

CARLETON UNIVERSITY  
Institute of European, Russian & Eurasian Studies  
Faculty of Public Affairs and Management  
Fall 2012  
EURR 4101A - The Balkans in Transition, 1918-1989

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Seminar Hours: Wednesdays, 18:05 to 20:40 (EURUS Seminar Room)

This seminar examines the Balkan experience in the twentieth century, using the concept of transition to understand the region's encounter with modernity. It proposes that the modern political, social and economic history of the Balkans might best be understood through a series of twentieth century transitions, and that the post-Communist transition is only the most recent in a series of transitions in the modern era. The first transition was the period between 1878 and 1912, during which the Balkans emerged as a distinct post-imperial space, the Balkan states achieved independence from the Ottoman Empire and began to model their societies on the modern European nation-state. The second transition was the interwar period, the two decades between the Great War and Second World War (1918-39), when the Balkan states attempted to recover economically from war and occupation while simultaneously constructing genuinely democratic societies. The third transition was the period after the Second World War, when a new political, social and economic order – Communism – was imposed everywhere, except in Greece.

The seminar will give priority to political and intellectual history but incorporate social and economic themes in order to measure the nature and extent of the transitions and their continuities. Similarly, it will assess the role of the Great Powers in shaping and determining the region's character and fate. It is hoped that upon completion of the seminar that students will have a better understanding of the region's recent historical development and nation-building efforts, and how the twentieth century fit into the general course of the region's long-term Europeanization.

Grading:

Assessment is based on a class presentation, class participation, a research proposal, and a research paper. The grade distribution is as follows:

Class Presentation	15%
Participation	25%
Research Proposal	15%
Research Paper	45%

Class Presentation - each student is required to provide one class presentation for one of the weekly seminars of his or her choice, which will be assessed for 15% of the overall grade. The grade will be determined on the basis of the following criteria: (a) the content of the presentation, i.e., whether it identifies the key issues related to that week's theme; (b) the way in which the presentation engages the literature, pointing out the strengths and weaknesses of readings; (c) the questions it poses about the literature and weekly seminar theme; and, (d) the degree to which the questions posed invite class discussion. This grade will be made available to the student within one week of the presentation.

Participation - worth 25% of the overall grade, participation is based on the following criteria: (a) regular attendance at weekly seminars; (b) contribution to the weekly seminar discussions; and, (c) informed comments about the issues and demonstrating an ability to relate material in the readings to the topics under discussion.

Research Proposal - worth 15% of the overall grade, the research proposal should be no longer than five (5) pages. It should identify the topic of your research paper, offer a preliminary thesis that will be explored, and put forth a preliminary bibliography that has been consulted. The proposal is designed to get students working on their research papers as early as possible, and will be graded on clarity, thoughtfulness, style and grammar, and the works consulted. The proposal is due on October 24. Assignments sent by fax to the Institute will NOT be accepted. A late penalty of 2% per day (including weekends) will be assessed on all late papers, up to a maximum of 10%.

Research Paper - students are required to submit a research paper in this course which is worth 45% of the overall grade. The research paper must be roughly 16 to 20 pages (or roughly 4,000 words) long. It is due on November 21. Assignments sent by fax to the Institute will NOT be accepted. A late penalty of 2% per day (including weekends) will be assessed on all late papers, up to a maximum of 10%. Extensions will be permitted only for legitimate reasons, e.g., a medical or family emergency.

Seminar Readings:

The core text is John Lampe's Balkans into Southeastern Europe: A Century of War and Transition (2006) and select articles. It is available for purchase at the University Bookstore and a copy has been placed on reserve at the University Library. A course pack has also been prepared. Unless otherwise noted, all weekly readings are required and must be read by all students. Those readings identified as 'recommended' are optional, but students are urged to consult them all the same.

Weekly seminar schedule:

Class I (September 12) – Introduction to the Class

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Class II (September 19) – What's in a name? How Southeastern Europe became the Balkans

Themes: this class will look at several issues and related questions, e.g., how should we define the Balkans? What criteria should we employ in our definition? Why has Europe been regionalized the way it has?

