

**CARLETON UNIVERSITY**  
**Institute of European, Russian and Eurasian Studies**

**EURR 4201A/5201W**  
**Special Topics in European Studies:**  
**Europe in Transnational Perspective**  
**Winter 2013**

Wednesdays, 11:35 am - 2:25 pm, River Building, Room 3201

Prof. James Casteel, River Building 3306  
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Office hours: Wednesdays and Thursdays, 10:00-11:00 am

What insights can transnational approaches provide into the history, society, culture and politics of Europe and Russia? In recent years, many scholars in European Studies have begun to take a "transnational turn," moving beyond the conceptual limitations of the nation as a unit of analysis and exploring a number of topics that national frameworks have tended to obscure. This course will consider the contributions that transnational approaches can make to the study of modern and contemporary Europe including Russia. Drawing on a variety of disciplinary perspectives, we will examine key issues in European society, culture, and politics – past and present – that lend themselves to transnational approaches, including: empire and decolonization, Europeanization, globalization, borders, diaspora, migration, religion, memory, environment, civil society, and human rights.

Reserve Readings:

All 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/>) or the library catalogue. In some cases, in which book chapters have not been scanned by the library, students may need to consult the original volume on reserve in the library. *If you find that a required reading is not available for a given week, please notify the instructor **immediately** by email.* Students are expected to come to class having prepared **all** of the required readings for a particular week.

**COURSE REQUIREMENTS AND GRADING SCHEME:**

Undergraduates (EURR 4201)

<u>Assignments:</u>	<u>Percentage</u>	<u>Due Date</u>
Attendance and Participation	20%	
Oral Presentation	10%	
Two Discussion papers, 3-4 pages (15% each)	30%	beginning of class in which readings are discussed --- First by Jan. 30 --- Second by Mar. 20
Proposal and Bibliography for Major Term paper (1-2 pages)	5%	Feb 6
Major Term Paper (10-12 Pages)	35%	Apr 10

## Graduates (EURR 5201)

<u>Assignments:</u>	<u>Percentage</u>	<u>Due Date</u>
Attendance and Participation	20%	
Oral Presentation	10%	
Three Discussion papers, 3-4 pages (10% each)	30%	beginning of class in which readings are discussed --- First by Jan. 30 --- Second by Feb. 27 --- Third by Mar. 20
Proposal and Bibliography for Major Term Paper (1-2 pages)	5%	Feb 6
Major Term Paper (15-18 pages)	35%	Apr 10

### Attendance and Participation:

This course is a reading intensive course (100-120 pages per week) held in seminar format. Active attendance and 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. The participation grade will reflect regular attendance, active involvement in the seminar discussions, and informed comments about the issues raised by the readings that help advance our discussion. Penalties for not attending (without a legitimate reason, i.e. medical documentation etc) are: 1 absence = 10% deduction from entire attendance and participation mark; 2 absences = 30% deduction; 3 absences = 50%; 4 absences = 100% deduction.

### Oral Presentation:

In addition to active participation in classroom discussion, students are expected to give one 10 minute oral presentation analyzing one of the assigned readings for the week. After their presentation, students will lead a classroom discussion of their particular reading and should prepare 3-4 questions for the class. We will discuss the dates of the presentations during the first class. Please note that you may NOT submit a discussion paper on the week's readings for which you present an oral presentation.

### Discussion Papers:

The three-to-four-page discussion papers will analyze the readings for a particular week, discussing the authors' arguments and pinpointing major issues within the selected theme. Students may write on the readings for any of the sessions, but have to submit the paper on or before the day of classroom discussion of the readings. *Papers will be done on weeks where you do NOT present your oral presentation.* For all students, the first of these papers must be handed in on or before **Jan 30**. For graduates, the second paper on or before **Feb. 27**. The last discussion paper for undergraduates (#2) and graduates (#3) is due on or before **Mar. 20**. **Late penalties= 1/3 of a letter grade (i.e. A- to B+) per day late.**

### Major Term Paper:

Students are expected to write a major term paper on a topic that relates to the broader themes of the course. Students will write a 1-2 page proposal outlining their topic and the main issues that will be addressed in the paper. The proposal and preliminary bibliography of at least 8-10 sources are due **Feb. 6**. Students are encouraged to consult with the instructor as they develop their topics. *Undergraduate students* will write a 10-12 page paper. *Graduate students* will write a 15-18 page paper. The major written assignment may take more than one form. Students may write a standard research paper based on primary sources (original language or in translation) and secondary sources. Or they may choose to write a critical review of the literature on a particular topic, that maps the main discussions in the field and

engages critically with the scholarly literature. The final paper should be submitted on Wednesday, **April 10, 2013**.

All papers are due at the beginning of class on the date specified in the syllabus. Late papers will be penalized a third of a letter grade per day late including weekends (i.e. from B+ to B, etc.). Extensions will be granted only in cases of serious illness (with doctor's note), bereavement, or religious observance.

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. I encourage students to consult with me while preparing their essays. Specific instructions regarding the assignments will be given in class.

