

CARLETON UNIVERSITY
Institute of European, Russian & Eurasian Studies
Fall 2014
EURR 4101 / HIST 4605 - The Balkans in Transition, 1918-1989

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Seminar Hours: Mondays, 18:05 - 20:35

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, and that the post-1989 transition is only the most recent in a series of transitions. The first transition was the period between 1878 and 1912, during which the Balkans emerged as a distinct post-imperial space, and the Balkan states 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 (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 and determining 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 tentative grade distribution is as follows:

Class Presentation	15%
Participation	25%
Research Proposal	10%
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 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; 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 Proposal - worth 10% 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. Research proposals must be submitted on October 20, 2014.

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 16 to 20 pages (or roughly 4,000 words) long. Papers must be submitted on December 1, 2014.

Weekly seminar schedule:

Class I (September 8) - Introduction to the Class

Class II (September 15) - What's in a name? How Southeastern Europe became the Balkans

Themes: What criteria should we use to define the Balkans? 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 (Introduction)
- 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

Class III (September 22) - The Past as Prologue? Europeanization, Modernization & Transition

Themes: This class looks at several issues related to the problem of "transition": what do we mean by transition, modernization and Europeanization? Are they one and the same? What were the legacies of Ottoman rule? Was there anything unique to the Balkan experience in this period?

- John Lampe, "Varieties of Unsuccessful Modernization: The Balkan States before 1914," The Journal of Economic History 35 (March 1975), no. 1: 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 (2000), no. 3: pp. 144-163
 - Martin Mendelski, "Can Ottoman bureaucratic and institutional legacy explain the divergent institutional performance of post-communist transition countries?" Working Paper (2007), International Society for New Institutional Economics, pp. 1-26
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Class IV (September 29) - Nations & Nationalism: The South Slavs, Greeks and Romanians

This class examines the nature of nations and nationalism in Europe, as applied in the Balkan setting. How are nations and nation-states constructed? Is there anything uniquely Balkan about the region's encounter with nationalism?

- David Brown, "Are there good and bad nationalisms?" Nations and Nationalism 5 (1999), no. 2: pp. 281-302
 - Dennison Rusinow, "The Yugoslav Peoples," in East European Nationalism in the 20th century, pp. 346-378
 - Maria Todorova, "The Course and Discourses of Bulgarian Nationalism," in East European Nationalism in the 20th century, pp. 70-88
 - James P. Niessen, "Romanian Nationalism: An Ideology of Integration and Mobilization," Eastern Europe Nationalism in the 20th century, pp. 279-291
 - Gerasimos Augustinos, "Hellenism and the Modern Greeks," in East European Nationalism in the 20th century, pp. 169-184
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Class V (October 6) - Nations & Nationalism: The Muslim Peoples (Albanians and Bosniaks)

- Florian Bieber, "Muslim Identity in the Balkans before the Establishment of Nation States," Nationalities Papers 28 (2000), no. 1: pp. 1-16
 - Bernd J. Fischer, "Albanian Nationalism in the Twentieth Century," in Eastern European Nationalism in the 20th century, pp. 25-39
 - 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
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Class VI (October 13) - No Class Today (Thanksgiving)

Class VII (October 20) - Forging Nations and Identities: The Role of War and Violence, 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?

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

Documentary 2: "Thessaloniki in Colour" (About Thessaloniki before and after the wars, 8 min) documentary

- 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. 1-21 (Origins) and 130-143 (Consequences and Conclusions)
- Elisabeth Kontogiorgi, Population Exchange in Greek Macedonia: The Forced Settlement of Refugees 1922-1930 (2006), pp. 1-23

Class VIII (October 27) - Fall Break (No Class Today)

