

Rutgers University  
Department of Modern Greek Studies  
Department of Political Science

Spring 2021  
Online Course

## **489:385/790:387: Politics and Culture in Greece and the Balkans**

**Instructor:** Michael Rossi  
**E-Mail:** mrossi@polisci.rutgers.edu  
**Skype Address:** Michael.Rossi1977

### **Course Overview**

This fully online course offered jointly between the Program in Modern Greek Studies and the Department of Political Science examines the patterns of political, social, and cultural developments in the formation and development of modern statecraft in the Balkans. This course will specifically examine developments in Greece, Serbia and Turkey, with additional attention, when relevant, to Bulgaria, Northern Macedonia, and Cyprus.

The course will serve two large purposes:

- To provide a comprehensive coverage of Balkan history and socio-political development from the nineteenth century to the present time.
- To examine the Balkan region as an area study for nation-building and democratization.

The Balkan Peninsula (or Southeastern Europe) is the one remaining geographic region that still remains partially outside the European Union. It is an area that has largely been peripheral to modern European development, yet has paradoxically served as a catalyst for that development over the past two centuries. Historically situated as it is at the proverbial crossroads of three great civilizations – the Byzantine/Ottoman, the Austrian, the Russian – the Balkans has experienced an inordinate degree of political, social, and cultural upheaval, making it one of the most unstable regions of Europe. Debates on nation-building and democratic transitions are ever present in academic arguments and current events before being subsumed within larger studies of European Union integration.

Specifically, we will investigate the conditions of political development of ethnic communities breaking away from the multi-ethnic Austro-Hungarian and Ottoman empires, the rise of national identity, the role of historical memory, and path dependent legacies that continue to influence contemporary political issues today in both the region and in relation with the European Union.

More modern topics will examine Greece's transition to democracy in the mid-1970s, the political and economic conditions that contributed to the fragmentation of Yugoslavia in the 1980s and subsequent disintegration in the 1990s, Greece's relationship with the European Union, the future of Serbian and Turkish EU membership, an assessment of democratic development of former Communist states, conflict resolution over disputed territories of Northern Cyprus, and Kosovo, and increasing authoritarianism in Turkey.

It is important to note that this course is multidisciplinary. While the primary starting point for examining the Balkans will be rooted in theories of democratic transitions, there will be a heavy emphasis based on historical texts, anthropological studies, and multifaceted forms of expression in literature, poetry, art, and music.

## Requirements:

Students' final grade evaluation is determined by the following criteria:

- One 7 – 10 page research paper 25% due March 13
- One 10 – 15 page research paper 35% due May 3
- Two 5 – 7 page reading evaluations 20% (10% each)
- Class participation 20% (rolling accumulation)

The **research papers** operate in lieu of a formal midterm and final exam. Both assignments include a collection of questions pertaining to material covered in class. The student will select one question from the pool and develop a researched critical analysis that incorporates class readings, class discussion, and, where necessary, additional external sources. Each assignment is posted at the beginning of each half of class, giving the student enough time to organize his/her thoughts and speak with me about developing ideas. For full information and technical guidelines, please refer to the Essay Policy Guide on Sakai.

The **reading evaluations** are designed to keep you up to date with readings and discussions. You are required to write at least **two** 5 – 7 page (double spaced) papers that accompany each of the four sections. These assignments should identify the primary arguments and major questions raised by the authors of each piece. As the semester progresses, you are also encouraged to note, where appropriate, comparisons and contrasts with topics either from previous readings or class discussions. These assignments can also serve as material for your research papers, so feel free to incorporate material into your larger assignments where applicable. Each paper is due at the start of the next section. **You may, of course, write more than two if you would like to attain maximum score.**

Papers must be uploaded to Sakai in MS Word format no later than 11:59 PM on the due date. Late papers will result in a deduction of 1/3 of a grade each day they are late – including weekends. There are **no** extensions. Assignments are given well in advance for you to manage your time.

Corrupted files are no longer an acceptable excuse for a late paper. Save your file (often) to a thumb drive, Cloud, and email it to yourself to avoid “losing” your work.

**Class participation** is accumulated throughout the semester through *active engagement*. For an online class like this, participation is almost entirely dependent on **online discussion threads**, which serve as the primary way for students to interact with the rest of class. New discussion questions will be frequently posted to Sakai as we begin new sections, and multiple discussion threads may be active each week.

As an important reminder, **each discussion forum will remain open for three weeks only**. This is to avoid students rush-posting multiple comments at the end of the semester. You can continue to post in older forums as well as new ones, but once three weeks have passed, the forum will be closed. New ones will open, but **all forums will completely close at 11:59 PM on May 3, the last day of class. Please make sure you have accumulated your 20 points by then.**

An additional way of participating is speaking with me repeatedly throughout the semester if you have any questions about the material, or want a more one-on-one experience. This can most easily happen via Skype. Please email me to schedule an appointment.

## Readings

All readings are available on our Sakai site. You do not have to purchase anything.

