

PSCI 3705A
East/Central Europe and the European Union

Lecture: Wednesday: 8:35 – 11:25am
Please confirm location on Carleton Central

Instructor: William Biebuyck
Office: Loeb A611
Office Hours: Friday 3-5pm

Email: wbiebuyc@connect.carleton.ca
Phone: (613) 520-2600 x 2773

Course Description and Goals:

This course examines the political significance of the European Union's (EU) enlargement to East/Central Europe. Following the sudden collapse of the Soviet Union, this 'exiled' region of Europe pursued a number of new political and economic strategies; notably, representative democracy, market capitalism, and political integration with Western Europe. The 2004 and 2007 enlargement(s) of the EU consolidated this economic and political 'unification' of Europe. Enlargement has also increased the institutional and economic scope of the EU as a regional polity (now including 27 member states and 500 million citizens). The new members include the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia, Slovenia, Bulgaria and Romania.

This course investigates how Eastern/Central enlargement has reconfigured 'Europe' as *both* a site of politics and as a political identity and/or reality. The course is organized into two main sections. The first section explores the dynamic modern history of East/Central Europe as a political region. This includes discussions on the key processes and conditions that led to full EU membership. The second section investigates a number of important questions and problems that arise from a 'united Europe' (the EU-27). This will involve investigating themes around European empire, mobility, identity, and borders.

Many commentators have simply applauded – with little critical reflection – the end of communism and the advancement of political and economic liberalism within East/Central Europe. The goal of our course is to complicate this narrative. Not because the narrative is untrue per se, but rather, because the history, politics and economics of Europe's engagement with its Central/Eastern periphery is more complicated than any one narrative could allow. Our task, therefore, is to explore the *multiple* dimensions and implications of the post Cold War engagement(s) between 'east' and 'west'.

Readings:

There are two **required texts** for the course:
(available for purchase in the Carleton Bookstore)

Rothschild, J. & N. Wingfield. (2007) *Return to Diversity: A Political History of East Central Europe Since World War II* (4th ed.) Oxford University Press.

Zielonka, J. (2007) *Europe as Empire: The Nature of the Enlarged European Union* Oxford University Press

Note: Additional readings will be made available in one of two ways. Book chapters will be placed on WebCT. The newspaper and journal articles can be accessed via the subscription databases of MacOdrum Library.

Assignments and Evaluation:

Mid-term Exam	45%	(in class on October 27 th)
Reflection journal	45%	(due on December 1 st)
Attendance	10%	(recorded every class)

Mid-Term Examination:

A mid-term exam will be given in class on **October 27th**. The exam is intended to test your mastery of the historical, institutional and conceptual material presented in the first half of the course. The mid-term will consist of a combination of short answers and one essay question. It will cover topics found in the readings and lectures from the first half of the course. If attendance on this day poses a problem, you should email or speak with the instructor **ASAP**.

Critical Reflection Journal

This is a unique assignment that asks you to critically engage with three of the topics covered in the second half of the course. For each week you choose, you are required to write eight pages. Four pages should be used to provide a review of the key points and arguments of the readings (and the lecture, if you choose). The next four pages will be used to provide critical reflection on the readings. For example: Do the readings coalesce around a common theme? What is this theme? How is the theme approached differently by each author? What are the normative or political implications of the issue(s) being discussed? Does the author pursue a line of argument you find open to attack? What was not included in the author's discussion that might help the reader better understand or contextualise the issue?

The goal of this assignment is to have you contemplate – not simply reproduce in writing – the issues raised in readings and lectures. How you choose to accomplish this is ultimately up to you. The questions provided above are only suggestions. The one strict requirement is that your critique/analysis be *informed*. This means no argumentative assertions without evidence. The assignment is 'formal' in so far you must follow the normal guidelines for writing an academic paper. This includes the use of a recognized citation system. You may use outside sources, but these are not required. In total, you will be turning in 24 (or so) pages – 8 for each topic/week. If you have questions on the assignment – such as, “can I discuss this?” – please email or speak with me. The assignment is due **December 1st** in class or in the PSCI drop box (**note**: papers deposited

in the drop box after 4pm are stamped with the next day's date). Late journals will be penalised 5% per day.

Attendance and Returning Assignments

It is expected that students attend lectures. It will be difficult, if not impossible, to receive satisfactory marks on your exam and critical reflection journal without attending class. The final mark for this course is entirely determined by the mastery of course material. Independent student research is not required. As a result, students should take seriously the readings and lectures. Attendance will comprise 10% of your overall grade and will be recorded at the end of each class session. Your midterm will be provided a letter grade and will be returned the week following the test (Nov 3rd). Your critical reflection journals can be returned, upon request, at the beginning of winter term.

Current Events

During the course it would be useful to keep track of current events. The relations between East/Central Europe and the EU are constantly changing. Referencing current events may also provide a means to contextualise topics you choose to discuss in your critical reflection journal. The following is a list of (English) sources that provide competent coverage of EU politics:

The New York Times: www.nyt.com (paper edition available around Ottawa)

Washington Post: www.washingtonpost.com

Christian Science Monitor: www.csmonitor.com

Economist (access through library databases, or for purchase)

BBC: www.bbc.co.uk

EUobserver: www.euobserver.com (superb clearinghouse for EU news)

The Guardian: www.guardian.co.uk.

