

EURR 5001A
INTER-DISCIPLINARY SEMINAR IN EUROPEAN AND RUSSIAN STUDIES

Fall 2013

Instructors

Primary instructors:

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GOALS OF THE COURSE

This course and EURR 5300 are the core interdisciplinary seminars for graduate students in the EU and European concentration in EURUS. Among the most important goals of EURR 5001A are the following:

- a) to familiarize students with major directions of research and debates in the field of study;
- b) to examine major themes and approaches within the major disciplines (political science, economics, sociology, history, cultural studies, international affairs, law) in dealing with the region;
- c) to consider how disciplinary approaches affect how a particular issue is viewed;
- d) to assess the importance and utility of theories and concepts in studying the region.

The course will consider developments at the national and EU levels, as well as differences and similarities between subregions of Europe, with particular attention to issues facing Central and Eastern Europe.

The seminar will meet jointly with EURR 5001B for a portion of the class sessions to broaden your exposure to broader field of European and Eurasian studies.

COURSE REQUIREMENTS

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|---|-----------|
| Seminar participation | 25% |
| Discussion paper and presentation of paper to class | 25% |
| Commentary on discussion paper | 10% |
| Proposal for critical literature review (due, Tuesday, October 8, in class) | 10% |
| Critical literature review (due Monday, December 16, 2pm) | 30% |
| Attendance at three guest lectures/conferences or three reaction papers | Pass/Fail |

- ***Seminar participation:*** will be graded on the basis of attendance, the quality of regular contributions to the class discussion, and, most importantly, demonstrated familiarity with required course readings. Each student will be evaluated according to these criteria during each seminar session. Regular weekly attendance is compulsory for this class.
- ***Discussion paper:*** the paper should address a specific question provided by the course instructors in advance (usually two weeks before the respective class). The length should be 6-8 pages (typed, double-spaced, 12-point font). The paper should contrast, critique and analyze the readings offering a concrete argument with respect to the given question. Clarity and conciseness are important; the paper should **NOT** simply describe or reiterate the readings. The paper should be submitted electronically to the instructor for the respective session and to the student commentator by 10 a.m. on the **Thursday** before the class presentation. It is very important that the paper be submitted on time, since both the instructor and the commentator need time to read it before the session.
- ***Presentation of the Discussion Paper:*** All students will present their discussion paper to the class (dates will be assigned in the first meeting). In the presentation of his or her discussion paper, each student should focus on the key arguments made within the written discussion paper, drawing on examples from the readings where appropriate. The student should be prepared to present the arguments verbally in a presentation of 15 minutes. Students should **NOT** simply read the written paper.

The discussion paper and presentation will be evaluated on the basis of the cogency of the argument made, presentation and effectiveness of communication, and demonstrated familiarity with and reflection on course readings, with a combined grade for the oral and written components. Neither the paper nor the oral presentation should provide lengthy summaries of course readings. (You may provide a short synopsis of the relevant reading, however, up to one page in the written paper, or two pages if more than one reading is involved.)

- ***Commentary on the discussion paper:*** Each student will also prepare an oral presentation commenting on another student's written discussion paper. Commentators will analyze the substantive arguments of the paper, offer constructive critiques, and set the stage for discussion. The commentator should make reference to specific course readings. The commentary should be no longer than 10 minutes in length. If a discussion paper is not received or is received late, the commentator should be prepared to make comments on the question and reading(s) that were to be addressed in the paper.
- ***Proposal for the critical literature review*** (due Tuesday, October 8 by 2:30 p.m., in class): In a 2-3 page proposal, each student should provide the list readings for the essay as well as an introductory statement indicating the theme and principles around which the readings were selected. Each student is to meet with one of the instructors in the week preceding or following October 8 to discuss the review. Failure to receive approval of the list may also adversely affect your mark on the final essay.
- ***Critical literature review:*** this final essay should explore and examine in depth a research topic by examining, analyzing, and critiquing major relevant bodies of literature on the subject. The assignment will involve a critical review of a selection of readings on a topic related to your prospective MA research essay or thesis. The goal of the assignment is to

work towards identifying a research topic that is both situated within, but goes beyond, existing literature. The paper should be approximately 20 pages long (typed, double-spaced, 12-point font). Additional information about the critical review will be handed out in class early in the term. This assignment is due on Monday, December 16 by 2 p.m., to be handed in person to Prof. DeBardleben or Prof. Viju or in the EURUS office (3304 River Building, EURUS Administrator, Ms. Ginette Lafleur). In addition, students should email an electronic copy of the paper to Professor Viju.

