

DRAFT – CHANGES MAY BE MADE

**EURR 5001A
INTER-DISCIPLINARY SEMINAR IN EUROPEAN AND RUSSIAN STUDIES
Fall 2020**

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GOALS OF THE COURSE

This course and EURR 5010 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) 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;
- e) to assist students in developing a research topic for the MA research essay or MA thesis

The course will consider developments at the national and EU levels, as well as differences and similarities between sub-regions of Europe.

CLASS WORK AND SCHEDULING:

The course is intended to build students' knowledge and skills within the field through participation in a cumulative critical dialogue with their peers and professors. Capabilities to analyze the work of peers and to participate in a scholarly community are considered key parts of the research process. As a result, well-prepared participation in online and synchronous class discussions are crucial for students' success in the course. A certain portion of work for each class session, along with some recorded student presentations, will be prepared by students outside of the scheduled class time. In addition, each week we will meet together online in a synchronous manner for a 1.5 hours period between 2:30 p.m. and 5:30 p.m. (time to be specified) Thursdays. Please be sure that you have a good internet connection including a webcam and microphone for these sessions. The seminar will meet jointly with EURR 5001B for

some of these synchronous class sessions to broaden your exposure to broader field of European and Eurasian studies.

This course outline provides a list of required and optional course readings for each week. **One week** before each class session the instructor for that session will post on CULearn a more detailed description of the activities and assignments for that week, including an introductory video presentation by the instructor.

COURSE REQUIREMENTS

Seminar participation (in class and posts to CU Learn)	25%
Discussion paper, video presentation and class Q and A	20%
Commentary on discussion paper of another student	10%
Proposal for critical literature review and proposal development brainstorming document I (due October 26, 4 pm)	5%
Critical literature review (due December 14, 4 pm)	30 %
Proposal development brainstorming document based on critical review (due December 21, 4 pm)	10%

- ***Seminar participation:***

Weekly attendance in synchronous sessions and posts to the CULearn class website are compulsory and each will play significant roles in the participation grade.

On-line posts: Each student will write 2 posts of 100 words each and 1 response of 100 words to another student's comments based on pre-distributed discussion questions each week, drawing on readings and other assigned materials. Discussion questions will be posted on CULearn two weeks in advance of the class session; discussion questions circulated by the Professor for that week will explain the format (e.g., specific questions to be addressed, participating in a debate, etc). The initial two posts should be completed no later than the Tuesday before the class session at 5 PM. The discussion forum will be deactivated on Wed by 5:00 PM before the Thursday class, so all three posts must be completed by that time.

Participation in synchronous class sessions: Discussion in these sessions (**1.5 hours between 2:30 and 5:30 p.m. on Thursdays**) will draw on readings and other assigned materials and will elaborate on the presentation and commentary as well as issues raised in the discussion forum. All students will be required to participate orally at least once during the synchronous session.

Evaluation of participation: Evaluation will be based on a composite of online posts and participation in synchronous class sessions. Students will be graded on attendance, the quality of regular contributions to the class discussion, to the online forum on CULearn site and, most importantly, demonstrated familiarity with required course readings. Each student will be evaluated according to these criteria during each week.

Missed posts or absences: Unexcused absences and failure to write posts will result in a significant reduction in the participation mark, which can have a marked impact on the course grade. If a valid excuse is provided for a missed synchronous session or online posts (acknowledged in writing by the seminar instructor), the student may submit to the session instructor a short paper (~ 3 pages) discussing the required readings for that seminar session (beyond material in the CULearn posts), within one week of the missed session, in order to avoid losing participation marks. If special circumstances or an ongoing medical problem make it difficult for the student to complete this alternate assignment or to complete it in the specified

time, the student should contact the session instructor to discuss the situation. This option is only available for excused absences.

- **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 pages (double-spaced, 12-point font). The paper should contrast, critique and analyze selected readings, offering a concrete argument with respect to a question developed with the relevant course instructor. Additional reading, beyond what is required for the week, may be specified by the instructor to enrich your discussion. Clarity and conciseness are important; the paper should **NOT** simply describe or reiterate the readings. The paper should be submitted to the CULearn electronic assignment dropbox and emailed to the student commentator by **4 pm on the Friday** 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:** Each student will present their discussion paper to the class (dates will be assigned in the first meeting). Students will record this presentation (15 minutes) and post it to the CULearn site by **4 pm on the Tuesday** before the class. In the presentation, each student should focus on key arguments made within the written discussion paper, drawing on examples from the readings where appropriate. Students should **NOT** simply read the written paper. Students who experience difficulties recording their presentations should contact course instructors for guidance

The discussion paper and presentation will be evaluated on the basis of the cogency of the arguments made, the 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.

