CARLETON UNIVERSITY
Institute of European, Russian and Eurasian Studies

EURR 4303 / EURR 5303 / HIST 4606
Contemporary Europe: From Postwar to the European Union
Winter 2019
Friday 11:35-14:25

Instructor: Marcel Jesenský, Ph.D.
Office: River Building, 3315 RB
Office Hours: Friday 16:00 - 17:30 or by appointment
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Telephone: 613-520-2600

COURSE DESCRIPTION
In 1945 Europe was devastated by war and rivalries, in 2018 an enlarged European Union and the euro encompass most European states and its citizens enjoy unprecedented freedoms and prosperity. How do we explain this phenomenal transformation from the postwar disaster through the Cold War to the present success story?
This course examines the history of contemporary Europe from 1945 to the present, tracing the history of European integration. What began as a coal and steel compact among six states in Western Europe has evolved into an economic and political "union" of states from all Europe. With this process have come debates and challenges about national sovereignty and identity, the definition of Europe and its borders, the term "European," the European Union (EU) and its common currency.

COURSE OBJECTIVES
One of the main objectives of the course is to introduce students to issues, debates and scholarship on/in European history, its history and politics.
Students will learn about the main debates and key topics. In both their class discussions and written work, they will gain practice in debating and engaging with scholarly arguments in the literature. They will also develop their historical research and critical thinking skills through their shorter papers, oral presentations, and their major written assignment. It is hoped that, upon completing the seminar, students will have a better understanding of contemporary Europe, and the scholarly literature concerning a range of issues relevant to it.

COURSE FORMAT
The course is designed as a colloquium and consists of one weekly class. A detailed schedule with readings is listed below. Seminar classes and readings are designed to complement one another; thus reading, preparation, and attendance at seminars are essential to the successful completion of the course.

Place and Time
River Building 3202 RB, Friday 11:35-14:25
Course Requirements and Grading Scheme
Assessment will be based (as defined below) on one in-class oral presentation, class attendance and participation, one review paper (and its presentation), paper proposal with bibliography, and one term paper. The grade distributions are as follows:

<table>
<thead>
<tr>
<th>Evaluation format</th>
<th>Weight</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Presentation (20 min)</td>
<td>25%</td>
<td>One per term TBD in the first class</td>
</tr>
<tr>
<td>Attendance - Participation</td>
<td>20%</td>
<td>Every week</td>
</tr>
<tr>
<td>Review Paper – Its Presentation (5 pp) (15 min)</td>
<td>10%</td>
<td>One per term TBD in the first class</td>
</tr>
<tr>
<td>Paper Proposal – Bibliography (2-3 pp)</td>
<td>10%</td>
<td>7 February 2019</td>
</tr>
<tr>
<td>Term Paper (undergraduate 12-15 pp*) (graduate 15-20 pp*)</td>
<td>35%</td>
<td>5 April 2019</td>
</tr>
</tbody>
</table>

* Note: Page lengths do not include notes and bibliography and assume 250 words/page.

All work is due, unless otherwise indicated, at the beginning of the class period as noted on the syllabus. All assignments must be submitted using the electronic drop box on course website (written works in Microsoft Word format and presentations in PowerPoint format). Assignments sent by e-mail will NOT be accepted.

Please note that to obtain credit in a course, students must meet **ALL the course requirements** for attendance, written assignments and presentations. ALL requirements must be completed and submitted for your grade to be compiled. Any course requirement that you have failed to do or submit will get you the grade 0 for the course. No one will be able to plead ignorance of this requirement.

**ATTENDANCE - PARTICIPATION (20%)**
This course is a reading intensive course held in seminar format. Active participation in classroom discussions is vital to students' success in the course. Students are expected to attend class on a regular basis and to come to class prepared to discuss the assigned readings. Students are required to submit (in Microsoft Word format through the electronic drop box on course website) a list of relevant questions on the weekly discussion readings (2 questions per reading) to the instructor before 8:00 the day of the class.

Attendance - Participation grades will be determined based on: (a) attendance and attention level, (b) submitted questions and (c) active participation that (i) displays knowledge of the subject (ii) contributes to the flow of conversation (iii) shows knowledge of the readings (iv) offers critical analysis of the readings and subject. Questions or informed comments that display a thoughtful knowledge and analysis of the class readings receive the highest participation marks.

Attendance is mandatory: penalties for not attending (without medical or other equivalent excuse) are: 1 absence = 10% deduction from entire participation grade; 2 absences = 30% deduction; 3 absences = 50% deduction; 4 absences = 100% deduction from entire participation grade.
IN-CLASS ORAL PRESENTATION (25%)

Each student is required to give one in-class oral presentation for one of the weekly seminars of his or her choice (“Readings for discussion”), which will be assessed for 25% of the overall grade. The grade will be determined based on the following criteria: (a) the content of the presentation, i.e. whether it identifies the key issues; (b) the way in which the presentation engages the literature, pointing out the strengths and weaknesses of readings; (c) the questions it poses about the topic; and, (d) the degree to which the questions posed invite class discussion.