- **Attendance at three guest lectures/conferences** or three reaction papers: Students in the core seminar are expected to attend at least three guest lectures/conferences/workshops/roundtables relating to the program outside of class time. A list of events is available on the EURUS and CES websites (www.carleton.ca/eurus, www.carleton.ca/ces) Attendance should be verified by the event organizer. A list of events attended should be provided to Prof. DeBardleben no later than December 1, 2013. Students have the option of completing three short reaction papers, each one involving a summary and critical analysis of extra course readings, in lieu of attending these events, to be handed in no later than December 1, 2013. Each paper should be three pages in length (double-spaced) and the readings should be from the optional readings list for different weeks in the term. The paper must meet a passing standard. The requirement is pass/fail, but must be satisfactorily fulfilled to pass the course.

Important Information regarding the course:

Academic Integrity: Academic integrity is a core value of the university and essential for creating a constructive environment for teaching, learning, and research in the Institute's programs. 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 <http://www1.carleton.ca/studentaffairs/academic-integrity/> and the full policy at http://www1.carleton.ca/studentaffairs/ccms/wp-content/ccms-files/academic_integrity_policy.pdf

Late Penalties and Failure to submit assignments:

- Any student who fails to hand in the critical review or the discussion paper will receive a failing mark in the course. Penalties for late assignments will be as follows:
 - Critical review and proposal for the critical review: Two points (of a % scale) for each day late (including weekends). Papers will not be accepted more than one week after the due date without a valid (e.g., written medical) excuse
 - Discussion papers: Late assignments will suffer an immediate deduction of 15% (on a 100% scale), and 3% for each day late.
- Students absent on a date of an oral presentations or commentary will receive a "0" unless a valid medical (or equivalent) excuse is provided. Advance notice should be provided to the instructor.

- Any student who fails to meet the pass/fail requirement to attend guest lectures (or to hand in three satisfactory reaction papers in lieu of this) will receive a deduction of 4 percentage points (on a 100 point scale) from the final course mark.
- Consistent attendance is expected in this core seminar; it is expected that students who must miss a class for any reason will contact the instructor responsible for that session in advance, if possible.

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

Course Readings:

The main course readings will be placed on reserve in the Carleton University Library. Most readings (journal articles) will be available in electronic format via the Ares Course Reserves system (<http://libares01.carleton.ca/>), marked ON. Others (largely book chapters) will need to be consulted onsite in the library (marked “(R)” or at locations indicated subsequently. Readings assigned for the course are compulsory (and marked *) for all students, with the exception of those marked “suggested additional readings.” Most supplemental readings are available in the library stacks. If they are checked out, you may place a hold on them to receive them when they are returned. *If you find that a required reading is not available for a given week, please notify the instructor for that session immediately.*

TENTATIVE COURSE OUTLINE

Week 1 (September 10) INTRODUCTION TO INTERDISCIPLINARY STUDIES (Viju, DeBardeleben)

If you who have not completed a course on politics of the European Union, the following background reading should be completed in the first two to three weeks of classes. If you have completed such a course, you may want to review the material. This book is available for purchase in the book store and will find a useful reference throughout your program.

*Parts I and III in Michelle Cini and Nieves Perez-Solorzano Borrigan, eds. *European Union Politics*, 4th edition, (Oxford University Press, 2013), JN30 E94195 2013, pp. 1-6, 11-58, 129-182 (other pages optional) (R)

Week 2 (September 17) HISTORY (Sahadeo) (Meeting with jointly with EURR 5001B)

1. Approaches

*Nicholas Dirks, Geoff Eley, Sherry Ortner, “Introduction” *Culture/Power/History* (1994), 1-8 (note- there is no pp. 2-3) (R)

*Eric Hobsbawm, “Introduction: Inventing Traditions” In *The Invention of Tradition*, ed. Hobsbawm and Terence Ranger (1983), 1-14 (R)

*Edward Said, *Orientalism* (1978), 1-7 (R)

*Ania Loomba, *Colonialism/ Postcolonialism* (1998), 1-12 (R)

2. Boundaries

*Larry Wolff, *Inventing Eastern Europe: The Map of Civilization in the Mind of the Enlightenment* (1996), 1-16 (R)

*Kate Brown, "Gridded Lives: Why Kazakhstan and Montana are Nearly the Same Place" *American Historical Review* 106, no. 1 (2001): 17-48 (ON)

Suggested Additional Reading:

Michel Foucault, *The Foucault Reader* (1984)

Zygmunt Bauman, *Modernity and Ambivalence* (1991)

Michael Geyer and Charles Bright, "World History in a Global Age," *American Historical Review*, 100, No. 4 (October 1995): 1034-1060

Anthony Pagden. *The Idea of Europe: from antiquity to the European Union* (2002)

Konrad H. Jarausch and Thomas Lindenberger, eds. *Conflicted Memories: Europeanizing Contemporary Histories* (2007)

Week 3 (September 24) HISTORY II: History and Memory in the Writing of Contemporary European History (Casteel) (Meeting Separately)

Historiography of contemporary Europe and the EU; Relationship between History and Memory in Europe

(a) Trends in the Historiography of Contemporary Europe

*Konrad H. Jarausch and Thomas Lindenberger (2007), 'Contours of a Critical History of Contemporary Europe: A Transnational Agenda', in Konrad H. Jarausch and Thomas Lindenberger, eds. *Conflicted Memories: Europeanizing Contemporary Histories* (New York: Berghahn, 2007), 1-20 (R).