### **IMPORTANT INFORMATION:**

#### Email Communication:

Following university policy, the instructor will communicate by e-mail with students using their university supplied 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 <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](http://www1.carleton.ca/studentaffairs/ccms/wp-content/ccms-files/academic_integrity_policy.pdf)

#### Grading:

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.

### **Course Calendar (Topics and Readings will be updated for Winter 2013):**

Please note that the instructor reserves the right to make changes to the syllabus over the course of the semester.

#### **Week 1, Jan. 9. Introduction**

#### **Week 2, Jan. 16 Transnationalism**

Aihwa Ong, "Flexible Citizenship: The Cultural Logics of Transnationality" and "Afterword: An Anthropology of Transnationality" in *The Transnational Studies Reader*, ed. Sanjeev Khagram and Peggy Levitt (New York: Routledge, 2008), 446-454.

Pierre-Yves Saunier, "Learning by Doing: Notes about the Making of the Palgrave Dictionary of Transnational History," *Journal of Modern European History* 6, no. 2 (2008): 159-80.

Thomas Risse-Kappen "Bringing Transnational Relations Back In: Introduction" in *Bringing Transnational Relations Back In: Non-State Actors, Domestic Structures, and International Institutions* (Cambridge: Cambridge UP, 1995), 3-33

Michael Geyer, "The Subject(s) of Europe" in Konrad Hugo Jarausch, et al., *Conflicted Memories: Europeanizing Contemporary Histories* (New York: Berghahn Books, 2007), 254-280.

#### **Week 3, Jan. 23 Empire and Decolonization**

Frederick Cooper, "States, Empires, and Political Imagination" in *Colonialism in Question: Theory, Knowledge, History* (Berkeley: University of California, 2005), 153-203.

Andrew Zimmerman, "A German Alabama in Africa: The Tuskegee Expedition to German Togo and the Transnational Origins of West African Cotton Growers," *The American Historical Review* 110, no. 5 (2005): 1362-98.

Robert Gildea, James Mark, and Niek Pas, "European Radicals and the 'Third World': Imagined Solidarities and Radical Networks, 1958-73." *Cultural & Social History* 8, no. 4 (2011): 449-71.

Sharda Chari and Katherine Verdery, "Thinking Between the Posts: Postcolonialism, Postsocialism, and Ethnography after the Cold War," *Comparative Studies in Society and History* 51, no. 1 (2009): 6-34.

#### **Week 4, Jan. 30 Europeanization**

**\*\*\*First Discussion Paper Due on or before this date\*\*\***

Jan Palmowski, "The Europeanization of the Nation-State." *Journal of Contemporary History* 46, no. 3 (2011): 631-57.

Kiran Klaus Patel and Johan Schot. "Twisted Paths to European Integration: Comparing Agriculture and Transport Policies in a Transnational Perspective." *Contemporary European History* 20, no. 4 (2011): 383-403.

Padraic Kenney, "Borders Breached: The Transnational in Eastern Europe since Solidarity." *Journal of Modern European History* 8, no. 2 (2010): 179-95.

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

#### **Week 5, Feb. 6 Crossing Borders**

**\*\*\*\* Proposal and Bibliography for Major Term Paper Due\*\*\*\***

Timothy Brown, "'1968' East and West: Divided Germany as a Case Study in Transnational History," *American Historical Review* (2009): 69-96.

Katherine Pence, "Showcasing Cold War Germany in Cairo: 1954 and 1957 Industrial Exhibitions and

the Competition for Arab Partners.” *Journal of Contemporary History* 47, no. 1 (2012): 69-95.  
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): 831-854.  
David J. Smith and Stuart Burch, “Enacting Identities in the EU-Russia Borderland: An Ethnography of Place and Public Monuments,” *East European Politics & Societies* 26, no. 2 (2012): 400-24.

**Week 6, Feb. 13            Migration**

Gregor Thum, “Moving People” in *Uprooted: How Breslau Became Wrocław During the Century of Expulsions* (Princeton: Princeton University Press, 2011), 53-104.  
Jeff Sahadeo, “Soviet ‘Blacks’ and Place Making in Leningrad and Moscow,” *Slavic Review* 71, no. 2 (2012): 331-358.  
Jennifer A. Miller, “On Track for West Germany: Turkish ‘Guest-worker’ Rail Transportation to West Germany in the Postwar Period.” *German History* 30, no. 4 (2012): 550-73.  
Todd Shepard, “‘Something Notably Erotic’: Politics, ‘Arab Men,’ and Sexual Revolution in Post-decolonization France, 1962-1974,” *The Journal of Modern History* 84, no. 1 (2012): 80-115.

*Recommended:*

Andreas Wimmer, and Nina Glick Schiller, “Methodological Nationalism and the Study of Migration,” *European Journal of Sociology* 43, no. 2 (2002): 217-40.

