

EURR 5001B
INTERDISCIPLINARY SEMINAR IN EUROPEAN AND RUSSIAN STUDIES
 FALL 2013

Primary Instructors:

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GOALS OF THE COURSE

This course and EURR 5200 are the core interdisciplinary seminars for graduate students in Russian, Eurasian and Transition studies concentration in EURUS. Among the most important goals of EURR 5001B 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 seminar will meet jointly with EURR 5001A for a portion of the class sessions to broaden your exposure to broader field of European and Eurasian studies.

COURSE REQUIREMENTS

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). In addition, students should email an electronic copy of the paper to Prof. 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 the 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 “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 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.*

COURSE OUTLINE

Week 1: (September 10) Introduction to Interdisciplinary Studies (Viju, DeBardeleben)

If you who have not completed a course on contemporary Russian and Eurasia, 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. You can read selectively from those listed, as per your own interests and background.

Basic introduction (Russia):

*Joan DeBardeleben, "The Russian Federation," in *Introduction to Comparative Politics*, 6th edition, Mark Kesselmann, Joel Krieger, and William A. Joseph, eds (Cengage, 2013), pp. 330-82 (R).

*Thomas DeWaal, 2010. *The Caucasus: an introduction*, Chapter 2, pp. 37-71 (R)

*Sally N. Cummins, *Understanding Central Asia: Politics and Contested Transformations* (Routledge, 2012), Chpt. 3-6 (R)

The Cummins book and DeWaal book should be available for purchase in the bookstore.

For more extensive background on Russia, see *Stephen White, *Understanding Russian Politics* (Cambridge, 2011) (R) or, on recent issues, *Larry Black and Michael Johns, eds, *Russia after 2012: From Putin to Medvedev to Putin* (Routledge, 2013) (R)

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

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)

*Eric Weitz, "The Modernity of Genocides: War, Race, and Revolution in the Twentieth Century," In *The Specter of Genocide: Mass Murder in Historical Perspective*, ed. Robert Gellately and Ben Kiernan (2003), 53-73 (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) POLITICAL SCIENCE (DeBardeleben)

Social science approaches, the role of theory

Comparative Studies : Issues and Theories

Theory

- *Jordan Gans-Morse, " Searching for Transitologists: Contemporary Theories of Post-Communist Transitions and the Myth of a Dominant Paradigm," *Post-Soviet Affairs* 2004, 20, 4, pp. 320-49. (ON)
- *Howard J. Wiarda "Southern European, Eastern Europe, and Comparative Politics: 'Transitology' and the Need for New Theory', *East European Politics and Societies* 15 (3): (2001):485-501 (ON)

Additional reading (recommended):

Giovanni Sartori, "Concept Misformation in Comparative Politics," *American Political Science Review*, 64:4 (1970), 1033-53 (ON)

Explaining the Collapse of Communism in Europe

- *Russell Bova, "Political Dynamics of the Post-Communist Transition: A Comparative Perspective," *World Politics* 44, no. 1 (Oct. 1991), pp. 113-138 (ON)
- * 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)
- 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)

More recent conceptual developments:

- Harley Balzar, "Managed Pluralism: Vladimir Putin's Emerging Regime," *Post-Soviet Affairs* 19, no. 3 (2003), 189-227 (ON)
- Henry E. Hale, Regime Cycles: Democracy, Autocracy and Revolution in Post-Soviet Eurasia, *World Politics* 58 (October 2005), pg. 133-65 (ON)

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

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

- *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 Mansfeldova, 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): HISTORY II (Sahadeo) Placing Communism in the History of the Twentieth Century and After

1. The Postwar era

*David Crowley, “Paris or Moscow? Warsaw Architects and the Image of the Modern City in the 1950s” *Kritika: Explorations in Russian and Eurasian History* 9, no. 4 (2008): 769-98

*John Bushnell, “The New Soviet Man Turns Pessimist,” *The Soviet Union Since Stalin* (1986), 179-99 (R)

*Hilary Pilkington, “The Future is Ours: Youth Culture in Russia, 1953 to the Present” *Russian Cultural Studies*, eds., Catriona Kelly and David Shepherd (1998), 368-80 (R)

