

CARLETON UNIVERSITY
Institute of European, Russian & Eurasian Studies
Fall 2018
EURR 4101 / HIST 4605 - The Balkans in Transition, 1918-1989

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Seminar Hours: Mondays, 18:05 – 20:45

The seminar employs the concept of transition to examine the Balkan Peninsula'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: first, in the period between 1878 and 1912, during which the Balkans emerged as a distinct post-imperial space and its states began to model themselves on the modern European nation-state; second, in the interwar period (1918-41), when the Balkan states attempted to recover from the First World War and simultaneously construct genuinely democratic societies; and, third, in the period after the Second World War (1945-1989), 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 the region's 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 longer-term Europeanization.

Assessment:

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

Class Presentation	25%
Participation	25%
Research Paper	50%

Class Presentation - each student is required to lead a class presentation for one of the weekly seminars of his or her choice, which will be assessed for 25% 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; and, (c) the questions it poses about the literature and weekly seminar theme.

Participation – is worth 25% of the overall grade, and 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 Paper - students are required to submit a research paper in this course which is worth 50% of the overall grade. The research paper must be roughly 15 to 20 pages (or about 3,500 words) long; it may be submitted either in soft copy (i.e., electronic format such as Word) or in hard copy format. Papers must be submitted on November 26, 2018.

Weekly seminar schedule:

Class I (Monday, September 10) – Introduction to the Class

Class II (Monday, September 17) – What’s in a name: Is it the Balkans or Southeastern Europe?

Themes: When and why did the Balkans emerge as a distinct space within Europe? Why did the region develop a negative reputation and sustain it over time?

- Maria Todorova, “The Balkans: From Discovery to Invention,” Slavic Review 53:2 (Summer 1994): pp. 453-482
- Wendy Bracewell and Alex Drace-Francis, “South-Eastern Europe: History, Concepts, Boundaries,” Balkanologie 3:2 (December 1999): pp. 1-10
- George Schöpflin, ‘Defining South-Eastern Europe,’ Balkanologie 3:2 (December 1999): pp. 1-4
- Alexander Vezenkov, “History against Geography: Should We Always Think of the Balkans as Part of Europe?” in History and Judgement (2006), pp. 59-73

Class III (Monday, September 24) – The Past as Prologue? Europeanization, Modernization & Transition

Themes: what do we mean by “transition,” “modernization” and “Europeanization”? Are they one and the same? Where did the region stand developmentally at the beginning of the 20th century, in relation to Europe? What were the legacies of Ottoman rule?

- John R. Lampe, Balkans into Southeastern Europe (2006), pp. 1-10
 - John R. Lampe, “Varieties of Unsuccessful Modernization: The Balkan States before 1914,” The Journal of Economic History 35:1 (March 1975): pp. 56-85
 - 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 11:3 (2000): pp. 144-163
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Class IV (Monday, October 1) – The Balkans in 1918: Legacies of War, Violence & State Building

Themes: This class examines the nature of nations and nationalism in Europe and the Balkans. How are nations and nation-states constructed? Why was the decade between 1912 and 1923 so important to the modern Balkans? Were violence and ethnic cleansing inevitable byproducts of modernity?

Documentary 1: “Silent Balkans” (About the Balkan Wars (1912-13), 50 min

- John R. Lampe, Balkans into Southeastern Europe, pp. 11-62
- Mark Biondich, “Eastern Borderlands and Prospective Shatter Zones: Identity and Conflict in East Central and Southeastern Europe on the Eve of the First World War,” in Legacies of Violence: Eastern Europe's First World War (2014), pp. 25-50
- Richard C. Hall, The Balkan Wars, 1912-13: Prelude to the First World War (2000), pp. 130-143 (Consequences and Conclusions)
- Elisabeth Kontogiorgi, Population Exchange in Greek Macedonia: The Forced Settlement of Refugees 1922-1930 (2006), pp. 1-23

Class V (Monday, October 8, Thanksgiving Day) – University closed/No classes today

Class VI (Monday, October 15) – Re-shaping the Balkan Urban Landscape

Documentary: “Thessaloniki in Colour” (Thessaloniki before and after the Balkan Wars, 8 min)

- Božidar Jezernik, “Western perceptions of Turkish towns in the Balkans,” Urban History 25 (1998): pp. 211-230
- Eleni Bastéa, “Athens,” in Capital Cities in the Aftermath of Empires (2010), pp. 29-44
- Tanja Damljanović-Conley, “Belgrade,” in Capital Cities in the Aftermath of Empires (2010), pp. 45-60
- Maria Raluca Popa and Emily Gunzburger Makaš, “Bucharest,” in Capital Cities in the Aftermath of Empires (2010), pp. 61-74

Class VII (Monday, October 22) – Fall Break (classes suspended)

