

**EURR 5001B**  
**INTER-DISCIPLINARY SEMINAR IN EUROPEAN AND RUSSIAN STUDIES**  
Fall 2021  
ONLINE Thursdays, 2:30-4:00 pm (scheduled timeslot for synchronous sessions)

**Instructors:**

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Office Hours: By appointment

**GOALS OF THE COURSE**

This course and EURR 5010 are the core interdisciplinary seminars for graduate students in the Russia and Eurasia concentration in EURUS. Among the most important goals of EURR 5001B 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

**CLASS WORK AND SCHEDULING:**

The course is intended to build students' knowledge and skills within the field through participation in a cumulative critical dialogue with their peers and professors. Capabilities to analyze the work of peers and to participate in a scholarly community are considered key parts of the research process. As a result, well-prepared participation in online and synchronous class discussions are crucial for students' success in the course. A certain portion of work for each class session, along with some recorded student presentations, will be prepared by students outside of the scheduled class time. In addition, each week we will meet together online in a synchronous manner for a 1.5 hours period between 2:30 p.m. and 5:30 p.m. The normal meeting time will be 2:30-4:00 pm. There may be occasions where that time might change, but the instructor for the week will notify students in advanced. Please be sure that you have a good internet connection including a webcam and microphone for these sessions. The seminar will meet jointly with EURR 5001A for some of these synchronous class sessions to broaden your exposure to broader field of European and Eurasian studies.

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

## COURSE REQUIREMENTS

Seminar participation (in class and posts to Brightspace)	25%
Discussion paper, video presentation and class Q and A	20%
Commentary on discussion paper of another student	10%
Proposal for critical literature review and proposal development brainstorming	
document I (due October 22, 4 pm)	5%
Critical literature review (due December 13, 4 pm)	30 %
Proposal development brainstorming document based on critical review	
(due December 20, 4 pm)	10%
Attendance at three guest lectures/conferences or three reaction papers	Pass/Fail

- ***Seminar participation:***

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

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

Participation in synchronous class sessions: Discussion in these sessions (1.5 hours between 2:30 and 5:30 p.m. usually between 2:30 and 4PM on Thursdays) will draw on readings and other assigned materials and will elaborate on the presentation and commentary as well as issues raised in the discussion forum. All students will be required to participate orally at least once during the synchronous session.

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

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

- ***Discussion paper:*** The paper should address a specific question provided by the course instructors in advance (usually two weeks before the respective class). The length should be 6 pages (double-spaced, 12-point font). The paper should contrast, critique and analyze selected

readings, offering a concrete argument with respect to a question developed with the relevant course instructor. Additional reading, beyond what is required for the week, may be specified by the instructor to enrich your discussion. Clarity and conciseness are important; the paper should **NOT** simply describe or reiterate the readings. The paper should be submitted to the Brightspace electronic assignment dropbox **and emailed to the student commentator** by 4 pm on the **Friday** before the class presentation. It is very important that the paper be submitted on time, since both the instructor and the commentator need time to read it before the session.

- ***Presentation of the Discussion Paper:*** Each student will present their discussion paper to the class (dates will be assigned in the first meeting). Students will record this presentation (15 minutes) and post it to the Brightspace site by 4 pm on the **Tuesday** before the class. In the presentation, each student should focus on key arguments made within the written discussion paper, drawing on examples from the readings where appropriate. Students should **NOT** simply read the written paper. Students who experience difficulties recording their presentations should contact course instructors for guidance

The discussion paper and presentation will be evaluated on the basis of the cogency of the arguments made, the presentation and effectiveness of communication, and demonstrated familiarity with and reflection on course readings, with a combined grade for the oral and written components. Neither the paper nor the oral presentation should provide lengthy summaries of course readings.

- ***Commentary on the discussion paper:*** Each student will also prepare an oral presentation commenting on on other student's written discussion paper. Students will record this presentation (10 minutes maximum) and post it to the Brightspace site by 4 pm on the **Tuesday** before the class. Commentators will analyze the substantive arguments of the paper, offer constructive critiques, and set the stage for discussion. The commentator should refer to specific course readings. If a discussion paper is not received or is received late, the commentator should post a video commenting on the question and reading(s) that were to be addressed in the paper.

- ***Proposal for the critical literature review and proposal development brainstorming document I*** (due **October 22 at 4 pm**), to be submitted to the Brightspace drop-box. Each 3-page proposal should include

- an introductory statement indicating the theme and principles that guided the selection of readings
- the list of readings to be used (full bibliographic citation)
- a one-page discussion of a prospective topic for your MA research essay or thesis, and how the readings will advance your ideas and research.

Comments on the proposal will be returned to you within 14 days. Each student is to meet with one of the instructors in two weeks preceding October 22 to discuss the review.

Failure to receive approval of the list may also adversely affect your mark on the final essay.

