

EURR 2001 A
Current Issues in European Politics and Society
Wednesdays, 06:05 p.m. to 08:55 p.m.

Online with In-Person Activities

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Email is for admin questions only. For substantive issues, please see us during office hours.

Course description

European integration represents the most advanced regional cooperation model. Thus, the European Union (EU)—a political and economic union of 27 member states—is the only supranational institutions of its kind in the world. However, there is a variety of regional cooperation organizations in Europe. This course is an introduction to the unique political system, decision-making processes, and governing institutions existing in Europe. The course begins with understanding the theory of old and new regionalism, sub-regionalism and inter-regionalism, explaining the causes and consequences of the existing models of regional cooperation. The current issues and the future of regionalisms and sub-regionalisms will be discussed and analyzed in this course. Furthermore, students will learn about the regional or sub-regional governance and their external affairs with the European Union (EU) through a simulation practising the body of rules, procedures and practices. Equipped with this knowledge and other theoretical toolboxes, students will replicate the interrelated sub-regional relationships between the EU and the countries in Southeast Europe and the wider Black Sea area.

Aristotle is quoted as having said: “For the things we have to learn before we can do them, we learn by doing them.” In order to support the wider experiential learning agenda of Carleton University, this course will provide an opportunity for learning through experience to help students to gain a better understanding of the material and to increase students’ interactions with the subject. Students will immerse themselves in an intergovernmental diplomacy simulation and replicate real-world scenarios by filling the roles of various regional actors. Students will participate in a simulation of the special virtual meeting of the senior officials from the EU and (sub-)regional cooperation organizations. This exercise will enable students to connect to complex materials by experimenting with trial and error, applying theory in practice, as well as to more deeply comprehend the positions of the various actors.

Textbook

This course will benefit from a list of books, rather than a textbook, scholarly articles, official strategic policy documents to engage students with a variety of recourses on the assigned topics.

Learning outcomes

By the end of the course, the student should be able to:

- Demonstrate knowledge about the evolution of political and economic integration in Europe;
- Distinguish and differentiate between various regional cooperation models;
- Assess the influence of various state, inter-governmental and non-state actors and other key stakeholders in the decision-making processes in Southeastern Europe and the wider Black Sea area;
- Simulate the conduct of external affairs of the EU as well as other regional cooperation mechanisms in Europe;
- Formulate a position and negotiate a multilateral declaration of strategic partnership among the regional actors.

Online learning and in-person learning activities

This is an online course with two in-person learning activities. It will be delivered in a synchronous learning style. It will alternate between the in-class and online modalities on a weekly schedule (subject to change if necessary). Some course activities, i.e., simulation will necessitate that we are all in the same physical setting. That requires students to be physically present in the classroom while other sessions will be delivered online where the students will participate in a live session on the Zoom platform.

The link to access weekly classes will be posted on Brightspace. It is essential that you have a reliable access to the internet for the online modalities and participate in the simulations in-person. Considering that the physicality of in-person classes present a sense of community, my goal is to make sure that you remain engaged with the course material throughout the semester with the approach to provide a balance of theoretical and experiential learning.

Technical Requirements and the “Cameras On” Policy

Please note that participation in this synchronous course requires students to have reliable, high-speed internet access, a computer with a functional webcam, and a headset with a microphone. Cameras help with class engagement, accountability, connectedness, and community. While seeing one another may help decrease students' and professor's sense of isolation, I am open to considering accommodations if a student cannot meet the technical requirements. Please, send me an email with “*Request to Accommodate*” in the subject line before the class if you have to.

Evaluation

- Students must complete all evaluative elements to receive a passing grade in this course.
- Students are expected to participate actively in each class, read the literature assigned for each class, and qualitatively contribute to class discussions, group activities, presentations and the simulation.
- In order to get a final grade, students must complete or accomplish all the deliverables by the due dates.

Assignment submission

All assignments or deliverables must be effectively submitted through the Brightspace. Unsubmitted, incomplete and/or late assignments will not be accepted, except under emergency conditions such as sickness or other provable reasons.

Grading summary:

Policy Paper Outline	5%
Analytical Paper	25%
Policy Paper	25%
Final Project Presentation (In-Person Simulation)	25%
Class Participation	15%
Community Outreach	5%

Important deadlines:

Policy Paper Outline	Due on Sep 27, 2023 6:00 PM
Analytical Paper (series)	Due on Wednesdays, by 11:59 PM
Policy Paper	Due on Dec 6, 2023 6:00 PM
Final Project Presentations (Nov 22 nd and 29 th)	Due on Nov 21, 2023 6:00 PM

Formatting of Work

Papers and outlines are to be double-spaced using 12-point Times New Roman font. All work is to utilize APA style for quotations, footnotes, citations, and bibliographies. Guidance on APA formatting is available at the Library and on the web. Submissions are to have a title page which includes name, course, assignment, title, date, word count (title page, figures, footnotes, bibliography, annexes are excluded from word count).

