, a theoretical reflection on the particular situation in Ukraine, or an evaluation of a policy. The research paper must use footnotes or endnotes as appropriate whenever referring to an author's idea, citing empirical facts or drawing on research from publishing sources, a complete bibliography (minimum of 15 sources) should be included at the end of the paper. The paper should be organized systematically and quotations from the source, as well as any paraphrasing, should be clearly indicated.

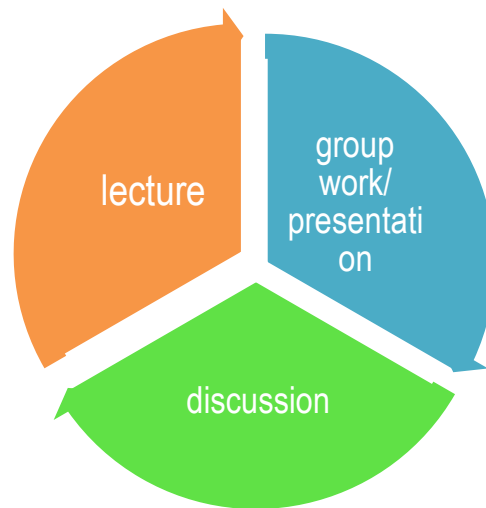
The essay will be evaluated according **to the following criteria**: soundness of thesis, use of evidence to support the thesis, coherence of argument, how well it integrates sources material, logical structure, style, grammar, spelling, and proper bibliographic citation. I encourage students to consult with me or the teaching assistant while preparing their essays during my office hours or by appointment. All papers will be submitted electronically as PDF or Word document files through Brightspace.

Feedback, comments, and grades will be provided via Brightspace 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.

**Course format:**

The course is composed of integrated lectures and seminars and group activities and is divided into three sections. The first class will serve as an introduction to the course and to overarching theoretical issues. The course is intended to generate discussion among students with the instructor acting as facilitator. We will review recent video documentaries and do group presentations. The discussion is intended to focus on specific subjects as outlined in the syllabus. It is essential students do the assigned readings. Further readings based on the students' own initiative are encouraged and welcome. Further readings and video materials are optional. Suggestions for additional literature on the topics are likewise welcome. Students are encouraged to follow developments on relevant subject matter by reviewing various scholarly journals. The language of instruction is English. Required and suggested literature is in English, but students are encouraged to read literature in other languages too.

The classwork will consist of three major segments:



**Required Texts:** Required readings are listed for each theme covered in the course, *there is no need to purchase a course related book*. All required materials are available online. Students are expected to read the required readings (both scholarly literature and primary documents) and watch the videos. These readings and videos will also form the basis of our discussions. All required readings are available via Brightspace.

## COURSE SCHEDULE AND READING AND VIDEO MATERIALS LIST

*Note: The instructor may make changes to the readings throughout the semester for pedagogical or practical reasons. Changes will be announced via email, Brightspace, or in class.*

### PART 1. EMPIRES AND COLONIES IN EASTERN EUROPE: HISTORY OF UKRAINE

#### WEEK 1. INTRODUCTION TO THE COURSE SPECIFICS. UKRAINE: DECOLONIZING THE HISTORY

Meeting January 09, 2023

##### **Further readings and videos:**

- Bekeshkina, I. 2000. *Ukraine: a newly independent state*.
- Snyder, T. 2022. The making of modern Ukraine. Class 1: Ukrainian questions posed by Russian invasion [https://www.youtube.com/watch?v=bjczllwp-d8&list=plh9mgdi4rnewfxo7lhboz\\_1mx1mao6sw\\_&index=1](https://www.youtube.com/watch?v=bjczllwp-d8&list=plh9mgdi4rnewfxo7lhboz_1mx1mao6sw_&index=1)
- Smith, G., Law, V., Wilson, A., Bohr, A. and Allworth, E. 1998. *Nation-building in the Post-Soviet Borderlands. The Politics of National Identities*, Cambridge, Cambridge University Press Introduction, chapter 1).