- **Commentary on the discussion paper:** Each student will also prepare an oral presentation commenting on another student's written discussion paper. Students will record this presentation (10 minutes maximum) and post it to the CULearn site by **4 pm on the Tuesday** before the class. Commentators will analyze the substantive arguments of the paper, offer constructive critiques, and set the stage for discussion. The commentator should refer to specific course readings. If a discussion paper is not received or is received late, the commentator should post a video commenting on the question and reading(s) that were to be addressed in the paper.
- **Proposal for the critical literature review and proposal development brainstorming document I** (due **October 26 at 4 pm**), to be submitted to the CULearn drop-box. Each 3-page proposal should include
 - an introductory statement indicating the theme and principles that guided the selection of readings
 - the list of readings to be used (full bibliographic citation)
 - a one-page discussion of a prospective topic for your MA research essay or thesis, and how the readings will advance your ideas and research.

Comments on the proposal will be returned to you within 7 days. Each student is to meet with one of the instructors in two weeks preceding October 26 to discuss the review. Failure to receive approval of the list may also adversely affect your mark on the final essay.

- ***Critical review of the literature:*** This final essay should explore in depth a research topic by mining, analyzing, and critiquing major relevant bodies of literature. The selection of readings should involve a topic related to your prospective MA research essay or thesis. The goal of the assignment is to work towards identifying a topic that is situated within, but goes beyond, existing literature. The paper should be approximately 15 pages long (double-spaced, 12-point font). Additional information about the critical review will be handed out in class early in the term. Papers must be submitted to the CULearn drop-box **by December 14 at 4 pm.**
- ***Proposal development brainstorming document II:*** a 3 page (double-spaced) discussion of the implications of your literature review for your prospective research essay or thesis. Considering the literature that you have read related to your topic, this short paper should provide an update on your idea for your research essay or thesis. Your paper should state the prospective research question and rationale for the study, and how you see your project contributing to the scholarly debates in the literature that you have surveyed so far. This assignment must be submitted to the CULearn drop-box **by December 21 at 4 pm.**

Submission of coursework:

All written assignments must be submitted to the electronic drop box in CULearn. Unless a specific exception has been arranged, the instructors will not accept assignments sent by email. In addition to submitting your assignments through CULearn:

- The presentation paper should be emailed to the designated student discussant through the CULearn email facility by the due date.

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, proposal for the critical review, and brainstorming documents: 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.
- Consistent attendance is required 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 at all possible.

Course Readings:

The main course readings will be accessible through the Ares Course Reserves system (there is a link in CU Learn to Ares). Readings assigned for the course that are compulsory for all students are marked with an asterisk (*). There are also suggested additional readings. 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

*Indicates a required reading for all students in the course. Specific readings required for the course may be altered during the term. Students will be notified through CULearn.

Week 1 (September 10) INTRODUCTION TO INTERDISCIPLINARY STUDIES (Viju-Miljusevic, meeting jointly with EURR 5001B)

1. Explanation of requirements and content of the course.
2. Introduction of instructors and students.
3. Selection of presenters.
4. Library resources (Aleksandra Blake).

If you have not completed a course on politics of the European Union, the following background reading should be completed.

- Constantin Chira-Pascanut (2018), ‘A Short History of the European Union: From Rome to Lisbon’ in Emmanuel Brunet-Jailly, Achim Hurrelmann, and Amy Verdun, eds., *European Union Governance and Policy-Making: A Canadian Perspective* (University of Toronto Press), pp. 17-40.

- Finn Laursen (2018), 'The Major Legislative and Executive Bodies of the European Union,' in *European Union Governance and Policy-Making: A Canadian Perspective*, pp. 41-63.

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

Approaches

- *Nicholas Dirks, Geoff Eley, Sherry Ortner (1994), "Introduction" *Culture/Power/History*, pp. 1-8.
- *Eric Hobsbawm (1983), "Introduction: Inventing Traditions" In *The Invention of Tradition*, ed. Hobsbawm and Terence Ranger, pp. 1-14.
- *Edward Said (1978), *Orientalism*, pp. 1-7.
- *Ania Loomba (1998), *Colonialism/ Postcolonialism*, pp. 1-12.

Practice

- *Joe Perry (2005), "Nazifying Christmas: Political Culture and Popular Celebration in the Third Reich" *Central European History* 38, no. 4: pp. 572-605.
- *Kate Brown (2001), "Gridded Lives: Why Kazakhstan and Montana are Nearly the Same Place" *American Historical Review* 106, no. 1: pp. 17-48.

Additional Reading for Presenters

- Stephen Kotkin (1994), "Coercion and Identity: Workers' Lives in Stalin's Showcase City" In Lewis Siegelbaum et. al., eds. *Making Workers Soviet: Power, Class, Identity*, **READ** pp. 274-303.
- Mark Roseman (2017), "Racial Discourse, Nazi Violence, and the Limits of the Racial State Model" in *Beyond the Racial State: Rethinking Nazi Germany* ed. Devin Pendas, Mark Roseman and Richard Wetzell, pp. 31-57.