Assignment requirements and rubrics

The papers will be assessed based on the following criteria:

- Organization (clarity, purpose, and coherence)
- Professionalism (spelling and grammar; referencing and copyright; layout and readability)
- Creative thinking (alternate perspectives; ideas and solutions; assignment expectations)

Assignment rubrics will be posted on Brightspace ahead of the due dates and must be uploaded on Brightspace before our class (i.e. 06:00PM) on the dates that they become due as a Word document.

Detailed requirements regarding the assignments will be provided at the time they are posted on Brightspace.

Policy Paper Outline – 5%

The draft paper outline demonstrates a plan of the proposed policy paper structure; identifies the key elements required for each part of the paper, and a description of how the components link to each other and to the paper as a whole. It should also broadly outline the planned roles and responsibilities for each member of the group. This should not be more than 2 pages. The outline

is to be submitted on Brightspace (no hard copy required) by 06:00PM, prior to the due date. The paper attachment is to be saved as: Teamname_2001A2023_Outline.doc

The objective is to have the students manage this as an ongoing project with one person identified as the **team lead**.

Analytical Paper – 25%

This is an in-class assignment requiring a group work to produce a policy-oriented analysis answering a series of matters and/or questions asked on a weekly basis. Students will accomplish this in-class assignment by working together in answering the specific questions to be provided before each in-class discussion session. The list of issues and questions will be posted on Brightspace for each week. Students will prepare their written responses in a Word document to be submitted on Brightspace every Wednesday by 10PM.

The team leads will save the document as:
Teamname_2001A2023_AnalyticalPaper_WeekNumber.doc

Policy Paper – 25%

Your group will produce a policy paper which should include a brief synopsis, clear articulation of the topic under analysis, the research questions to be explored, the main thesis statement (what stand you are taking), key elements that support and refute your argument, preliminary analysis of policies that apply, implications and challenges within the selected socio-economic problem. The policy paper will provide a critical analysis of an important social issue or problem that involves the research and develop defensible policy proposal for solving the problem and formulate workable strategies for implementing the proposal. In this paper your group will (1) aim to identify key policy issues; (2) apply the best and most up-to-date research to help understand these issues; and (3) explore the implications of your research for the design and delivery of policy.

The position paper is to be submitted on Brightspace (no hard copy required) by 06:00PM, prior to due date by the team lead to be saved as: Teamname_2001A2023_PolicyPaper.doc

Final Project Presentation (In-person simulation) – 25%

The opening presentations at the simulations should be approximately 15 minutes in total, followed by approximately 5 to 10 minutes for questions and discussion. The presentation may be delivered to a sponsor or collaborators for this course so some flexibility for timing is required. It will occur in an entirely synchronous format and in-person, subject to room availability. Necessary arrangements will be made at the professor's discretion.

Each member is expected to handle questions about their portion of the report. The presentations will be engaging and worthwhile for the audience. Group presentations must be made within 15 minutes using PowerPoint slides. Each group will provide a 1-page summary of their presentation one week in advance. This will be posted on Brightspace to ensure that others have background knowledge of the presentation and are better prepared to ask questions. The performance of each member of the group will determine the overall mark of the group. The presentation grade is based on the clarity of the presentation, its content, understanding of the

specific case and depth of analysis, and the ability to engage with the audience by stimulating content and providing coherent and reasonable arguments.

A schedule of seminar presentations will be circulated one week before the simulation based on the group composition and the choice of topics finalized.

Class Participation (class attendance, readings, participation) – 15%

Students can earn participation marks for attendance, for active and relevant input to discussions, engagement and for other high-quality contributions to the class. This is an applied course with case studies and group work, so students are expected to be present for all classes and their group work. Students will be assessed throughout the course on the following:

- Attendance and punctuality;
- Continued participation and engagement with case-studies;
- Preparation;
- Meaningful analysis and argument;
- Collaboration and teamwork;
- Innovation;
- Leadership;
- Communication; and
- Volunteering and assistance in support of the course.

Community outreach – 5%

The students of this class will be involved in sharing their knowledge with their community as they learn from the course throughout the semester. You will attach the screenshot of your outreach activity e.g. social media post using #EURR2001 hashtag on Brightspace Wednesday of each week. You will need to post one each week for one mark. (Please note that you will not receive 5% for each weekly post.) There will be a minimum requirement of 10 posts, worth 5% for the entire semester towards your total grade. Feel free to post more than once per week. You are encouraged to share as you learn with your community through social media. Sharing is caring!

Statement on the Group Work

Teamwork skills will help you to work well with others and be successful in this course. Teamwork is one of the top skills that recruiters and hiring managers look for when short-listing candidates and it is an essential quality for your academic and professional success.