Class VIII (October 29) – Modernity and the Muslim Peoples of the Balkans

- Stefanos Katsikas, “European Modernity and Islamic Reformism among Muslims of the Balkans in the Late-Ottoman and Post-Ottoman Period (1830s–1945),” Journal of Muslim Minority Affairs, 29:4 (2009): pp. 435-442
- Florian Bieber, “Muslim Identity in the Balkans before the Establishment of Nation States,” Nationalities Papers 28:1 (2000): pp. 1-16
- Xavier Bougarel, “Farewell to the Ottoman Legacy? Islamic Reformism and Revivalism in Inter-War Bosnia-Herzegovina,” Islam in Inter-War Europe (2008), pp. 313-343

- Nathalie Clayer, "Behind the Veil: The Reform of Islam in interwar Albania or the Search for a 'modern' and 'European' Islam," in Islam in Inter-War Europe (2008), pp. 128-155

Class IX (Monday, November 5) – The Failure of Liberal Democracy, 1923-45

Themes: was the failure of democracy rooted in local conditions (e.g., political cultural and/or socio-economic 'backwardness') or foreign pressures and influences? Were nationality problems to blame or were the causes more complex? Did economic modernization advance in this period?

- Mark Biondich, The Balkans: Revolution, War, and Political Violence since 1878 (2011), Chap. 3, pp. 95-129
 - Maria Georgieva, "Industry and Protectionism in South-Eastern Europe during the Inter-War Period: A Path to Modernization?" in Thomas David et al., Le développement inégal de l'Europe (1918-1939) (1998), pp. 277-297
 - Derek Aldcroft, Europe's Third World: The European Periphery in the Interwar Years (2006), Chap. 4 (The Balkan States), pp. 68-93 & Chap. 8 (Greece, Turkey and Albania), pp. 144-170
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Class X (Monday, November 12): Communism in Bulgaria & Romania, 1945-1989

Themes: what was the nature of Communist modernization and transition in Romania and Bulgaria, the two Soviet Bloc states of the Balkans? What were the costs of this transition?

Documentary: "The Lost World of Communism" (BBC) Part 3 (Romania) (57 min)

- R. J. Crampton, The Balkans since the Second World War, Chap. 10 & 11, pp. 168-204
 - Katherine Verdery, National Ideology under Socialism: Identity & Cultural Politics in Ceausescu's Romania (1991), pp. 98-134
 - Dennis Deletant, "New Evidence on Romania and the Warsaw Pact, 1955-1989," CWIHP e-Dossier No. 6 (2011), pp. 1-11
 - Maria Todorova, "The Course and Discourses of Bulgarian Nationalism," in East European Nationalism in the 20th century, pp. 70-102
 - Lenka Nahodilova, "Communist Modernisation and Gender: The Experience of Bulgarian Muslims, 1970–1990," Contemporary European History 19:1 (2010), pp. 37-53
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Class XI (Monday, November 19): Communism in Yugoslavia, 1945-1989

Themes: was the Yugoslav experiment in Communist transition fundamentally different from the one experienced by the other Communist states in the Balkans?

- R. J. Crampton, The Balkans since the Second World War (2006), Chap. 8, pp. 113-155
- Audrey Helfant Budding, "Nation/People/Republic: Self-Determination in Socialist Yugoslavia," in State Collapse in South-Eastern Europe (2008), pp. 91-112
- Michael Palairat, "The Inter-Regional Struggle for Resources and the Fall of Yugoslavia," in State Collapse in South-Eastern Europe (2008), pp. 221-246

Class XII (Monday, November 26) – Communism in Albania, 1945-1989

- R. J. Crampton, The Balkans since the Second World War (2002), Chap. 9, pp. 156-167
- Isa Blumi, "The Politics of Culture: The Roots of Hoxha's Postwar State," East European Quarterly (Fall 1997): pp. 409-428
- Bernd J. Fischer, "Albanian Nationalism in the Twentieth Century," in Eastern European Nationalism in the 20th century (1995), pp. 25-47

Class XIII (Monday, December 3) – The Non-Communist Exception: Greece, 1944-1989

- R. J. Crampton, The Balkans since the Second World War (2002), Chap. 12, pp. 205-230
- Fotini Bellou, "The Political Scene: Consolidated Democracy," in Greece in the Twentieth Century (2008): pp. 155-169
- Amikam Nachmani, "Civil War and Foreign Intervention in Greece: 1946-49," Journal of Contemporary History, 25 (1990): pp. 489-516
- 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
- Nicos Mouzelis and George Pagoulatos, "Civil Society and Citizenship in Postwar Greece," Greek Political Science Review 22 (2003): pp. 2-15

Class XIV (Friday, December 7, Last Class)

Because of the Monday schedule and to make up for the Thanksgiving Day class, we will end the seminar on Friday, December 7. This class will be set aside for the return and discussion of seminar research papers.

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 the Paul Menton Center by their posted deadlines.

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.