- ***Critical review of the literature:*** This final essay should explore in depth a research topic by mining, analyzing, and critiquing major relevant bodies of literature. The selection of readings should involve a topic related to your prospective MA research essay or thesis. The goal of the assignment is to work towards identifying a topic that is situated within, but goes beyond, existing literature. The paper should be approximately 15 pages long (double-spaced, 12-point font). Additional information about the critical review will be handed out

in class early in the term. Papers must be submitted to the Brightspace drop-box by **December 13 at 4 pm.**

- ***Proposal development brainstorming document*** II: a 3 page (double-spaced) discussion of the implications of your literature review for your prospective research essay or thesis. Considering the literature that you have read related to your topic, this short paper should provide an update on your idea for your research essay or thesis. Your paper should state the prospective research question and rationale for the study, and how you see your project contributing to the scholarly debates in the literature that you have surveyed so far. This assignment must be submitted to the Brightspace drop-box by **December 20 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](http://www.carleton.ca/eurus), [www.carleton.ca/ces](http://www.carleton.ca/ces)). An online form will be available on the Brightspace page to record the events that you attended. The following information will be required: your name, event title, event date and the name of a Carleton faculty member who can confirm that you attended the event. The completed sheets will have to be submitted on the Brightspace drop-box no later than **December 17, 2021 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 Brightspace drop-box no later than **December 17, 2021 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 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:

- the presentation paper should be emailed to the designated student discussant through the Brightspace email facility by the due date; and a video presentation of the paper should be posted on Brightspace as indicated above.

**Late Penalties and Failure to submit assignments:**

- Any student who fails to hand in the critical review or the discussion paper will receive a failing mark in the course. Penalties for late assignments will be as follows:
  - Critical review, proposal for the critical review, and brainstorming documents: Two points (of a % scale) for each day late (including weekends). Papers will not be accepted more than one week after the due date without a valid (e.g., written medical) excuse.
  - Discussion papers: Late assignments will suffer an immediate deduction of 15% (on a 100% scale), and 3% for each day late.
- Students absent on a date of an oral presentations or commentary will receive a “0” unless a valid medical (or equivalent) excuse is provided. Advance notice should be provided to the instructor.
- Consistent attendance is required in this core seminar; it is expected that students who must miss a class for any reason will contact the instructor responsible for that session in advance, if at all possible.

**Course Readings:**

The main course readings will be accessible through the Ares Course Reserves system (there is a link in Brightspace to Ares). Readings assigned for the course that are compulsory for all students are marked with an asterisk (\*). There are also suggested additional readings. If you find that a required reading is not available for a given week, please notify the instructor for that session immediately.

**TENTATIVE COURSE OUTLINE**

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

**Week 1 (September 9) INTRODUCTION TO INTERDISICPLINARY STUDIES (Viju Miljusevic) (A and B sections together)**

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

**Week 2 (September 16) HISTORY (Casteel, meeting jointly with EURR5001A)****Modernizing Societies?**

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

\*Confino, Alon. “Why Did the Nazis Burn the Hebrew Bible? Nazi Germany, Representations of the Past, and the Holocaust.” *The Journal of Modern History* 84, no. 2 (June 1, 2012): 369-400.

### Re-Inventing Traditions?

\*Demshuk, Andrew. "Bach's Grave as Communist Legacy." *Canadian Slavonic Papers* 63, no. 1–2 (April 3, 2021): 119–47.

\*Bemporad, Elissa. "Empowerment, Defiance, and Demise: Jews and the Blood Libel Specter under Stalinism." *Jewish History* 26, no. 3–4 (2012): 343–61.

### Further Reading:

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.

Pierre-Yves Saunier (2013). *Transnational History*. Palgrave MacMillan.

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

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

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

Sonya Rose (2010). *What is Gender History?* Cambridge; Malden, MA: Polity.

Geoff Eley (2011), "The Past under Erasure? History, Memory and the Contemporary" *Journal of Contemporary History* 46, no. 3: 556.

Sebastian Conrad (2016), *What is Global History?* Princeton: Princeton UP.

Dipesh Chakrabarty (2008). *Provincializing Europe : Postcolonial Thought and Historical Difference*. Princeton, N.J.: Princeton University Press.

## **Week 3 (September 23) SOCIAL SCIENCE: THEORY AND CONCEPTS (Goode, meeting separately)**

### Required

\*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 (2017). "Political foundations of bad governance in post-Soviet Eurasia: Towards a research agenda." *East European Politics*, 33(4), 496–516. <https://doi.org/10.1080/21599165.2017.1348350>

\*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.

### Further reading:

Alexander Baturo & Johan A. Elkink (2016), "Dynamics of regime personalization and patron-client networks in Russia, 1999–2014," *Post-Soviet Affairs* 32(1): 75-68.

Craig Leonard Brians, Lars Willnat, Jarol B. Manheim and Richard C. Rich (2011), *Empirical Political Analysis: Quantitative and Qualitative Research Methods*, 8th edition (Boston: Longman, 2011), Chpt. 2, pp. 16-25.

Jonathan S. Davies, Jorn Holm-Hansen, Vadom Kononenko, and Asbjorn Rosieland (2016), "Network governance in Russia: an analytical framework," *East European Politics* 32(2): pp. 131-147.

Vladimir Gel'man (2018). "Bringing actors back in: Political choices and sources of post-Soviet regime dynamics." *Post-Soviet Affairs*, 34(5), 282–296.