**NO CLASS, Feb. 20    \*\*\* WINTER BREAK! Feb 18-22\*\*\***

**Week 7, Feb. 27            Diaspora**

**\*\*\*Grad students only: Second Discussion Paper Due on or before this class\*\*\***

James Clifford, “Diasporas,” *Cultural Anthropology* 9, no. 3 (1994): 302-38.  
Rebecca Kobrin, “Rewriting the Diaspora: Images of Eastern Europe in the Bialystok Landsmanshaft Press, 1921–45,” *Jewish Social Studies* 12, no. 3 (2006): 1-38.  
Celia Donert, “‘The Struggle for the Soul of the Gypsy’: Marginality and Mass Mobilization in Stalinist Czechoslovakia,” *Social History* 33, no. 2 (2008): 123-44.  
Gilad Margalit, “On Being Other in Post-Holocaust Germany – German-Turkish Intellectuals and the German Past.” *Tel Aviver Jahrbücher für deutsche Geschichte* 38 (2009): 209-232 (Available online at: [http://history.haifa.ac.il/staff/graphics/margalit\\_books/Margalit\\_209-232.pdf](http://history.haifa.ac.il/staff/graphics/margalit_books/Margalit_209-232.pdf))

**Week 8, Mar. 6            Religion**

Ruth Mandel, “Reimagining Islams in Berlin,” in *Cosmopolitan Anxieties: Turkish Challenges to Citizenship and Belonging in Germany* (Durham, NC: Duke UP, 2008), 248-292.  
Sergei I. Zhuk, “Religion, ‘Westernization,’ and Youth in the ‘Closed City’ of Soviet Ukraine, 1964–84,” *The Russian Review* 67 (2008): 661-79.  
Esra Ösyürek, “Convert Alert: German Muslims and Turkish Christians as Threats to Security in the New Europe,” *Comparative Studies in Society and History* 51, no. 1 (2009): 91-116.  
Silverstein, Paul A. “The Context of Antisemitism and Islamophobia in France.” *Patterns of Prejudice* 42, no. 1 (2008): 1–26.

**Week 9, Mar. 13. European Economic Crisis and its Consequences**

Guest Professor: Piotr Dutkiewicz, Political Science

Readings TBA

**Week 10, Mar. 20 Environment**

**\*\*\*Last Discussion Paper Due on or before this class \*\*\***

- Caroline Ford, "Reforestation, Landscape Conservation, and the Anxieties of Empire in French Colonial Algeria," *The American Historical Review* 113, no. 2 (2008): 341-62.
- Hamlin, David. "Water and Empire ? Germany, Bavaria and the Danube in World War I." *First World War Studies* 3, no. 1 (2012): 65-85.
- Thomas Lekan, "Serengeti Shall Not Die: Bernhard Grzimek, Wildlife Film, and the Making of a Tourist Landscape in East Africa." *German History* 29, no. 2 (2011): 224-64.
- Eagle Glassheim, "Most, the Town that Moved: Coal, Communists and the 'Gypsy Question' in Post-War Czechoslovakia," *Environment and History* 13(2007): 447-476
- Uekoetter, F. "Fukushima, Europe, and the Authoritarian Nature of Nuclear Technology." *Environmental History* 17, no. 2 (2012): 277-84.

**Week 11, Mar. 27 Memory**

- Daniel Levy and Natan Sznaider, "Memory Unbound: The Holocaust and the Formation of Cosmopolitan Memory," *European Journal of Social Theory* 5, no. 1 (2002): 87-106.
- Michael Meng, *Shattered Spaces: Encountering Jewish Ruins in Postwar Germany and Poland* (Cambridge, MA: Harvard UP, 2011), 155-211.
- John-Paul Himka, "Obstacles to the Integration of the Holocaust into Post-Communist East European Historical Narratives." *Canadian Slavonic Papers/Revue Canadienne des Slavistes* 50, no., 3-4 (2008): 359-72.
- James Mark, "Criminalizing Communism?" in *The Unfinished Revolution: Making Sense of the Communist Past in Central-Eastern Europe* (New Haven: Yale UP, 2010), 61-92.

**Week 12, Apr. 3 Human Rights and Civil Society**

- Lora Wildenthal, "Rudolf Laun and the Human Rights of Germans in Occupied and Early West Germany" in *Human Rights in the Twentieth Century*, edited by Stefan-Ludwig Hoffmann (Cambridge: Cambridge UP, 2011), 125-146.
- Fabian Klose, "'Source of Embarrassment': Human Rights, State of Emergency, and the Wars of Decolonization" in *Human Rights in the Twentieth Century*, ed. Stefan-Ludwig Hoffmann (Cambridge: Cambridge UP, 2011), 237-257.
- Tara Zahra, "'A Human Treasure': Europe's Displaced Children between Nationalism and Internationalism." *Past & Present* 210, supplement 6 (2011): 332-50.
- Julie Hemment. "Nashi, Youth Voluntarism, and Potemkin NGOs: Making Sense of Civil Society in Post-Soviet Russia," *Slavic Review* 71, no. 2 (2012): 234-260.

## Academic Accommodations

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

**Academic Accommodations for Students with Disabilities:** The **Paul Menton Centre** for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*) at <http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/> You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www2.carleton.ca/equity/>

**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.