- Maria Todorova, "The Balkans: From Discovery to Invention," Slavic Review vol. 53 (Summer 1994), no. 2: pp. 453-482
- Wendy Bracewell and Alex Drace-Francis, "South-Eastern Europe: History, Concepts, Boundaries," Balkanologie, vol. 3 (December 1999), no. 2: pp. 1-10
- George Schöpflin, 'Defining South-Eastern Europe,' Balkanologie, vol. 3 (December 1999), no. 2: pp. 1-4
- Mark Mazower, The Balkans: A Short History, pp. xxv-xliii
- George F. Kennan, "The Balkan Crises: 1913 and 1993," in The Other Balkan Wars: A 1913 Carnegie Endowment Inquiry in Retrospect with a New Introduction and Reflections on the Present Conflict by George F. Kennan (1993), pp. 3-16

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Class III (September 26) – Europeanization, Modernization and Transition

Themes: this class will look at several issues, e.g., what do we mean by transition, modernization and Europeanization? Are they one and the same? Was there anything unique to the Balkan experience with modernization in this period? What sets apart the Balkan transition?

- John Lampe, Balkans into Southeastern Europe: A Century of War and Transition, Introduction (pp. 1-10)
- Diana Mishkova, "Modernization and Political Elites in the Balkans, 1870-1914," Center for Austrian Studies Working Papers (1997) pp. 1-19
- Victor Roudometof, "The Social Origins of Balkan Politics: Nationalism, Underdevelopment, and the Nation-State in Greece, Serbia, and Bulgaria, 1880-1920," Mediterranean Quarterly 11 (2000), no. 3: pp. 144-163
- Roumen Daskalov, "Ideas about, and reactions to modernization in the Balkans," East European Quarterly 31 (1997), no. 2: pp. 161-171

Recommended:

- Mark Biondich, The Balkans: Revolution, War, & Political Violence since 1878, Ch. 2 (pp. 45-63)

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Class IV (October 3) – Nations, Nationalism & Nation-Building

Themes: what are nations and nationalism, and why are they so difficult to define? How are nations and nation-states constructed? Is there anything uniquely Balkan about the region's encounter with nationalism?

- Lampe, Balkans into Southeastern Europe, Ch. 1 (pp. 11-30)
- Biondich, The Balkans, Ch. 1 (pp. 1-44)
- David Brown, "Are there good and bad nationalisms?" Nations and Nationalism vol. 5 (1999) no. 2: pp. 281-302.

- Stephen Shulman, "Challenging the Civic/Ethic and West/East Dichotomies in the Study of Nationalism," Comparative Political Studies vol. 35 (June 2002), no. 5: pp. 554-585

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Class V (October 10) – The Rise of the Balkan Nation-State: War and Ethnic Cleansing, 1912-1923

Themes: How important was this period to the modern Balkans and its nation-states? Were violence and ethnic cleansing inevitable (linked to modernity), or were they avoidable?

- Lampe, Balkans into Southeastern Europe, Ch. 2 (pp. 31-62)
- Biondich, The Balkans, Ch. 2 (pp. 46-94)
- Richard C. Hall, The Balkan Wars, 1912-13: Prelude to the First World War (2000), pp. 1-21 (Origins) and 130-143 (Consequences and Conclusions)
- Mark Mazower, The Balkans: A Short History, pp. 79-111

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Class VI (October 17) – The Failure of Liberal Democracy, 1923-1945

Themes: was the failure rooted in local conditions (political or socio-economic) or foreign pressures and influences? Were nationality issues to blame, or were the causes more complex? How do we assess transition in this period?

- Lampe, Balkans into Southeastern Europe, Ch. 3 (pp. 63-104) and 4 (pp. 105-140)
- Biondich, The Balkans, Ch. 3 (pp. 95-129)
- Mark Mazower, "Minorities and the League of Nations in interwar Europe," Daedalus vol. 126 (Spring 1997), no. 2: pp. 47-61
- Michael Kopsidis, "Missed Opportunity or Inevitable Failure? The Search for Industrialization in Southeast Europe 1870-1940," EHES Working Papers in Economic History no. 19 (July 2012), pp. 1-26

Recommended:

- Lampe, Balkans into Southeastern Europe, Ch. 5 (on WWII, pp. 141-175)
- Biondich, The Balkans, Ch. 3 (pp. 95-153)

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Class VII (October 24) – Communism in Romania, 1945-1989

Themes: in this class, as in others devoted to the Communist period in the Balkans, we will look at the nature of Communist modernization and transition. What was the nature of this transition? How effective was it? How did it transform Romania (and the other countries)?