Johannes Gerschewski (2018). "Legitimacy in Autocracies: Oxymoron or Essential Feature?" *Perspectives on Politics*, 16(3), 652–665.

Sergei Guriev and Daniel Treisman (2019), "Informational Autocrats." *Journal of Economic Perspectives*, 33(4): 100–127.

Stephen Levitsky and Lucan Way (2010). *Competitive Authoritarianism: Hybrid Regimes After the Cold War*. Cambridge University Press.

Andrei Melville and Mikhail Mironyuk (2016). "'Bad enough governance': State capacity and quality of institutions in post-Soviet autocracies." *Post-Soviet Affairs*, 32(2), 132–151.

Henry E. Hale (2014). *Patronal Politics: Eurasian Regime Dynamics in Comparative Perspective*. Cambridge University Press.

Henry E. Hale, Maria Lipman and Nikolay Petrov (2019), "Russia's Regime-on-the-Move," *Russian Politics* (4): pp. 168–195.

Vadim Kononenko and Arkady Moshes (2011), *Russia as a Network State: What Works in Russia When Institutions Do Not* (Palgrave).

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

Theory relating to the Soviet period (optional)

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

George Breslauer (1992). In Defense of Sovietology. *Post-Soviet Affairs*, 8(3), 197–238.

Archie Brown (1996). *The Gorbachev Factor*. Oxford University Press.

Archie Brown (1999). "The Study of Totalitarianism and Authoritarianism." In *The British Study of Politics in the Twentieth Century* (pp. 345–394). Oxford University Press.

Valerie Bunce (1983). "The Political Economy of the Brezhnev Era: The Rise and Fall of Corporatism." *British Journal of Political Science*, 13(2), 129–158.

Merle Fainsod (1963). *How Russia is ruled*. Harvard University Press.

Jerry F. Hough (1977). *The Soviet Union and Social Science Theory*. Harvard University Press.

Jerry F. Hough (1979). *How the Soviet Union is Governed*. Harvard Univ. Press.

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

T. H. Rigby (1980). "A Conceptual Approach to Authority, Power and Policy in the Soviet Union." In *Authority, Power and Policy in the USSR: Essays dedicated to Leonard Schapiro* (pp. 9–31). Macmillan Press Ltd.

H. Gordon Skilling and Franklyn Griffiths (1971). *Interest Groups in Soviet Politics*. Princeton University Press.

Susan Gross Solomon, ed. (1983). *Pluralism in the Soviet Union: Essays in Honor of H. Gordon Skilling*. St. Martin's Press.

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

**Week 4 (September 30) HISTORY (RUSSIAN, EURASIAN) (Casteel, meeting separately)**

The Soviet Union: Was it Destined to Fail?

Approaches/ Disagreements

\*Martin Malia (1994), *The Soviet Tragedy: A History of Socialism in Russia, 1917-1991*, pp. 491-504.

\*Alexander Dallin (2003), "Causes of Collapse of the USSR, Suny, ed. *The Structure of Soviet History: Essays and Documents*, pp. 549-64.

### Oral Histories of Everyday Life during Perestroika

- \*Donald J. Raleigh (2012), “‘But Then Everything Fell Apart’: Gorbachev Remakes the Soviet Dream” *Soviet Baby Boomers: An Oral History of Russia’s Cold War Generation*. New York: Oxford University Press, pp. 268-311.
- \*Jeff Sahadeo (2019), “Perestroika” *Voices from the Soviet Edge: Southern Migrants in Leningrad and Moscow*, pp. 169-197.

### Suggested Additional Readings

- Vladislav Zubok (2014), “With His Back against the Wall: Gorbachev, Soviet Demise and German Reunification” *Cold War History* 14, no. 4 : pp. 619-645
- Mark Beissinger (2009), “Nationalism and the Collapse of Soviet Communism” *Contemporary European History* 18, no. 3: pp. 331-347.
- David R. Marples (2011), “Revisiting the Collapse of the USSR,” *Canadian Slavonic Papers* 53, nos. 2-4: pp. 461-73.
- Stephen Kotkin (2001), *Armageddon Averted: The Soviet Collapse, 1970–2000*.
- Chris Miller (2016), *The Struggle to Save the Soviet Economy: Gorbachev and the Collapse of the USSR* .
- Madeleine Reeves (2016), “‘And Our Words Must Be Constructive!’ On the Discordances of ‘Glasnost’ in the Central Asian Press at a Time of Conflict,” *Cahiers d’Asie centrale* 26: pp. 77–110.
- David Lane (1992), *Soviet Society under Perestroika* .
- Taras Kuzio (2000), *Ukraine: Perestroika to Independence* 2nd ed. .
- Archie Brown (1991), *Seven Years That Changed the World: Perestroika in Perspective*.
- Donna Bahry (1993), “Society Transformed? Rethinking the Social Roots of Perestroika,” *Slavic Review* 52, no. 3.
- Luc Duhamel (2010), *The KGB Campaign against Corruption in Moscow, 1982–1987*.
- Deborah Adelman (1992), *The “Children of Perestroika”: Moscow Teenagers Talk about Their Lives and the Future*.
- Robert Horvath (2005), *The Legacy of Soviet Dissent: Dissidence, Democratisation and Radical Nationalism in Russia*.
- William Moskoff (1993), *Hard Times: Impoverishment and Protest in the Perestroika Years; The Soviet Union, 1985–1991*.

