

DRAFT – CHANGES MAY BE MADE-UPDATED SEPT. 4

EURR 5001A
INTER-DISCIPLINARY SEMINAR IN EUROPEAN AND RUSSIAN STUDIES
Fall 2019

Instructors:

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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.

The course is intended to build students' knowledge and skills within the field through participating in a cumulative critical dialogue with their peers and professors. The abilities to analyze the work of peers and to participate in a scholarly community are considered key parts of the research process. As a result, regular attendance and well-prepared participation in class discussions are crucial for students' success in the course. The seminar will meet jointly with EURR 5001B for a portion of the class sessions to broaden your exposure to broader field of European and Eurasian studies.

COURSE REQUIREMENTS

Seminar participation	25%
Discussion paper and presentation of paper to class	20%
Commentary on discussion paper	10%

Proposal for critical literature review and proposal development brainstorming document I (due Friday, October 18, 11:30 am)	10%
Critical literature review (due Friday, December 6, 4 pm)	25%
Proposal development brainstorming document based on critical review (due Friday, December 13, 4 pm)	10%
Attendance at three guest lectures/conferences or three reaction papers	Pass/Fail

- ***Seminar participation:*** Regular weekly attendance is compulsory for this class. Unexcused absences will result in a significant reduction in the participation mark, which can have a marked impact on the course grade. Students will be graded on the basis of attendance, the quality of regular contributions to the class discussion, and, most importantly, demonstrated familiarity with required course readings. Each student will be evaluated according to these criteria during each seminar session. 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 (~ 5 pages) discussing the required readings for that seminar session, 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 6-8 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 drop-box and emailed to the student commentator by 10 a.m. on the **Monday** 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:*** All students will present their discussion paper to the class (dates will be assigned in the first meeting). In the presentation, each student should focus on the key arguments made within the written discussion paper, drawing on examples from the readings where appropriate. The student should be prepared to present the arguments verbally in a presentation of 15 minutes. Students should **NOT** simply read the written paper. 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. 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. The commentary should be no longer than 10 minutes in length. If a discussion paper is not received or is received late, the commentator should be prepared to make comments 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 18 at 11:30 am**), to be submitted to the CULearn drop-box. Each 2-3 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.
 During the breakout session from October 31, each student will have a short presentation (5 minutes) on their brainstorming document, which will be followed by an opened discussion. Comments on the proposal will be returned to you after the October 31 session. 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 examining, 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 15-18 pages long (double-spaced, 12-point font). Additional information about the critical review will be handed out in class early in the term. Papers should be submitted to the CULearn drop-box **AND** a hard copy should be provided to Prof. Viju-Miljusevic, the EURUS office, or the physical drop-box outside the EURUS office by **December 6 at 4 pm.**
- **Proposal development brainstorming document II:** a 3-4 page (double-spaced) discussion of the implications of your literature review for your prospective research essay or thesis. Taking into account 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 should be submitted to the CULearn drop-box by **Dec. 13 at 4 pm.**
- **Attendance at three guest lectures/conferences** or three reaction papers: Students in the core seminar are expected to attend at least three guest lectures, conferences, workshops, or roundtables relating to the program outside of class time. A list of events is available on the EURUS and CES websites (www.carleton.ca/eurus, www.carleton.ca/ces). Attendance should be verified by the event organizer or an attending faculty member (sheets for this purpose will be provided). The sheets should be submitted to the CULearn drop-box no later than **December 17, 2019 at 9 am.** Students have the option of completing three short reaction papers, each one involving a summary and critical analysis of extra course readings, in lieu of attending these events, to be submitted to the CULearn drop-box no later than **December 17, 2019 at 9 am.** Each paper should be three pages in length (double-spaced) and the readings should be from the optional readings list for different weeks in the term. The paper must meet a passing standard. The requirement is pass/fail, but must be satisfactorily fulfilled to pass the course.