#### WEEK 2. UKRAINE BETWEEN EMPIRES: WHEN THE PAST IS DICTATING THE PRESENT

Meeting January 16, 2023

##### **Required reading materials:**

- Yekelchuk, S. *Ukraine: Birth of a Modern Nation*. Oxford : Oxford University Press, 2007.
- Plokhy, Serhii. *The Gates of Europe: a History of Ukraine*. New York, NY: Basic Books, a member of the Perseus Books Group, 2015.
- Brogi Bercoff, G., Pavlyshyn M., Plokhy, S. 2018. *Ukraine and Europe: Cultural Encounters and Negotiations*. Edited by Giovanna Brogi Bercoff, Marko Pavlyshyn, and Serhii Plokhy. Toronto: University of Toronto Press, 2018
- Humphrey, C. 2003. *The Unmaking of Soviet Life: Everyday Economies After Socialism*. Cornell University Press
- Portnov, A. "Lost in Transition? Ukraine and Europe since 1989." Eurozine, January 23, 2018. <https://www.eurozine.com/lost-in-transition-ukraine-and-europesince-1989/>.

##### **Further readings and videos:**

- Hurst Hannum. 1990. *Autonomy, Sovereignty, and Self-Determination: The Accommodation of Conflicting Rights*. Philadelphia: University of Pennsylvania Press, pp. 50-73.
- Wylegala, Anna, and Malgorzata Glowacka-Grajper. *The Burden of the Past: History, Memory, and Identity in Contemporary Ukraine*. Bloomington: Indiana University Press, 2020. Chapter 3.4.

#### WEEK 3. CHORNOBYL AND THE COLLAPSE OF THE USSR

Meeting January 23, 2023

##### **Required reading materials:**

- Amar, T. C. 2019. 'Politics, Starvation, and Memory: A Critique of Red Famine,' *Kritika: Explorations in Russian and Eurasian History*, 20 (1): 145-169.
- Applebaum, A. 2017. *Red Famine. Stalin's War on Ukraine*. London: Allen Lane.
- Wolczuk, K. 2001. The Moulding of Ukraine. The constitutional politics of state formation. Chapter 1,5,6
- Oleinik, A. 2019. Building Ukraine from the within. Chapter 2. Freedom.
- Kulish, A, Andriichenko N., Reznik O. "A Step Forward in the Minimization of Political Corruption in Financial Support of Political Parties: The Experience of Ukraine and Lithuania." *Baltic journal of law & politics* 11, no. 1 (2018): 108–130.

**Further readings and videos:**

- D'Anieri, P.2007. *Understanding Ukrainian Politics: Power, Politics, and Institutional Design: Power, Politics, and Institutional Design*. Armonk: Routledge, 2007, Chapter 3.
- Przeworski, A, Alvarez M., Cheibub J., Limongi F. 2000. *Democracy and Development: Political Institutions and Well-Being in the World, 1959-1990*. Cambridge University Press.
- Przeworski, A. 1995. *Sustainable Democracy*. Cambridge University Press.
- Snyder, T. 2022: The Making of Modern Ukraine. Class 18. Before and After the End of History [https://www.youtube.com/watch?v=k7nM9SetN50&list=PLh9mgdi4rNewfx07LhBoz\\_1Mx1Ma06sw\\_&index=18](https://www.youtube.com/watch?v=k7nM9SetN50&list=PLh9mgdi4rNewfx07LhBoz_1Mx1Ma06sw_&index=18)

## **PART 2. UKRAINIAN POLITICS AND SOCIETY AFTER THE INDEPENDENCE AND BEFORE THE WAR**

### **WEEK 4. DEMOCRATIZATION, CHALLENGES AND POLITICAL RISKS OF FIRST FIFTEEN YEARS OF TRANSITION**

Meeting January 30, 2023

**Required reading materials:**

- Levitsky, S, Way L.A. *Competitive Authoritarianism: Hybrid Regimes after the Cold War*. New York: Cambridge University Press, 2010. Chapter 2, 5 (p 3-37, 183 - 236)
- Wisła, Rł, and Andrzej Nowosad. *Economic Transformation in Poland and Ukraine: National and Regional Perspectives*. Milton: Taylor and Francis, 2020. Chapter 1, 2.
- Wierzejewski-Voznyak, M G. "Party Politics after the Colour Revolutions: Party Institutionalisation and Democratisation in Ukraine and Georgia." *East European politics* 30, no. 1 (2014): 86–104.

**Further readings and videos:**

- Snyder, T. 2022. The Making of Modern Ukraine. Class 19. Oligarchies in Russia and Ukraine [https://www.youtube.com/watch?v=2N2BDGKIOL8&list=PLh9mgdi4rNewfx07LhBoz\\_1Mx1Ma06sw\\_&index=19](https://www.youtube.com/watch?v=2N2BDGKIOL8&list=PLh9mgdi4rNewfx07LhBoz_1Mx1Ma06sw_&index=19)
- Kuzio, T. 2001. 'Transition in Post-Communist States: Triple or Quadruple?' *Politics*, 21 (3): 169-178.

