

EURR 5001 Fall 2026
Interdisciplinary Seminar in European, Russian and Eurasian Studies
Mondays, 2:35– 5:25 pm
Please see Carleton Central for location

Instructors:

Dr. Jeff Sahadeo

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I. Evaluation (at a glance)

In-class attendance and participation	25%
Discussion paper and presentation (schedule TBA, due Friday at 16:00 before scheduled presentation date)	20%
Proposal for Critical Literature Review (due Monday, November 2, 11:59 pm)	10%
Policy Brief (900-1000 words) (due Tuesday November 24, 11:59 pm)	15%
Critical literature review (due Friday, December 11, 11:59pm)	30%

Please note: Students can earn up to three bonus percentage points applied to their participation mark by attending EURUS or CES or EETN guest lectures and events (one percent per event). Attendance sheets (to be verified by EURUS faculty) will be available on Brightspace.

II. Goals of the course

This course and EURR 5010 (both taught in person) are the core interdisciplinary seminars for EURUS graduate students. Among the most important goals of EURR 5001 are the following:

- a) to familiarize students with major directions of research in the EURUS field of study;
- b) to examine major themes and approaches within relevant disciplines (political science, international relations, law, economics, history, geography, anthropology, sociology and other fields of humanities and social science) in dealing with the region;

III. Learning outcomes

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 class discussions is crucial for students' success in the course. Students will learn different research approaches and gain analytical and research skills through oral and written assignments.

IV. Course readings

The main course readings will be accessible through the Ares Course Reserves system (there is a link in Brightspace to Ares). Compulsory readings for all students are marked with an asterisk (*). There are also suggested additional readings, some of which may form the basis for student discussion papers. If you find required reading for a given week unavailable, please notify the instructor for that session immediately.

V. Detailed explanation of assignments and their evaluation

(i) In-class participation (25% of final grade):

Students will be graded on attendance, the quality of regular contributions to the class discussion and, most importantly, demonstrated familiarity with required course readings.

Absences: Unexcused absences 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 session (acknowledged in writing by the seminar instructor), the student may submit to the session instructor a short paper of 400-500 words discussing the required readings for that seminar. The paper must be submitted 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.

(ii) Discussion Paper and Presentation (20% of final grade):

Discussion Paper (Written Paper 13% of final grade)

The discussion paper should address specific questions or themes provided by the course instructors in advance (usually two weeks before the respective class). It should be between 750 to 900 words long and contrast, critique and analyze selected readings. 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 free of spelling and grammatical mistakes. **Discussion papers are due on the Fridays at 16:00 before the class meeting at which the paper will be presented.**

Presentation of the discussion paper and class Q&A (7% of final grade): Each student will present their discussion papers to the class in a **fifteen-minutes** presentation (dates will be assigned during the first class meeting). During their presentation, each student should focus on key arguments made within the written discussion papers, drawing on examples from the readings where appropriate. Students should **NOT** simply read the written paper. Papers are expected to facilitate class discussion and respond to questions posed by the instructor(s) and their peers.

The discussion paper, the presentation to the class and how the presenter responds to questions and engages in the discussion of their topic will be evaluated based on the cogency of the arguments, the presentation and effectiveness of communication, demonstrated familiarity with and reflection on course readings, and engagement with the specific questions. Neither the paper nor oral presentation should provide lengthy summaries of course readings.

(iii) Proposal for Critical Literature Review (10%) – Due: Monday, November 2, 2026 (11:59 pm)

Proposal for the critical literature review (see below) to be submitted to the Brightspace drop-box. Each 1-2-page proposal plus bibliography (not included in page count) should outline:

- the theme and principles that guided the selection of readings the list of readings to be used
- preliminary categories or themes that you will use to group the readings (and potentially to organize your paper)
- A complete bibliography of the sources that you will be using in your paper (see assignment instructions for more detail on sources required for this assignment)

(iv) Policy Brief. (due Tuesday November 24, 11:59 pm)

Students will focus on a major theme on the region that has current or future policy implications. They will produce one policy brief (900-1000 words) over the semester, designed to inform decision-makers/analysts at government/NGO levels. We will discuss policy briefs in the November 16 class.