### **Week 5 (October 7 ) POLITICAL SCIENCE: Democratization: Internal and External Factors (Goode) (Meeting jointly with EURR 5001A)**

#### Required:

- \*Michael McFaul (2002), “The Fourth Wave of Democracy and Dictatorship: Noncooperative Transitions in the Postcommunist World,” *World Politics* 53 92): 221-244.
- \*Valerie Bunce and Sharon L. Wolchik (2006). “International Diffusion and Postcommunist Electoral Revolutions.” *Communist and Post-Communist Studies*, 39(3), 283–304.
- \*Karrie Koesel and Valerie Bunce (2013). “Diffusion-Proofing: Russian and Chinese Responses to Waves of Popular Mobilizations against Authoritarian Rulers.” *Perspectives on Politics*, 11(3), 753–768. <https://doi.org/10.1017/S1537592713002107>
- \*Stephen E. Hanson and Jeffrey Kopstein (2021). “Understanding the Global Patrimonial Wave.” *Perspectives on Politics*, 1–13. <https://doi.org/10.1017/S1537592721001195>

#### Further reading

Esther Ademmer, Laure Delcour & Katarzyna Wolczuk (2016) Beyond geopolitics: exploring the impact of the EU and Russia in the “contested neighborhood”, *Eurasian Geography and Economics*, 57:1, pp. 1-18.

Attila Ágh (2016). “The Decline of Democracy in East-Central Europe.” *Problems of Post-Communism*, 63(5–6), 277–287.

Mark Beissinger (2007). “Structure and Example in Modular Political Phenomena: The Diffusion of Bulldozer/Rose/Orange/Tulip Revolutions.” *Perspectives on Politics*, 5(2), 259–276.

András Bozóki & Dániel Hegedűs (2018), “An externally constrained hybrid regime: Hungary in the European Union,” *Democratization* 25 (7): pp. 1173-1189.

Valerie Bunce, Michael McFaul, and Kathryn Stoner-Weiss (eds.). (2010). *Democracy and Authoritarianism in the Postcommunist World*. Cambridge University Press.

Heather Grabbe (2005), *The EU's transformative power: Europeanization through conditionality in Central and Eastern Europe* (Palgrave, 2005).

Ruchan Kaya and Michael Bernhard (2013). “Are Elections Mechanisms of Authoritarian Stability or Democratization? Evidence from Postcommunist Eurasia.” *Perspectives on Politics*, 11(03), 734–752.

R. Daniell Kelemen (2017), “Europe’s Other Democratic Deficit: National Authoritarianism in Europe’s Democratic Union,” *Government and Opposition*, 52(2): pp. 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(3), 355–376.

Steven Levitsky and Lucan Way (2020), “The New Competitive Authoritarianism,” *Journal of Democracy* 31 (1): pp. 51-65.

Geoffrey Pridham (2005) *Designing Democracy: EU Enlargement and Regime Change in Post-Communist Europe* (Palgrave, 2005).

Frank Schimmelfennig (2005), “The EU: Promoting Liberal-Democracy Through Membership Conditionality,” in. *Socializing Democratic Norms: The role of International Organizations for the Construction of Europe*, ed. Trine Flockhart (Palgrave), pp. 106-126.

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

Lucan A. Way and Stephen Levitsky (2007). “Linkage, Leverage, and the Post-Communist Divide.” *East European Politics and Societies*, 21(1), 48–66.

Lucan A. Way and Adam Casey (2018). “The structural sources of postcommunist regime trajectories.” *Post-Soviet Affairs*, 34(5), 317–332.

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

## **Week 6 (October 14)) SOCIOLOGY: ROLE OF THE PUBLIC (Goode) (Meeting separately)**

### Required:

\*Timothy Frye, Scott Gehlbach, Kyle Marquardt, & Ora John Reuter (2017). “Is Putin’s popularity real?” *Post-Soviet Affairs*, 33(1), 1–15.  
<https://doi.org/10.1080/1060586X.2016.1144334>

\*Graham Robertson and Samuel Greene (2017). “How Putin Wins Support.” *Journal of Democracy*, 28(4), 86–100. <https://doi.org/10.1353/jod.2017.0069>

\*Natalia Forrat (2018). “Shock-Resistant Authoritarianism: Schoolteachers and Infrastructural State Capacity in Putin’s Russia.” *Comparative Politics*, 50(3), 417–449.

\*J. Paul Goode (2017). “Humming Along: Public and Private Patriotism in Putin’s Russia.” In M. Skey & M. Antonsich (Eds.), *Everyday Nationhood: Theorising Culture, Identity and Belonging after Banal Nationalism* (pp. 121–146). Palgrave Macmillan.