Financial Times: www.ft.com

Centre for European Policy Studies: www.ceps.eu (think tank)

Schedule: Both the reading list and the dates are subject to change. Any changes will be announced in class. I have a list of 'supplementary' readings for most weeks of the course. Please ask if you are interested!

September 15th

Introduction to Course

- No required readings
- Distribution and discussion of course outline

September 22nd

Colonies & Satellites: East/Central Europe and Great Power Politics

- Rothschild & Wingfield. Chapters 1 & 3: "The Interwar Background" and "The Communists Come to Power" pp. 1-17; 61-99.
- Snyder, T. (2009) "The Historical Reality of Eastern Europe" *East European Politics and Societies* 23(1)7-12

September 29nd

The Implosion of Communism and the End of Geopolitics (as we knew it!)

- Film (in class) *Good Bye Lenin!*
- Rothschild & Wingfield. Chapter 7: “The Various Endgames” pp. 181-209.
- Mazower, M. (1998) Chapter 11: “Sharks and Dolphins: The Collapse of Communism” in *Dark Continent: Europe’s Twentieth Century*, pp. 361-394

October 6th

Post ‘1989’: Democracy, Capitalism and the New Political Configuration of ‘Europe’

- Rothschild & Wingfield. Chapter 8: “The Return to Europe” pp. 211-241.
- Judt, T. (2005) Chapter 20 & 21: “A Fissile Continent” & “The Reckoning” in *Postwar*, pp. 637-664; 685-700 (you are NOT reading all of chapter 21)

October 13th

EU Enlargement to East/Central Europe #1: Integration by Conditionality

- Sedelmeier, U. (2010) Chapter 17: “Enlargement: From Rules for Accession to a Policy Towards Europe” in *Policy-Making in the European Union* (6th edition), pp. 401-430.
- Schimmelfennig, F. (2007) “European Regional Organizations, Political Conditionality, and Democratic Transformation in Eastern Europe” *East European Politics and Societies* 21(1): 126-141.

October 20th

EU Enlargement to East/ Central Europe #2: Borders, Institutions and Policy Spaces

- Taras, R. (2009) Chapters 1 & 2: “Europe’s Institutions and Millennial Expansion” and “Quarrelling over Institutions in an Enlarging EU” in *Europe Old and New*, pp. 13-55.

October 27th

Midterm Exam in Class (please study!)

November 3rd

Empire and Enlargement#1: Geopolitics

- Zielonka. Introduction, Chapter 1: “Return to Europe”, Chapter 2: “European Power Politics”, Chapter 6: “Governance Beyond Borders” & Conclusions: “Implications of Neo-medievalism” pp. 1-64; 140-191.

November 10th

Empire and Enlargement#2: Economics

- Zielonka. Chapter 4: “Economic Governance” pp. 91-116
- Smith, A. (2002) “Imagining Geographies of the ‘New Europe’: Geo-economic Power and the New European Architecture of Integration” *Political Geography* 21(5): 647-670.

November 17th

Power Imbalances in the New EU: Mobility as a Case Study

- Lucassen, L. (2005) Chapter 2: “A Threat to the Nation: Poles in Germany (1870-1940) in *The Immigrant Threat*, pp. 50-73.
- Jileva, E. (2002) “Visa and Free Movement of Labour: The Uneven Imposition of the EU Acquis on the Accession States” *Journal of Ethnic and Migration Studies* 28(4): 683-700.
- Sciolino, E. (2005) “Unlikely Hero in Europe’s Spat: The ‘Polish Plumber’” *New York Times*, June 26th

November 24th

When the ‘Outside’ Becomes the ‘Inside’: European Enlargement and Re-imagining European Identity

- Delanty, G. & C. Rumford (2005) Chapter 2: “History, Modernity and the Multiple Conceptions of Europe” in *Rethinking Europe*, pp. 28-49.
- Case, H. (2009) Chapter 5: “Being European: East and West” in *European Identity*, pp. 111-131.
- Neumann, I. (1999) Chapter 5: Making Regions: Central Europe” in *The Uses of the Other*, pp. 143-160.

December 1st

The Future Shape of ‘Europe’: Historical and Contemporary Reflections

- Ash, T.G. [1986](1989) “Does Central Europe Exist?” in *The Uses of Adversity: Essays on the Fate of Central Europe*, pp. 179-213
- Murphy, A.B. (2007) Chapter 4: “Relocating Europe” in *Engaging Europe: Rethinking a Changing Continent*, pp. 81-101.
- Grabbe, H. & U. Sedelmeier (2010) Chapter 16: “The Future Shape of the European Union” in *Research Agendas in EU Studies*, pp. 375-397.

Academic Accommodations

For students with Disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your request for accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations**. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by **November 15 2010 for December examinations and March 11 2011 for April examinations**.

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations

in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

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

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Oral Examination: At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

Submission and Return of Term Work: Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day’s date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: Assignments and exams will be graded with a percentage grade. To convert this to a letter grade or to the university 12-point system, please refer to the following table.

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

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Course Requirements: Failure to write the final exam will result in a grade of ABS. FND (Failure No Deferred) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available ONLY if the student is in good standing in the course.

Connect Email Accounts: All email communication to students from the Department of Political Science will be via Connect. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect account.

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students in the after-hours academic life at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, please email carletonpss@gmail.com, visit our website at poliscisociety.com, or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.