(v) Critical literature review (40%) – Due Friday December 11, 2026 (11:59 pm)

Your critical literature review should explore in depth the research topic developed in your proposal by mining, analyzing, and critiquing major relevant bodies of literature. The goal of the assignment is to identify a meaningful research topic, critically assess the existing scholarship, identify key debates and gaps in the literature, and consider how your own research could engage with and build on this literature. The paper should be 4,000-5,500 words long. Additional information about the critical review will be handed out in class early in the term. Papers must be submitted on Brightspace.

VII. General Policies. Submission of coursework and late penalties

1. The University takes instructional offences (including plagiarism) very seriously. Please make sure that you are familiar with the regulations regarding instructional offences, which are outlined in the University Academic Integrity Policy.
2. Students are not permitted to submit an assignment in this course that is being submitted for another course.
3. Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s). Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).
4. All written assignments must be submitted by the deadline mentioned in this course outline and submitted on Brightspace. Unless a specific exception has been arranged, the instructors will not accept assignments sent by email. In addition to submitting your assignments through Brightspace:
5. Any student who fails to hand in all of the written assignments will receive a failing mark in the course. Penalties for late assignments will be as follows:
 - Research question and critical literature review assignments: Two points (on a 100 % scale) for each day late. Papers will not be accepted more than one week after the due date, except in cases of medical or other conditions discussed with the instructor.
 - Discussion papers: Late assignments will suffer an immediate deduction of 5% (on a 100% scale), and 1% for each day late.
6. Students absent on a date of an oral presentations will receive a grade of 0%, except in cases of a medical or other conditions discussed with the instructor. 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.

VIII Policy on Use of Artificial Intelligence Tools in Written Assignments:

- Students are prohibited from using generative artificial intelligence tools (such as ChatGPT) to compose any of their written assignments for this course (including drafts and the final version). By submitting written work in this course, you are agreeing that you are the author, not any third party (including AI).

- Submitting AI generated papers is a violation of the university's academic integrity policy and will be referred to the appropriate dean for investigation and potential penalties (see academic integrity policy below).
- Please note, as AI is increasingly integrated into many word processors and programs for spell-check, grammar correction, or translations (google translate, Deep L), use of these resources is permitted as *aids* in writing assignments. You can also use AI to brainstorm or as a study aide. What is NOT permitted is asking a generative AI to write any part or your whole paper for you. If using AI, use it responsibly and ethically.

Why the Prohibition?

- A key aim of this course is for you to develop your critical thinking, interpretative, and writing skills. You can only develop those skills if you do your own critical thinking, interpretation, and writing.
- Generative AI is NOT A RELIABLE SOURCE of information. Most generative AIs are trained based on internet data that is often inaccurate and unreliable and often contains implicit biases. Because generative AI produces text based on probabilistic models, it will often make up information and/or cite sources that simply do not exist. This makes it a highly unreliable source for the writing of academic essays. In evaluating your essays, the quality and appropriateness of your source material will be assessed.
- Students suspected of using AI in their work in a manner that violates this policy may be asked to provide the instructor with their research notes and drafts of their essay. They may also be asked to meet with the instructor to discuss the assignment and the research materials consulted.

September 14: Introduction (Sahadeo/Viju-Miljusevic)

September 21: History: Concepts and Meanings (Sahadeo)

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.

September 28: How to find a research topic, how to find relevant literature and prepare a critical literature review? (Sahadeo/Viju-Miljusevic) (broader research skills)

- Critical literature review: What it is, and how to prepare and conduct a critical literature review
- Practical research skills: navigating the Carleton library and available databases; AI and research (guest: Aleksandra Blake, librarian/EURUS Library Specialist)

- *Zachary Schrag (2021), *The Princeton Guide to Historical Research* (Princeton: Princeton University Press), 39-51, 65-73 (at least)
- *Jeffrey W Knopf (2006). "Doing a Literature Review." *Political Science & Politics* 39(1), 127-32.

*Valerie Sheppard (2020). *Research Methods for the Social Sciences*. BC Campus, Open-Access: <https://pressbooks.bccampus.ca/jibcresearchmethods/> Chapter 3 (pp 55-77) and Chapter 5 (pp. 109-124).