Further reading:

Aadne Aasland, Mikkel Berg-Nordlie & Elena Bogdanova, “Encouraged but controlled: governance networks in Russian regions,” *East European Politics* 32(2): pp. 148-169

Matthew Blackburn (2020). “Political Legitimacy in Contemporary Russia ‘from Below’: ‘Pro-Putin’ Stances, the Normative Split and Imagining Two Russias.” *Russian Politics*, 5(1), 52–80.

Zuzanna Brunarska (2018). “Understanding Sociopolitical Engagement of Society in Russia.” *Problems of Post-Communism*, 65(5), 315–326.

Paul Chaisty and Stephen Whitefield (2013), “Forward to democracy or back to authoritarianism? The attitudinal bases of mass support for the Russian election protests of 2011–2012,” *Post-Soviet Affairs* 29 (5): pp. 387-403.

Elena Chebankova (2015), “Competing ideologies of Russia's civil society,” *Europe-Asia Studies* 67(2): pp. 244-268.

Karine Clément and Anna Zhelnina (2019). “Beyond Loyalty and Dissent: Pragmatic Everyday Politics in Contemporary Russia.” *International Journal of Politics, Culture, and Society*. <https://doi.org/10.1007/s10767-019-9319-0>

Roberto Stefan Foa & Grzegorz Ekiert (2017), “The weakness of postcommunist civil society reassessed,” *European Journal of Political Research*, vol 56, no. 2 (May 2017), pp. 419-39.

Leah Gilbert (2016). “Crowding Out Civil Society: State Management of Social Organisations in Putin’s Russia.” *Europe-Asia Studies*, 68(9), 1553–1578.

Evgeny Gontmakher & Cameron Ross (2015) “The Middle Class and Democratization in Russia,” *Europe-Asia Studies*, 67:2, pp. 269-284.

Henry Hale (2011), ‘The Myth of Mass Russian Support for Autocracy: The Public Opinion Foundations of a Hybrid Regime,’ *Europe-Asia Studies* 63 (8): pp. 1357-1375.

Marc M. Howard (2003). *The Weakness of Civil Society in Post-Communist Europe*. Cambridge University Press.

“Quo Vadis? Prospects for Establishing Civil Society in Russia,” A Round-table Discussion hosted by *Polis*, (2013) *Russian Politics & Law* 51:2, pp. 6-76.

Bryn Rosenfeld (2017), “Reevaluating the Middle-Class Protest Paradigm: A Case-Control Study of Democratic Protest Coalitions in Russia,” *American Political Science Review* 111(4): pp. 637-652. Natalia Shapovalova, and Olga Burlyuk, eds.(2018), *Civil Society in Post-Euromaidan Ukraine : From Revolution to Consolidation* (Ibidem Verlag).

Cameron Ross, ed (2016) *Systemic and Non-Systemic Opposition in the Russian Federation: Civil Society Awakens?*, (Routledge).

Kirsti Stuvøy (2020) ‘The Foreign Within’: *State–Civil Society Relations in Russia*, *Europe-Asia Studies*, DOI: 10.1080/09668136.2020.1753658.

**Week 7 (October 21) NATIONALISM, POPULISM, ILLIBERALISM (Goode, meeting together with EURR 5001A).**

Required

\*Florian Bieber (2018). “Is Nationalism on the Rise? Assessing Global Trends.” *Ethnopolitics*, 17(5), 519–540. <https://doi.org/10.1080/17449057.2018.1532633>

\*Jaques Rupnik (2016). “Surging Illiberalism in the East.” *Journal of Democracy*, 27(4), 77–87. <https://doi.org/10.1353/jod.2016.0064>

\*Marlene Laruelle (2020). “Making Sense of Russia’s Illiberalism.” *Journal of Democracy*, 31(3), 115–129.

*Choose one:*

\*Sherrill Stroschein (2019). “Populism, Nationalism, and Party Politics.” *Nationalities Papers*, 47(6), 923–935. <https://doi.org/10.1017/nps.2019.91>

\*Nikolay Koposov (2021). “Populism and Memory: Legislation of the Past in Poland, Ukraine, and Russia.” *East European Politics and Societies*. <https://doi.org/10.1177/0888325420950806>.

#### Further reading

Bart Bonikowski (2017). “Ethno-nationalist populism and the mobilization of collective resentment.” *The British Journal of Sociology*, 68(S1), S181–S213.

Rogers Brubaker (2017). “Between nationalism and civilizationism: The European populist moment in comparative perspective.” *Ethnic and Racial Studies*, 40(8), 1191–1226.

Martin Brusis (2016). Democracies Adrift: How the European Crises Affect East-Central Europe. *Problems of Post-Communism*, 63(5–6), 263–276.

James Dawson and Sean Hanley (2016). “The Fading Mirage of the “Liberal Consensus.”” *Journal of Democracy*, 27(1), 20–34.

Joanna Fomina and Jacek Kucharczyk (2016). “Populism and Protest in Poland.” *Journal of Democracy*, 27(4), 58–68.

Anna Grzymala-Busse (2017). “Global Populisms and Their Impact.” *Slavic Review*, 76(S1), S3–S8.