Class IX (November 3): Re-shaping the Balkan Urban Landscape

- Božidar Jezernik, "Western perceptions of Turkish towns in the Balkans," Urban History 25 (1998): pp. 211-230
- Paul Dumont, "Salonica and Beirut: The Reshaping of Two Ottoman Cities of the Eastern Mediterranean," in Ottoman Legacies in the Contemporary. Mediterranean: the Balkans and the Middle East Compared (2012), pp. 189-208
- Elitza Stanoeva, "Interpretations of the Ottoman Urban Legacy in the National Capital Building of Sofia (1878-1940)," in Ottoman Legacies in the Contemporary. Mediterranean: the Balkans and the Middle East Compared (2012), pp. 209-230
- Emanuela Costantini, "Dismantling the Ottoman Heritage? The Evolution of Bucharest in the 19th Century," in Ottoman Legacies in the Contemporary. Mediterranean: the Balkans and the Middle East Compared (2012), pp. 231-254
- Adrian Majuru, "Bucharest - Between European modernity and the Ottoman East," Revista Romana de Studii Eurasiatice (Romania), 4 (2008), no. 1-2, pp. 69-91

Suggested Background:

- Biray Kolluoglu-Kirli, "Cityscapes and Modernity: Smyrna Morphing into Izmir," Ways to Modernity in Greece and Turkey: Encounters with Europe, 1850-1950 (2007)

Class X (November 10) - The Failure of Liberal Democracy, 1923-1945

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

- Mark Biondich, The Balkans: Revolution, War, and Political Violence since 1878, Ch. 3 (Democracy, Dictatorship and War, 1923-1945), pp. 95-129
- Mark Mazower, "Minorities and the League of Nations in interwar Europe," Daedalus vol. 126 (Spring 1997), no. 2: pp. 47-61
- Kiril Kossev, "Finance and Development in Southeast Europe in the Interwar Period," in Economic and Financial Stability in SE Europe in a Historical and Comparative Perspective: conference proceedings, Fourth South-Eastern European Monetary History Network (SEEMHN) (2009)

Class XI (November 17) - Communism in Bulgaria & 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)?

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

- Katherine Verdery, National Ideology under Socialism: Identity & Cultural Politics in Ceausescu's Romania (1991), pp. 98-134
- Charles King, "Remembering Romanian Communism," Slavic Review vol. 66 (2007), no. 4: pp. 718-723
- Gail Kligman, When Abortion is Banned: The Politics of Reproduction in Ceausescu's Romania, and After, pp. 1-48
- James P. Niessen, "Romanian Nationalism: An Ideology of Integration and Mobilization," Eastern Europe Nationalism in the 20th century, pp. 291-297
- Maria Todorova, "The Course and Discourses of Bulgarian Nationalism," in East European Nationalism in the 20th century, pp. 88-102

Class XII (November 24) – Communism in Albania & 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?

- Andrew Wachtel and Christopher Bennett, "The Dissolution of Yugoslavia," in Conflict in Southeastern Europe at the End of the Twentieth Century: A Scholars' Initiative (2006), pp. 13-43
- Aleksandar Petrović and Đorđe Stefanović, "Kosovo, 1944–1981: The Rise and the Fall of a Communist 'Nested Homeland'," Europe-Asia Studies 62 (2010), no. 7: pp. 1073-1103
- Dennison Rusinow, "The Yugoslav Peoples," in East European Nationalism in the 20th century, pp. 378-411
- 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, pp. 39-47

Class XIII (December 1) – No Class Today (Essays to be submitted)

The course instructor will hold extended office hours and be available for consultations regarding the finalization of term papers.

Class XIV (December 8, Last Class) – The Non-Communist Exception: Greece, 1944-89

Themes: was transition more effective and far-reaching in Greece than in the Communist Balkans, and why? What similarities persisted? Is Greece a Balkan state?

- Takis S. Pappas, "Why Greece Failed," Journal of Democracy 24 (April 2013), no. 2: pp. 31-44

- 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 (2003): pp. 2-15
 - Gerasimos Augustinos, "Hellenism and the Modern Greeks," in East European Nationalism in the 20th century, pp. 184-204
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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.