October 5: History: Case Studies (Sahadeo)

The End of Communist States, 1989-1991

- *Vladislav Zubok (2014), "With His Back against the Wall: Gorbachev, Soviet Demise and German Reunification" *Cold War History* 14, no. 4: 619-645
- *Jeff Sahadeo (2019) *Voices from the Soviet Edge: Southern Migrants in Leningrad and Moscow* (Ithaca: Cornell University Press), 169-197
- *David Remnick (1994), *Lenin's Tomb* (New York: Vintage), 198-215, 234-47

Europe in 1989

- James Krapfl (2024), "From Leipzig to Kiev through Brussels: How the Revolution of 1989 Defined an Era" *East European Politics and Societies* 38, no. 4
- Daphne Berdahl (2005), "The Spirit of Capitalism and the Boundaries of Citizenship in Post-Wall Germany." *Comparative Studies in Society and History* 47 no. 2: 235-251
- Mary Elise Saroe (2009) "What Changes in Summer and Autumn 1989?" In *1989: The Struggle to Create Post-Cold War Europe*, 38-74 (Princeton, Princeton University Press)

October 12: no class (Thanksgiving)

October 19: Social science: Theory and concepts (Viju-Miljusevic)

What are concepts and why are they important?

Is theory helpful (or needed) to understand current developments?

Concepts and theories in studying the EU and the post-Soviet space

- * Emmanuel Brunet-Jailly, Achim Hurrelmann and Amy Verdun, "Introduction", in *European Union Governance and Policy-Making: A Canadian Perspective*, Verdun, Hurrelmann and Brunet-Jailly eds. (Toronto: University of Toronto Press, 2nd edition, 2023), pp. 1-19. *Amy Verdun, "Theories of European Integration and Governance", in *European Union Governance and Policy-Making: A Canadian Perspective*, Verdun, Hurrelmann and Brunet-Jailly eds. (Toronto: University of Toronto Press, 2nd edition, 2023), pp. 115-134.
- * Liesbet Hooghe and Gary Marks (2019), "Grand theories of European integration in the twenty-first century", *Journal of European Public Policy* 26:8, 1113-1133.
- *Gregorz Ekiert (2015), "Three generations of research on [East European] post communist politics," *East European Politics and Societies and Cultures* 29 (2): 323-337.
- *Henry E. Hale (2016). "25 Years After The USSR: What's Gone Wrong?" *Journal of Democracy*, 27(3), 24-35. <https://doi.org/10.1353/jod.2016.0035>
- * Vladimir Gel'man (2025). "In Search of the Roots of Failure: Reassessing Russian Politics in the 1990s." *Russian Politics* 10, no. 1: 51-70.

Optional readings:

- 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).
- Vladimir Gel'man (2015), "Political Science in Russia: Scholarship without research?" *European Political Science* 14 (1) (March): 28-36.
- Vladimir Gel'man, "The Rise and Decline of Electoral Authoritarianism in Russia," *Demokratizatsiya*, Fall 2014, vol 22, issue 4, pp. 503-22.
- Alena V. Ledeneva (2013), *Can Russia Modernise?: Sistema, Power Networks and Informal Governance* (Cambridge University Press, 2013), pp.18-41.

- Bo Petersson (2017). "Putin and the Russian Mythscape: Dilemmas of Charismatic Legitimacy." *Demokratizatsiya: The Journal of Post-Soviet Democratization*, 25(3), 235–254.
- Petra Stykow (2023). "Making Sense of a Surprise: Perspectives on the 2020 'Belarusian Revolution.'" *Nationalities Papers* 51, no. 4: 803–22.
- Colin Knox and Dina Sharipova (2024). "Consultative Authoritarianism in Central Asia." *Europe-Asia Studies* 76, no. 7: 1120–44.

November 2: Russian Politics/Democratization (Goode)

Democracy and democratization:

- *Philippe C Schmitter and Terry Lynn Karl (1991). "What Democracy Is. . . and Is Not." *Journal of Democracy* 2, no. 3: 75–88.
- * Paul D'Anieri (2024). "Elections, Succession, and Legitimacy in Ukraine: Lessons from Six Presidential Transitions." *Communist and Post-Communist Studies* 57, no. 4: 6–27.