In this course, students will be divided into groups (up to 5 students in each group) to work on their group projects. The group activities will start as of week 4 and continue throughout the semester. The order of the presentations will be based on a specific topic proposed during the first week. All members of each group are expected to contribute and participate in their group activities.

Future-proof your employability by developing new skills

What is your group project about? Your group will represent an intergovernmental regional cooperation organization and you all are the officials of your entity. A *special multilateral meeting of regional organizations in Southeastern Europe* will be convened to negotiate a

multilateral declaration to address one of the most pressing international issues. You will work together to prepare a position paper for your organization. Then, you will defend this position at the special meeting. Your mission will be to ensure that the interests of your organization are secured and the final declaration reflects the position of your organization. You have the responsibility to maximize the gains while actively searching for mutually acceptable tradeoffs and compromises with other stakeholders.

List of potential sponsors and collaborators

The list of regional intergovernmental organizations and groups you will be assigned to represent:

1. Arctic Council
2. Black Sea Trade and Development Bank (BSDTB)
3. BSEC Business Council (BSECBC)
4. Collective Security Treaty Organization (CSTO)
5. Commonwealth of Independent States (CIS)
6. Economic Cooperation Organization (ECO)
7. Eurasian Economic Union
8. GUAM - Organization for Democracy and Economic Development
9. Organization of Turkic States
10. Parliamentary Assembly of the Black Sea Economic Cooperation
11. Parliamentary Assembly of Turkic-speaking Countries
12. Permanent Secretariat of Intergovernmental Commission TRACECA
13. The Visegrád Group (an alliance of Central European countries)

Simulation

The simulation will allow the students to have the opportunity to apply the skills learned throughout the semester and practice them in a quasi-diplomatic environment with real actors and stakeholders under the tutelage of the professor. The students will be assigned to represent the position of an organization promoting the issues concerning the consumers, industry, and other key stakeholders. There will be one written assignment (15%) for this component during the term. The aim of this essay is to prepare the students to take a research-based stand at the simulation as a supportive learning experience. Subject to the approval of the professor, students will identify their role, draft the first position paper, before submitting the final version of the documents. Feedback will be provided by the instructor and the TA.

Helpful tips:

Using your own computer, open a Word file. Compose your Position Paper Draft. Save your file on your own computer. Then come back to Brightspace to cut and paste from your file. Having a copy saved on your computer will help you keep your work safe. If you compose directly in the text box on Brightspace, and you experience a network issue, you could lose all your work. You may want to follow these guidelines closely. Keeping your work safe is your responsibility. No exceptions will be made for missing the deadlines and/or for work lost for any reason, including but not limited to technical issues, in fairness to all students.

IMPORTANT NOTES:

- **Students must actively participate in seminars, group discussions, presentations and simulation; and complete all evaluative elements to receive a passing grade.**
- **Please arrive at least 15 minutes prior to the beginning of the simulation to allow enough time to orderly sign-in and sign-out after you deliver the attendance form to the professor before leaving the learning space in an orderly fashion.**

Schedule

Week 1 Online	September 6 Introduction and course overview Finding the available resources
Week 2 Online	September 13 What is Europe? Where does Europe end? Perspectives from Geography, Politics, Society, and Culture McCormick, J., "Introduction", in Europeanism (2010, Oxford University Press), pp. 1-12; Chapter 1 "Idea of Europe" Huntington, S., "The Clash of Civilizations?" World Politics, Summer 2003, pp. 22-35 http://ikesharpless.pbworks.com/f/Samuel+Huntington,+The+Clash+of+Civilizations.pdf
Week 3 Online	September 20 Evolution in Post-War Western Europe Krieger, J. (2016), 'Britain,' in Kesselman, M. Krieger, J. & Joseph, W.A. (eds.), Introduction to Comparative Politics (Cengage, 7 th edition), pp. 55-62. Kesselman, M. (2016), 'France,' in Kesselman, M. Krieger, J. & Joseph, W.A. (eds.), Introduction to Comparative Politics (Cengage, 7 th edition), pp. 98-106. 4 Allen, C. (2016), 'Germany,' in Kesselman, M. Krieger, J. & Joseph, W.A. (eds.), Introduction to Comparative Politics (Cengage, 7 th edition), pp. 149-156.
Week 4 Online	September 27 Economic Challenges in Post-War Western Europe

