In 1945 Europe was devastated by war and rivalries, today, an enlarged European Union encompasses the largest free market economy in the world, and its citizens enjoy unprecedented freedom of mobility. How do we explain this phenomenal transformation from the postwar disaster through the Cold War to the present success story?

This course examines the history of contemporary Europe from 1945 to the present, with focus on the history of European integration. What began as a coal and steel compact among six states in Western Europe has evolved into an economic and political "union" of twenty-eight states from all Europe. With this process have come debates about the definition of Europe, the term "European," and the appropriate border where Europe stops. The European Union (EU) and the euro, its common currency, challenge assumptions about national sovereignty and identity.

Course Objectives
One of the main objectives of the course is to introduce students to issues in European history and particularly to the most recent scholarship on, and debates over its history and politics. Students will learn about the main debates and key topics. In both their class discussions and written work, they will gain practice in debating and engaging with scholarly arguments in the literature. They will also develop their historical research and critical thinking skills through their shorter papers, oral presentations, and their major written assignment. It is hoped that, upon completing the seminar, students will have a better understanding of contemporary Europe, and the scholarly literature concerning a range of issues relevant to it.

Course Format
The course is designed as a colloquium and consists of one weekly class. A detailed schedule with readings is listed below. Seminar classes and readings are designed to complement one another; thus reading, preparation, and attendance at seminars are essential to the successful completion of the course.

Place and Time
River Building 3228 RB, Wednesday, 8:35 am - 11:25 am
Course Requirements and Grading Scheme
Assessment will be based (as defined below) on one in-class oral presentation, class attendance and participation, one review paper (and its presentation), proposal and bibliography, and one term paper. The grade distributions are as follows:

In-class Oral Presentation (20 min): 25%
Attendance and Participation: 20%
Review Paper and Its Presentation (5 pp) (15 min): 15%
Proposal and Bibliography for Term Paper (1-2 pp) (due 7 February 2018): 5%
Term Paper* (undergraduate 12-15 pp / graduate 15-20 pp) (due 4 April 2018): 35%

* Note: Page lengths do not include notes and bibliography and assume 250 words/page.

Assignments sent by fax/e-mail to the Institute will not be accepted. To obtain credit in a course, students must meet all the course requirements for attendance and written assignments.

Attendance and Participation - is worth 20% of the overall grade. This course is a reading intensive course held in seminar format. Active participation in classroom discussions is vital to students' success in the course. Students are expected to attend class on a regular basis and to come to class prepared to discuss the assigned readings. Participation grades will be determined based on: (a) attendance and attention level and (b) active participation that (i) displays knowledge of the subject (ii) contributes to the flow of conversation (iii) shows knowledge of the readings (iv) offers critical analysis of the readings and subject. Questions or informed comments that display a thoughtful knowledge and analysis of the class readings receive the highest participation marks.

Attendance is mandatory: penalties for not attending (without medical or other equivalent excuse) are: 1 absence = 10% deduction from entire participation grade; 2 absences = 30% deduction; 3 absences = 50% deduction; 4 absences = 100% deduction from entire participation grade.

In-class Oral Presentation - each student is required to give one in-class oral presentation for one of the weekly seminars of his or her choice ("Readings for discussion"), which will be assessed for 25% of the overall grade. The grade will be determined based on the following criteria: (a) the content of the presentation, i.e. whether it identifies the key issues; (b) the way in which the presentation engages the literature, pointing out the strengths and weaknesses of readings; (c) the questions it poses about the topic; and, (d) the degree to which the questions posed invite class discussion.

Presentations will be accompanied by a Power Point, students will bring their presentations on a USB key that can be plugged into the control panel for projecting to the class. Both the presentation and notes used for it, shall be handed in after the presentation to assist with evaluation.

A sign-up sheet will be distributed in the first class so that students can choose the topics on which they would like to present. The oral presentation MUST be given on the scheduled date (save for situations that would merit a DFR).

Review Paper and Its Presentation - each student is required to submit a review paper worth 15% of the overall grade for one selected European country of his or her choice of the weekly readings ("Country readings"). The five-page review paper will analyze the reading on the selected European
country, pinpointing major issues and discussing the author's arguments. The grade will be determined based on the following criteria: (a) the content, i.e. whether it identifies the key issues; (b) the way in which the paper engages the reading, pointing its strengths and weaknesses; (c) the questions it poses about the topic.

The due date for the review paper and its presentation is the date of presentation (according to the weekly reading schedule).

Presentations will be accompanied by a Power Point, students will bring their presentations on a USB key that can be plugged into the control panel for projecting to the class. Both the Power Point presentation and the review paper shall be handed in after their class presentation.