Erin K. Jenne (2021). “Populism, nationalism and revisionist foreign policy.” *International Affairs*, 97(2), 323–343.

Ivan Krastev (2007). “Is East-Central Europe Backsliding? The Strange Death of the Liberal Consensus.” *Journal of Democracy*, 18(4), 56–64.

Taras Kuzio (2010). “Populism in Ukraine in a Comparative European Context.” *Problems of Post-Communism*, 57, 3–18. aph.

Jussi Lassila (2016). “Aleksei Naval’nyi and Populist Re-ordering of Putin’s Stability.” *Europe-Asia Studies*, 68(1), 118–137.

Benjamin Moffitt (2017). *The Global Rise of Populism: Performance, Political Style, and Representation*. Stanford University Press.

Cas Mudde (2004). “The Populist Zeitgeist.” *Government and Opposition*, 39(4), 541–563.

Cas Mudde and Cristóbal Rovira Kaltwasser (2018). “Studying Populism in Comparative Perspective: Reflections on the Contemporary and Future Research Agenda.” *Comparative Political Studies*, 51(13), 1667–1693.

Pippa Norris and Ron Inglehart (2018). *Cultural Backlash: Trump, Brexit, and Authoritarian Populism*. Cambridge University Press.

Sofia Tipaldou and Philipp Casula (2019). “Russian Nationalism Shifting: The Role of Populism Since the Annexation of Crimea.” *Demokratizatsiya*, 27(3), 349–370.

Milada Anna Vachudova (2021). “Populism, Democracy, and Party System Change in Europe.” *Annual Review of Political Science*, 24(1), 471–498.

#### **Week 8 (November 4) POLICY STUDIES (Goode) (Meeting separately)**

Required:

\*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>

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

\*Laruelle, M., Alexseev, M., Buckley, C., Clem, R. S., Goode, J. P., Gomza, I., Hale, H. E., Herron, E., Makarychev, A., McCann, M., Omelicheva, M., Sharafutdinova, G., Smyth, R., Sokhey, S. W., Troitskiy, M., Tucker, J. A., Twigg, J., & Wishnick, E. (2021). “Pandemic Politics in Eurasia: Roadmap for a New Research Subfield.” *Problems of Post-Communism*, 68(1), 1–16. <https://doi.org/10.1080/10758216.2020.1812404>

Further reading:

Natalia Forrat (2016). “The political economy of Russian higher education: Why does Putin support research universities?” *Post-Soviet Affairs*, 32(4), 299–337.  
<https://doi.org/10.1080/1060586X.2015.1051749>

Vladimir Gel’man (2018). “Politics versus Policy: Technocratic Traps of Russia’s Policy Reforms.” *Russian Politics*, 3(2), 282–304. <https://doi.org/10.1163/2451-8921-00302007>

Erin Troutt Hofmann, Julia L. Carboni, Beth Mitchneck, and Igor Kuznetsov (2015), ‘Policy Streams and Immigration to Russia: Competing and Complementary Interests at the Federal and Local Levels,’ *International Migration* 54: pp. 34-59.

Marina Khmelnitskaya (2015), *The Policy-Making Process and Social Learning in Russia: the Case of Housing Policy* (Palgrave).

Matthew Light (2016), *Fragile Migration Rights: Freedom of Movement in Post-Soviet Russia*, (Routledge).

Vladimir S. Malakhov and Mark E. Simon (2018), “Labour Migration Policy in Russia: Considerations on Governmentality.” *International Migration* 56 (3): pp. 61–72. doi:10.1111/imig.12402.

Ellen Martus (2017), “Lake Baikal and Russia’s environmental policy process,” *Demokratizatsiya* 25 (2): pp. 137-154.

Catherine Owen and Eleanor Bindman (2019). “Civic Participation in a Hybrid Regime: Limited Pluralism in Policymaking and Delivery in Contemporary Russia.” *Government and Opposition*, 54(1), 98–120. <https://doi.org/10.1017/gov.2017.13>

Caress Schenk (2013). “Controlling Immigration Manually: Lessons from Moscow (Russia).” *Europe-Asia Studies*, 65(7), 1444–1465. <https://doi.org/10.1080/09668136.2013.824242>

Mikhail Zygar (2016). *All the Kremlin’s Men: Inside the Court of Vladimir Putin*. PublicAffairs.

**Week 9 (November 11) INTERNATIONAL RELATIONS: RUSSIA AS A FOREIGN POLICY ACTOR (Goode, jointly with EURR 5001A)**

Required

\*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)

\*Michael McFaul (2020). “Putin, Putinism, and the Domestic Determinants of Russian Foreign Policy.” *International Security*, 45(2), 95–139.

\*Kimberly Marten (2015), “Informal Political Networks and Putin’s Foreign Policy: The Examples of Iran and Syria,” *Problems of Post-Communism* 62(2): pp. 71-87.

\*Seva Gunitsky and Andrei P. Tsygankov (2018), “The Wilsonian Bias in the Study of Russian Foreign Policy,” *Problems of Post-Communism* 65(6): pp. 385-393.

