

CARLETON UNIVERSITY
Institute of European, Russian & Eurasian Studies
Fall 2020
EURR 4101 / HIST 4605 - The Balkans in Transition, 1918 – 1989

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Seminar Hours: Mondays, 18:00 – 21:00

Course description

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 – 1941), 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.

Learning outcomes

Upon the completion of the course the students will have:

1. learned to conduct historical research using credible primary and secondary sources;
2. improved their ability to present their research findings on paper in a coherent and convincing manner;
3. learned to use appropriately the notions of modernity, modernization, ethnicity, nation, nationalism, nation-state, fascism, totalitarianism, authoritarianism, dictatorship and the related terminology;
4. acquired the knowledge of recent historical development and nation-building efforts in the Balkans;
5. learned to compare political, economic, social and cultural developments in different Balkan countries;
6. understood how the legacies of liberal and communist modernization projects shaped the contemporary realities of South-Eastern Europe.

Texts

There is no textbook for this course. Course readings consist of select book chapters and scholarly articles (3 – 4 per week totalling some 80 – 100 pages) that you can access either through the library catalogue or through cuLearn.

Evaluation

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

Class Presentation	10%
Participation	30%
Four Online Discussions	20%
Research Paper Progress Report	10%
Research Paper	30%

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 10% 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 30% 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.

Online Discussions – Alongside the Monday in-class discussions of the readings, the students will be required to participate in four online discussions on cuLearn by contributing to each of them at least one post of some 300 – 500 words. The closing dates for the four discussions are October 11, November 8, November 29 and December 11 at 11:55 PM. Online discussions will supplement the Monday in-class discussions inasmuch as they will: a) give the students an opportunity to relate to each other the readings of two or three weeks preceding the closing date of the discussion, and b) allow for more reflective contributions than those that are possible in a real time in-class discussions. Participation in the online discussions will be evaluated in accordance with the same criteria as class participation.

Progress Report on Research Paper – is worth 10% of the final grade. At the beginning of class on **October 5**, each student will submit a 2-page progress report (double-spaced) on your history research paper. You can select any topic pertaining to the political, social, economic or cultural history of the Balkan region in the twentieth century. However, the paper should be comparative, i.e. address the situation in two or more Balkan countries, identifying similarities and differences between them. Your progress report will include:

- a) 1 or 2 short paragraphs describing the thesis (problem or question) of your research paper;

- b) Your tentative thesis statement; and
- c) An annotated bibliography with a minimum of 10 sources of information that you will use in your research paper. Please see Benjamin's, *A Student's Guide to History (8th Edition)* on how to prepare a proper bibliography. In your bibliography there must be at least:
 - i) 5 sources from academic/scholarly books; and
 - ii) 5 sources from academic/scholarly journals.

Research Paper – On **November 30**, students are required to submit a research paper which is worth 30% of the overall grade. The research paper must be roughly 15 pages double spaced (or about 3,500 words) long. The paper will be evaluated in accordance with the following rubric:

<p><u>Content – 20 points</u></p> <p>Quality of thesis statement -- 3 points</p> <p>Quality of argument – 3 points</p> <p>Quality of organization – 5 points</p> <p>Quality of information – 4 points</p> <p>Quality of sources – 5 points</p>	<p><u>Style and Form – 10 points</u></p> <p>Style of writing – 5 points</p> <p>Typing, spelling & punctuation – 3 points</p> <p>Endnote/footnote & bibliographic form – 2 points</p>
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Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Course calendar and readings