A sign-up sheet will be distributed in the first class so that students can choose their topics. The presentation MUST be given on the scheduled date (save for situations that would merit a DFR).

**Term Paper** - students are required to submit a term paper in this course, worth 35% of the overall grade. Students are free to choose an essay topic of their liking, but they are encouraged to consult the course instructor. The term paper is due on 4 April 2018 in class. A late penalty of 2% per day (including weekends) will be assessed on all late term papers. Late penalties for all papers could be waived only with documentation for medical or other relevant excuse.

The major written assignment may take one of many forms. Students will most likely write a "traditional" research paper based on primary sources (most likely in translation) or on secondary sources. The second variant is to write a book review in the *New York Review of Books* style on 2 or 3 primary or secondary sources. You will receive further details on the major written assignments in mid-late January.

Papers will be evaluated according to the following criteria: evidence of engagement with the literature in the field, quality and thoroughness of research, soundness of thesis, use of evidence to support thesis, coherence of argument, logical structure, writing style, grammar and spelling. Students are encouraged to consult with the instructor while preparing their essays.

The required citation format is Turabian/Chicago Manual of Style, the so-called *notes-bibliography style or bibliography style* with footnotes.

Please note the following important rule associated with the course: Any student who fails to hand in any of the written assignments will receive a failing mark in the course.

**Required Course Readings**

Course readings will be made available via the Ares Course Reserves system (link from CU Learn page or directly at http://libares01.carleton.ca/). In some cases, where the last-minute changes to readings are made, readings may also be made available in electronic format on CU Learn (https://www.carleton.ca/culearn/).

If you find that a required reading is not available for a given week, please notify the instructor responsible for that session immediately.

Students are expected to come to class having prepared all the required readings for the week.
Those unfamiliar with the basic background of European history may want to consider a basic background text, such as:


When conducting research for their final papers, students may find the following database and journals helpful:

**Database: Historical Abstracts** - Excellent indexing service with some full text links to journal articles with international coverage and original language materials is available at the following address https://library.carleton.ca/find/databases/historical-abstracts.


**Important Information**
Laptops, tablets, and phones may only be used for taking/consulting notes, viewing course readings or for oral presentations. Other uses are distracting to everyone around you (and to you). If you don’t think you will be able to resist other uses, give pen and paper a try. You may be surprised!

**E-mail Communication**
Following university policy, the instructor will communicate by e-mail with students using university “cmail” e-mail addresses. If you have a different account that you check regularly, please set up your Carleton account to forward to that one, so that you do not miss any important course-related announcements. Normally, the instructor expects to reply to e-mail or voicemail queries within 2 days during the working week. The instructor generally does not answer e-mail inquiries or voicemail messages on evenings or weekends. Students who wish to communicate with the instructor are encouraged to meet personally during office hours, at another convenient time by appointment, or at the end of class.

**Academic Integrity**
Academic integrity is a core value of the university and essential for creating a constructive environment for teaching, learning, and research in Institute for European, Russian and Eurasian Studies. Students are responsible for being aware of the University’s Academic Integrity Policy,
understanding what constitutes academic dishonesty, and ensuring that all course assignments submitted for evaluation abide by University policy. Any suspected violations of the academic integrity policy will be referred to the Director and then to the appropriate Dean for further investigation. Students who are found to have violated the standards of academic integrity will be subject to sanctions. An overview of the University’s Academic Integrity Policy is available at http://www1.carleton.ca/studentaffairs/academicintegrity/ and the full policy at http://www1.carleton.ca/studentaffairs/ccms/wp-content/ccmsfiles/academic_integrity_policy.pdf

Grading
To obtain credit in a course, students must meet all the course requirements for attendance, term work, and examinations.
Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Weekly Class Schedule
Please note that the instructor may make changes to the syllabus over the course of the semester.

The list of required readings is divided into two sections. The first set of readings ("Readings for discussion") are readings and they will be used to prepare presentations and the subject of the discussions in class. The second set of readings ("Country readings") will be used to prepare Review Papers.
The third set of readings ("Supplemental readings") are additional sources that can be used to start research on Term Papers.

January 10

Week 1: Europe as Contemporary History
Introduction to the course and organizational matters

Background reading:


Supplemental readings:
January 17

Week 2: Europe Restored

Readings for discussion:


Country readings:


Supplemental readings:


John Lewis Gaddis, We Now Know: Rethinking Cold War History (1997).


Andrzej Paczkowski, The Spring will be Ours: Poland and the Poles from Occupation to Freedom (2003).