Further reading:

Andrew M. Akin (2019). “Role Conceptions and Belligerent Foreign Policy: Why Russia is Remaking the International Order.” *Russian Politics*, 4(1), 112–135.

Valerie Bunce and Aida Hozić (2016). “Diffusion-Proofing and the Russian Invasion of Ukraine.” *Demokratizatsiya*, 24(4), 435–455.

Alicja Curanović (2019). “Russia’s Mission in the World.” *Problems of Post-Communism*, 66(4), 253–267.

Karen Dawisha (2011). “Is Russia’s Foreign Policy That of a Corporatist-Kleptocratic Regime?” *Post-Soviet Affairs*, 27, 331–365.

Keir Giles (2018). *Moscow Rules: What Drives Russia to Confront the West*. Brookings Institution.

Ted Hopf (2002). *Social Construction of International Politics: Identities and Foreign Policies, Moscow, 1955 and 1999*. Cornell University Press.

Kirill Kalinin (2019). “Neo-Eurasianism and the Russian elite: The irrelevance of Aleksandr Dugin’s geopolitics.” *Post-Soviet Affairs*, 35(5–6), 461–470.

Anna Matveeva (2018). “Russia’s Power Projection after the Ukraine Crisis.” *Europe-Asia Studies*, 70(5), 711–737.

Jardar Østbø (2021). “Strategic Transgressions: Russia’s Deviant Sovereignty and the Myth of Evgenii Prigozhin.” *Demokratizatsiya*, 29(2), 183–207.

Kirill Petrov and Vladimir Gel’man (2019). “Do elites matter in Russian foreign policy? The gap between self-perception and influence.” *Post-Soviet Affairs*, 35(5–6), 450–460.

Bettina Renz (2016). “Russia and ‘hybrid warfare.’” *Contemporary Politics*, 22(3), 283–300.

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

Vasile Rotaru (2018). “Forced Attraction? How Russia is Instrumentalizing Its Soft Power Sources in the “Near Abroad.”” *Problems of Post-Communism*, 65(1), 37–48.

Alexander Sergunin (2016). *Explaining Russian Foreign Policy Behavior: Theory and Practice*. ibidem Press.

Thomas Sherlock (2020). “Russian Society and Foreign Policy: Mass and Elite Orientations After Crimea.” *Problems of Post-Communism*, 67(1), 1–23.

Maria Snegovaya (2020). “What Factors Contribute to the Aggressive Foreign Policy of Russian Leaders?” *Problems of Post-Communism*, 67(1), 93–110.

Gerard Toal (2017). *Near Abroad: Putin, the West and the Contest over Ukraine and the Caucasus*. Oxford University Press.

Andrei P. Tsygankov (2015). “Vladimir Putin’s last stand: The sources of Russia’s Ukraine policy.” *Post-Soviet Affairs*, 31(4), 279–303.

Jeane L. Wilson (2015). “Soft Power: A Comparison of Discourse and Practice in Russia and China.” *Europe-Asia Studies*, 67(8), 1171–1202.

Kirill Zhirkov (2019). “Militant internationalism and dogmatism among foreign policy elites: Evidence from Russia, 1995–2016.” *Post-Soviet Affairs*, 35(5–6), 422–432.

## **Week 10 (November 18) INTERNATIONAL RELATIONS: THE EU AS A GLOBAL ACTOR (Viju-Miljusevic meeting jointly with EURR 5001A)**

### Theory:

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

\*Meunier, S. and Vachudova, M.A. (2018), “Liberal Intergovernmentalism, Illiberalism and the Potential Superpower of the European Union,” *Journal of Common Market Studies* 56(7), pp. 1631-1647.

\*Wagner, W. (2017). “Liberal Power Europe.” *Journal of Common Market Studies*, Vol. 55(6), pp. 1398-1414.

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

Howorth, J. (2010), “The EU as a Global Actor: Grand Strategy for a Global Grand Bargain,” *Journal of Common Market Studies* 48 (3), pp. 455-474.

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

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

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

Romanova, T. (2016), “Russia’s Challenge to the EU’s Normative Power: Change and Continuity,” *Europe-Asia Studies* 68 (3): pp. 371-390.

Select one of the topics below

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

\*Meunier, S. and Nicolaïdis, K. (2006), “The European Union as a conflicted trade power” *Journal of European Public Policy* 13(6), pp. 906-925.

\*Damro, C. (2012). “Market Power Europe.” *Journal of European Public Policy*, Vol. 19(5), pp. 682-699.

Young, A. (2011). “The Rise (and Fall?) of the EU’s Performance in the Multilateral Trading System.” *Journal of European Integration*, Vol. 33(6), pp. 715-729.

Stephen Woolcock (2014), “EU Policy on Preferential Trade Agreements in the 2000s: A Reorientation towards Commercial Aims”, *European Law Journal* 20 (6): pp. 718-732.

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

\*Pace, M. (2009), “Paradoxes and contradictions in EU democracy promotion in the Mediterranean: the limits of EU normative power.” *Democratization* 6 (1), pp. 39-58.