Further Reading:

- Pierre-Yves Saunier (2013). *Transnational History*. Palgrave MacMillan.
- Peter Burke (2008). *What Is Cultural History?* Cambridge; Malden, MA: Polity.
- Alf Lüdtke, ed. (1995). *The History of Everyday Life: Reconstructing Historical Experiences and Ways of Life*. Princeton, N.J: Princeton University Press.
- Jeffrey Olick, Vered Vinitzky-Seroussi, and Daniel Levy, eds. (2011). *The Collective Memory Reader*.
- Sonya Rose (2010). *What is Gender History?* Cambridge; Malden, MA: Polity.
- Geoff Eley (2011), "The Past under Erasure? History, Memory and the Contemporary" *Journal of Contemporary History* 46, no. 3: 556.
- Sebastian Conrad (2016), *What is Global History?* Princeton: Princeton UP.
- Dipesh Chakrabarty (2008). *Provincializing Europe : Postcolonial Thought and Historical Difference*. Princeton, N.J.: Princeton University Press.

Week 3 (September 24) HISTORY (EUROPEAN) (Casteel, meeting separately)

Recent Trends in the Historiography of Contemporary Europe

- *Sachsenmaier, Dominic (2009). "Recent Trends in European History: The World beyond Europe and Alternative Historical Spaces." *Journal of Modern European History* 7, no. 1: pp. 5-25.

Transnational and Global Connections: Decolonization and the Cold War

- *Gehrig, Sebastian (2018). “Reaching Out to the Third World: East Germany’s Anti-Apartheid and Socialist Human Rights Campaign*.” *German History* 36, no. 4: pp. 574–97.
- *Ballinger, Pamela (2018). “A Sea of Difference, a History of Gaps: Migrations between Italy and Albania, 1939–1992.” *Comparative Studies in Society and History* 60, no. 1: pp. 90–118.
- *Buettner, Elizabeth (2014). “‘This Is Staffordshire Not Alabama’: Racial Geographies of Commonwealth Immigration in Early 1960s Britain.” *The Journal of Imperial and Commonwealth History* 42, no. 4: pp. 710–40.

Further Reading:

- Mark, James, Bogdan C. Iacob, Tobias Rupperecht, and Ljubica Spaskovska (2019), *1989: A Global History of Eastern Europe*. Cambridge UP.
- Buettner, Elizabeth (2016). *Europe after Empire: Decolonization, Society, and Culture*. Cambridge, United Kingdom: Cambridge University Press.
- Phillip Ther (2016). *Europe Since 1989: A History*. Princeton UP.
- Stone, Dan (2014), *Goodbye to All That?: The Story of Europe since 1945*. Oxford: Oxford UP.
- Patel, Kiran Klaus (2013). “Provincialising European Union: Co-Operation and Integration in Europe in a Historical Perspective.” *Contemporary European History* 22, no. 4: pp. 649–73.
- Conway, Martin, and Kiran Klaus Patel (2010). “Europeanization in the Twentieth Century: Historical Approaches.” New York: Palgrave Macmillan.
- Wolfram Kaiser and Antonio Varsori (2010), *European Union History: Themes and Debates* (New York: Palgrave).
- Konrad H. Jarausch and Thomas Lindenberger, eds. (2007) *Conflicted Memories: Europeanizing Contemporary Histories*.
- Kenney, Padraic (2006). *The Burdens of Freedom: Eastern Europe since 1989*.
- Rosemary Wakeman (2003), ed., *Themes in Modern European History Since 1945*. London: Routledge.
- Michael Geyer (1989) “Historical Fictions of Autonomy and the Europeanization of National History,” *Central European History* 22, no. 3-4: pp. 316-47.

Week 4 (October 1) SOCIAL SCIENCE: THEORY AND CONCEPTS (DeBardleben, meeting separately)

Required readings

- *Emmanuel Brunet-Jailly, Achim Hurrelmann and Amy Verdun (2018), “Introduction,” and Amy Verdun, “Theories of European Integration and Governance,” in *European Union Governance and Policy-Making: A Canadian Perspective*, Brunet-Jailly, Hurrelmann, and Verdun, eds. (2018), pp. 1-26, 105-124 OR Neil Nugent (2017), *Government and Politics of the European Union*, 8th edition, Part V (Palgrave Macmillan), pp. 433-460.
- * Thomas Risse (2009), “Social Constructivism and European Integration,” in Antje Wiener and Thomas Diez (eds.) (2009) *European Integration Theory*, 2nd edition (Oxford: Oxford University Press).
- *Gregorz Ekiert (2015), “Three generations of research on [East European] post communist politics,” *East European Politics and Societies and Cultures* 29 (2): pp. 323-337.

Further reading:

- Andrew Moravcsik (2003), “National Interests, State Power, and EU Enlargement,” *East European Politics and Societies* 17 (1): pp. 42 -57.