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; and
- the critical literature review should also be submitted in hard copy to Prof. Viju-Miljusevic, the EURUS office, or the EURUS physical dropbox (outside the EURUS office) 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.
- Any student who fails to meet the pass/fail requirement to attend guest lectures (or to hand in three satisfactory reaction papers in lieu of this) will receive a deduction of 4 percentage points (on a 100 point scale) from the final course mark.
- 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). In some cases, the library will only make items available on physical reserves to be consulted onsite in the library (they will be indicated as such in the Ares system). Readings assigned for the course that are compulsory for all students are marked with an asterisk (*). There are also suggested additional readings. Most of these optional supplemental readings are available in the library stacks. If they are checked out, you may place a hold on them to receive them when they are returned. 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.

This book is available for purchase in the bookstore; it can also be found in the library, both physical and online copies; several chapters are required reading.

- *European Union Governance and Policy-Making: A Canadian Perspective*, edited by in Emmanuel Brunet-Jailly, Achim Hurrelmann, and Amy Verdun, eds. (University of Toronto Press, 2018)

Week 1 (September 5) INTRODUCTION TO INTERDISICPLINARY STUDIES (Sahadeo) (A and B sections together)

1. Explanation of requirements and content of the course.
2. Discussion of pathways through MA degree (with guests)
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, ‘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, 2018), pp. 17-40.
- Finn Laursen, ‘The Major Legislative and Executive Bodies of the European Union,’ in *European Union Governance and Policy-Making: A Canadian Perspective* (2018), pp. 41-63.

Week 2 (September 12) HISTORY (Sahadeo, meeting jointly with EURR5001B)

Approaches

*Nicholas Dirks, Geoff Eley, Sherry Ortner, “Introduction” *Culture/Power/History* (1994), 1-8

*Eric Hobsbawm, “Introduction: Inventing Traditions” In *The Invention of Tradition*, ed. Hobsbawm and Terence Ranger (1983), 1-14

*Edward Said, *Orientalism* (1978), 1-7

*Ania Loomba, *Colonialism/ Postcolonialism* (1998), 1-12

Practices

*Joe Perry, “Nazifying Christmas: Political Culture and Popular Celebration in the Third Reich” *Central European History* 38, no. 4 (2005): 572-605

*Kate Brown, “Gridded Lives: Why Kazakhstan and Montana are Nearly the Same Place” *American Historical Review* 106, no. 1 (2001): 17-48

History, Politics and Memory

*Serhy Yekelchyk, “The Ukrainian Crisis: In Russia’s Long Shadow” *Origins* 7, no. 9 (2014) <http://origins.osu.edu/article/ukrainian-crisis-russias-long-shadow>

*Andreas Umland, “Bad History Doesn’t Make Good Friends” *Foreign Policy*, 25 Oct 2016 <https://foreignpolicy.com/2016/10/25/bad-history-doesnt-make-friends-kiev-ukraine-stepan-bandera/>

Suggested Additional Reading:

Anthony Pagden. *The Idea of Europe: from Antiquity to the European Union* (2002)

Małgorzata Pakier and Bo Stråth eds., *A European Memory? Contested Histories and Politics of Remembrance* (2010)

Robert G. Moeller, ‘Germans as Victims: Thoughts on a Post–Cold War History of World War II’s Legacies,’ *History & Memory* 17,1/2 (2005): 147-94

Geoff Eley, “The Past under Erasure? History, Memory and the Contemporary” *Journal of Contemporary History* 46, no. 3: 556

Rosemary Wakeman, ed., *Themes in Modern European History Since 1945* (2003).

Matthias Middell and Lluís Roura, eds., *Transnational Challenges to National History Writing* (2013)

Jeffrey Olick, Vered Vinitzky-Seroussi, and Daniel Levy, eds. *The Collective Memory Reader* (2011)

James Mark, *The Unfinished Revolution: Making Sense of the Communist Past in Central-Eastern Europe* (2010)

Michael Geyer, “Historical Fictions of Autonomy and the Europeanization of National History,” *Central European History* 22, no. 3-4 (1989): 316-47.