*Wolfram Kaiser (2006), 'From State to Society? A Historiography of European Integration', in Michelle Cini and Angela K. Bourne, eds., *Palgrave Advances in European Union Studies*, (Basingstoke: Palgrave Macmillan), 190-208 (R).

(b) The Past in the Present: Conflicting Memories of a Violent Century

*Robert G. Moeller (2005), 'Germans as Victims: Thoughts on a Post-Cold War History of World War II's Legacies,' *History & Memory* 17,1/2: 147-94 (ON).

*James Mark, "Containing Fascism: Anti-Communism in the Age of Holocaust Memory" in *The Unfinished Revolution: Making Sense of the Communist Past in Central-Eastern Europe* (New Haven: Yale UP, 2010), 93-125. (R)

*Maria Bucur, "Treznea: Trauma, Nationalism and the Memory of World War II in Romania," *Rethinking History* 6, no. 1 (2002): 35-55 (R)

Suggested Additional Reading:

Małgorzata Pakier and Bo Stråth (2010), eds., *A European Memory? Contested Histories and Politics of Remembrance* (New York: Berghahn),

Martin Conway and Kiran Klaus Patel (2010), *Europeanization in the Twentieth Century: Historical Approaches* (New York: Palgrave)

Wolfram Kaiser and Antonio Varsori (2010), *European Union History: Themes and Debates* (New York: Palgrave)

Omer Bartov (2002), 'Extreme Opinions.' *Kritika: Explorations in Russian and Eurasian History* 3(2), 281-302

- Rosemary Wakeman (2003), ed., *Themes in Modern European History Since 1945* (London: Routledge).
- Matthias Middell and Lluís Roura, eds., *Transnational Challenges to National History Writing* (Palgrave Macmillina 2013).
- Małgorzata Pakier and Bo Stråth, eds., (2010), *A European Memory? Contested Histories and Politics of Remembrance* (New York: Berghahn)
- Alon Confino (1997), 'Collective Memory and Cultural History: Problems of Method,' *American Historical Review* 102, no. 5 (1997): 1386-403
- Jeffrey Olick, Vered Vinitzky-Seroussi, and Daniel Levy, eds. (2011), *The Collective Memory Reader* (Oxford: Oxford UP).
- Michael Geyer (1989) "Historical Fictions of Autonomy and the Europeanization of National History," *Central European History* 22, no. 3-4: 316-47.

Week 4 (October 1) POLITICAL SCIENCE (DeBardleben): Enlargement and Democratization: The EU and other Factors (Meeting jointly with EURR 5001B)

Background: *Ana E. Juncos and Nieves Perez-Solorzano Borraran "Enlargement, in Cini and Perez-Solorzano Borraran, eds. *European Union Politics*, 4th edition, (Oxford University Press, 2013), pp. 226-33, 235-8 ('The future of enlargement')

- *Milada Vachudova (2010) "Democratization in Post-Communist Europe,: Illiberal Regimes and the Leverage of the European Union," in Valerie Bunce, MICHAEL McFaul, and Kathryn Stoner-Weiss, eds., *Democracy and Authoritarianism in the Postcommunist World* (Cambridge), pp. 82-104 (R)
- *Frank Schimmelfennig, "The EU: Promoting Liberal-Demcracy Through Membership Conditionality," in pp. 106- 126. *Socializing Democratic Norms: The role of International Organizations for the Construction of Europe*, ed. Trine Flockhart (Palgrave, 2005) (R)
- *Kristi Raik (2004) , "EU Accession of Central and Eastern European Countries: Democracy and Integration as Conflicting Logics," *East European Politics & Societies* 18:4, pp.567-594 (ON)

***ONE OF THE FOLLOWING:**

- Lucan Way, "Resistance to Contagion: Sources of Authoritarian Stability in the Former Soviet Union," in *Democracy and Authoritarianism in the Postcommunist World* (Cambridge), pp. 229-54 (R) OR
- Valerie Bunce and Sharon Wolchik, Chpt. 1 and 3, *Defeating authoritarian leaders in postcommunist Europe* (New York : Cambridge University Press), 2011.(R)