- Schimmelfennig, F. and U. Sedelmeier (2002), "Theorizing EU enlargement: research focus, hypotheses, and the state of research," *Journal of European Public Policy* 9 (4): pp. 500-528.
- Edwin Bacon (2012), "Writing Russia's future: paradigms, drivers, and scenarios," *Europe-Asia Studies* 64 (7): pp. 1165-89.
- Paul Kubciek (2000), "Post-communist political studies: ten years later, twenty years behind," *Communist and Post-communist Studies* 33 (3): pp. 295-309.
- Joshua Tucker (2015), "Comparative Opportunities: The Evolving Study of Political Behavior in Eastern Europe," *East European Politics and Societies and Cultures* 29 (2): pp. 420-432.
- Michelle Cini and Perez-Solorzano Borrigan, eds. (2016), *European Union Politics, 5th edition*, Part 2.
- Liesbeth Hooghe and Gary Marks (2009), "A Postfunctionalist Theory of European Integration: From Permissive Consensus to Constraining Dissensus", *British Journal of Political Science* 39 (1): pp. 1-23.
- I. Bache et al, (2014) *Politics of the European Union*, 4th edition, (Oxford: Oxford University Press, Chpt. 4, "Critical Perspectives," pp. 63-79.
- Antje Wiener and Thomas Diez (eds.) (2009) *European Integration Theory*, 2nd edition (Oxford: Oxford University Press), Arne Niemann with Philippe C. Schmitter, "Neofunctionalism", pp 45-66; Andrew Moravcsik and Frank Schimmelfennig, "Liberal Intergovernmentalism"

Week 5 (October 8) CULTURAL STUDIES AND MEMORY STUDIES (Casteel, meeting separately)

Conceptualizing Culture

- *Clifford Geertz (1973), 'Thick Description: Toward and Interpretative Theory of Culture,' *The Interpretation of Cultures* (New York: BasicBooks), pp. 3-30.
- *William Hagen (2005), 'Moral Economy of Popular Violence' in Robert Blobaum, ed., *Antisemitism and Its Opponents in Modern Poland* (Ithaca: Cornell), pp. 124-147.

Conflicting Memories in Europe

- *Radonić, Ljiljana (2017). "Post-Communist Invocation of Europe: Memorial Museums' Narratives and the Europeanization of Memory." *National Identities* 19, no. 2 (April 3, 2017): pp. 269–88.
- *Feindt, Gregor (2017). "From 'Flight and Expulsion' to Migration: Contextualizing German Victims of Forced Migration." *European Review of History: Revue Européenne d'histoire* 24, no. 4: pp. 552–77.
- *Sierp, Aline (2020). "EU Memory Politics and Europe's Forgotten Colonial Past." *Interventions* 22, no. 6: pp. 686–702.

Further Reading (see also relevant readings for Week 2):

- William H. Sewell, Jr. (1999), 'The Concept(s) of Culture' in *Beyond the Cultural Turn*, ed. Victoria E. Bonnell and Lynn Hunt (Berkeley: University of California Press, 1999), pp. 35-61.
- Clifford, James (1997). *Routes: Travel and Translation in the Late Twentieth Century*. Cambridge: Harvard University Press.
- Małgorzata Pakier and Bo Stråth (2010), eds., *A European Memory? Contested Histories and Politics of Remembrance* (New York: Berghahn)
- John-Paul Himka and Joanna Beata Michlic, eds. (2013). *Bringing the Dark Past to Light: The Reception of the Holocaust in Postcommunist Europe*. Lincoln: Univeristy of Nebraska Press.

- Langenbacher, Eric, William John Niven, and Ruth Wittlinger, eds. (2012). *Dynamics of Memory and Identity in Contemporary Europe*. New York: Berghahn Books.
- Sierp, Aline (2014). *History, Memory, and Trans-European Identity: Unifying Divisions*.
- Lebow, Richard Ned, Wulf Kansteiner, and Claudio Fogu (2006). *The Politics of Memory in Postwar Europe*. Durham: Duke University Press.
- James Mark (2010). *The Unfinished Revolution: Making Sense of the Communist Past in Central-Eastern Europe*.
- 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: pp. 147-194.

Week 6 (October 15) POLITICAL SCIENCE: Democratization: Internal and External Factors (DeBardeleben) (Meeting jointly with EURR 5001B)

Background (if you don't have it): Ana E. Juncos and Nieves Perez-Solorzano Borragain (2013), "Enlargement" in Cini and Borrogon, eds., *European Union Politics*, 4th edition (Oxford University Press), pp. 226-33, 235-8. ('The future of enlargement').

Required:

- *Michael McFaul (2002), "The Fourth Wave of Democracy and Dictatorship: Noncooperative Transitions in the Postcommunist World," *World Politics* 53 (2): pp. 221-244.
- *Frank Schimmelfennig (2005), "The EU: Promoting Liberal-Democracy Through Membership Conditionality," in *Socializing Democratic Norms: The role of International Organizations for the Construction of Europe*, ed. Trine Flockhart (Palgrave), pp. 106-126.
- *Lucan Way (2010), "Resistance to Contagion: Sources of Authoritarian Stability in the Former Soviet Union," in Valerie Bunce, Michael McFaul, and Kathryn Stoner- Weiss, eds., *Democracy and Authoritarianism in the Postcommunist World* (Cambridge), pp. 229-54.
- *András Bozóki & Dániel Hegedűs (2018), "An externally constrained hybrid regime: Hungary in the European Union," *Democratization* 25 (7): pp. 1173-1189.