Madeleine Reeves, “A Weekend in Osh” *London Review of Books* 32, no. 13 (2010)

Oksana Karpenko and Jana Javakishvili, eds. *Myths and Conflict in the South Caucasus. Volume 1: Instrumentalisation of Historical Narratives* (2013).

Nikolay Koposov, *Memory Laws, Memory Wars: The Politics of the Past in Europe and Russia* (2018)

Otto Boele, “Remembering Brezhnev in the New Millennium: Post-Soviet Nostalgia and Local Identity in the City of Novorossiisk” *Soviet and Post-Soviet Review* 38, no. 1 (2011): 3-29

Anna Sorokina and Valeria Kasamara, “Post-Soviet Collective Memory: Russian Youths about the Soviet Past” *Communist and Post-Communist Studies* 48, nos. 2/3 (2015): 137-145

Week 3 (September 19) SOCIAL SCIENCE: CONCEPTS AND THEORY (Zherebtsov and guest lecturer, Prof. Achim Hurrelmann, meeting jointly with 5001B)

What are concepts and why are they important?
 Is theory helpful (or needed) to understanding current developments?
 Concepts and theories in studying the EU and the post-Soviet space

Required readings

- * Emmanuel Brunet-Jailly, Achim Hurrelmann and Amy Verdun, “Introduction”, in *European Union Governance and Policy-Making: A Canadian Perspective*, ed. Brunet-Jailly, Hurrelmann and Verdun (2018), pp. 1-16.
- * Amy Verdun, “Theories of European Integration and Governance”, in *European Union Governance and Policy-Making: A Canadian Perspective*, ed. Brunet-Jailly, Hurrelmann, and Verdun (2018), pp. 105-124.
- * Liesbet Hooghe and Gary Marks, “A Postfunctionalist Theory of European Integration: From Permissive Consensus to Constraining Dissensus”, *British Journal of Political Science* 39:1 (2009), 1-23.
- * Grzegorz Ekiert (2015), “Three generations of research on [East European] post communist politics,” *East European Politics and Societies and Cultures* 29 (2): 323-337.
- * At least one of the following:
 - *Vladimir Gel’man (2015), “Political Science in Russia: Scholarship without research?” *European Political Science* 14 (1) (March): 28-36.
 - OR
 - *Vladimir Gel’man, “The Rise and Decline of Electoral Authoritarianism in Russia,” *Demokratizatsiya*, Fall 2014, vol 22, issue 4, pp. 503-22.

Optional readings:

Edwin Bacon (2012), “Writing Russia’s future: paradigms, drivers, and scenarios,” *Europe-Asia Studies* 64 (7): 1165-89.

Liesbet Hooghe and Gary Marks, “Special Issue: Re-engaging Grand Theory: European Integration in the Twenty-First Century”, *Journal of European Public Policy* 26:8, 1113-1252.

Paul Kubciek (2000), "Post-communist political studies: ten years later, twenty years behind," *Communist and Post-communist Studies* 33 (3): 295-309.

Neill Nugent, *The Government and Politics of the European Union*, 8th edition (Basingstoke: Palgrave Macmillan, 2017), Ch. 25 and 24.

Joshua Tucker (2015), "Comparative Opportunities: The Evolving Study of Political Behavior in Eastern Europe," *East European Politics and Societies and Cultures* 29 (2): 420-432.

Victor Voronkov and Elena Zdravomyslova (1996), "Emerging Political Sociology in Russia and Russian Transformation," *Current Sociology* 44(3):40-52

Antje Wiener, Tanja Börzel and Thomas Risse, eds., *European Integration Theory*, 3rd edition (Oxford: Oxford University Press, 2018).