Suggested additional readings

- Anna Grzymala-Busse (2007), *Rebuilding Leviathan: Party Competition and State Exploitation in Post-Communist Democracies*,
- Feonardo Morlino and Wojciech Sadurski, *Democratization and the European Union: Comparing Central and Eastern European post-communist countries* (Routledge, 2010).
- Geoffrey Pridham (2005) *Designing Democracy: EU Enlargement and Regime Change in Post-Communist Europe* (Palgrave, 2005).
- Heather Grabbe (2005), *The EU's transformative power : Europeanization through conditionality in Central and Eastern Europe* (Palgrave, 2005).
- The European Union and Party Politics in Central and Eastern Europe*, Paul G. Lewis and Zdenka Mansfedova, eds, (Palgrave, 2006)

Tadeusz Szawiel, "Democratic Consolidation in Poland: Support for Democracy, Civil Society, and Party System," in *Polish Sociological Review*, no. 4 (2009), pp. 483-506
Milada Vachudova (2004), *Europe Undivided: Democracy, Leverage, and Integration after Communism* (Oxford: Oxford University Press)

Week 5 (October 8) THEORY (DeBardleben): The Importance of Theory in the Social Sciences and in EU Studies (Meeting separately)

Role of theory in social science approaches. Theories of the European integration process. Conceptualizing the EU as a polity. How well do various theoretical approaches explain EU enlargement?

Conceptualizing the EU: State or International Organization, Government or Governance?

*Neill Nugent (2010), *The Government and Politics of European Integration*, 6th edition (Durham: Duke University Press), 545-561 (561-577 optional) (R)
Ingeborg Toemmel (2009), "Modes of Governance and the Institutional Structure of the European Union," in Ingeborg Toemmel and Amy Verdun, *Innovative Governance in the European Union* (Lynne Reinner Publishers), pp. 9-23 (R)
James Caporaso (1996), "The European Union and forms of state: Westphalian, regulatory," *Journal of Common Market Studies* 34 Issue 1, pp. 29-52 (ON)

Theories to Understand European Integration: Intergovernmentalism and Neofunctionalism, and others

*Part 2 (selected pages) in Cini and Perez-Solorzano Borrigan, eds. *European Union Politics*, 4th edition, pp. 59-84, 103-127 (these latter pages optional) (R)
*Thomas Risse, "Social Constructivism and European Integration," pp. 144-162, in Antje Wiener and Thomas Dieg, *European Integration Theory*, 2nd edition, (Oxford University Press, 2009) (R)
Arne Niemann with Philippe C. Schmitter, "Neofunctionalism," pp. 45-66; Andrew Moravcsik and Frank Schimmelfennig, "Liberal Intergovernmentalism," pp. 67-87, in Antje Wiener and Thomas Dieg, *European Integration Theory*, 2nd edition, (Oxford University Press, 2009) (R)
Andrew Moravcsik (1998), *The Choice for Europe: Social Purpose and State Power from Messina to Maastricht* (Ithaca: Cornell University Press), 472-501 (R)
Thomas Christiansen, Knud Erik Jorgensen, and Antje Wiener, eds. (2001), *The Social Construction of Europe* (Sage) (R)

Explaining EU Enlargement: How well do the theories do?

*Michelle Cini and Nieves Perez-Solorzano Borrigan, eds. *European Union Politics*, 4th edition, (Oxford University Press, 2013), pp. 233-35
*Andrew Moravcsik (2003), "National Interests, State Power, and EU Enlargement Source: *East European Politics and Societies* 17, no. 1, pp. 42 -57 (ON)
*Schimmelfennig, F. and U. Sedelmeier, "Theorizing EU enlargement: research focus, hypotheses, and the state of research," *Journal of European Public Policy* 9.4 (2002): 500-517 (517-528 optional) (ON)
Lauren M. McLaren, Lauren M. "Explaining Opposition to Turkish Membership of the EU." *European Union Politics* 8.2 (2007): 251-278 (ON)

Frank Schimmelfennig and Ulrich Sedelmeier (2005), 'Introduction: Conceptualizing the Europeanization of Central and Eastern Europe', pp. 1-29, in Schimmelfennig and Sedelmeier, eds., *The Europeanization of Central and Eastern Europe* (Ithaca NY: Cornell University Press), 1-29 (R)

Heather Grabbe, *The EU's Transformative Power: Europeanization through Conditionality in Central and Eastern Europe* (Palgrave, 2006).