### **WEEK 5. MAIDANS 2004 AND 2014**

*Volunteer activism during the Euromaidan. Post-maidan memory work and trauma reflection*

Meeting February 06, 2023

**Required reading materials:**

- Padureanu, M-A. 2015. "More Expectations Towards The European Neighbourhood Policy: The Case Of Ukraine." *Europolity : continuity and change in European governance* 9, no. 2: 225–239.

- Haukkala, H. 2016. "A Perfect Storm: What Went Wrong and What Went Right for the EU in Ukraine." *Europe-Asia Studies*, 68, no. 4: 653-664.
- Onuch, O. and Sasse, G. 2018. 'The Maidan in Movement: Diversity and the Cycles of Protest' in: D. Averre and K. Wolczuk eds., *The Ukraine Conflict. Security, Identity and Politics in the Wider Europe*. London and New York: Routledge, 6-37.
- Maiorova, A., ed. 2017. *Donbas in Flames. Guide to the Conflict Zone*. Kyiv: Research Centre "Prometheus" NGO. <https://prometheus.ngo/wpcontent/uploads/2017/04/>

**Further readings and videos:**

- Pavlyshyn, M., Bercoff G., and Plokhly S. *Ukraine and Europe: Cultural Encounters and Negotiations* Toronto [Ontario]:: University of Toronto Press, 2017.
- Snyder, T. 2022. The Making of Modern Ukraine. Class 20. Maidan and Self-Understanding. [https://www.youtube.com/watch?v=Gg\\_CLI3xY58&list=PLh9mgdi4rNewfx07LhBoz\\_1Mx1Ma06sw\\_&index=20](https://www.youtube.com/watch?v=Gg_CLI3xY58&list=PLh9mgdi4rNewfx07LhBoz_1Mx1Ma06sw_&index=20)
- Buchma, O.2013. "International Legal Dimensions of the Freedom of Ethnic and Confessional Minorities of Ukraine in the Projection of Globalization Transformations." *Religious Freedom*, no. 17-18 (2013): 97-100.

**WEEK 6. CRIMEA**

Meeting February 13, 2023

**Group presentation**

**Required reading materials and videos:**

- Kolsto, P. 2016. "Crimea vs. Donbas: How Putin Won Russian Nationalist Support and Lost It Again" *Slavic Review*, 75 (3): 702-725.
- Laruelle, M. 2016. "The three colors of Novorossiia, or the Russian nationalist mythmaking of the Ukrainian crisis," *Post-Soviet Affairs*, 32 (1): 55-74.
- Bacon, E. 2015. 'Putin's Crimean Speech, 18 March 2014: Russia's Changing Public Political Narrative,' *Journal of Soviet and Post-Soviet Politics and Society*, 1(1): 13-36.
- Magocsi, P.R. 2014b. 'Crimea is not Russian: History of Crimea, Ukraine.' [https://www.youtube.com/watch?v=jYd\\_-1hP3uA](https://www.youtube.com/watch?v=jYd_-1hP3uA)
- Oleinik, A. 2019. Building Ukraine from the within. Chapter 3,10.

**Further readings and videos:**

- *Vice news*. Life Inside Putin's Crimea link: <https://www.youtube.com/watch?v=lz07gIT5GYU>
- AR Krym: Lyudy, Problemy, Perspektyvy. 2008. Razumkov Centre for Economic and Political Studies, Natsionalna Bezpeka i Oborona, 8. <http://razumkov.org.ua/uploads/>
- Nikolko, M. 2018. Collective Trauma, Memories, and Victimization Narratives in Modern Strategies of Ethnic Consolidation: The Crimean Tatar Case in *Crisis and Change in Post-Cold War Global Politics*, P 69-93.
- Ascher, A. 2002. Russia: a short history. Oxford: Oneworld.

**Book review submission**



Winter break. There will be no class.