Theory relating to the Soviet period (optional)

Gabriel Almond and Laura Roselle, "Model Fitting in Communism Studies," in Fleron and Hoffman, eds. *Post-Communist Studies and Political Science* (1993) pp. 27-75

Stephen White, "Political Culture and Political Science" (Chpt.1) in *Political Culture and Soviet Politics*, (1979), pp. 1-21

Kathryn Stoner and Michael McFaul, "The Soviet Union and Russia: The Collapse of 1991 and the Initial Transition to Democracy" in Stoner and McFaul eds. *Transitions to Democracy: A Comparative Perspective* (2013) pp. 27-61

Alfred G. Meyer, "Theories of Convergence," in Chalmers Johnson, ed., *Change in Communist Systems* (1970), pp. 313-342.

For the discussion paper, the following article is recommended:

Liesbet Hooghe and Gary Marks, "Grand Theories of European Integration in the Twenty-first Century", *Journal of European Public Policy* 26:8 (2019), 1113–1133.

David White, "Reconceptualizing Russian party politics," *East European Politics*, 2012, vol. 28, issue. 3, pp. 210-224.

Week 4 (September 26) POLITICAL SCIENCE: Democratization: Internal and External Factors (Zhrebtssov) (Meeting jointly with EURR 5001B)

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

Required:

*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.

*Frank Schimmelfennig, "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, 2005) pp. 106- 126

*Lucan Way, "Resistance to Contagion: Sources of Authoritarian Stability in the Former Soviet Union," in *Democracy and Authoritarianism in the Postcommunist World* (Cambridge, 2010), pp. 229-54

*Please read one of the following, except the presenter and commentators, who should read both:

Charles E. Ziegler (2016), “Great powers, civil society and authoritarian diffusion in Central Asia, “ *Central Asia Survey*, vol. 35, no. 4, pp. 549-69.

OR

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, 1-18

Second option for the presentation:

Valerie Bunce and Sharon Wolchik, Chpts. 1 and 3, *Defeating authoritarian leaders in postcommunist Europe* (New York: Cambridge University Press), 2011.

Suggested additional readings

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).

The European Union and Party Politics in Central and Eastern Europe, Paul G. Lewis and Zdenka Mansfedova, eds, (Palgrave, 2006)

Milada Vachudova (2004), *Europe Undivided: Democracy, Leverage, and Integration after Communism* (Oxford: Oxford University Press).

Gordon M. Hahn, “The Impact of Putin's Federative Reforms on Democratization in Russia”. *Post-Soviet Affairs*, Vol.19 Issue 2 (2003), pp.114-153.

Week 5 (October 3) CULTURAL STUDIES AND IDENTITY (Sahadeo) (meeting jointly with EURR 5001B)

Conceptualizing Culture

*Clifford Geertz (1973), ‘Thick Description: Toward and Interpretative Theory of Culture,’ *The Interpretation of Cultures* (New York: BasicBooks), 3-30.

*William Hagen (2005), ‘Moral Economy of Popular Violence’ in Robert Blobaum, ed., *Antisemitism and Its Opponents in Modern Poland* (Ithaca: Cornell), 124-147.

Everyday Ethnicity, Migration, Identity

*Rogers Brubaker (2006), *Nationalist Politics and Everyday Ethnicity in a Transylvanian Town* (Princeton: Princeton UP), 1-17, 207-238.

*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: 880–907.

*Reeves, Madeleine (2013). “Clean Fake: Authenticating Documents and Persons in Migrant Moscow.” *American Ethnologist* 40, no. 3: 508–24.

Suggested Additional Reading:

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), 35-61.

Burke, Peter. *What Is Cultural History?* Cambridge; Malden, MA: Polity, 2008.

Lüdtke, Alf, ed. (1995) *The History of Everyday Life: Reconstructing Historical Experiences and Ways of Life*. Princeton, N.J: Princeton University Press.

Clifford, James (1997). *Routes: Travel and Translation in the Late Twentieth Century*. Cambridge: Harvard University Press.

Luisa Passerini, (2012) Europe and its Others: Is there a European Identity?" *The Oxford Handbook of Postwar European History*, ed. Dan Stone (Oxford UP), 120-140

Kiran Klaus Patel, "Where and when was Europe? Europeanness and its relationship to migration," *National Identities* 15, no. 1 (2013): 21-32.