Governance approaches to explain the EU (possibly for oral presentation and discussion paper)

Christansen and Boerzel/Panke in Michelle Cini and Nieves Perez-Solorzano Borragan, eds. *European Union Politics*, 4th edition, pp. 103-124

Gary Marks and Liesbet Hooghe (2004), "Contrasting Visions of Multi-level Governance," in *Multi-level Governance*, edited by Ian Bache and Matthew Flinders (Oxford), pp. 15-20. (Also Stephen George, "Multi-level Governance and the European Union, in the same volume, pp. 127-146) (R)

Ingeborg Toemmel (2009), "Modes of Governance and the Institutional Structure of the European Union," in Ingeborg Toemmel and Amy Verdun, *Innovative Governance in the European Union* (Lynne Rienner Publishers), pp. 9-23 (R)

James Caporaso (1996), "The European Union and forms of state: Westphalian, regulatory," *Journal of Common Market Studies* 34 Issue 1, pp. 29-52 (ON)

Explaining the Collapse of Communism in Europe (possibly for oral presentation and discussion paper)

Jarle Simensen, "The Global Context of 1989," pp. 173-188, in Gerd Ranier Horn and Padriac Kenney, eds. *Transnational Moments of Change in Europe, 1945, 1968, 1989* (Rowman and Littlefield, 2003) (R)

Robert Brier, "Transnational culture and the political transformation of East-Central Europe", *European Journal of Social Theory* (2009) vol:12, no. 3 pp. 337 -357 (ON)

Padraic Kenney, "Opposition Networks and Transnational Diffusion in the Revolutions of 1989," 207-223 (EU), in Gerd Ranier Horn and Padriac Kenney, eds. *Transnational Moments of Change in Europe, 1945, 1968, 1989* (Rowman and Littlefield, 2003).(R)

Week 6 (October 15) ECONOMICS (Viju) Political Economy of Transition (Meeting jointly with EURR 5001B)

Economic Transition from Centrally Planned to Market Economy

*Myant, M. and Drahokoupil, J. (2011), *Transition Economies: Political Economy in Russia, Eastern Europe, and Central Asia*, NJ: John Wiley & Sons, pp. 49-81 (Chapter 5) (R)

*Popov, V. (2007), "Shock Therapy versus Gradualism Reconsidered: Lessons from Transition Economies after 15 Years of Reforms", *Comparative Economic Studies* 49, pp. 1-31 (ON)

Janos Kornai (2006), 'The Great Transformation of Central Eastern Europe: Success and Disappointment', *Economics of Transition* 14 (2), 207-44. (ON)

Balcerowicz, L. (1995), *Socialism, Capitalism, Transformation*, Budapest: Central European University Press, pp. 166-185 (R).

Ivo Bicanic and Marko Skreb (1994), 'The Yugoslav Economy from Amalgamation to Distintegration', in David F. Good, ed., *Economic Transformations in East and Central Europe* (London, NY: Routledge), 147-57(R).

Sachs, Jeffrey and Woo, Wing T. (1994). "Structural factors in the Economic Reform of China, Eastern Europe and the Former Soviet Union". *Economic Policy*. Vol. 9, pp. 101-145 (ON).

Economies in Transition and EU Enlargement

- *Berend, I. T (2009), *From the Soviet Bloc to the European Union*, NW: Cambridge University Press, pp. 79-107 (Chapter 3) (R)
- *Baldwin, R., Francois, J. and Portes, R. (1997), "The Costs and Benefits of Eastern Enlargement: the Impact on the EU and Central Europe", *Economic Policy*, Vol. 12(24), pp. 127-176 (ON)
- Heidenreich, M. (2003), "Regional Inequalities in an Enlarged Europe", *Journal of European Social Policy*, Vol. 13(4), pp. 313-333 (ON)
- Murphy, A. B. (2006), "The May 2004 Enlargement of the European Union: View from 2 Years Out", *Eurasian Geography and Economics*, Vol. 47(6), pp. 635-646 (ON).
- Skuflic, L. (2006), 'The Impact of EU Enlargement on Emerging Markets: Southeast European Countries', in Motamen-Samadian, S. ed., *Economic Transition in Central and Eastern Europe* (UK: Palgrave MacMillan), 56-74 (R).
- Böwer, U. and Turrini, A. (2010). "EU Accession: A Road to Fast-Track Convergence?" *Comparative Economic Studies* 52, pp. 181-205 (ON).

Week 7 (October 22) ECONOMICS (Viju) European Economic Integration (meeting jointly with EURR 5001B)

Theory of Economic Integration. European Economic Integration.

- *Senior Nello, S. (2009), 'The Economics of Integration' (Chpt. 5), *The European Union: Economics, Policies and History* (UK: McGraw – Hill Higher Education), 110-125 (R)
- Baldwin, R. (2006), *Multilateralising Regionalism: Spaghetti Bowls and Building Blocs on the Path to Global Free Trade*, Centre for Economic Policy Research Discussion Paper No. 5775 (CT)
- Bhagwati, J., Greenaway, D. and Panagariya, A. (1998), "Trading Preferentially: Theory and Policy", *The Economic Journal*, Vol. 108, pp. 1128-48 (ON).