Further reading

- 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, 2010), pp. 82-104.
- Steven Levitsky and Lucan Way (2020), "The New Competitive Authoritarianism," *Journal of Democracy* 31 (1): pp. 51-65.
- Charles E. Ziegler (2016), "Great powers, civil society and authoritarian diffusion in Central Asia," *Central Asia Survey*, vol. 35, no. 4, pp. 549-69.
- Esther Ademmer, Laure Delcour & Kataryna Wolczuk (2016) Beyond geopolitics: exploring the impact of the EU and Russia in the "contested neighborhood", *Eurasian Geography and Economics*, 57:1, pp. 1-18.
- Valerie Bunce and Sharon Wolchik (2011), Chpts. 1 and 3, *Defeating authoritarian leaders in postcommunist Europe* (New York: Cambridge University Press).
- 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).
- Paul G. Lewis and Zdenka Mansfeldova, eds. (2006), *The European Union and Party Politics in Central and Eastern Europe*, (Palgrave, 2006).

- Milada Vachudova (2004), *Europe Undivided: Democracy, Leverage, and Integration after Communism* (Oxford: Oxford University Press).
- Gordon M. Hahn (2003), "The Impact of Putin's Federative Reforms on Democratization in Russia". *Post-Soviet Affairs* 19 (2): pp. 114-153.
- R. Daniel Kelemen (2017), "Europe's Other Democratic Deficit: National Authoritarianism in Europe's Democratic Union," *Government and Opposition* 52(2): pp. 211-238.

Week 7 (October 22) SOCIOLOGICAL APPROACHES: MIGRATION AND IDENTITY (Casteel, meeting separately)

National and European Migration Regimes:

- *Brubaker, Rogers (2010). "Migration, Membership, and the Modern Nation-State: Internal and External Dimensions of the Politics of Belonging." *Journal of Interdisciplinary History* 41, no. 1: pp. 61–78.
- *Geddes, Andrew (2019). "'Crisis', 'Normality' and European Regional Migration Governance" in *The Dynamics of Regional Migration Governance*, edited by Andrew Geddes, Marcia Vera Espinoza, Leila Hadj Abdou, and Leiza Brumat. Cheltenham, UK: Edward Elgar Publishing, pp. 73-91.

Migration Categories and Migrant Practices:

- *Rogozen-Soltar, Mikaela (2016). "'We Suffered in Our Bones Just like Them': Comparing Migrations at the Margins of Europe." *Comparative Studies in Society and History* 58, no. 4: pp. 880–907.
- *Panagiotidis, Jannis (2012). "The Oberkreisdirektor Decides Who Is a German: Jewish Immigration, German Bureaucracy, and the Negotiation of National Belonging, 1953-1990," *Geschichte und Gesellschaft* 38: pp. 503-533.
- *Crawley, Heaven, and Dimitris Skleparis (2018). "Refugees, Migrants, Neither, Both: Categorical Fetishism and the Politics of Bounding in Europe's 'Migration Crisis.'" *Journal of Ethnic and Migration Studies* 44, no. 1: pp. 48–64.

Further Reading

- Rogers Brubaker (2006), *Nationalist Politics and Everyday Ethnicity in a Transylvanian Town* (Princeton: Princeton UP).
- Craig Calhoun (1993), "Nationalism and Ethnicity," *Annual Review of Sociology* 19: pp. 211-39.
- Rogers Brubaker and Frederick Cooper (2000), "Beyond Identity," *Theory and Society* 29(1), 147 (esp. 1-21).
- 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).
- Chin, Rita C.-K. (2017). *The Crisis of Multiculturalism in Europe: A History*. Oxford: Princeton University Press.
- Geddes, Andrew, and Peter Scholten, eds. (2016) *The Politics of Migration and Immigration in Europe*. 2nd edition. London: Sage.
- Gatrell, Peter (2019). *The Unsettling of Europe: How Migration Reshaped a Continent*. New York: Basic Books.
- Lazaridis, Gabriella (2015). *International Migration into Europe*. London: Palgrave Macmillan UK.
- Gerard Delanty, and Chris Rumford (2005), *Rethinking Europe: Social theory and the implications of Europeanization* (Routledge, 2005).
- Claus Offe (2006), "Is There, Or Can There Be, a 'European Society'?", in John Keane, ed., *Civil*

Society: Berlin Perspectives (New York: Berghahn Books), pp. 169-188. (R)
Steffen Mau and Roland Verwiebe (2010), *European Societies: Mapping Structure and Change*
(Bristol: Policy Press).
William Outhwaite (2008), *European Society*. Cambridge: Polity Press.

Week 8 (November 5) THE ECONOMICS OF INTEGRATION (Viju-Miljusevic) (Meeting separately)

European Economic Integration

- *Paul Schure and Amy Verdun (2018), “The Single Market and Economic and Monetary Integration” in *European Union Governance and Policy-Making: A Canadian Perspective*, edited by Brunet-Jailly, Hurrelmann, and Verdun, (University of Toronto Press, 2018), pp. 127-154.
- *Jones, E., Kelemen, D. and Meunier, S. (2015), “Failing Forward? The Euro Crisis and the Incomplete Nature of European Integration”, *Comparative Political Studies*, Vol. 49(7), pp. 1010-1034.
- Barry Eichengreen (2012), “European Monetary Integration with Benefit of Hindsight”, *Journal of Common Market Studies*, Vol. 50(S1), pp. 123-136 (recommended).
- Robert C. Feenstra and Alan M. Taylor (2008), ‘The Euro’ (Chpt. 21), *International Economics* (NY: Worth Publishers), pp. 872-885, 885-893.
- Dubravko Mihaljek (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), pp. 6-33.
- Marek Dabrowski (2010). “The global financial crisis: Lessons for European integration”, *Economic Systems*, Vol. 34 (1), pp. 38-54.