Presentations will be accompanied by a Power Point, students will bring their presentations on a USB key that can be plugged into the control panel for projecting to the class. Both the presentation and notes used for it shall be submitted to assist with evaluation.

A sign-up sheet will be distributed in the first class so that students can choose the topics on which they would like to present. The oral presentation MUST be given on the scheduled date (save for situations that would merit a DFR).

REVIEW PAPER AND ITS PRESENTATION (15%)

Each student is required to submit a review paper worth 15% of the overall grade for one selected European country of his or her choice of the weekly readings ("Country readings"). The five-page review paper will analyze the reading on the selected European country, pinpointing major issues and discussing the author's arguments. The grade will be determined based on the following criteria: (a) the content, i.e. whether it identifies the key issues; (b) the way in which the paper engages the reading, pointing its strengths and weaknesses; (c) the questions it poses about the topic.

The due date for the review paper and its presentation is the date of presentation (according to the weekly reading schedule).

Presentations will be accompanied by a Power Point, students will bring their presentations on a USB key that can be plugged into the control panel for projecting to the class. Both the Power Point presentation and the review paper shall be submitted.

A sign-up sheet will be distributed in the first class so that students can choose their topics. The presentation MUST be given on the scheduled date (save for situations that would merit a DFR).

PAPER PROPOSAL – BIBLIOGRAPHY (10%)

Each student is required to submit a paper proposal with preliminary bibliography, worth 10% of the overall grade. The assignment (2-3 pp) is due on 7 February 2019 in class. A late penalty of 2% per day (including weekends) will be assessed on all late papers. Late penalties for all papers could be waived only with documentation for medical or other relevant excuse.

Students are free to choose a topic of their liking (any of the issues and ideas discussed/addressed in the class/readings for this course), if unsure, they are encouraged to consult the course instructor. The proposal will contain the topic title, topic introduction (answering the questions who, what, why, when, where), research question, a summary of the argument (preliminary thesis), the organization of the paper, and a preliminary bibliography (at least 2 primary sources, 4 scholarly books and 6 scholarly journal articles on the topic).
The assignment must have a cover page, be typed, double-spaced with a 12-point font (Times New Roman) and numbered pages.

**TERM PAPER (35%)**
Students are required to submit a term paper in this course, worth 35% of the overall grade. Students are free to choose an essay topic of their liking, but they are encouraged to consult the course instructor. The term paper is due on **5 April 2019** in class. A late penalty of 2% per day (including weekends) will be assessed on all late term papers. Late penalties for all papers could be waived only with documentation for medical or other relevant excuse.

The major written assignment may take one of many forms. Students will most likely write a "traditional" research paper based on primary sources (most likely in translation) or on secondary sources. The second variant is to write a book review in the *New York Review of Books* style on 2 or 3 primary or secondary sources. You will receive further details on the major written assignments in mid-late January.

Papers will be evaluated according to the following criteria: evidence of engagement with the literature in the field, quality and thoroughness of research, soundness of thesis, use of evidence to support thesis, coherence of argument, logical structure, writing style, grammar and spelling. Students are encouraged to consult with the instructor while preparing their essays.

The assignment must have a cover page, be typed, double-spaced with a 12-point font (Times New Roman), numbered pages and a bibliography (at least 2 primary sources, 4 scholarly books and 6 scholarly journal articles on the topic).

The required citation format is Turabian/Chicago Manual of Style, the so-called *notes-bibliography style* or *bibliography style* with footnotes.

Please note the following important rule associated with the course:
Any student who fails to hand in any of the written assignments will receive a **failing mark** in the course.

**COURSE READINGS**
Course readings will be made available via the Ares Course Reserves system (link from CU Learn page or directly at http://libares01.carleton.ca/). In some cases, where the last-minute changes to readings are made, readings may also be made available in electronic format on CU Learn (https://www.carleton.ca/culearn/).

*If you find that a required reading is not available for a given week, please notify the instructor responsible for that session immediately.*

Students are expected to come to class having prepared all the required readings for the week.

Those unfamiliar with the basic background of European history may want to consider a basic background text, such as:


When conducting research for their final papers, students may find the following database and journals helpful:

**Database: Historical Abstracts** - Excellent indexing service with some full text links to journal articles with international coverage and original language materials is available at the following address https://library.carleton.ca/find/databases/historical-abstracts.


**Important Information**
Laptops, tablets, and phones may only be used for taking/consulting notes, viewing course readings or for oral presentations. Other uses are distracting to everyone around you (and to you). If you don’t think you will be able to resist other uses, give pen and paper a try. You may be surprised!

**E-mail Communication**
Following university policy, the instructor will communicate by e-mail with students using university “cmail” e-mail addresses. 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 or voicemail queries within 2 days during the working week. The instructor generally does not answer e-mail inquiries or voicemail messages on evenings or weekends. Students who wish to communicate with the instructor are encouraged to meet personally during office hours, at another convenient time by appointment, or at the end of class.