- Lampe, Balkans into Southeastern Europe, Ch. 6 & Ch. 7 (sections on Romania)
- Biondich, The Balkans, Ch. 4 (pp. 155-169)
- Katherine Verdery, National Ideology under Socialism: Identity & Cultural Politics in Ceausescu's Romania (1991), pp. 98-134

- James P. Niessen, "Romanian Nationalism: An Ideology of Integration and Mobilization," Eastern Europe Nationalism in the 20th century, pp. 285-297
  - Charles King, "Remembering Romanian Communism," Slavic Review vol. 66 (2007), no. 4: pp. 718-723
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Class VIII (October 31) – Communism in Bulgaria, 1945-1989

- John Lampe, Balkans into Southeastern Europe, Ch. 6 & 7 (sections on Bulgaria)
- Biondich, The Balkans, Ch. 4 (pp. 169-175)
- Maria Todorova, "The Course and Discourses of Bulgarian Nationalism," in East European Nationalism in the 20th century, pp. 70-98
- Maria Todorova, "Improbable Maverick or Typical Conformist? Seven Thoughts on the New Bulgaria," in Eastern Europe in Revolution, pp. 148-167

Recommended:

- Bulgarian Helsinki Committee, The Human Rights of Muslims in Bulgaria in Law and Politics since 1878 (2003), Ch. 2, pp. 36-85
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Class IX (November 7) – (No class today)

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Class X (November 14) – Communism in Yugoslavia, 1945-1989

Themes: was the Yugoslav experiment in Communist transition fundamentally different from the one experienced by the other Communist states? Was it more or less effective, given the innovations of Yugoslav Communism?

- Lampe, Balkans into Southeastern Europe, Ch. 6 & 7 (sections on Yugoslavia)
  - Biondich, The Balkans, Ch. 4 (pp. 180-186)
  - Dennison Rusinow, "The Yugoslav Peoples," in East European Nationalism in the 20th century, pp. 347-411
  - Jasna Dragović-Soso, "Why did Yugoslavia Disintegrate? An Overview of Contending Explanations," in State Collapse in South-eastern Europe: New Perspectives on Yugoslavia's Disintegration (2008) ed. by L. J. Cohen and J. Dragovic-Soso: pp. 1-29
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Class XI (November 21) – Communism in Albania, 1945-1989

- Lampe, Balkans into Southeastern Europe, Ch. 6 & 7 (sections on Albania)
  - Biondich, The Balkans, Ch. 4 (pp. 175-180)
  - Bernd J. Fischer, "Albanian Nationalism in the Twentieth Century," in Eastern European Nationalism in the 20th century, pp. 25-47
  - Isa Blumi, "The Politics of Culture: The Roots of Hoxha's Postwar State," East European Quarterly (Fall 1997): pp. 409-428
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Class XII (November 28) – The Non-Communist Exception: Greece, 1944-89

Themes: was transition more effective and far-reaching in non-Communist Greece? To what extent did Greece distance itself from its “Balkan roots”? How was Greece similar to the Communist countries?

- Lampe, Balkans into Southeastern Europe, Ch. 6 & 7 (sections on Greece)
- Biondich, The Balkans, pp. 186-190
- Mark Mazower, “The Cold War & the Appropriation of Memory: Greece after Liberation,” in The Politics of Retribution in Europe: World War II and its Aftermath (2000), pp. 212-232
- P.C. Ioakimidis, “The Europeanization of Greece: An Overall Assessment,” in Europeanization and the Southern Periphery, ed. by K. Featherstone & G. Kazamias (2001): pp. 1-14
- Nicos Mouzelis and George Pagoulatos, “Civil Society and Citizenship in Postwar Greece,” Greek Political Science Review 22 (December 2003): pp. 2-15

[Classes end on Monday, December 3, 2012]

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### Academic Accommodations

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 more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

**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 visit the Equity Services website: <http://www2.carleton.ca/equity/>

**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*) at <http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/> You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www2.carleton.ca/equity/>

**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.