GOALS OF THE COURSE

Following enlargement of the European Union to include 10 post communist countries of Central and Eastern Europe, the EU’s eastern border touched several Soviet successor states (such as Ukraine, Belarus, and Moldova); the EU’s border with Russia was also extended to include a shared border with Estonia, Latvia, Lithuania, and Poland, as well as Finland. With these developments, and in the face of Russia’s increasing foreign policy assertiveness and Europe’s energy dependence on Russia, an important area of the concern for the EU involves relations with its eastern neighbours; furthermore the new EU-Russia frontier represents a possible new dividing line in Europe. This course explores the development of relations between the EU and these countries, examining the issue from the perspective of the EU, its member states, and the countries of eastern Europe (including Russia), and the Caucasus.

The course will draw attention to the EU’s European Neighbourhood Policy and Eastern Partnership policy and the Russia-EU ‘strategic partnership’ as well as policies and reactions of non-EU East European countries (including Russia) toward the EU.

The course will examine relations with these countries with attention to the role of differing norms and values, the role of converging or conflicting interests, and the importance of contrasting governance structures in the EU and Russia. Examples from a range of policy areas will be drawn upon, including border and visa policy, relations with neighbouring countries affected by EU’s Eastern Partnership policy (e.g., Ukraine, Belarus, Georgia, Moldova), energy policy, economic and trade relations, and responses to ‘frozen conflicts’ in the post-Soviet space. Implications of Russian initiatives, such as the Eurasian Union, will also be explored.

The course will be run seminar style. Therefore students play an active role in the life of the class. Completion of course readings, participation in class discussions, class presentations, and a course paper will be required. In most class sessions, a student presentation will introduce discussion topics.

Requirements:

Reaction papers: Each student is required to write reaction papers for 3 of the first 9 class sessions. Each paper is about four to five pages in length (double-spaced, 12 point font). Page limits should not be exceeded by a significant degree (i.e., no more than 6 pages total). Each
paper will involve analytical reflections (rather than summaries) on the course readings for the week concerned. Students may replace their lowest marks with additional reaction papers. Students are expected to present portions of their thoughts from the papers in class. Discussion questions will be provided the previous week for most weeks, so students may choose to respond to one or more of the discussion questions in the reaction paper. However, responses need not be limited to these questions. Reaction papers should bring in as many of the required readings for the week as possible. A bibliography of works cited should be included, and in-text citations should be used for direct quotes or specific references to the readings. It is not expected that you include readings beyond the required readings for the week, but optional readings may be included if desired. The reaction papers should NOT be summaries of readings.

Oral presentations: Each student will make two oral presentations (15-20 minutes each)

Presentation One (15-20 minutes) is related to the topic of a particular class session, to be chosen at the beginning of term; alternatively two students may work together to present the same topic from the perspective of the EU and from the perspective of one or more of its Eastern partners or to engage a role-playing exercise on an issue of contention between the parties. Topics must be agreed with the instructor at least two weeks prior to the class session. (Please make an appointment to meet with me to discuss this.) These presentations require extra research beyond the normal course reading. Particular topics or topic areas will be assigned; however, students(s) may propose other topics for approval. In the case of individual presentations, along with the oral presentation, each student must provide either a power-point presentation OR a two-page handout that summarizes the key points of the presentation and lists sources consulted. If power point is used please email it to the instructor and for handouts provide a copy for each student the day of the presentation. Those using the powerpoint option should include a list of sources consulted in the powerpoint. You should be careful to stay within the time limit indicated, as failure to do so may adversely affect your mark.

For group presentations, each student should provide a hand-out as described above. Powerpoint may be used in addition if desired. For such presentations, each student will receive an individual mark, but one third of that mark will be based on coordination of the presentations to form a coherent whole.

Presentation Two (15-20 minutes) will be based on the student’s research paper and will outline preliminary results and the conceptual framework. These presentations will occur in the final three class sessions. No written assignment is required for this presentation, but powerpoint may be used.

Term research paper:
Each student is required to write a term research paper (20-22 pages), which addresses a topic related to the EU/EU Member States relationship with one or more of the Eastern neighbours. It is expected that some primary EU and/or Russian source documents will be used for the term paper. The topic and tentative bibliography for the paper must be handed in for approval in hard copy by February 14 in class. An oral presentation on the paper will occur in one of the last three weeks of class (Presentation Two above). The paper itself is due on April 15.
Research papers may be related to or grow out of but should not duplicate the content of the first oral presentation. Accordingly, sources used for paper should be in addition to those consulted for the first oral presentation. The instructor reserves the right to require the student to engage in an individual oral discussion on the research paper with the instructor (outside of class sessions) following its submission.

