Dr. Mark Biondich  
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Office Hours: Thursdays, 17:10 to 18:05 (or by appointment)  
Seminar Hours: Thursdays, 18:05 to 20:35

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:

Class Presentation 15%  
Participation 25%  
Research Proposal 10%  
Research Paper 50%  

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 or before Thursday, 15 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 15 to 20 pages (circa 4,000 words) long. It is due on Thursday, 26 November (Week XIII). 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 (3 September): Introduction to the Course

Week II (10 September): The “Revolutions” of 1989 in the Balkans

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? Second, 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?

- Federico M. Rossi, *The Elite Coup: The Transition to Democracy in Bulgaria* (2012), pp. 5-16

We will start this class by watching part 1 of the BBC documentary, ‘The Death of Yugoslavia’ (circa 1 hour), 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 and region, or were short term considerations (e.g., the role of political elites, ideology, economic crisis, etc.) more important?


Recommended (background) readings:


This class will address several broad questions, including: How do we account for the violent conflicts in Kosovo and Macedonia between 1998 and 2001? What were the root causes?


Recommended (background) reading:


Week V (1 October): Transitional Justice, Reconciliation & “Coming to Terms with the Past”

We will watch the short documentary “The Long Road through Balkan History” (circa 58 minutes), which will serve as added material for the class discussion.

- 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) reading:

- Henri Bohnet / Daniela Bojadzieva, Coming to terms with the past in the Balkans: The Lustration process in Macedonia, KAS International Reports (2011): pp. 58-70

Week VI (8 October): Democratization in the eastern Balkans: Bulgaria & Romania since 1989

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?

We will watch the documentary “Romania – The Spectre of Tyranny” (circa 45 min), which will assist with the class discussion.


Recommend (background) reading:

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

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Week VII (15 October): Democratization in the western Balkans: Croatia, Serbia and Montenegro

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

- Peter van Ham, Gridlock, Corruption and Crime in the Western Balkans: Why the EU Must Acknowledge its Limits (2014), pp. 5-22

Recommended (background) readings:

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

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Week VIII (22 October): No class this week (Instructor will be away)

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Week IX (29 October): Fall Break (No Class This Week)

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Week X (5 November): Democratization in the western Balkans: Bosnia-Herzegovina since 1995

Twenty years since the conclusion of the Dayton Accords (1995), Bosnia-Herzegovina (BH) remains embroiled in constitutional deadlock and suffers from economic malaise. 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?
We will watch the short documentary “The Café: Bosnia’s Future” (47 minute documentary) prior to the class discussion.


Recommended (background) readings:


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Week XI (12 November): Security Sector Reform in the Balkans since 1989

Why is security sector reform (SSR) – that is, the reform of intelligence, police and military structures and civil-military relations – important in transitional societies? Why has reform been more problematic in the region, and how successful has SSR been to date?


Recommended (background) reading:


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Week XII (19 November): 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?
Week XI (3 December): Greece since 1989


Week XII (10 December): Greece since 1989

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

Week XIII (26 November): Democratization in the western Balkans: The Macedonian Question

How has the Macedonian Question evolved over time? What is the state of inter-ethnic relations today? How successful has the Macedonian transition been since 2001? What are the country’s EU prospects?

We will watch the Al Jazeera documentary “What’s Behind Macedonia Unrest” (circa 25 min) in class, prior to the class discussion.

Recommended (background) readings:

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

Recommended (background) readings:

- Bideleux and Jeffries, The Balkans, pp. 34-72 (Albania) & 555-580 (post-1999 Kosovo)
- D. A. Sotiropoulos, Civil Society in Greece in the Wake of the Economic Crisis (2014): pp. 2-11

Classes end on 8 December 2015

Academic Accommodations:

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).

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 and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

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;
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 may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission, Return and Grading of Term Work:

Written assignments must be submitted directly to the instructor(s) according to the instructions in the course outline. Late assignments may be submitted to the drop box in the corridor outside 3304 River Building. Assignments will be retrieved every business day at 4 p.m., stamped with that day's date, and then distributed to the instructors. For written assignments not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

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<tr>
<th>Percentage</th>
<th>Letter grade</th>
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<th>Percentage</th>
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<tr>
<td>90-100</td>
<td>A+</td>
<td>12</td>
<td>67-69</td>
<td>C+</td>
<td>6</td>
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<td>85-89</td>
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<tr>
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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 an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from the Institute of European, Russian and Eurasian Studies will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student’s responsibility to monitor their Carleton and cuLearn accounts.
Official Course Outline: The course outline posted to EURUS website is the official course outline.