European Monetary Integration

- *Feenstra, Robert C. and Taylor, Alan M. (2008), 'The Euro' (Chpt. 21), *International Economics* (NY: Worth Publishers), 872-907 (R)
- *DeGrauwe, P. (2003), "The Euro at Stake? The Monetary Union in an Enlarged Europe", *CESifo Economic Studies* 49(1), pp. 103-121, <http://cesifo.oxfordjournals.org/content/49/1/103.full.pdf> (ON)
- * Eichengreen, B. (2012), "European Monetary Integration with Benefit of Hindsight", *Journal of Common Market Studies*, Vol. 50(S1), pp. 123-136 (ON).
- Mihaljek, D. (2006), 'Are the Maastricht Criteria Appropriate for Central and Eastern Europe?' in Motamen-Samadian, S. ed., *Economic Transition in Central and Eastern Europe* (UK: Palgrave MacMillan), 6-33 (R).

Eurozone Economic Crisis

- *DeGrauwe, P. (2010), "Crisis in the Eurozone and how to deal with it", *CEPS Policy Brief*, No. 204, www.ceps.eu/ceps/download/2928 (ON)
- *DeGrauwe, P. (2011), "A less punishing, more forgiving approach to the debt crisis in the Eurozone", *CEPS Policy Brief*, No. 230, www.ceps.eu/ceps/download/4138 (ON).

- *Dabrowski, Marek (2010). "The global financial crisis: Lessons for European integration", *Economic Systems*, Vol. 34 (1), pp. 38-54 (ON).
- Petit, P. (2012), "Building Faith in a Common Currency: Can the Eurozone Get Beyond the Common Market Logic?", *Cambridge Journal of Economics*, Vol. 36, pp. 271-281 (ON)
- Sapir, A. (2011), "Europe after the Crisis: Less or More Role for Nation States in Money and Finance?", *Oxford Review of Economic Policy*, Vol. 27(4), pp. 608-619 (ON)

Week 8 (Nov. 5) CULTURAL STUDIES: Approaching Culture and Everyday Life (Casteel) (To meet jointly with EURR 5001B)

Conceptualizing Culture

- *Clifford Geertz (1973), 'Thick Description: Toward and Interpretative Theory of Culture,' *The Interpretation of Cultures* (New York: BasicBooks), 1-30 (R)

Cultural Approaches to the Everyday and the Exceptional

- *William Hagen (2005), 'Moral Economy of Popular Violence' in Robert Blobaum, ed., *Antisemitism and Its Opponents in Modern Poland* (Ithaca: Cornell), 124-147 (R).
- *Hilary Pilkington, "No Longer 'On Parade': Style and the Performance of Skinhead in the Russian Far North," *Russian Review* 69 (2010) (ON)
- *Daphne Berdahl, "The Spirit of Capitalism and the Boundaries of Citizenship in Post-Wall Germany," *Comparative Studies in Society and History* 47, 2 (2005): 235-251 (ON)

Additional suggested readings:

- Peter Jelavich (2005), 'Cultural History', in Gunilla Budde, et. al., ed., *Transnationale Geschichte: Themen, Tendenzen und Theorien* (Göttingen: Vandenhoeck & Ruprecht), 227-237 (EU, R).
- William H. Sewell, Jr. (1999), 'The Concept(s) of Culture' in edited by Victoria E. Bonnell and Lynn Hunt *Beyond the Cultural Turn*, (Berkeley: University of California Press, 1999), 35-61.
- Rogers Brubaker (2006), *Nationalist Politics and Everyday Ethnicity in a Transylvanian Town* (Princeton: Princeton UP), 1-19, 207-238 (EU)
- Benedict Anderson (1991), *Imagined Communities*, revised ed. (London: Verso).
- Rogers Brubaker and Frederick Cooper (2000), 'Beyond Identity,' *Theory and Society* 29(1), 1-47 (ON).
- Geoff Eley, and Ronald Grigor Suny (1996), eds., *Becoming National: A Reader* (New York: Oxford UP).
- Caroline Humphrey, "Russian Protection Rackets and the Appropriation of Law and Order" In *The Unmaking of Soviet Life: Everyday Economies After Socialism* (2002), 99-126.
- Adam Drazin, "Chasing Moths: Cleanliness, Intimacy, and Progress in Romania" in *Markets and Moralities: Ethnographies of Postsocialism*, edited Ruth Mandel and Caroline Humphrey (Oxford: Berg, 2002), 101-124.
- Karolina Szmagalska-Follis, "Repossession: Notes on Restoration and Redemption in Ukraine's Western Borderland," *Cultural Anthropology* 23, no. 2 (2008): 329-60.
- Nancy Ries, "Potato Ontology: Surviving Postsocialism in Russia," *Cultural Anthropology* 24, no. 2 (2009): 181-212.
- Margaret Paxson, *Solovyovo: The Story of Memory in a Russian Village* (2005)
- Eliot Borenstein, *Overkill: Sex and Violence in Russian Popular Culture* (2008)
- Alexei Yurchak, *Everything was Forever, Until It was No More: The Last Soviet Generation* (2006)

Week 9 (November 12) CULTURAL STUDIES: Identity (Casteel) (meeting separately)

This session explores national and European identities from a variety of disciplinary perspectives including history, political science, sociology, and anthropology/cultural studies.