Class I (Monday, September 14) – Introduction to the Class

Class II (Monday, September 21) – What is in the 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, *Imagining the Balkans* (2009), pp. 21 – 38 (online).
 - Wendy Bracewell and Alex Drace-Francis, “South-Eastern Europe: History, Concepts, Boundaries,” *Balkanologie* 3:2 (December 1999): pp. 1 – 11.
 - Alexander Vezhenkov, “[History against Geography: Should We Always Think of the Balkans as Part of Europe?](#)” in *History and Judgement* (2006), pp. 59 – 73.
 - Diana Mishkova, “Balkans/Southeastern Europe” in *European Regions and Boundaries: A Conceptual History*, eds. Mishkova and Trenczenyi (2017), pp. 143 – 165.
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Class III (Monday, September 28) 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. 9 – 29.
- John R. Lampe, “Imperial Borderlands or Capitalist Periphery? Redefining Balkan Backwardness, 1520 – 1914,” in *The Origins of Backwardness in Eastern Europe*, ed. Daniel Chirot (1989), pp. 177 – 210 (online).
- Diana Mishkova, “The Uses of Tradition and National Identity in the Balkans,” in *Balkan Identities*, ed. Maria Todorova (2004), pp. 269 – 293 (online).
- 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 (online).

Progress Report on Research Paper Due on October 5 at 18:00 PM

Class IV (Monday, October 5) – 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 – 1913), 50 min

- 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 (online).
- Richard C. Hall, *The Balkan Wars, 1912 – 13: Prelude to the First World War* (2000), pp. 130 – 143 (online)
- Victor Roudometof, *Nationalism, Globalization and Orthodoxy: The Social Origins of Ethnic Conflict in the Balkans* (2001) pp. 179 – 202 (online).
- Elisabeth Kontogiorgi, *Population Exchange in Greek Macedonia: The Forced Settlement of Refugees 1922-1930* (2006), pp. 41 – 71 (online).

First online discussion closes on Sunday, October 11 at 11:55 PM

Class V (Monday, October 12, Thanksgiving Day) – University closed/No classes today)

Class VI (Monday, October 19) – Re-shaping the Balkan Urban Landscape

Themes: What is peculiar about “Balkan” town? How much does this quality have to do with the Ottoman legacy? How did the national governments try to reshape the urban space? What were their objectives and models?

Documentary 2: “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 (JSTOR).

- Eleni Bastéa, “Athens,” in *Capital Cities in the Aftermath of Empires* (2010), pp. 29 – 44.
Elitza Stanoeva, “Interpretations of the Ottoman Urban Legacy in the National Capital Building of Sofia (1879 – 1940),” in *Ottoman Legacies in the Contemporary Mediterranean*, eds. Ginio, Eyal, and Karl Kaser (2013), pp. 209 – 231.

Monica Sebestyen, “Urban Image and National Representation: Bucharest in the 19th and the Beginning of the 20th Century,” in *Planning Capital Cities: Belgrade, Bucharest, Sofia*, eds. Grigor Doytchinov, Alexadra Dukic, Catalina Ionita (2015), pp. 44 – 61.

Class VII (October 26) – Fall Break (classes suspended)

Class VIII (Monday, November 2) – The Failure of Liberal Democracy, 1923 – 1945

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 – 120 (online).

- 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 (online).

Second online discussion closes on Sunday, October November 8 at 11:55 PM

Class IX (Monday, November 9): – The Fascist Detour

Themes: What was fascism and what was its relation to other types of authoritarian government? Was there a specifically Balkan fascism? What was the role of religion in the Balkan fascist movements? In what relation do the Balkan fascist movements and regimes stand to liberal and communist forms of modernity?

Constantin Iordachi, “Charisma, Religion and Ideology: Romania’s Interwar Legion of Archangel Michael,” in *Ideologies and National Identities: The Case of Interwar Southeastern Europe*, eds. John Lampe and Mark Mazower (2004), 19 – 42 (online).

Aristotle A. Kallis, "Fascism and Religion: The Metaxas Regime in Greece and the 'Third Hellenic Civilization'," in *Totalitarian Movements and Political Religions* 8, no. 2 (2007): 229 – 246 (online).

John K. Cox, "Ante Pavelic and the Ustasa State in Croatia," in *Balkan Strongmen: Dictators and Authoritarian Ruler in Southeastern Europe*, ed. Bernd Junger Fischer (2007), pp. 199 – 238 (online).