## WEEK 7. BEYOND CRIMEA: DONBAS CRISIS AND CONFLICT MEDIATION 2014-2022

*Subtopics "LNR" and "DNR". International management of the conflict stabilization and resolution Meeting February 27, 2023*

### Group presentation

#### Required reading materials:

- Wilson, A. 2014 *Ukraine Crisis: What it Means for the West*, Yale University Press. Chapter 5, 7
- Arel, D. 2018. 'How Ukraine has become more Ukrainian,' *Post-Soviet Affairs*, 34 (2-3): 186-189.
- Haran, O., Yakovlyev M., and Zolkina, M. (2018). 'Identity, war, and peace: public attitudes in the Ukraine-controlled Donbas,' *Eurasian Geography and Economics*, 60(6): 684-708.
- 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>.
- Carment, D, Nikolko, M, and Belo, D. 2019. 'Gray zone mediation in the Ukraine crisis: comparing Crimea and Donbas', in Wilkenfeld, J, Beardsley, K, and Quinn, D (eds) *Research Handbook on Mediating International Crises*, Northampton: Edward Elgar Publishing: 124-142.

#### Further readings:

- Krasnodebska, Molly. "'Like Us' or 'One of Us'. Tensions Between Liberal and Communitarian Values in EU-Ukraine Relations." *New per Civilian Attitudes in the Armed Conflict in Donbas; Nationalities Papers*, 47 (5):801-821. [Donbas\\_v\\_Ogni\\_ENG\\_web\\_1-4.pdf](#)
- Hahn, G. M. 2018. *Ukraine Over the Edge. Russia, the West and the new 'Cold War.'* Jefferson, NC: McFarland and Company.
- Hajduk, J. and Stepniewski, T. (2016). 'Russia's Hybrid War with Ukraine: Determinants, Instruments, Accomplishments and Challenges,' *Studia Europejskie*, 2: 37-52.
- Hale, H. E. 2016. 'How nationalism and machine politics mix in Russia,' in: P. Kolstø and H. Blakkisrud eds., *The New Russian Nationalism. Imperialism, Ethnicity and Authoritarianism*. Edinburgh: Edinburgh University Press, 221-248.
- Harding, L. 2014, 20 March. 'Ukraine nationalist attacks on Russia supporters – fact or Kremlin fairytale?' *The Guardian*. <https://www.theguardian.com/world/2014/mar/20/ukraine-nationalist-attacks-russia-supporters-kremlin-deaths>

## PART 3. THE WAR IN UKRAINE: DYNAMICS AND GLOBAL IMPACT

### WEEK 8. WAR: FACING THE RUSSIAN AGGRESSION

*Meeting March 06, 2023*

### Group presentation

#### Required reading materials:

- Howard, M. 1995. 'Ethnic Conflict and International Security,' *Nations and Nationalism*, 1 (3): 285-295.

- Mykhaylo Zabrodskyi, Dr Jack Watling, Oleksandr V Danylyuk and Nick Reynolds. November 30, 2022. Preliminary Lessons in Conventional Warfighting from Russia's Invasion of Ukraine: February–July 2022. RUSI. <https://rusi.org/explore-our-research/publications/special-resources/preliminary-lessons-conventional-warfighting-russias-invasion-ukraine-february-july-2022>
- Kuromiya, H. 2019. 'The War in the Donbas in Historical Perspective,' *The Soviet and Post-Soviet Review*, 46 (3): 245-262.
- Lane, D. 2018. 'The International Context: Russia, Ukraine and the Drift to East-West Confrontation' in: B. Kagarlitsky, R. Desai, and A. Freeman eds. *Russia, Ukraine and Contemporary Imperialism*. London: Routledge, 135-156.

**Further readings:**

- Operation Armageddon. 2015. Cyber Espionage as a Strategic Component of Russian Modern Warfare. *Lookingglass Cyber Threat Intelligence Group*, CTIG-20150428-01, 28 April. [https://www.lookingglasscyber.com/wp-content/uploads/2015/08/Operation\\_Armageddon\\_Final.pdf](https://www.lookingglasscyber.com/wp-content/uploads/2015/08/Operation_Armageddon_Final.pdf)

**WEEK 9. LIFE IN UKRAINE DURING THE WAR**

Meeting March 13, 2023

**Group presentation**

**Required reading materials:**

- Stepanenko, V. 2022. "Ukrainian Society Under War: An Insider's Sociological Notes." *Przegląd socjologiczny* 71, no. 3: 9–24.
- Hankivsky, O., and Salnykova A. *Gender, Politics, and Society in Ukraine*. Toronto: University of Toronto Press, 2012. Chapter 6,7.
- Eastmond, M..2010. Introduction: Reconciliation, Reconstruction, and Everyday Life in War-Torn Societies. *Focaal*, no. 57: 3–16.