(a) Ethnicity as an Everyday Social Practice:

*Rogers Brubaker (2006), *Nationalist Politics and Everyday Ethnicity in a Transylvanian Town* (Princeton: Princeton UP), 1-17, 207-238 (R)

(b) National and European Identities

*Ute Frevert (2005), 'Europeanizing German History,' *History and Memory* 17(1/2), 87-116 (ON).

*Thomas Risse (2010), 'Modern Europe and its Discontents: The Europeanization of Elite Identities' in *A Community of Europeans? Transnational Identities and Public Spheres* (Ithaca: Cornell UP), 63-86 (R).

*Neringa Klumbytė, "Europe and Its Fragments: Europeanization, Nationalism, and the Geopolitics of Provinciality in Lithuania," *Slavic Review* 70, no. 4 (2011): 844-72 (ON)

Suggested Additional Reading:

Luisa Passerini, (2012) Europe and its Others: Is there a European Identity?" The Oxford Handbook of Postwar European History, ed. Dan Stone (Oxford UP), 120-140

Kiran Klaus Patel, "Where and when was Europe? Europeanness and its relationship to migration," *National Identities* 15, no. 1 (2013): 21-32.

Gerard Delanty, and Chris Rumford, *Rethinking Europe: Social theory and the implications of Europeanization* (Routledge, 2005).

Craig Calhoun, "Nationalism and Ethnicity," *Annual Review of Sociology* 19 (1993): 211-39.

Rogers Brubaker and Frederick Cooper (2000), 'Beyond Identity,' *Theory and Society* 29(1), 1-47 (esp. 1-21) (ON).

Harmut Kaelble (2005), 'European Self-Understanding in the Twentieth Century,' in Klaus Eder and Wilfried Spohn, eds., *Collective Memory and European Identity: The Effects of Integration and Enlargement* (Aldershot: Ashgate), 17-35 (EU).

Dipesh Chakrabarty Provincializing Europe

Benedict Anderson (1991), *Imagined Communities*, revised ed. (London: Verso).

Geoff Eley, and Ronald Grigor Suny (1996), eds., *Becoming National: A Reader* (New York: Oxford UP).

Week 10 (Nov. 19) INTERNATIONAL RELATIONS (Viju): International Relations (IR) theories, International Political Economy theories and applications (meeting separately) IR Theory

*Pollack, M.A. (2001), "International Relations Theory and European Integration", *Journal of Common Market Studies* 39(2), pp. 221-244 (ON).

Warleigh, A. (2006), "Learning from Europe? EU Studies and the Re-thinking of 'International Relations'", *European Journal of International Relations* 12(1), pp. 31-51 (ON).

Simon Collard-Wexler (2006), "Integration under Anarchy: Neorealism and the European Union", *European Journal of International Relations*, Vol. 12 (3), pp. 397-432 (ON).

Cynthia Weber (2005), *International Relations Theory. A Critical Introduction* (London: Routledge) (ON, R).

Kenneth Waltz (1979), *Theory of International Politics* (Reading, Mass: Addison-Wesley), Chapters 1 (1-17) and 4 (60-78) (R).

IPE Theory

- *Gilpin, R. (2001), *Global Political Economy: Understanding the International Economic Order* (Princeton: Princeton University Press), Chpt. 4 (77-102) (R)
- Balaam, D. N. and Veseth, M. (2001), *International Political Economy* (New Jersey: Prentice Hall), Chpt. 1 (3-22) (R).
- Verdun, A. (2003), "An American/European Divide in European Integration Studies: Bridging the Gap with International Political Economy", *Journal of European Public Policy* 10(1), pp. 84-101 (ON)
- Cowles, M.G. (2003), "Non-State Actors and False Dichotomies: Reviewing IR/IPE Approaches to European Integration", *Journal of European Public Policy* 10(1), pp. 102-120 (ON)

Applications of IPE Theory (choose one of the following readings)

- Regional Integration and Globalization: *Gilpin, R. (2001), *Global Political Economy: Understanding the International Economic Order* (Princeton: Princeton University Press), Chpts. 13, 14, 15 (R)
- International Trade: *Gilpin, R. (2001), *Global Political Economy: Understanding the International Economic Order* (Princeton: Princeton University Press), Chpt. 8 (R)
- International development: *Gilpin, R. (2001), *Global Political Economy: Understanding the International Economic Order* (Princeton: Princeton University Press), Chpt. 12 (R)