	<p>McCormick, J. (2010), 'Economics: Sharing the Wealth,' in Europeanism (Oxford University Press), pp. 116-124.</p> <p>Kesselman, M. (2016), 'France,' in Kesselman, M. Krieger, J. & Joseph, W.A. (eds.), Introduction to Comparative Politics (Cengage, 7th edition), Section 2 (pp. 92-98).</p> <p>Allen, C. (2016), 'Germany,' in Kesselman, M. Krieger, J. & Joseph, W.A. (eds.), Introduction to Comparative Politics (Cengage, 7th edition), Section 2 (pp. 139-148).</p>
Week 5 Online	<p>October 4</p> <p>Subregionalism in Southeast Europe</p> <p>Andrew Cottey (2000) Europe's new subregionalism, Journal of Strategic Studies, 23:2, 23-47, DOI: 10.1080/01402390008437789</p> <p>European Union External Action (2021). The European Neighbourhood Policy (ENP) is the foreign policy framework aiming at bringing the EU and its Eastern and Southern neighbours closer, to their mutual benefit and interest. Available online at: https://www.eeas.europa.eu/eeas/european-neighbourhood-policy_en</p>
Week 6 Online	<p>October 11</p> <p>Shifting Borders in the EU</p> <p>Bossuyt, Fabienne (2017) Preferences, approaches and influence: the Central and Eastern EU member states and the EU's policies towards the post-Soviet space, Studia Diplomatica. 69(5). p.2-14</p> <p>Stadtmüller, Elzbieta and Bachmann, Klaus (2012) The EU's shifting borders: Theoretical approaches and policy implications in the new neighbourhood, Routledge: London and New York</p> <p>Aalto, Pami (2006) European Union and the Making of a Wider Northern Europe. Routledge: London and New York</p>
Week 7 Online	<p>October 18</p> <p>Europe's subregionalism</p> <p>Council of the European Union (2023). EU enlargement policy. Available online at: https://www.consilium.europa.eu/en/policies/enlargement/</p> <p>Linden, R.H. and Killian, S., "EU Accession and After", in Wolchik, s. & Leftwich, C.J. (eds.), Central & East European Politics. From communism to Democracy (2015, Rowman & Littlefield, 3rd edition), pp. 189-212.</p>
Week 8	<p>October 25</p> <p>October 23-27, 2023 Fall break, no classes.</p>

<p>Week 9 Online</p>	<p>November 1</p> <p>EU’s neighbourhood or Russia’s backyard?</p> <p>Hajizada, Mukhtar (2018) Challenges and opportunities for establishing a security community in the wider Black Sea area, available online at https://www.tandfonline.com/doi/full/10.1080/14683857.2018.1516333</p> <p>Janko Šćepanović (2022) Commonwealth of Independent States at 30: why does Russia still support this organization?, Southeast European and Black Sea Studies, 22:2, 187-205, DOI: 10.1080/14683857.2022.2057637</p> <p>Vasile Rotaru & Miruna Troncoță (2017) Continuity and change in instrumentalizing ‘The Precedent’. How Russia uses Kosovo to legitimize the annexation of Crimea, Southeast European and Black Sea Studies, 17:3, 325-345, DOI: 10.1080/14683857.2017.1348044</p>
<p>Week 10 Online</p>	<p>November 8</p> <p>Subregionalism and World Order</p> <p>Glenn Hook, Ian Kearns (1999) Introduction: the Political Economy of Subregionalism and World Order Pages 1-13</p> <p>Ian Kearns (1999) Subregionalism in Central Europe Pages 21-40</p>
<p>Week 11 Online</p>	<p>November 15</p> <p>Right wing extremism, nationalism, and ethnic tensions</p> <p>Koehler, Daniel, “Right-Wing Extremism and Terrorism in Europe: Current Developments and Issues for the Future.” PRISM (2016), Vol. 6(2), pp. 84-105</p> <p>Ravndal, Jacob Aasland, “Explaining right-wing terrorism and violence in Western Europe: Grievances, opportunities and polarisation” European Journal of Political Research (2017), Vol. 57(4), pp. 845-866</p>
<p>Week 12 In-person PK 608</p>	<p>November 22</p> <p>Transport Corridor Europe-Caucasus-Asia</p> <p>Strategy of the Intergovernmental Commission TRACECA for development of the international transport corridor Europe-the Caucasus-Asia for 2016-2026, available online at: http://www.traceca-org.org/fileadmin/fm-dam/pdfs/Appendix_3_Strategy_Master_plan_TRACECA_eng.pdf</p> <p>Simulation (Main Campus)</p>

Week 13 In-person PK 608	November 29 Simulation (Main Campus)
Week 14 Online	December 6 The challenges and future prospects for Europe “White paper on the future of Europe”, available online at https://ec.europa.eu/commission/future-europe/white-paper-future-europe_en Techau, Jan (2016) Four Predictions on the Future of Europe, available online at http://carnegieeurope.eu/strategieurope/62445

Important note: The professor reserves the right to make any necessary changes to this syllabus at any time.

Carleton E-mail Accounts: All email communication to and from students 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.

Academic Accommodations

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, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- 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 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).

Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you.

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. 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

Approval of final grades

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.

Official Course Outline

The course outline posted to the European, Russian, and Eurasian Studies website is the official course outline.