The paper proposal will receive an evaluation of approved/not approved. Proposals that are initially not approved should be revised. However failure to gain approval for the proposal (after revisions, if necessary) may adversely affect the mark on the final paper. Failure to hand in a proposal will result in a penalty. See below on due dates and penalties

Seminar participation
Participation will be graded on the basis of attendance and the quality of regular contributions to the class discussion; familiarity with required course readings will be considered an important criterion of evaluation. Each student will be evaluated according to these criteria during each seminar session. During some weeks, specific oral contributions will be expected, to be specified. Please consult with instructor if you are concerned about this element, as I will try to assist in facilitating your participation (also based on the reaction papers).

Evaluation*
Class presentation and handout/powerpoint 20%
Reaction papers 15%
Term research paper 30%
Presentation of research paper topic 10%
Class discussion and attendance 25%
Research paper proposal * approved/not approved
*See additional notes below under Due Dates and Penalties

Due Dates and Penalties
The research paper is due at noon April 15. Papers are to be submitted in hard copy to my office or to the EURUS departmental office (3302 River Building). Reaction papers are due, in hard copy, in class on the day of the class relevant to the discussion. The handout for the class presentation is due at the beginning of class of the day of the presentation and should be brought to class with a copy for each student and the instructor.

Please note the following important rules associated with this course:
  o Any student who fails to hand in the term essay or term research paper will receive a failing mark in the course. Penalties for late assignments will be as follows (waived with a valid medical or equivalent excuse):
    ➢ Term essay or research paper: Two points (of a % scale) for each day late (including weekends). No papers accepted after April 22.
    ➢ Reaction papers: Papers handed in late (without a valid excuse) will receive a maximum mark of 50% (of 100%). Papers not handed in will receive a “0”.
  o Failure to hand in the proposal for the term essay or term research paper will result in a 3% deduction from the overall final mark for the course, or a 2% deduction if handed in more than one week late.
Students absent on a date of their oral presentation will receive a “0” for the oral component unless a valid medical (or equivalent) excuse is provided. Students who are not able to be present for the presentation must inform the instructor as far as possible in advance of the class.

**Readings (subject to change)**

**Materials on the reading list below marked with an * are required.** Additional materials are listed for most sessions for those interested in pursuing the topic of the seminar further. You are encouraged each week to read one of the optional readings and be prepared to make a comment in the class related to that reading.

**January 10**

Week 1 – Introduction to the course and organizational matters

**January 17**

Week 2  EU Enlargement and the EU’s Eastern Policy

*The genesis, rationale, principles, and evolution of the EU’s European Neighbourhood Policy (ENP) and the Eastern Partnership

*Theoretical perspectives on the EU’s neighbourhood and eastern policy


Discussion Issue: is the ENP a good response to the post-enlargement dilemma facing the EU? Are the paradoxes that Casier identified resolvable?

January 24
Week 3 Assessments and revisions of the ENP. Issue areas and the EU’s Partnership Policy
The EU as an Actor in the Eastern Neighbourhood
The role of member states and the Commission
From the ENP to the EaP

EU Documents:


*Discussion Issue: Analytic perspectives for understanding the EU’s Eastern Policy (Read one of the following):


Jan Zielonka, Europe as empire : the nature of the enlarged European Union New York : Oxford University Press, 2006. (pages t.b.a.)


January 31 Russia’s Europe Policy and the EU-Russia Strategic Partnership
Week 4 –
The Russia-EU Strategic Partnership: challenges and issues; relationship to internal Russian political developments and foreign policy strategy; implications of the ENP/EaP for Russia and of Russia for the ENP/EaP; zero-sum or positive-sum game for the EU and Russia?


*Derek Averre, “Competing Rationalities: Russia, the EU and the ‘Shared Neighbourhood,’* *Europe-Asia Studies*, 61:10 (2009, pp. 1689-1713


OR


**Official documents:**


Please take a look at the europa website to get an overview of available documents and materials on the topic

**Other sources:**


Fyodor Lukyanov, *Rethinking Security in “Greater Europe” Russian in Global Affairs, no, 3 (July-September 2009), [http://eng.globalaffairs.ru/numbers/28/1298.html](http://eng.globalaffairs.ru/numbers/28/1298.html); AND


Discussion Topic: The Eurasian Union: A Way Forward or a Way Backward?