Autocracy and autocratization:

- *Anna Lührmann and Staffan I. Lindberg (2019). "A Third Wave of Autocratization Is Here: What Is New about It?" *Democratization* 26, no. 7: 1095–113.
- * Stephen E. Hanson and Jeffrey Kopstein (2021). "Understanding the Global Patrimonial Wave," *Perspectives on Politics* 20, no. 1: 237–249.
- * (SKIM) Marina Nord, David Altman, Tiago Fernandes, Ana Good God, and Staffan I. Lindberg (2026). Democracy Report 2026: Unraveling The Democratic Era? University of Gothenburg: V-Dem Institute. https://v-dem.net/documents/61/v-dem-dr_2025_lowres_v2.pdf

Optional readings:

- Attila Ágh (2016). "The Decline of Democracy in East-Central Europe." *Problems of Post-Communism*, 63(5–6), 277–287.
- Valerie Bunce and Sharon L. Wolchik (2006) "International Diffusion and Postcommunist Electoral Revolutions," *Communist and Post-Communist Studies*, 39(3), 283–304.
- Thomas Carothers and Brendan Hartnett (2024). "Misunderstanding Democratic Backsliding." *Journal of Democracy* 35, no. 3: 24–37.
- Hannah S. Chapman, Margaret C. Hanson, Valery Dzutsati, and Paul DeBell (2024). "Under the Veil of Democracy: What Do People Mean When They Say They Support Democracy?" *Perspectives on Politics* 22 (1), 97–115.
- Larry Diamond (2021). "Democratic Regression in Comparative Perspective: Scope, Methods, and Causes." *Democratization* 28, no. 1: 22–42. Grzegorz Ekiert and Noah Dasanaike (2024). "The Return of Dictatorship." *Journal of Democracy* 35, no. 4: 177–91.
- Paolo Graziano and Mario Quaranta (2024). "Studying Democracy in Europe: Conceptualization, Measurement and Indices." *Government and Opposition* 59 (2), 605–31.
- Edoardo Grillo, Zhaotian Luo, Monika Nalepa, and Carlo Prato (2024). "Theories of Democratic Backsliding." *Annual Review of Political Science* 27, 381–400.
- Sergei Guriev and Daniel Treisman (2019) "Informational Autocrats," *Journal of Economic Perspectives*, 33(4), 100–127.
- Henry E. Hale (2005). "Regime Cycles: Democracy, Autocracy, and Revolution in Post-Soviet Eurasia." *World Politics* 58, no. 1: 133–65.
- Sebastian Hellmeier and Michael Bernhard (2023). "Regime Transformation From Below: Mobilization for Democracy and Autocracy From 1900 to 2021." *Comparative Political Studies* 56, no. 12: 1858–90.
- Lea Kaftan and Theresa Gessler (2025). "The Democracy I Like: Perceptions of Democracy and Opposition to Democratic Backsliding." *Government and Opposition* 60, no. 2: 358–81.

- R. Daniel Kelemen (2017). "Europe's Other Democratic Deficit: National Authoritarianism in Europe's Democratic Union," *Government and Opposition* 52, no. 2: 211-238.
- Eleanor Knott (2018). "Perpetually 'partly free': Lessons from post-soviet hybrid regimes on backsliding in Central and Eastern Europe." *East European Politics* 34, no. 3: 355-376.
- Karrie Koesel and Valerie Bunce (2013). "Diffusion-Proofing: Russian and Chinese Responses to Waves of Popular Mobilizations against Authoritarian Rulers," *Perspectives on Politics* 11, no. 3: 753-768.
- Tomila Lankina, Alexander Libman, and Anastassia Obydenkova (2016). "Authoritarian and Democratic Diffusion in Post-Communist Regions." *Comparative Political Studies* 49, no. 12: 1599-629.
- Steven Levitsky and Lucan Way (2020). "The New Competitive Authoritarianism," *Journal of Democracy* 31, no. 1: 51-65.
- Juan J. Linz (2000). *Totalitarian and Authoritarian Regimes*. Lynne Rienner Publishers.
- Michael McFaul (2002). "The Fourth Wave of Democracy and Dictatorship: Noncooperative Transitions in the Postcommunist World," *World Politics* 53, no. 2: 221-244.
- Claus Offe (1991). "Capitalism by Democratic Design? Democratic Theory Facing the Triple Transition in East Central Europe." *Social Research* 58, no. 4: 501-28.
- Mancur Olson (1993). "Dictatorship, Democracy, and Development." *The American Political Science Review* 87, no. 3: 567-76.
- Liu Peng (2025). "'Losers' in the Age of Democratization: Lessons from Post-Soviet Societies." *Communist and Post-Communist Studies* 58, no. 1: 1-27.
- Paul Poast and Johannes Urpelainen (2015). "How International Organizations Support Democratization: Preventing Authoritarian Reversals or Promoting Consolidation?" *World Politics* 67, no. 1: 72-113.
- Adam Przeworski (2024). "Who Decides What Is Democratic?" *Journal of Democracy* 35, no. 3: 5-16.
- Luca Tomini, Suzan Gibril, and Venelin Bochev (2023). "Standing up against Autocratization across Political Regimes: A Comparative Analysis of Resistance Actors and Strategies." *Democratization* 30, no. 1: 119-38.
- Daniel Treisman (2023). "How Great Is the Current Danger to Democracy? Assessing the Risk With Historical Data." *Comparative Political Studies* 56, no. 12: 1924-52.