**Academic Integrity**
Academic integrity is a core value of the university and essential for creating a constructive environment for teaching, learning, and research in Institute for European, Russian and Eurasian Studies. 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 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
Grading
To obtain credit in a course, students must meet all the course requirements for attendance, term work, and presentations.
Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

WEEKLY CLASS SCHEDULE
Please note that the instructor may make changes to the syllabus over the course of the semester.

The list of required readings is divided into two sections. The first set of readings ("Readings for discussion") are readings and they will be used to prepare presentations and the subject of the discussions in class. The second set of readings ("Country readings") will be used to prepare Review Papers and their presentations.
The third set of readings ("Supplemental readings") are additional sources that can be used to start research on Term Papers.

January 11

WEEK 1: Europe as Contemporary History
Introduction to the course and organizational matters

Background reading:


Supplemental readings:

January 18

**WEEK 2: Europe Restored**

**Readings for discussion:**


**Country readings:**


**Supplemental readings:**
Andrzej Paczkowski, *The Spring will be Ours: Poland and the Poles from Occupation to Freedom* (2003).

January 25

**WEEK 3: Hopes, Illusions, and Disappointments**

**Readings for discussion:**


Thomas W. Maulucci, Jr., "Foreign Affairs Question in Occupied Germany, 1945-49," in *Adenauer's foreign office: West German diplomacy in the shadow of the Third Reich* (DeKalb, IL: NIU Press, 2012), 41-63.


**Country readings:**


**Supplemental readings:**


February 1

**WEEK 4: Partners, Identities and Consolidation**

**Readings for discussion:**


**Country readings:**

**Supplemental readings:**


February 8

**WEEK 5: Challenges, Designs and Realities**

**Readings for discussion:**


**Country readings:**


**Supplemental readings:**


Stanley Hoffmann, *Decline or renewal? France since the 1930s* (New York: Viking Press [1974]).


**February 15**

**WEEK 6: Building Two Europes**

**Readings for discussion:**


**Country readings:**

**Supplemental readings:**


February 18 - 22: **WINTER BREAK**, no classes.

March 1

**WEEK 7: Informal and Formal Links**

**Readings for discussion:**
Daniel Möckli, "Facing the US: Kissinger's 'Year of Europe' and reorganisation of the West," in European foreign policy during the Cold War: Heath, Brandt, Pompidou and the dream of political unity (London; New York: I. B. Tauris, 2009), 140-183.


**Country readings:**


**Supplemental readings:**


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**March 8**

**WEEK 8: The End of the Cold War**

**Readings for discussion:**


**Country readings:**


**Supplemental readings:**


**March 15**

**WEEK 9: Creating Europe**

**Readings for discussion:**


**Country readings:**


**Supplemental readings:**


**March 22**

**WEEK 10: Becoming Europeans**

**Readings for discussion:**


**Country readings:**


**Supplemental readings:**

**March 29**

**WEEK 11: Europe after the Cold War**

**Readings for discussion:**


Country readings:


Supplemental readings:
Fraser Cameron, "The neighbourhood," in An Introduction to European Foreign Policy (London; New York: Routledge, 2007), 107-126.


April 5

WEEK 12: Europe in the new millennium

Readings for discussion:


Ulrike Liebert and Jonathan White, "Can There Be a Common European Identity?," in Key Controversies in European Integration, ed. Hubert Zimmermann and Andreas Dür (Houndmills, Basingstoke; New York: Palgrave Macmillan, 2012), 95-111.


Supplemental readings:


Fraser Cameron, "From EPC to CFSP," in An Introduction to European Foreign Policy (London; New York: Routledge, 2007), 23-39.

Fraser Cameron, "The EU foreign policy machinery," in An Introduction to European Foreign Policy (London; New York: Routledge, 2007), 40-58.

Fraser Cameron, "Future prospects," in An Introduction to European Foreign Policy (London; New York: Routledge, 2007), 204-216.

Foreign policy-making in Western Europe (Farnborough, Hants., Saxon House, 1978).


Ian Manners and Mark A. Pollack, "Does the EU Act as a Normative Power?," in Key Controversies in European Integration, ed. Hubert Zimmermann and Andreas Dür (Houndmills, Basingstoke; New York: Palgrave Macmillan, 2012), 190-204.


Andreas Dür and Hubert Zimmermann, "Introduction: Key Controversies in European Integration," in Key Controversies in European Integration, ed. Hubert Zimmermann and Andreas Dür (Houndmills, Basingstoke; New York: Palgrave Macmillan, 2012), 1-9.

Rachel Epstein and Christopher J. Bickerton, "Turkey and Beyond: Is EU Enlargement a Success Story or Has It Gone Too Far?," in Key Controversies in European Integration, ed. Hubert Zimmermann and Andreas Dür (Houndmills, Basingstoke; New York: Palgrave Macmillan, 2012), 205-217.


ACADEMIC ACCOMMODATION

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
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 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 Richcraft Hall. 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:

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