**February 7  Type of influences on EU-Russian Relations**

**Week 5**

**Norms, Interests, and Governance**

**Member State Relations with Russia**


**Member States and Russia**

*On Member State relations with Russia see, *Journal of Contemporary European Studies*, June 2011, pp. 261-272. Please read one chapter and be prepared to report on it in class.


Discussion Question: What role is there for values and conditionality in the EU-Russia relationship? What should the EU do about value conflicts, and are Russian claims valid?

February 14 Back to the European Neighbourhood: Receptiveness of the target countries
Week 6
Ukraine, Moldova


Andras Racz, “Russian Approaches to the ‘Common Neighbourhood’: Change or Preservation of the Status Quo?” (Oct. 2010), Institute for Europaeische Politik (Berline) SPES Policy Papers (use Google search to locate)


Discussion Questions: Is the lack of a membership prospect the problem in stimulating reform? Is this a zero-sum game for the EU and Russia?

February 28  EaP: The Even More Difficult Cases
Week 7
Caucausus, frozen conflicts, Belarus


Nicu Popescu (2011), EU foreign policy and post-Soviet conflicts: stealth intervention (Routledge)


Discussion questions: What to do about Belarus? Should the EU take a more assertive role in the frozen conflicts? What’s at stake in Georgia for the EU and Russia?

March 7 Energy
Week 8


Discussion Question: What’s the fuss about the Third Energy Package? Is there a way to resolve the conflict between the EU and Russia over the Third Energy Package? Is a more unified EU energy policy needed?

March 14 EU and Russia through other Organizations (and security issues)
Week 9

NATO, Council of Baltic Sea States, OSCE, and Council of Europe others


OR

*Oksana Antonenko and Bastian Giergrich, “Rebooting NATO-Russian Relations,”* *Survival*, vol. 51, no. 2 (2009), pp. 13-21


The Council of Europe, ECHR, and Russia (read selectively from the following):


Discussion questions: Why Is Medvedev’s idea of a new European security architecture so controversial? Is NATO still a a real thorn in the EU-Russian relationship, and why?

What role can the European Court of Human Rights play in this process? Does Russian membership serve a transformative purpose?

Discussion questions: Why Is Medvedev’s idea of a new European security architecture so controversial? Is NATO still a a real thorn in the EU-Russian relationship, and why?

What role can the European Court of Human Rights play in this process? Does Russian membership serve a transformative purpose?

Does the CBSS or Northern Dimension offer another approach?

**March 21 Trade and economic relations**

**Week 10**

**Hour 1** Discussion of student research papers (3-4 presentations)

**Hour 2** Trade and economic relations


Is the idea of an integrated economic space from Lisbon to Vladivostok realistic? What is the basis of outstanding economic/trade agreements between the EU and Russia?

**March 28 Visas and borders**

**Week 11**

**Hour 1-2:** Discussion of student research papers (4 presentations)

Hour 3: Visas and borders


Discussion question: Is visa free travel for Russia and the EaP countries a good idea? What are the prerequisites and should there be a coordinated approach to Russia and Ukraine/Moldova on this?

**April 4 The Human dimension (readings to be added)**

**Week 12**

**Hour 1-2:** Discussion of student research papers (4 presentations)

**Hour 3:** Cross-Border cooperation, cultural ties, education, science, human relations and other linkages (time permitting, no required readings)
Discussion question: Does CBC have any larger impact on the political relationship? What can CBC accomplish?
How integrated is Russia and EaP countries (choose a country) in European cultural, scientific, and educational networks? What are the facilitators and obstacles?

Academic Accommodation
You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and 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.

It takes time to review and consider each request individually, and to arrange for accommodations where appropriate. Please make sure you respect these timelines particularly for in-class tests, mid-terms and final exams, as well as any change in due dates for papers.

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at http://carleton.ca/equity/accommodation

Plagarism
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.”)

Requests for 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 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 I receive your letter of accommodation, no later than 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 PMC by November 7, 2008, for December examinations, and March 6, 2009, for April examinations.”

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.