Gerard Delanty, and Chris Rumford, *Rethinking Europe: Social theory and the implications of Europeanization* (Routledge, 2005).

Craig Calhoun, "Nationalism and Ethnicity," *Annual Review of Sociology* 19 (1993): 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).

Nick Megoran, *Nationalism in Central Asia: A Biography of the Uzbekistan-Kyrgyzstan Boundary* (2017).

Week 6 (OCTOBER 10) INTERNATIONAL POLITICAL ECONOMY (Viju-Miljusevic) (Meeting jointly with EURR 5001B)

International Relations (IR) theories and International Political Economy (IPE) theories

IR Theory:

*Pollack, M.A. (2001), "International Relations Theory and European Integration", *Journal of Common Market Studies* 39(2), pp. 221-244.

*Tsygankov, A., & Tsygankov, P. (2018, January 11). Russian Theory of International Relations. *Oxford Research Encyclopedia of International Studies*. <https://oxfordre.com/internationalstudies/view/10.1093/acrefore/978019084626.001.0001/acrefore-9780190846626-e-474>

Tsygankov, A. (2007). "Finding a Civilizational Idea: 'West', 'Eurasia' and 'Euro-East' in Russia's Foreign Policy." *Geopolitics* 12 (3), pp. 375-399.

Sergunin, A.A. (2004), "Discussions of International Relations in Post-Communist Russia", *Communist and Post-Communist Studies*, Vol. 37, pp. 19-35.

Warleigh, A. (2006), "Learning from Europe? EU Studies and the Re-thinking of 'International Relations'", *European Journal of International Relations* 12(1), pp. 31-51.

Simon Collard-Wexler (2006), "Integration under Anarchy: Neorealism and the European Union", *European Journal of International Relations*, Vol. 12 (3), pp. 397-432.

Cynthia Weber (2005), *International Relations Theory. A Critical Introduction* (London: Routledge).

Kenneth Waltz (1979), *Theory of International Politics* (Reading, Mass: Addison-Wesley), Chapters 1 (1-17) and 4 (60-78).

Wieclawski, J. (2011), "Contemporary Realism and the Foreign Policy of the Russian Federation", *International Journal of Business and Social Sciences*, Vol. 2(1), pp. 170-179.

Koslowski, R. and Kratochwil, F. V. (1994), "Understanding Change in International Politics: The Soviet Empire's Demise and the International System", *International Organization*, Vol. 48(2), pp. 215-247.

Berryman, J. (2012), "Geopolitics and Russian Foreign Policy", *International Politics*, Vol. 49(4) special issue, pp. 530-544.

Ziegler, C. E. (2012), "Conceptualizing Sovereignty in Russian Foreign Policy: Realist and Constructivist Approaches", Vol. 49(4) special issue, pp. 400-417.

IPE Theory:

*Frieden, J.A., Lake, D.A. and Broz, J.L. (2017), “Introduction. International Politics and International Economics,” in Frieden, J.A., Lake, D.A. and Broz, J.L. (eds.) *International Political Economy, Perspectives on Global Power and Wealth* (W.W. Norton & Company), pp. 1-17 (ON) <https://b-ok.org/book/3698132/cecaa3>.

*Strange, S. (2000), “States, Firms, and Diplomacy,” in Frieden, J.A. and Lake, D.A. (eds.) *International Political Economy, Perspectives on Global Power and Wealth* (Routledge), pp. 60-67 (ON) <https://www.taylorfrancis.com/books/e/9780203518588>.

*Dupont, C. and Aggarwal, V. (2017), “Cooperation and Conflict in the Global Political Economy,” in Ravenhill, J. (ed.) *Global Political Economy* (Oxford University Press, 5th edition), Ch. 3, pp. 52-76.

*Stiglitz, J. (2003), “Globalization and the economic role of the state in the new millennium,” *Industrial and Corporate Change*, Vol. 12(1), pp. 3-26.

*Hay, C. (2017), “Globalization and Its Impact on States,” in Ravenhill, J. (ed.) *Global Political Economy* (Oxford University Press, 5th edition), Ch. 11, pp. 287-315.