European Economic Dis-Integration?

- *Michelle Cini and Nieves Pérez-Solórzano Borragán (2019), ‘Brexit’ in Cini, M., Pérez-Solórzano, B. (eds.), *European Union Politics* (Oxford: Oxford University Press, 6th edition), pp. 406-424 (from Instructor).
- Celi, G., Guarascio, D. and Simonazzi, A. (2020), “A fragile and divided European Union meets Covid-19: further disintegration or ‘Hamiltonian moment’?”, *Journal of Industrial and Business Economics*, <https://doi.org/10.1007/s40812-020-00165-8>.
- Dhingra, S., Ottaviano, G., and Sampson, T. (2017), “A Hitch-Hiker’s Guide to Post-Brexit Trade Negotiations: Options and Principles”, *Oxford Review of Economic Policy* 33:S1, S22-S30.
- Dhingra, Swati, Gianmarco Ottaviano, Veronica Rappoport, Thomas Sampson, and Catherine Thomas. (2017), “UK Trade and FDI: A Post-Brexit Perspective”, *Papers in Regional Science* 97 (1): pp. 9-25.

EU crises and politicization of European integration

- *Laffan, B. (2019), ‘The Future of the EU’ in in Cini, M., Pérez-Solórzano, B. (eds.), *European Union Politics* (Oxford: Oxford University Press, 6th edition), pp. 425-435 (from Instructor).
- *Börzel, T. A. and Risse, T. (2018), “From the Euro to the Schengen crises: European integration theories, politicization, and identity politics”, *Journal of European Public Policy* 25(1): pp. 83-108.
- Kriesi H. (2016), “The Politicization of European Integration”, *Journal of Common Market Studies* 54: S1, pp. 32-47.

Additional readings may be added for the discussion paper.

Week 9 (November 12) INTERNATIONAL RELATIONS: THE EU AS A GLOBAL ACTOR (Viju-Miljusevic, meeting jointly with EURR 5001B)

Theory:

- *Manners, I. (2006). "Normative Power Europe Reconsidered." *Journal of European Public Policy*, Vol. 13(2), pp. 182-199.
- *Novotná, T. (2017), "The EU as a Global Actor: United We Stand, Divided We Fall", *Journal of Common Market Studies* 55:S1, pp. 177-191.
- *Meunier, S. and Vachudova, M.A. (2018), "Liberal Intergovernmentalism, Illiberalism and the Potential Superpower of the European Union," *Journal of Common Market Studies* 56(7), pp. 1631-1647.
- Howorth, J. (2010), "The EU as a Global Actor: Grand Strategy for a Global Grand Bargain," *Journal of Common Market Studies* 48 (3), pp. 455-474.
- Nielsen, K.L. (2013), "EU Soft Power and the Capability-Expectations Gap," *Journal of Contemporary European Research* 9(5), pp. 723-739.
- Manners, I. (2002), "Normative Power Europe: A Contradiction in Terms?" *Journal of Common Market Studies* 40(2), pp. 235-258.
- Hyde-Price, A. (2008), "A 'tragic actor'? A realistic perspective on 'ethical power Europe'," *International Affairs* 84 (1), pp. 29-44.
- Romanova, T. (2016), "Russia's Challenge to the EU's Normative Power: Change and Continuity," *Europe-Asia Studies* 68 (3): pp. 371-390.

Select one of the topics below

Application: Trade (Be prepared to do a four-minute summary on one of them).

- *Meunier, S. and Nicolaïdis, K. (2006), "The European Union as a conflicted trade power" *Journal of European Public Policy* 13(6), pp. 906-925.
- *Damro, C. (2012). "Market Power Europe." *Journal of European Public Policy*, Vol. 19(5), pp. 682-699.
- Young, A. (2011). "The Rise (and Fall?) of the EU's Performance in the Multilateral Trading System." *Journal of European Integration*, Vol. 33(6), pp. 715-729.
- Stephen Woolcock (2014), "EU Policy on Preferential Trade Agreements in the 2000s: A Reorientation towards Commercial Aims", *European Law Journal* 20 (6): pp. 718-732.

Application: EU Democracy Promotion and the Arab Spring (Be prepared to do a four-minute summary on one of them).

- *Pace, M. (2009), "Paradoxes and contradictions in EU democracy promotion in the Mediterranean: the limits of EU normative power." *Democratization* 6 (1), pp. 39-58.
- *Lavenex, S. and Schimmelfennig, F. (2011), "EU democracy promotion in the neighbourhood: from leverage to governance? *Democratization*, 18 (4), pp. 885-909 (see also other articles in this issue).
- Schumacher, T. (2011), "The EU and the Arab Spring," *Insight Turkey*, 13(3), pp. 107-119.