2. The Collapse of Socialism

*Katherine Verdery, “What was Socialism, and Why did it Fail?” *What was Socialism and What Comes Next?* (1996), 19-38 (R)

*Martin Malia, *Soviet Tragedy: A History of Socialism in Russia, 1917-1991* (1994), 491-504 (R)

*Alexander Dallin, “Causes of Collapse of the USSR” Suny, ed. *The Structure of Soviet History: Essays and Documents* (2003), 549-64 (R)

Suggested Additional Reading:

- Susan E. Reid, "Cold War in the Kitchen: Gender and the De-Stalinization of Consumer Taste in the Soviet Union under Khrushchev" *Slavic Review* 61 no. 2 (2002): **READ** 223-52
- James R. Millar, "The Little Deal: Brezhnev's Contribution to Acquisitive Socialism" *Slavic Review* 44:4 (1985), 694-706
- Adrienne Edgar, "Marriage, Modernity, and the 'Friendship of Nations:' Interethnic Intimacy in Post-War Central Asia in Comparative Perspective" *Central Asian Survey* 26, no. 4 (2007): 581-599
- Padraic Kenney, "How the Smurfs Captured Gargamel, or, A Revolution of Style," *A Carnival of Revolution: Central Europe 1989* (Princeton: Princeton UP, 2002), 157-191.
- Polly Jones, "Memories of Terror or Terrorizing Memories: Terror, Trauma, and Survival in the Soviet Culture of the Thaw," *The Slavonic and East European Review* 86, no. 2 (2008): 346-71.
- Paulina Bren, "Mirror, Mirror, on the Wall: Is the West the Fairest of Them All?" *Kritika: Explorations in Russian and Eurasian History* 9, no. 4 (2008): 831-54.
- Stephen Kotkin, *Armageddon Averted: The Soviet Collapse, 1970-2000*, updated edition (2008).
- Vladimir Tismaneanu, *The Revolutions of 1989: Rewriting Histories* (1999).
- Mark Mazower, *Dark Continent: Europe's Twentieth Century* (Knopf, 1998)
- Eric Weitz, *A Century of Genocide: Utopias of Race and Nation* (Princeton: Princeton UP, 2003).

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

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
- 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: (November 5) CULTURAL STUDIES: CULTURE AND EVERYDAY LIFE (Casteel) (To meet jointly with EURR 5001A)

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, (2010) "No Longer 'On Parade': Style and the Performance of Skinhead in the Russian Far North," *Russian Review* 69. (ON)

*Daphne Berdahl, (2005), "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, *Solovoyovo: 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 AND IDENTITY (Sahadeo)

Identity

- *Benedict Anderson, *Imagined Communities* (2nd ed, 2006), 1-7 (R)
- *Craig Calhoun, "Nationalism and Ethnicity," *Annual Review of Sociology* 19 (1993): 211-39.
- *Rogers Brubaker, *Nationalist Politics and Everyday Ethnicity in a Transylvanian Town* (2006), 1-19, 207-38

Empire

- *Stephen Howe, *Empire: A Very Short Introduction* (2002), 5-34 (R)
- *Adeeb Khalid, "Backwardness and the Quest for Civilization: Early Soviet Central Asia in Comparative Perspective" *Slavic Review* 65, no. 2 (2006): 231-51 (ON)
- *Laura Adams, "Globalization, Universalism, and Cultural Form" *Comparative Studies in Society and History* 50, no. 3 (2008): 614-640 (ON)

Week 10 : (Nov. 19) INTERNATIONAL RELATIONS (DeBardleben): Russian foreign policy and Europe's new divide? Cultural, geopolitical, and economic influences.