\*Lavenex, S. and Schimmelfennig, F. (2011), “EU democracy promotion in the neighbourhood: from leverage to governance? *Democratization*, 18 (4), pp. 885-909 (see also other articles in this issue).

Schumacher, T. (2011), “The EU and the Arab Spring,” *Insight Turkey*, 13(3), pp. 107-119.

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

Van Huellen, V. (2012), “Europeanisation through cooperation? EU democracy promotion in Morocco and Tunisia,” *West European Politics*, 35(1), pp. 117-34.

### **Week 11 (November 25) ECONOMICS OF TRANSITION (Viju-Miljusevic, meeting separately)**

\*Popov, V. (2007), “Shock Therapy versus Gradualism Reconsidered: Lessons from Transition Economies after 15 Years of Reforms”, *Comparative Economic Studies* 49, pp. 1-31.

\*Ryabov, A. (2012), “Democratization and Modernization in the Context of the Transformation of the Post-Soviet States”, in Piotr Dutkiewicz and Vladislav L. Inozemtsev (eds.) *Democracy versus Modernization: A Dilemma for Russia and the World* (NY: Routledge), pp. 134 – 143.

\*Linden, R.H. and Killian, S. (2015), “EU Accession and After”, in Wolchik, S. and Leftwich, C.J. (eds.) *Central & East European Politics. From Communism to Democracy* (Rowman & Littlefield, 3<sup>rd</sup> edition), pp. 189-212.

\*Dragneva, R. and Hartwell, C.A. (2021), “The Eurasian Economic Union: integration without liberalisation?”, *Post-Communist Economies*, Vol. 33(2-3), pp. 200-221.

Sakwa, R. (2014), “Challenges of Eurasian Integration”, in Piotr Dutkiewicz and Richard Sakwa (eds.) *Eurasian Integration: The View from Within* (UK: Routledge), pp. 12-30.

Inglehart, R. (2012), “Modernization and Democracy”, in Piotr Dutkiewicz and Vladislav L. Inozemtsev (eds.) *Democracy versus Modernization: A Dilemma for Russia and the World* (NY: Routledge), pp. 113-132.

Oleh Havrylyshyn, Xiaofan Meng and Marian L. Tupy (2016), “25 years of Reforms in Ex-Communist Countries. Fast and extensive Reforms Led to Higher Growth and More Political Freedom.” *Policy Analysis CATO Institute*, <https://www.cato.org/publications/policy-analysis/25-years-reforms-ex-communist-countries-fast-extensive-reforms-led>.

Martin Myant and Jan Drahokoupil (2011), *Transition Economies: Political Economy in Russia, Eastern Europe, and Central Asia*, NJ: John Wiley & Sons, pp. 49-81 (Chapter 4).

Janos Kornai (2006), ‘The Great Transformation of Central Eastern Europe: Success and Disappointment’, *Economics of Transition* 14 (2), pp. 207-44.

Leszek Balcerowicz (1995), *Socialism, Capitalism, Transformation*, Budapest: Central European University Press, pp. 166-185.

Jeffrey Sachs and Wing T. Woo (1994). “Structural factors in the Economic Reform of China, Eastern Europe and the Former Soviet Union”. *Economic Policy*. Vol. 9, pp. 101-145.

### **Week 12 (December 2) CULTURAL STUDIES, MIGRATION, IDENTITIES (Casteel, meeting separately)**

#### Interpretation of 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.

#### Cultural Approaches to Migration and Identities

\*Rogozien-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.

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

#### Suggested Additional Readings

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

William H. Sewell, Jr. (1999), ‘The Concept(s) of Culture’ in *Beyond the Cultural Turn*, ed. Victoria E. Bonnell and Lynn Hunt (Berkeley: University of California Press, 1999), pp. 35-61.

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

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), pp.120-140.

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

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

Craig Calhoun (1993), "Nationalism and Ethnicity," *Annual Review of Sociology* 19: pp. 211-39. 9.

**Week 13 (December 9) BREAK OUT GROUPS OR INDIVIDUAL MEETINGS  
(brainstorming document, proposal thinking) (Casteel, Goode, Viju-Miljusevic)**

**SUPPLEMENTAL INFORMATION**

**Plagiarism:**

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, art works, 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;
- 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.

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 or even suspension or expulsion from the University.

**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:** write to me 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 accommodation regarding a formally-scheduled final exam, you must complete the [Pregnancy Accommodation Form](#).

**Religious obligation:** write to me 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 [click here](#).

**Academic Accommodations for Students with Disabilities:** 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 me 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). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

### **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 where 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: <https://carleton.ca/equity/sexual-assault-support-services>

### **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 will be provided to students who compete or perform at the national or international level. Write to me 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>

### **Special Information Regarding Fall 2021 Pandemic Measures:**

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical

distancing, hand hygiene, respiratory and cough etiquette) and mandatory self-screening prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory symptom reporting tool.

For purposes of contact tracing, attendance will be recorded in all classes and labs.

Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the COVID-19 website.

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the University's COVID-19 webpage and review the Frequently Asked Questions (FAQs). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca)

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the Student Rights and Responsibilities Policy. Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

### **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.

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 Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton and Brightspace accounts.

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