November 9: European Union: History, Institutions, Democracy (Hurrelmann)

- *Laursen, Finn, Achim Hurrelmann, and Amy Verdun. 2023. The Political Institutions of the European Union. In: Amy Verdun, Achim Hurrelmann, and Emmanuel Brunet-Jailly, eds. *European Union Governance and Policy-Making: A Canadian Perspective* (pp. 45-72). University of Toronto Press.
- *Schmidt, Vivien A. 2026. Democratic Governance in the European Union. In: Michèle Knodt, Natalia Chaban, Oriol Costa, and Patrick Müller, eds. *The Routledge Handbook of European Union Politics* (pp. 55-66). Routledge.
- *Hooghe, Liesbeth, and Gary Marks. 2018. Cleavage Theory Meets Europe's Crises: Lipset, Rokkan, and the Transnational Cleavage. *Journal of European Public Policy* 25(1), 109-135.
- *Mudde, Cas, 2021. Populism in Europe: An Illiberal Democratic Response to Undemocratic Liberalism. *Government and Opposition* 56 (4): 577-597.

November 16: Policy Studies (Viju-Miljusevic/Sahadeo)

Theory:

- *Cini, M. and Perez-Solorzano Borraran, N. (2016), "Europeanization" (Chapter 8), "Policymaking in the European Union" (Chapter 14), *European Union Politics* (Oxford: Oxford University Press, 5th edition), pp. 110-122 and 197-213.
- *Brian D. Taylor (2014) "Police reform in Russia: the policy process in a hybrid regime," *Post-Soviet Affairs*, 30:2-3, pp. 226-255.
- *Fortescue, Stephen. (2016). "Russia's 'turn to the east': A study in policy making." *Post-Soviet Affairs*, 32(5), 423-454. <https://doi.org/10.1080/1060586X.2015.1051750>

Policy Brief Writing

Policy Briefs (Writing Guide, the University of North Carolina) <https://writingcenter.unc.edu/tips-and-tools/policy-briefs/>

IDRC Policy Briefs Guide <https://idrc-crdi.ca/en/funding/resources-idrc-grantees/how-write-policy-brief-samples/templates-tba>

Optional readings:

Claudio M. Radielli (2003), 'The Europeanization of Public Policy,' in Radielli and Featherstone, *The Politics of Europeanization* (Oxford, online through library catalogue)

Kaczmarek, Katarzyna. (2019). "Academic Community and Policymaking in Russia." *Problems of Post-Communism*, 66(4), 240–252. <https://doi.org/10.1080/10758216.2018.1520603>

November 23: Europe and EU in the World (Viju-Miljusevic)

*DeBardeleben, J. "Geopolitics of the EU," in *European Union Governance and Policy Making: A Canadian Perspective*, Verdun, Hurrelmann, and Brunet-Jailly, eds. (Toronto: University of Toronto Press, 2nd edition, 2023), Chpt. 18 (Please make sure the second edition is used, not the 1st)

*Hunter, Tom, Natasha Wunsch, and Marie-Eve Bélanger. "A Geopolitical Turning Point? Enlargement Discourse after the Russian Invasion of Ukraine." *European Union Politics*, SAGE Publications, August 21, 2025, 14651165251367355. <https://doi.org/10.1177/14651165251367355>.