- *Jack Snyder, "One World, Rival Theories", *Foreign Policy*; Nov-Dec 2004, pp 53 – 62, <http://home.comcast.net/~lionelingram/JackSnyderTheories.pdf>
- *Tsygankov, Andrei P. (2007) "Finding a Civilisational Idea: 'West', 'Eurasia' and 'Euro-East' in Russia's Foreign Policy," *Geopolitics* 12 : 375-399 (ON)
- *Ingmar Oldberg, "Aims and Means of in Russian Foreign Policy," in Roger Kanet, ed., *Russian Foreign Policy in the 21st Century* (Palgrave Macmillan, 2011), pp. 30-58 (R)
- *Carol Saivetz, "The ties that bind? Russia's evolving relations with neighbors," *Communist and Post-Communist Studies* (Sept. 2012), 45 (3-4) , pp. 401-12 (ON)
- *Anastassia Obydenkova, "Comparative regionalism: Eurasian cooperation and European integration. The case for neofunctionalism?" *Journal of Eurasian Studies* (July 2011), 2 (2), pp. 87-102 (ON)

Suggested Additional Readings

- Vladimir Putin, "Russia and the changing world," February 27, 2012, RiaNovosti, <http://en.rian.ru/analysis/20120227/171547818>
- Roderick Lane, "The Imaginary Curtain", pp.271 -300, in : Piotr Dutkiewicz & Dmitri Trenin eds., *Russia: The Challenges of Transformation*, New York University Press, 2011 (R, EU)
- D. Trenin, "Of Power and Greatness", pp. 407 – 432, in: Piotr Dutkiewicz & Dmitri Trenin eds., *Russia: The Challenges of Transformation*, New York University Press, 2011 (R, EU)
- John van Oudenaren, "Policy Towards the Extended Frontier: The Balkans and the Newly Independent States, in ,"Maria Green Cowles and Desmond Dinan, eds., *Developments in the European Union 2* (2004), 256-274 (R)
- Howard Wiarda, "Where Does Europe End? The Politics of EU and NATO enlargement," *World Affairs* 164: no 4 Apr/Jun 2002 178-191

Week 11 : (November 26) : International Relations (IR) theories, International Political Economy theories and applications (Viju)

IR:

- *Sergunin, A.A. (2004), "Discussions of International Relations in Post-Communist Russia", *Communist and Post-Communist Studies*, Vol. 37, pp. 19-35 (ON).
- *Wieclawski, J. (2011), "Contemporary Realism and the Foreign Policy of the Russian Federation", *International Journal of Business and Social Sciences*, Vol. 2(1), pp. 170-179 (ON).
- *Koslowski, R. and Kratochwil, F. V. (1994), "Understanding Change in International Politics: The Soviet Empire's Demise and the International System", *International Organization*, Vol. 48(2), pp. 215-247 (ON).
- Berryman, J. (2012), "Geopolitics and Russian Foreign Policy", *International Politics*, Vol. 49(4) special issue, pp. 530-544 (ON).
- Ziegler, C. E. (2012), "Conceptualizing Sovereignty in Russian Foreign Policy: Realist and Constructivist Approaches", Vol. 49(4) special issue, pp. 400-417 (ON).

IPE:

- *Gilpin, R. (2001), *Global Political Economy: Understanding the International Economic Order* (Princeton: Princeton University Press), Chpt. 4 (77-102) (R).
- *Gill, S. and Law, D. (1988), *The Global Political Economy. Perspectives, Problems, and Policies* (Harvester. Wheatsheaf), Chpt. 15 (R)
- *Rutland, P. (2012), "Still Out in the Cold? Russia's Place in a Globalizing World", *Communist and Post-Communist Studies*, Vol. 45, pp. 343-354 (ON).
- Balaam, D. N. and Veseth, M. (2001), *International Political Economy* (New Jersey: Prentice Hall), Chpt. 1 (3-22) (R).

Week 12: (December 3) POLITICAL SOCIOLOGY: Post-Soviet politics and the public (DeBardleben)

- * Joan DeBardleben, "The 2011-2012 Russian Elections: The Next Chapter in Russia's Post Communist Transition?," in J. L. Black and Michael Johns, eds, *From Putin to Medvedev to Putin – Continuity, Change or Revolution?* (Routledge, 2013), p. 3-18 (R)
- Henry Hale, 'The Myth of Mass Russian Support for Autocracy: The Public Opinion Foundations of a Hybrid Regime,' *Europe-Asia Studies*, vol. 63, no. 8 (October 2011), pp. 1357-1375 (ON)
- *Mikhail Gorshkov," The sociology of post-reform Russia," in : Piotr Dutkiewicz & Dmitri Trenin eds., *Russia: The Challenges of Transformation*, New York University Press, 2011, pp.145 – 190 (R)
- Andrea Chandler, "Has the Putin-Medvedev tandem improved women's rights?" in J. L. Black and Michael Johns, eds, *From Putin to Medvedev to Putin – Continuity, Change or Revolution?* (Routledge, 2013), pp. 73-86 (R)