- Hollis, R. (2012), "No friend of democratization: Europe's role in the genesis of the 'Arab Spring'," *International affairs* 88(1), pp. 81-94.
- Van Huellen, V. (2012), "Europeanisation through cooperation? EU democracy promotion in Morocco and Tunisia," *West European Politics*, 35(1), pp. 117-34.

Week 10 (November 19) INTERNATIONAL RELATIONS: RUSSIA AS A FOREIGN POLICY ACTOR (Viju-Miljusevic, jointly with EURR 5001B)

Theory

- *Snyder, J. (2004), "One World, Rival Theories", *Foreign Policy*, Nov-Dec, pp. 53-62 (R).
- *Tsygankov, A.P. (2016), *Russian Foreign Policy*, 4th edition (London: Rowman and Littlefield), Chpt. 1, pp. 1-28.
- *Gunitsky, S. and Tsygankov, A. (2018), "The Wilsonian Bias in the Study of Russian Foreign Policy," *Problems of Post-Communism* 65(6): pp. 385-393.
- *Romanova, T. (2016), "Russia's Challenge to the EU's Normative Power: Change and Continuity," *Europe-Asia Studies* 68 (3): pp. 371-390.
- Alexander Lukin (2016), "Russia in a Post-Bipolar World," *Survival* 58 (1): pp. 91-112.

Select one of the topics below

Application: Ukraine (Be prepared to do a four-minute summary on one of them).

- *Mearsheimer, J.J. (2014), "Why the Ukraine Crisis is the West's Fault," *Foreign Affairs*, Sept/Oct.
- *DeBardeleben, J. (2015), "Backdrop to the Ukraine Crisis: The Revival of Normative Politics in Russia's Relations with the West," in Roger E. Kanet and Matthew Sussex (eds.) *Power, politics, and confrontation in Eurasia*, pp. 161-185.
- Tsygankov, A. (2015), "Vladimir Putin's last stand: the sources of Russia's Ukraine policy," *Post-Soviet Affairs* 31(4): pp. 279-303.
- Forsberg, T. and Herd, G. (2015), "Russia and NATO: From Windows of Opportunity to Closed Doors," *Journal of Contemporary European Studies* 23 (1): pp. 41-57.

Application: Post-Crimean world order (Be prepared to do a four-minute summary on one of them).

- *Marten, K. (2015), "Informal Political Networks and Putin's Foreign Policy: The Examples of Iran and Syria," *Problems of Post-Communism* 62(2): pp. 71-87.
- *Renz, B. (2016), "Russia and 'hybrid warfare,'" *Contemporary Politics* 22(3): pp. 283-300.
- Sanovich, S. (2017), "Computational Propaganda in Russia: The Origins of Digital Misinformation," *Oxford Working Paper No. 2017.3 Working Paper No. 2017.3*, <http://blogs.oii.ox.ac.uk/politicalbots/wp-content/uploads/sites/89/2017/06/Comprop-Russia.pdf>.
- Sukhankin, S. (2018), "'Continuing War by Other Means': The Case of Wagner, Russia's Premier Private Military Company in the Middle East", *Defense, Middle East, Russia & Eurasia*, <http://www.dafz.org/regional-affairs/russia-eurasia/continuing-war-by-other-means-the-case-of-wagner-russias-premier-private-military-company-in-the-middle-east/>.

Week 11 (November 26) INTERNATIONAL SECURITY, INTERNATIONAL ORGANIZATIONS, AND INTERNATIONAL LAW: EU AND RUSSIAN PERSPECTIVES (DeBardeleben, meeting jointly with EURR 5001B)

- *Tom Casier (2018), "The EU and Russia in a Multilateral Setting," in Casier and DeBardeleben, *EU-Russia Relations in Crisis* (Routledge), pp. 178-198, 201-218.
- *Xymena Kurowska (2014) "Multipolarity as resistance to liberal norms: Russia's position on responsibility to protect," *Conflict, Security & Development* 14(4): pp. 489-508.
- *Roy Allison (2017), "Russia and the post-2014 international legal order: revisionism and *realpolitik*," *International Affairs* 93(3): pp. 519-543.
- *Derek Averre (2016), "The Ukraine Conflict: Russia's Challenge to European Security Governance," *Europe-Asia Studies* 68(4): pp. 699-725..

Further readings:

- Cindy Wittke (2018), "'Test the West': Reimagining Sovereignties in the Post-Soviet Space," *Review of Central and East European Law* 43 (1): pp. 1 -22
- Stephanie Cohen (2017), "The Carrot, the Stick, and Why: A Comparative Analysis of the European Union's Response to the Occupation of the Crimean Peninsula and the Disputed West Bank Territories," *Transnational Law & Contemp. Probs.* 27: pp. 127-160.
- Pamela A. Jordan (2017) Diminishing returns: Russia's participation in the World Trade Organization, *Post-Soviet Affairs*,33 (6): pp. 452-471.
- Andrej Krickovic (2016), "When ties do not bind: the failure of institutional binding in NATO Russia relations," *Contemporary Security Policy* 37 (2): pp. 175-199.