*Müller, P., Pomorska, K. and Tonra, B. (2021). "The Domestic Challenge to EU Foreign Policy-Making: From Europeanisation to de-Europeanisation?" *Journal of European Integration*, Vol.43(5), pp. 519-534.

*Rieker, P. and Riddervold, M. (2022). "Not so unique after all? Urgency and norms in EU foreign and security policy," *Journal of European Integration*, Vol. 44(4), pp. 459-473.

Optional readings:

Simón, L., & Fiott, D. (2025). Player and playground: Europe in US–China competition. *Journal of European Integration*, 47(6), 785–803. <https://doi.org/10.1080/07036337.2025.2537372>

Moravcsik, A. (2017). "Europe Is Still a Superpower. And it's going to remain one for decades to come," *Foreign Affairs*, April, 13th. <https://foreignpolicy.com/2017/04/13/europe-is-still-a-superpower/>

Costa, O. and Barbé, E. (2023). "A moving target. EU actorness and the Russian invasion of Ukraine," *Journal of European Integration*, Vol. 45(3), pp. 431-446.

November 30: Russia in the World (Viju-Miljusevic)

*Andrei P. Tsygankov (2019). *Russia's Foreign Policy: Change and Continuity in National Identity* (Fifth edition). Rowman & Littlefield. (Ch. 1, "Understanding Change and Continuity in Russia's Foreign Policy," pp.1-30)

*Mikhail Polianskii (2024). "Russian Foreign Policy Research and War in Ukraine: Old Answers to New Questions?" *Communist and Post-Communist Studies* 57, no. 2: 156–72.

*Michael McFaul (2020). "Putin, Putinism, and the Domestic Determinants of Russian Foreign Policy." *International Security* 45, no. 2: 95–139.

*Roy Allison (2024). "Russia's Case for War against Ukraine: Legal Claims, Political Rhetoric, and Instrumentality in a Fracturing International Order." *Problems of Post-Communism* 71, no. 3: 271–82.

Optional readings:

Kathryn Stoner (2024). "Is Russia Losing in Ukraine but Winning in the Global South?" *Slavic Review* 83, no. 1: 8–14.

Serhii Orlov and Olha Ivasechko (2024). "Russia's Sharp Power: Tools and Practices of Implementation." *Russian Politics* 9, no. 2: 257–88.

Andrei Tsygankov (2022). "Russia, Eurasia and the Meaning of Crimea." *Europe-Asia Studies* 74, no. 9: 1551–73.

December 7: Anthropological and Sociological Approaches: Cultural Studies and Memory Studies/Migration and Identity

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.

Identity, Migration and Ethnicity

- *Rogers Brubaker (2006), *Nationalist Politics and Everyday Ethnicity in a Transylvanian Town* (Princeton: Princeton UP), 1-17, 207-238.
- *Reeves, Madeleine (2013). "Clean Fake: Authenticating Documents and Persons in Migrant Moscow." *American Ethnologist* 40, no. 3: 508-24.
- *Serhy Yekelchuk, "The Ukrainian Crisis: In Russia's Long Shadow" *Origins* 7, no. 9 (2014) <http://origins.osu.edu/article/ukrainian-crisis-russias-long-shadow>

Optional readings:

- 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.
- 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.
- Craig Calhoun (1993), "Nationalism and Ethnicity," *Annual Review of Sociology* 19: pp. 211-39.
- Laura Adams, "Globalization, Universalism, and Cultural Form" *Comparative Studies in Society and History* 50, no. 3 (2008): 614-640

December 11: Individual Meetings

Instead of this class, we will hold individual meetings about the critical literature review and research projects in November.

Appendix

STATEMENT ON 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. For more information, please see: <https://carleton.ca/wellness/>

ACADEMIC ACCOMMODATION

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

PLAGIARISM AND ACADEMIC INTEGRITY

The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared 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, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks (this includes text generated by AI tools or websites).

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor.

The Associate Dean of the Faculty conducts 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 can include a final grade of “F” for the course and more serious penalties such as suspension or expulsion from the university.

Students are prohibited from using using generative artificial intelligence tools to compose any of the assessed content for this course.

Self-Plagiarism: Students may not re-use their own work from a different course or assignment without the permission of the instructor(s).

Intellectual Property: 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).

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.

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