Other Readings:

Nabi Abdullaev, Mikhail Krutikhin, Aleksandr Kynev, Lilia Ovcharova, Simon Saradzhyan, Andrei Zagorski, Natalia Zubarevich, edited by Sabine Fischer, "Russia — Insights from a

changing country,” European Union Institute for Security Studies, Report - No11 - 02 March 2012, <http://www.iss.europa.eu/publications/detail/article/russia-insights-from-a-changing-country/>

David White, “Dominant party systems: a framework for conceptualizing opposition strategies in Russia,” *Democratization*, vol. 18, no. 3 (June 2011), pp. 655-681

Ora Reuter, “The Politics of Dominant Party Formation: United Russia and Russia's Governors,” *Europe-Asia Studies* (March 2010), 62 (2), pg. 293-327

Leonid Grigoriev, “Elites : The choice of Modernization,” in: Piotr Dutkiewicz & Dmitri Trenin eds., *Russia: The Challenges of Transformation*, New York University Press, 2011, pp.191 – 225

Kathryn Stoner-Weiss, “Comparing Apples and Oranges: The Internal and External Dimensions of Russia’s Turn away from Democracy,” in Valerie Bunce, Michael McFaul, and Kathryn Stoner-Weiss, eds, *Democracy and Authoritarianism in the Postcommunist World*, (Cambridge University Press, 2010), pp 253-73.

STATEMENT ON ACADEMIC OFFENSES

In all written work, students must avoid plagiarism, i.e. presenting the work or ideas of another as one’s own. Forms of plagiarism include copying from the work of another author without proper use of footnotes and quotation marks, using the ideas of others without acknowledging the source, extensive paraphrasing, or submitting the work of another as one’s own. The same piece of work may not be submitted for more than one course or may not have been submitted previously to fulfil any other course requirement. For graduate students, academic offenses will be reported to the Dean Graduate Studies or his/her designate and an appropriate remedy will be determined. For undergraduate students, they will be reported to the Office of the Dean of the Faculty of Public Affairs and Management.

The University Senate defines plagiarism as “to use and pass off as one’s own idea or product the work of another without expressly giving credit to another”. (Calendar p. 48).

- Copying from another person’s work without indicating this through appropriate use of quotations marks and citations of footnotes.
- Lengthy and close paraphrasing of another person’s work (i.e. extensive copying interspersed with a few “different” phrases or sentences).
- Submitting written work produced by someone else as if it were one’s own work (e.g. another student’s term paper, a paper purchased from a commercial term paper “factory”, material downloaded via the Internet, etc.)

In an academic environment plagiarism is a serious offence, and it is not a matter that can be dealt with by an informal arrangement between the student and the instructor. In all cases where plagiarism is suspected, instructors are now required to notify their departmental Chair, and the Chair in turn is required to report the matter to the Associate Dean of the Faculty. The Associate Dean makes a formal investigation and then decides on an appropriate sanction. Penalties can range from a mark of zero for the plagiarized work, to a final grade of F for the course, to suspension from all studies, to expulsion from the University. (Students should all be

aware that the Senate classifies as an instructional offence the submission of “substantially the same piece of work to two or more courses without the prior written permission of the instructors involved.”)

ACADEMIC ACCOMMODATIONS

For Students with Disabilities:

“Students with disabilities requiring academic accommodations in this course are encouraged to contact a coordinator at the Paul Menton Centre for Students with Disabilities to complete the necessary *letters of accommodation*. After registering with the PMC, make an appointment to meet and discuss your needs with me at least two weeks prior to the first in-class test or its midterm exam. This is necessary in order to ensure sufficient time to make the necessary arrangements. Please visit the Paul Menton Center website for submission requests deadlines, etc., at <http://carleton.ca/equity/accommodation>.

For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructor for alternate dates and/or means of satisfying academic requirements. Such request 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 not later than two weeks before the compulsory 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 students.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton’s Academic Accommodations policies, or may contact an Equity Services Advisor in the Equity Services Department of assistance.

For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.