Week 11 (Nov. 26) INTERNATIONAL RELATIONS: The EU as a Global Actor (DeBardeleben) (meeting separately)

The EU as a Global Actor

- *Robert Dover, "The EU's Foreign, Security, and Defense Policies," in Michelle Cini and Nieves Perez-Solorzano Borragan, eds. *European Union Politics*, 4th edition, (Oxford University Press, 2013), pp. 240-252 (R)
- *Ian Manners (2002), "Normative Power Europe: A Contradiction in Terms?" *Journal of Common Market Studies* 40 (2), 235-258 (ON)
- *Christopher Hill (200&), "The Future of the European Union as a Global Actor," in Paolo Foradori, Paolo Rosa, and Riccardo Scartezzinin, *Managing a Multilevel Foreign Policy: The EU in International Relations* (Lexington Books), pp. 3-21 (R)
- Luk Van Langenhove and Ana-Cristina Costea, "The EU as a Global Actor and the emergence of 'Third-Generation' Regionalism," in Foradori et al., *Managing a Multilevel Foreign Policy: The EU in International Relations* (Lexington Books), 63-86 (R)
- Charolotte Bretherton and John Vogler, *The European Union as an Actor* (Routledge, 1999) (R)

Issue: EU Democracy Promotion and the Arab Spring

- *Sandra Lavenex and Frank Schimmelfennig, "EU democracy promotion in the neighbourhood: from leverage to governance? Democratization, vol. 18, no. 4 (2011), pp. 885-909 (see also other articles in this issue) (ON)
- *Michelle Pace, "Paradoxes and contradictions in EU democracy promotion in the Mediterranean: the limits of EU normative power," *Democratization* (February 2009), 16 (1), pg. 39-58 (ON)
- *Tobias Schumacher, "The EU and the Arab Spring," *Insight Turkey*, vol. 13, no. 3 (2011), pp. 107-119 (ON)
- Rosemary Hollis, "No friend of democratization: Europe's role in the genesis of the 'Arab Spring'," *International Affairs*, vol. 88, no. 1 (Jan 2012), pp. 81-94 (ON)

- Gänzle, Stefan (2009). 'EU Governance and the European Neighbourhood Policy: A Framework for Analysis,' *Europe-Asia Studies*, vol. 61, no. 10 (ON)
- Vera Van Huellen, "Europeanisation through cooperation? EU democracy promotion in Morocco and Tunisia," *West European Politics*, vol. 35, no. 1 (2012), pp. 117-34 (ON)

Week 12 (Dec. 3) POLICY STUDIES (Viju) (meeting separately)

Cohesion Policy:

- *Andres Rodriguez-Pose (2002), 'Cohesion' (Chpt.2), *The European Union: Economy, Society, and Polity* (Oxford: Oxford University Press), 34-61 (R).
- Baldwin, R. and Wyplosz, C. (2009), 'Location effects, economic geography and regional policy' (Chpt. 13), *The Economics of European Integration* (UK: McGraw –Hill Higher Education), 381-416 (R).
- Farole, T, Rodriguez-Pose, A. and Storper, M. (2011), "Cohesion Policy in the European Union: Growth, Geography and Institutions", *Journal of Common Market Studies*, Vol. 49(5), pp. 1089-1111 (ON).

Common Agricultural Policy:

- *Lovec, M. and Erjavec, E. (2012), "The Common Agricultural Policy Health Check: Time to check the Health of the Theory of the Reform", *Journal of International Relations and Development*, pp. 1-27 (ON).
- Gorton, M., Hubbard, C. and Hubbard, L. (2009), "The Folly of European Union Policy Transfer: Why the Common Agricultural Policy (CAP) does not fit the Central and Eastern Europe?", *Regional Studies*, Vol. 43(10), pp. 1305-1317 (ON).

Environmental Policy:

- *Wettestad, J., Eikeland, P.O. and Nilsson, M. (2012), "EU Climate and Energy Policy: A Hesitant Supranational Turn?", *Global Environmental Politics*, Vol. 12(2), pp. 67-86 (ON).
- *Afionis, S. and Stringer, L.C. (2012), "European Union Leadership in Biofuels Regulations: Europe as a Normative Power?", *Journal of Cleaner Production*, Vol. 32, pp. 114-123 (ON).
- Vogler, G. (2006), "The European Union as a Protagonist to the United States on Climate Change", *International Studies Perspectives*, Vol. 7, pp. 1-22 (ON).

Academic Accommodations

For students with Disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your request for accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations**. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to the Paul Menton Center by their posted deadlines.

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as

possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

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

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

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct 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 include a mark of zero for the plagiarized work or a final grade of "F" for the course.