**Further readings:**

- IDA report. 2022. Through this conflict in Ukraine, what happens to persons with disabilities? <https://www.internationaldisabilityalliance.org/content/through-conflict-ukraine-what-happens-persons-disabilities>

**Research Essay Proposal submission**

**WEEK 10. WAR DISPLACEMENT AND MIGRATION**

Meeting March 20, 2023

**Group presentation**

**Required reading materials:**

- Jacques, Mélanie. 2012. *Armed Conflict and Displacement: the Protection of Refugees and Displaced Persons Under International Humanitarian Law*. Vol. 95. Cambridge: Cambridge University Press, Chapter 1,4,5.
- UNHCR. 2022. Ukraine Refugee situation. <https://data.unhcr.org/en/situations/ukraine>
- *Forced Displacement from and Within Ukraine: Profiles, Experiences, and Aspirations of Affected Populations*. Luxembourg: Publications Office, 2022.

**Further reading and video materials:**

- Russia's war in Ukraine has displaced more than 14 million Ukrainians, says Filippo Grandi  
<https://www.euronews.com/2022/11/03/russias-war-in-ukraine-has-displaced-more-than-14-million-ukrainians-says-filippo-grandj>

**WEEK 11. WAR SCENARIOS**

Meeting March 27, 2023

**Group presentation****Required reading materials:**

- Kuzio, T. November 20, 2022. Putin's invasion has strengthened the case for Ukrainian NATO membership. <https://www.atlanticcouncil.org/blogs/ukrainealert/putins-invasion-has-strengthened-the-case-for-ukrainian-nato-membership/>
- Portela, C. 2022. "Sanctions, Conflict and Democratic Backsliding: a User's Manual" 6, May 2022.
- Kostyuk, N., Brantly, A. 2022. War in the Borderland through Cyberspace: Limits of Defending Ukraine through Interstate Cooperation. *Contemporary security policy* 43, no. 3 (2022): 498–515.

**Further reading and video materials:**

- Singh, A. October 22, 2022. Scenarios in which the Ukraine war could end. The Guardian, <https://www.sundayguardianlive.com/news/scenarios-ukraine-war-end>
- Podcast: Neil Melvin. RUSI. Episode 38: Ukraine's Winter War. <https://rusi.org/podcasts/global-security-briefing/episode-38-ukraines-winter-war>

**WEEK 12. GLOBAL IMPACT OF THE WAR. COURSE CONCLUSIONS**

Meeting April 03, 2023

**Group presentation****Required reading materials:**

- Jones, P. 2022. European Security Architecture: Against Russia, or With It? Published by RUSI: <https://rusi.org/explore-our-research/publications/commentary/european-security-architecture-against-russia-or-it>
- Becker, J., Duda M., Lute, D. "From Context to Concept: History and Strategic Environment for NATO's 2022 Strategic Concept." *Defence studies* 22, no. 3 (2022): 489–496.

**Further video materials:**

- Snyder, T. 2022. The Making of Modern Ukraine. Class 23. the Colonial, the Post-Colonial, the Global [https://www.youtube.com/watch?v=nLffmYWjHtc&list=PLh9mgdi4rNewfxO7LhBoz\\_1Mx1MaO6sw\\_&index=23](https://www.youtube.com/watch?v=nLffmYWjHtc&list=PLh9mgdi4rNewfxO7LhBoz_1Mx1MaO6sw_&index=23)

**Week 13. Research Essay submission****Course Outline (Syllabus) Information on Academic Accommodations****PLAGIARISM**

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper

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

Examples of plagiarism include, but are not limited to:

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

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

### VIII. Statement on Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>  
**Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

### Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

### IX. Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

**Feeling sick?** Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

**Masks:** Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

**Vaccines:** While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca).

#### **X. Requests for Academic Accommodations**

Please include the following text, provided by Equity and Inclusive Communities, on all course outlines, and read it at the beginning of your first few classes to remind students. For details, see the [accommodations section](#) and the [Course Outline Information on Academic Accommodations](#).

#### **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:** write to me 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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

**Religious obligation:** write to me 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 [click here](#).

**Academic Accommodations for Students with Disabilities:** 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](mailto: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).

#### **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 where 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: <https://carleton.ca/equity/sexual-assault-support-services>

#### **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 will be provided to students who compete or perform at the national or international level. Write to me 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>

### **Submission, Return and Grading of Term Work**

Written assignments must be submitted directly to the instructor(s) via Brightspace, 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 Brightspace. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and Brightspace accounts. 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.

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