Max Bergholz, "As If Nothing Ever Happened: Massacres, Missing Corpses, And Silence in a Bosnian Community," in *Destruction and Human Remains: Disposal and Concealment in Genocide and Mass Violence*, eds. Elizabeth Anstett and Jean-Marc Dreyfus (2014), pp. 15 – 45 (online)

Class X (Monday, November 16): – 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 3: "The Lost World of Communism" (BBC) Part 3 (Romania) (57 min)

- Hupchick, *The Balkans from Constantinople to Communism* (2002), pp. 369 – 387.
- Katherine Verdery, *National Ideology under Socialism: Identity & Cultural Politics in Ceausescu's Romania* (1991), pp. 98 – 134 (online).
- Maria Todorova, "The Course and Discourses of Bulgarian Nationalism," in *East European Nationalism in the 20th century*, ed. Peter Sugar (1995), 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 (online)

Class XI (Monday, November 23) – Communism in Yugoslavia and Albania, 1945 – 1989

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

- Hupchick, *The Balkans from Constantinople to Communism* (2002), pp. 403 – 411.
- John Lampe, *Yugoslavia as History: Twice There Was a Country* (2000), pp. 265 – 298.
- Michael Palaret, "The Inter-Regional Struggle for Resources and the Fall of Yugoslavia," in *State Collapse in South-Eastern Europe* (2008), pp. 221 – 246 (online).
- Isa Blumi, "The Politics of Culture: The Roots of Hoxha's Postwar State," *East European Quarterly* (Fall 1997): pp. 409 – 428 (online).
- Bernd J. Fischer, "Albanian Nationalism in the Twentieth Century," in *Eastern European Nationalism in the 20th century* (1995), pp. 25 – 47.

Third online discussion closes on Sunday, November 29 at 11:55 PM

Class XII (Monday, November 30) –The Non-Communist Exception: Greece, 1944 – 1989

Themes: What were the circumstances and impact of the Greek civil war? How does post-WWII Greece compare to its northern Communist neighbours?

- R. J. Crampton, *The Balkans since the Second World War* (2002), Chap. 12, pp. 205 – 230 (online).
- Amikam Nachmani, “Civil War and Foreign Intervention in Greece: 1946 – 1949,” *Journal of Contemporary History*, 25 (1990): pp. 489 – 516 (online)
- Fotini Bellou, “The Political Scene: Consolidated Democracy,” in *Greece in the Twentieth Century* (2008): pp. 155 – 169 (online).
- 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* (2009), pp. 212 – 232 (online).
- Nicos Mouzelis and George Pagoulatos, “Civil Society and Citizenship in Postwar Greece,” *Greek Political Science Review* 22 (2003): pp. 2 – 15.

Research Paper Due on November 30

Class XIII (Monday, December 7) – Modernity and Balkan Muslims

Themes: Can one speak of Balkan Muslims as a single group? In what relation did Islam stand to ethnicity in post-Ottoman Balkans? How did Balkan Muslims respond to the policies of nationalizing successor states of the Ottoman Empire?

- Florian Bieber, “Muslim Identity in the Balkans before the Establishment of Nation States,” *Nationalities Papers* 28:1 (2000): pp. 1 – 16 (online).
- Stefanos Katsikas, “Millet Legacies in a National Environment: Political Elites and Muslim Communities in Greece,” in *State Nationalism in the Ottoman Empire, Greece and Turkey*, eds. Benjamin C. Fortna et. Als. (2013), pp. 47 – 70 (online).
- Xavier Bougarel, *Islam and Nationhood in Bosnia-Herzegovina* (2017), pp. 29 – 50.
- Kristen Ghodsee, *Muslim Lives in Eastern Europe* (2010), pp. 34 – 55 (online).

Class XIV (Friday, December 11) – Conclusion

Because of the Monday schedule and to make up for the Thanksgiving Day class, we will end the seminar on Friday, December 11. This class will be set aside for the return and discussion of seminar research papers.

Fourth online discussion closes on Friday, December 11 at 11:55 PM

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 Faculty of Public Affairs 20 Teaching Regulations 2020-21 as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

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](#).

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 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 must 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>

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.