Ravenhill, J. (2017), “The Study of Global Political Economy,” in Ravenhill, J. (ed.) *Global Political Economy* (Oxford University Press, 5th edition), Ch. 1, pp. 3-25.

Hiscox, M.J. (2017), “The Domestic Sources of Foreign Economic Policies,” in Ravenhill, J. (ed.) *Global Political Economy* (Oxford University Press, 5th edition), Ch. 4, pp. 76-106.

Rodrik, D. (2000), “Sense and Nonsense in the Globalization Debate,” in Frieden, J.A. and Lake, D.A. (eds.) *International Political Economy, Perspectives on Global Power and Wealth* (Routledge), pp. 461-473, <https://www.taylorfrancis.com/books/e/9780203518588>.

Rutland, P. (2012), “Still Out in the Cold? Russia’s Place in a Globalizing World”, *Communist and Post-Communist Studies*, Vol. 45, pp. 343-354.

Koslowski, R., & Kratochwil, F. (1994), “Understanding change in international politics: The Soviet empire’s demise and the international system”, *International Organization*, Vol. 48(2), pp. 215-247.

Copelovitch, M., Frieden, J.A. and Walter, S. (2017), “The Political Economy of the Euro Crisis,” in Frieden, J.A., Lake, D.A. and Broz, J.L. (eds.) *International Political Economy, Perspectives on Global Power and Wealth* (W.W. Norton & Company), pp. 252-266 (ON) <https://b-ok.org/book/3698132/cecaa3>.

Gilpin, R. (2001), *Global Political Economy: Understanding the International Economic Order* (Princeton: Princeton University Press), Chpt. 4 (77-102).

Balaam, D. N. and Veseth, M. (2001), *International Political Economy* (New Jersey: Prentice Hall), Chpt. 1 (3-22).

Cowles, M.G. (2003), “Non-State Actors and False Dichotomies: Reviewing IR/IPE Approaches to European Integration”, *Journal of European Public Policy* 10(1), pp. 102-120.

Verdun, A. (2003), “An American/European Divide in European Integration Studies: Bridging the Gap with International Political Economy”, *Journal of European Public Policy* 10(1), pp. 84-101.

Week 7 (October 17) POLITICAL SOCIOLOGY AND SOCIOLOGY (Zherebtsov) (Meeting jointly with 5001B)

*Neil Fligstein (2008), *Euroclash: The EU, European Identity and the Future of Europe* (Oxford: Oxford University Press), pp. 123-158 (R)

*Achim Hurrelmann, “Democracy in the European Union,” in *European Union Governance and Policy-Making: A Canadian Perspective*, edited by Brunet-Jailly, Hurrelmann, and Verdun, (University of Toronto Press, 2018), pp. 339-359.

- * 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.
- *Henry E. Hale, Maria Lipman and Nikolay Petrov (2019), “Russia’s Regime-on-the-Move,” *Russian Politics* 4(2): 168–195.
- *Elena Chebankova (2015), “Competing ideologies of Russia’s civil society,” *Europe-Asia Studies* 67(2): 244-268.
- *Marc Morje Howard (2002), “The Weakness of Post-Communist Civil Society,” *Journal of Democracy* 13 (1): 157-169

Additional readings:

- Frank Decker (2016), “The ‘Alternative for Germany’: Factors Behind its Emergence and profile of a New Right-wing Populist Party,” *German Politics and Society* 34(2): 1-16.
- Simon Franzmann, “A right-wing populist party founded by economists: the strange case of Germany’s AfD,” (2017 blog),
<http://eprints.lse.ac.uk/69909/1/blogs.lse.ac.uk-A%20right-wing%20populist%20party%20founded%20by%20economists%20the%20strange%20case%20of%20Germanys%20AfD.pdf>
- E. van Elsas (2014), “The changing relationship between left-right ideology and euroscepticism, 1973-2010,” *European Union Politics* 16 (2):194 - 215 (R)
- Theresa Kuhn (2016). An Ever Wider Gap in an Ever Closer Union: Rising Inequalities and Euroscepticism in 12 West European Democracies, 1975-2009,”*Socio-economic review* 14 (1): 27 - 45(R)
- Sara B. Hobolt and Catherin de Vries (2016), “Turning against the union? The impact of the crisis on the Europsceptic vote in the 2014 European Parliament elections,” *Electoral Studies* 44 May: 504-514
- Dimiter Toshkov and Elitsa Kortenska (2015), “Does Immigration Undermine Public Support for Integration in the European Union?” *Journal of Common Market Studies* 53 (4): 910-925 (R)
- Steffen Mau and Roland Verwiebe (2010), *European Societies: Mapping Structure and Change* (Bristol: Policy Press) (R)
- Gerard Delanty (2005), “What Does It Mean to Be a ‘European’?”, *Innovation* 18:1, 11-22.

October 24 NO CLASS (Fall break)

Week 8 (October 31) BREAKOUT SESSIONS (Sahadeo and Viju-Miljusevic)

Students will be divided in 2 groups based on the topics proposed in the brainstorming assignment. Each student will have 5 minutes to present his/her brainstorming document, followed by an opened discussion with the class.

Week 9 (November 7) HISTORY 2 (Casteel) (Meeting separately)

Week 10 (November 14) THE ECONOMICS OF INTEGRATION (Viju-Miljusevic) (Meeting separately)

European Economic Integration

- *Paul Schure and Amy Verdun, “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.

*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), 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), 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 (2016), ‘Brexit. The Background, the Vote, and the Impact’ (Supplement Chapter), *European Union Politics* (Oxford: Oxford University Press, 5th edition), pp. 1-19.

*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): 9-25.

EU crises and politicization of European integration

*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): 83-108.

Kriesi H. (2016), “The Politicization of European Integration”, *Journal of Common Market Studies* 54: S1, 32-47.

Additional readings may be added for the discussion paper.

Week 11 (November 21) INTERNATIONAL RELATIONS: THE EU AS A GLOBAL ACTOR (Viju-Miljusevic) (Meeting separately)

*Manners, I. (2006). “Normative Power Europe Reconsidered.” *Journal of European Public Policy*, Vol. 13(2), pp. 182-199.

*Jolyon Howorth (2010), “The EU as a Global Actor: Grand Strategy for a Global Grand Bargain,” *Journal of Common Market Studies* 48 (3), 455-74.

*Novotná, T. (2017), “The EU as a Global Actor: United We Stand, Divided We Fall”, *Journal of Common Market Studies* 55:S1, 177-191.

Kristian L. Nielsen (2013), “EU Soft Power and the Capability-Expectations Gap,” *Journal of Contemporary European Research* 9(5), pp. 723-739.

Ian Manners (2002), “Normative Power Europe: A Contradiction in Terms?” *Journal of Common Market Studies* 40(2), pp. 235-258.

Adrian Hyde-Price (2008), “A ‘tragic actor’? A realistic perspective on ‘ethical power Europe’, *International Affairs* 84 (1), pp. 29-44.

Tatiana Romanova (2016), “Russia’s Challenge to the EU’s Normative Power: Change and Continuity,” *Europe-Asia Studies* 68 (3): 371-390.

Select one of the topics below and discuss it with your small group

Issue: Trade

*Sophie Meunier and Kalypso Nicolaïdis (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): 718-732.

Issue: Ukraine

*John J. Mearsheimer (2014), “Why the Ukraine Crisis is the West’s Fault,” *Foreign Affairs*, Sept/Oct.

*Joan DeBardeleben, “Backdrop to the Ukraine Crisis: the Revival of Normative Politics in Russia’s Relations with the West,” in *Power, politics, and confrontation in Eurasia*, eds. Roger E. Kanet and Matthew Sussex, pp. 161-185.