Week 12 (December 3) POLICY STUDIES (Viju-Miljusevic) (Meeting separately)

Theory:

- *Cini, M. and Perez-Solorzano Borraran, N. (2016), "Europeanization" (Chapter 8), "Policy-making in the European Union" (Chapter 14), *European Union Politics* (Oxford: Oxford University Press, 5th edition), pp. 110-122 and 197-213.
- Claudio M. Radielli (2003), 'The Europeanization of Public Policy,' in Radielli and Featherstone, *The Politics of Europeanization* (Oxford, online through library catalogue)

Applications (select one of the topics below)

Trade Policy

- *D'Erman, V.J. (2018), "The Evolution of EU Trade Policy" in Brunet-Jailly, Hurrelmann, and Verdun (eds.), *European Union Governance and Policy-Making: A Canadian Perspective*, University of Toronto Press, pp. 276-294.
- *Hübner, K., Deman, A.-S., and Balik, T. (2017), "EU and trade policymaking: the contentious case of CETA," *Journal of European Integration* 39(7): pp. 843-857.
- *De Bievre, D. and Poletti, A. (2019), "Explaining Varying Degrees of Politicization of EU Trade Agreement Negotiations: On Necessary and Sufficient Conditions, a Research Note," *Paper Presented at the 2019 EUSA Conference, Denver, May*, <https://www.eustudies.org/conference/papers/16?page=3>.
- Young, A. R. (2017a). "European Trade Policy in Interesting Times," *Journal of European Integration* 39 (7): pp. 909-923.
- DeBievre, D. (2018), "The Paradox of Weakness in European Trade Policy: Contestation and Resilience in CETA and TTIP Negotiations," *The International Spectator*, 53(3), pp. 70-85.
- Hübner, K. (2011), 'Canada and the EU: shaping transatlantic relations in the twenty-first century' in Kurt Hübner (ed.), *Europe, Canada and the Comprehensive Economic and Trade Agreement*, Routledge, pp. 1-17.

Gstoehl, S. and Hanf, D. (2014), "The EU's Post-Lisbon Free Trade Agreements: Commercial Interests in a Changing Constitutional Context," *European Law Journal* 20 (6), pp. 733-748.

Environmental Policy:

*Jordan, A., van Asslet, H., Berkhout, F., Huitema, D. and Rayner, T. (2012), "Understanding the Paradoxes of Multilevel Governing: Climate Change Policy in the EU," *Global Environmental Politics* 12 (2), pp. 43-66.

*Braun, M. (2014), *Europeanization of Environmental Policy in the New Europe: Beyond Conditionality*, Ashgate, Chpt. 4.

*Burns, C., Gravey, V., Jordan, A. and Zito, A. (2019), "De-Europeanising or disengaging? EU environmental policy and Brexit," *Environmental Politics* 28(2), pp. 271-292.

Schreurs, M., and Tiberghien, Y. (2007), "Multi-level Reinforcement: Explaining European Union Leadership in Climate Change Mitigation," *Global Environmental Politics* 7 (4), pp. 19-46.

Migration management:

*Ferruccio P. and Henry, G. (2016), "Explaining the Crisis of the European Migration and Asylum Regime," *International Spectator* 51, pp. 44-57.

*Carerra, S. Blockmans, S., Gros, D. and Guild, E. (2015), "The EU's Response to the Refugee Crisis," *CEPS Essay*, 20, https://www.ceps.eu/wp-content/uploads/2015/12/EU%20Response%20to%20the%202015%20Refugee%20Crisis_0.pdf.

Steffen Augenendt, David Kipp, and Anne Koch (2016), "Border Security, Camps, Quotas: The Future of European Refugee Policy," June (Berlin: German Institute for International and Security Affairs), http://www.swp-berlin.org/fileadmin/contents/products/comments/2016C32_adt_kpp_koh.pdf (recommended).

Week 13 (December 10) **BREAK OUT GROUPS OR INDIVIDUAL MEETINGS**
(brainstorming document, proposal thinking) (Casteel, DeBardeleben, Sahadeo, Viju)

SUPPLEMENTAL INFORMATION

Academic Accommodation:

Requests for Academic Accommodation

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

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For

more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Plagiarism:

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

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

All suspicions of plagiarism will be dealt with according to the Carleton’s Academic Integrity Policy (<http://carleton.ca/studentaffairs/academic-integrity/>). The Associate Dean of the Faculty

will conduct a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of F for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission, Return and Grading of Term Work:

Written assignments must be submitted directly to the instructor(s) according to the instructions in the course outline. If permitted in the course outline, late assignments may be submitted to the drop box in the corridor outside room 3305 River Building. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructors. For written assignments not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

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

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from the Institute of European, Russian and Eurasian Studies will be via official Carleton university e-mail accounts and/or CULearn. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton and CULearn accounts.

Official Course Outline: The course outline posted to EURUS website is the official course outline.