January 24

Week 3: Hopes, Illusions, and Disappointments

Readings for discussion:


**Country readings:**


**Supplemental readings:**

**January 31**

**Week 4: Partners, Identities and Consolidation**

**Readings for discussion:**


Country readings:

Supplemental readings:
February 7

Week 5: Challenges, Designs and Realities

Readings for discussion:


Country readings:


Supplemental readings:
Stanley Hoffmann, Decline or renewal? France since the 1930s (New York: Viking Press [1974]).
Armin Grünbacher, The making of German democracy: West Germany during the Adenauer era, 1945-65 (Manchester: Manchester University Press, 2010).


February 14

**Week 6: Building Two Europes**

**Readings for discussion:**


**Country readings:**


**Supplemental readings:**


**February 19 - 23:** Winter Break, no classes.

**February 28**

**Week 7: Informal and Formal Links**

**Readings for discussion:**


**Country readings:**


**Supplemental readings:**


March 7

**Week 8: The End of the Cold War**

**Readings for discussion:**


**Country readings:**


Supplemental readings:
Harold James, Making the European Monetary Union (Cambridge, MA: Harvard University Press, 2012).
Colette Mazzucelli, France and Germany at Maastricht: politics and negotiations to create the European Union (New York: Garland Publ., 1997).

March 14

Week 9: Creating Europe

Readings for discussion:


Country readings:

Supplemental readings:

Harold James, Making the European Monetary Union (Cambridge, MA: Harvard University Press, 2012).
Colette Mazzucelli, France and Germany at Maastricht: politics and negotiations to create the European Union (New York: Garland Publ., 1997).
Morten Rasmussen and Ann-Christina L. Knudsen, eds., The Road to a United Europe: Interpretations of the Process of European Integration (Brussels: Peter Lang, 2009).

March 21

Week 10: Becoming Europeans
Readings for discussion:


Country readings:


Supplemental readings:


N. Piers Ludlow, Frédéric Bozo et al., Europe and the End of the Cold War: A reappraisal (London; New York: Routledge, 2008).


George Szamuely, Bombs for Peace: NATO's Humanitarian War on Yugoslavia (2013).


Mikhail Gorbachev, Perestroika: new thinking for our country and the world (1987).


March 28

Week 11: Europe after the Cold War

Readings for discussion:


Country readings:


Supplemental readings:
Fraser Cameron, "The neighbourhood," in *An Introduction to European Foreign Policy* (London; New York: Routledge, 2007), 107-126.


April 4

Week 12: Europe in the new millennium

Readings for discussion:


Ulrike Liebert and Jonathan White, "Can There Be a Common European Identity?," in Key Controversies in European Integration, ed. Hubert Zimmermann and Andreas Dür (Houndmills, Basingstoke; New York: Palgrave Macmillan, 2012), 95-111.


Supplemental readings:
Fraser Cameron, "From EPC to CFSP," in An Introduction to European Foreign Policy (London; New York: Routledge, 2007), 23-39.
Fraser Cameron, "The EU foreign policy machinery," in An Introduction to European Foreign Policy (London; New York: Routledge, 2007), 40-58.
Fraser Cameron, "Future prospects," in An Introduction to European Foreign Policy (London; New York: Routledge, 2007), 204-216.
Foreign policy-making in Western Europe (Farnborough, Hants., Saxon House, 1978).
Ian Manners and Mark A. Pollack, "Does the EU Act as a Normative Power?," in Key Controversies in European Integration, ed. Hubert Zimmermann and Andreas Dür (Houndmills, Basingstoke; New York: Palgrave Macmillan, 2012), 190-204.
Andreas Dür and Hubert Zimmermann, "Introduction: Key Controversies in European Integration," in Key Controversies in European Integration, ed. Hubert Zimmermann and Andreas Dür (Houndmills, Basingstoke; New York: Palgrave Macmillan, 2012), 1-9.

Rachel Epstein and Christopher J. Bickerton, "Turkey and Beyond: Is EU Enlargement a Success Story or Has It Gone Too Far?," in Key Controversies in European Integration, ed. Hubert Zimmermann and Andreas Dür (Houndmills, Basingstoke; New York: Palgrave Macmillan, 2012), 205-217.


**Academic Accommodations:**

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: [www.carleton.ca/csas](http://www.carleton.ca/csas).

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send the instructor your *Letter of Accommodation* at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with the instructor to ensure accommodation arrangements are made. Please consult the PMC website ([www.carleton.ca/pmc](http://www.carleton.ca/pmc)) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

**Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests 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 no later than two weeks before the compulsory academic 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 student. Instructors and students may contact an Equity Services Advisor for assistance ([www.carleton.ca/equity](http://www.carleton.ca/equity)).

**Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**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 the Carleton’s Academic Integrity Policy (https://carleton.ca/registrar/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 Richcraft Hall. 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:

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

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.