Issue: EU Democracy Promotion and the Arab Spring

*Michelle Pace (2009), “Paradoxes and contradictions in EU democracy promotion in the Mediterranean: the limits of EU normative power.” *Democratization* (February), 16 (1), pp. 39-58.

*Sandra Lavenex and Frank Schimmelfennig, “EU democracy promotion in the neighbourhood: from leverage to governance? *Democratization*, vol. 18, no. 4 (2011), pp. 885-909 (see also other articles in this issue).

Tobias Schumacher, “The EU and the Arab Spring,” *Insight Turkey*, vol. 13, no. 3 (2011), pp. 107-119.

Rosemary Hollis, “No friend of democratization: Europe’s role in the genesis of the ‘Arab Spring’, *International affairs*, vol. 88, no. 1 (Jan 2012), pp. 81-94.

Vera Van Huellen, “Europeanisation through cooperation? EU democracy promotion in Morocco and Tunisia,” *West European Politics*, vol. 35, no. 1 (2012), pp. 117-34.

Week 12 (November 28) INTERNATIONAL SECURITY, INTERNATIONAL ORGANIZATIONS, AND INTERNATIONAL LAW: EU AND RUSSIAN PERSPECTIVES (Zherebtsov) (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.

*Cindy Wittke (2018), “Test the West’: Reimagining Sovereignties in the Post-Soviet Space,” *Review of Central and East European Law* 43 (1): 1-22

*Xymena Kurowska (2014) “Multipolarity as resistance to liberal norms: Russia’s position on responsibility to protect,” *Conflict, Security & Development* 14(4): 489-508.

*Roy Allison (2017), “Russia and the post-2014 international legal order: revisionism and *realpolitik*,” *International Affairs* 93(3): 519-543.

Derek Averre (2016), “The Ukraine Conflict: Russia’s Challenge to European Security Governance,” *Europe-Asia Studies* 68(4): 699-725.

*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: 127-160.

For the presentation, add one of the following:

Pamela A. Jordan (2017) Diminishing returns: Russia's participation in the World Trade Organization, *Post-Soviet Affairs*, 33 (6): 452-471.

Andrej Krickovic (2016), "When ties do not bind: the failure of institutional binding in NATO-Russia relations," *Contemporary Security Policy* 37 (2): 175-199.

Optional reading:

*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: 127-160.

Week 13 (December 5) POLICY STUDIES (Viju-Miljusevic) (Meeting separately)

Theory:

*Michelle Cini and Nieves Perez-Solorzano Borragan (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. Rudielli (2003), "The Europeanization of Public Policy," in Rudielli and Featherstone, *The Politics of Europeanization* (Oxford, online through library catalogue)

Applications (select one of the topics below and discuss it with your small group)

Trade Policy

*Valerie J. D'Erman, "The Evolution of EU Trade Policy" in *European Union Governance and Policy-Making: A Canadian Perspective*, edited by Brunet-Jailly, Hurrelmann, and Verdun, (University of Toronto Press, 2018), 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): 843-857.

*De Bievre, Dirk, and Arlo Poletti. 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, Alasdair R. (2017a). "European Trade Policy in Interesting Times." *Journal of European Integration* 39 (7): 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): 70-85.

Kurt Hübner, "Canada and the EU: shaping transatlantic relations in the twenty-first century" in *Europe, Canada and the Comprehensive Economic and Trade Agreement*, edited by Kurt Hübner, (Routledge, 2011), pp. 1-17.

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

Environmental Policy:

*Andrew Jordan et al (2012) "Understanding the Paradoxes of Multilevel Governing: Climate Change Policy in the EU," *Global Environmental Politics* 12 (2) May 2012, pp. 43-66.

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

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

Migration management:

*Ferruccio Pastore and Giulia Henry (2016), “Explaining the Crisis of the European Migration and Asylum Regime,” *International Spectator* 51, pp. 44-57.

*Sergio Carerra, Steven Blockmans, Daniel Gros, and Elspeth Guild (2015) “The EU’s Response to the Refugee Crisis,” *CEPS Essay*, no. 20, Dec. 16.

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).

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 is 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.