This seminar will explore selected topics in Balkan politics, society and history since 1989. Beginning with a discussion of the collapse of Communism in 1989, the seminar analyzes the post-Communist transition and devotes particular attention to aspects of democratization, political violence, nation-building, and relations with and accession to the European Union. One of the main objectives of the seminar is to introduce students to current issues in Balkan studies and the recent literature about and debates surrounding particular facets of the region’s contemporary politics and history. It is hoped that, upon completing the seminar, students will have a better understanding of the region, its recent past and contemporary problems, as well as its future prospects.

The course is a seminar and consists of one weekly class. A detailed schedule with readings is provided below. Seminar classes and readings are designed to complement one another; thus, reading, preparation, and attendance at weekly seminars are essential to the successful completion of the course.

**Grading:**

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

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Class Presentation</td>
<td>15%</td>
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<td>Participation</td>
<td>25%</td>
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<tr>
<td>Research Proposal</td>
<td>10%</td>
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<tr>
<td>Research Paper</td>
<td>50%</td>
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**Class Presentation (15%)** - 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 strengths and weaknesses; and, (c) the questions it poses about the literature and weekly seminar theme. This grade will be made available within one week of the presentation.

**Participation (25%)** - participation is based on the following criteria: (a) regular attendance
at weekly seminars; (b) contribution to the seminar discussions; and, (c) informed
comments about the issues and the readings.

**Research Proposal & Bibliography (10%)** - students are required to submit a research
proposal and bibliography, which should be no more than five (5) pages long, worth 25% of
the overall grade. The proposal 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 and bibliography are 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 proposals are due on Wednesday, 23
October (Week VII).** Assignments sent by fax to EURUS will NOT be accepted. A late
penalty of 2% per day (including weekends) will be assessed on all late papers up to 10%.

**Research Paper (50%)** - students are required to submit a research paper in this course,
worth 50% of the overall grade. The research paper must be 16 to 20 pages (circa 4,000
words) long. It is due on **Wednesday, 27 November (Week XII).** Assignments sent by fax
to the EURUS will NOT be accepted. Students may submit their papers by email or in
hardcopy format. A late penalty of 2% per day (including weekends) will be assessed on all
late papers, up to 10%. Extensions will be permitted only for legitimate reasons, e.g., a
medical or family emergency.

**Seminar Readings:**

Unless otherwise noted, all weekly readings are required and must be read by all students.

**Weekly Seminar Schedule:**

**Week I (11 September): Introduction to the Course**

**Week II (18 September): Defining the Balkans: How Southeastern Europe became the
Balkans**

How do we define the Balkans? What characteristics or criteria demarcate the Balkans
from the rest of Europe? How and when were the Balkans formed?

- Maria Todorova, “The Balkans: From Discovery to Invention,” *Slavic Review* 53:2
- Wendy Bracewell and Alex Drace-Francis, “South-Eastern Europe: History, Concepts,
- George F. Kennan, “The Balkan Crises: 1913 and 1993,” in *Other Balkan Wars: A 1913
  Carnegie Endowment Inquiry in Retrospekt with a New Introduction and Reflections on
  the Present Conflict* by George F. Kennan (1993), pp. 3-16
Week III (25 September): The Revolutions of 1989: The Balkan Setting

This class frames the debate regarding transition after 1989. First, can we speak of the ‘Revolutions of 1989’ in the Balkans, or were the events of 1989 something other than revolutions? Are there necessary pre-conditions that account for successful democratization? What factors might account for the seemingly more problematic transitions in the Balkans in comparison to East Central Europe?

- Radio Free Europe/Radio Liberty (RFE/RL) and Spiegel Online articles (on the 1989 revolutions in Romania and Bulgaria)

Recommended (background) reading:

- Mark Biondich, The Balkans: Revolution, War, and Political Violence since 1878 (2011), Chapter 4, pp. 155-192 (Communist regimes)
- Bideleux and Jeffries, The Balkans, pp. 5-20


We will watch part of the BBC documentary, ‘The Death of Yugoslavia,’ which will serve as added material for the class discussion.

This class will address several broad themes, including: How do we account for both the dissolution of and violence in Yugoslavia after 1989? Are the causes of state dissolution rooted in longer term cultural, social and political factors specific to the country, or were short term considerations (e.g., the role of political elites, ideology, economic crisis, etc.) more important?

- Biondich, The Balkans, Chapter 5, pp. 193-246
Week V (9 October): Democratization in the eastern Balkans: Bulgaria & Romania since 1989 (Part 1)

We will watch the Romanian film, “12:08 East of Bucharest,” ahead of our next class, when we’ll discuss the transitions in Bulgaria and Romania.

Week VI (16 October): No class this week

Week VII (23 October): Democratization in the eastern Balkans: Bulgaria & Romania since 1989 (Part 2)

Why did Romania and Bulgaria avoid the large-scale violence witnessed in the former Yugoslavia? Should we regard Romania and Bulgaria as consolidated democracies? If they are, was the foreign factor (EU) more important than domestic drivers? How do we account for the resurgence of populism in these countries and the region?


Recommend (background) reading:

- Bideleux and Jeffries, The Balkans, pp. 92-124 (Bulgaria) & 142-182 (Romania)

Week VIII (30 October) – Fall Break (28 October to 1 November) – No classes

Week IX (6 November): Democratization in the western Balkans: Croatia, Serbia and Montenegro

Can we refer to these western Balkan states as consolidated democracies? Why has the transition in these states been more problematic than elsewhere?

- Henri Bohnet et al, International Criminal Tribunal for the Former Yugoslavia and Coming to Terms with the Past in the Affected Countries, Konrad Adenauer Stiftung (KAS) International Reports, 4 (2013): pp. 7-51

Recommended (background) readings:

- Bideleux and Jeffries, The Balkans, pp. 195-232 (Croatia) & 243-328 (Serbia)

Week X (13 November): No class this week

Week XI (20 November): Democratization in the western Balkans: The Transition in Bosnia-Herzegovina since 1995

Nearly twenty years since the conclusion of the Dayton Accords (1995), Bosnia-Herzegovina (BH) remains embroiled in constitutional deadlock. Is BH still a viable political entity? What form should a post-Dayton Accords BH take? Can reform come only through international engagement and pressure?

- Bideleux and Jeffries, The Balkans, pp. 351-404 (post-Dayton BH)

Week XII (27 November): Democratization in the western Balkans: The Macedonian Question since 1989

How has the Macedonian Question evolved over time? How successful has the Macedonian transition been since 1989? What are the country’s EU prospects?

- International Crisis Group, “Macedonia: Ten Years after the Conflict,” ICG Europe Briefing No. 212, 11 August 2011, pp. 1-23


Recommended (background) readings:

- Bideleux and Jeffries, The Balkans, pp. 411-470

Week XIII (4 December): Democratization in the western Balkans: Kosovo & the Albanian Question

How viable is Kosovo as a state? What are the implications of an independent Kosovo for the region and for EU foreign and security policy?


Recommended (background) readings:

- Bideleux and Jeffries, The Balkans, pp. 34-72 (Albania) & 555-580 (post-1999 Kosovo)

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.