## Course Learning Objectives and Policy Statements

As mentioned above, the primary objective of this class is to provide students with a comprehensive understanding of early modern state building in Southeastern Europe amid the decline of the Ottoman and Hapsburg empires, and in relation to broader European political, social, economic, and cultural trends and interests. In many ways, a study of Balkan states and societies provides us with a precursor to postcolonial studies that developed in the wake of the Second World War. As such, the Balkans serves as a case study to issues that can be applied elsewhere such as the Middle East, the former Soviet Union, and northern Africa. The student who successfully completes this class will attain, in addition to knowledge of a little-known region of Europe, skills in the following fields that can be used elsewhere:

- Comparative historical analysis of the development of modern states and societies in a non-Western setting
- Engagement in process tracing of state development through a series of precursory critical junctures and events
- Understanding of the role of culture, and more importantly cultural cleavages in the formation of a socially constructed and tenuously shared sense of national identity
- Critical analysis of the role of state leadership and its relationship with external powers in order to understand the particular decisions made during rapid socio-political change
- Development of an independent argument through an intensive writing assignment that draws from a multiple variety of interdisciplinary sources.

## Policy Statements – Please Make Sure You Read and Understand!

**Attendance:** Since this class is entirely online, your “attendance” is your virtual presence online. This is most visibly reflected in your online participation in the various discussion forums. You are free to set your own schedule within each unit, but this class functions as if we met twice a week. Thus, do not neglect your online presence. Falling behind in a class like this will quickly make the material all the more difficult.

As has happened in the past, student interest has called for at least one weekly Zoom chat as a way of reviewing class material, asking me specific questions, and keeping some semblance of human interaction. I am more than happy to continue this trend, but because the class is “online” it is not expected that every enrolled student will have time to speak at a designated time. Thus, while attendance is NOT required for these meetings, those who join and engage with the class will qualify for participation points.

**Academic Integrity:** Academic integrity encompasses standards of honesty and truth. For the student this largely entails ensuring all work presented is their own with full credit being given to all sources and materials used and consulted in their projects. With the pervasiveness of the Internet and the ability of students to obtain material from an array of digitized sources, prevention of plagiarism is more important than ever. Cases of plagiarism are in clear violation of academic integrity and will be dealt with in accordance to the severity of the case. For a complete description of Rutgers’ Policy on Academic Integrity, its descriptions and penalties, see:

[http://academicintegrity.rutgers.edu/files/documents/AI\\_Policy\\_9\\_01\\_2011.pdf](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf)

Part of this is related to uploading your assignments to Sakai via Turnitin, which checks for plagiarism and attempts at copy/pasting large amounts of preexisting text from elsewhere. While it is rare the student intentionally plagiarizes, it is increasingly common for papers to have large chunks of text lifted from elsewhere without proper citation. Papers with a Turnitin score of 30% or higher will be considered problematic.

**Students with Disabilities:** This course meets standard University policies and provisions with the Americans with Disabilities Act (ADA) Policy. Students with documented disabilities from the University who are in need of certain academic accommodations should notify me and their respective TA (if present) as soon as possible. Information on disability support can be found at <http://disabilityservices.rutgers.edu/>. All information will be kept strictly confidential.

**Communication:** Students have the right to communicate with the instructor regarding any and all class-related material at any time. This includes emailing and arranging Skype appointments to discuss matters related to readings, writing assignment, or other related topic that may spark your interest.

I almost always respond to emails within a 24 hour period. However, I will not answer any questions if the answer lies in the syllabus, so if you email me with something, you don't hear from me in more than 24 hours but you know I'm alive, chances are the answer to your question is in the syllabus. Please also make sure your email addresses me as either Dr. Rossi or Prof. Rossi, and you provide me your full name at the end. Emails without the necessary greeting and salutation will be ignored. Anonymous emails will also be ignored. This isn't meant to sound haughty, but rather to address an increasingly poignant problem of students interacting with their university instructors with email greetings beginning and ending with just "hey" and leaving no name at the end.

**Life Goes On:** We are all adults and have lives outside of this class. There are times when unexpected issues arise for the student such as family matters, personal problems, legal troubles, etc. that get in the way of concentrating on class materials. Should the need arise, **please do not hesitate** to contact me and let me know if there are any problems you are handling that may prevent you from properly focusing on the course. At the absolute least, it allows me to work with you in terms of getting your assignments in, rather than you sending me a long email the night before or morning after an assignment is due, explaining why you didn't complete it.

Additionally, in light of the ongoing COVID pandemic, please keep me apprised of your health and mental well-being. Having both in good working condition allows you to give the time and attention you need to do well in this class. We are all experiencing personal problems that have disrupted our lives, and this inevitably risks getting in the way of our work and study.

In short, keep me in the loop. All matters are strictly confidential with me.

## Grading Criteria for Writing Assignments

	THESIS	WORK WITH ASSIGNED TEXTS	STRUCTURAL COHERENCE	PRESENTATION
<b>A</b> 100 - 90	Student is able to produce a well written argument that is clear from the introduction, and provides solid analysis throughout.	Use of readings and class notes are thorough, properly cited throughout the paper and in the bibliography, and contributes to the student's own reasoning.  Readings and class notes are cited and helps to provide the student with understanding the material, but tends to rely on them more for provided description than a clear and independent analysis. A bibliography is also present at the end.	Organization of material has a logical flow from inquiry to hypothesis to investigation and finally to argument based on deductive and/or inductive reasoning.	Paper is as close to the requested word/page limit as possible  Little to no grammatical mistakes or errors in syntax.
<b>B+</b> 89 - 85	Student articulates an original thesis and offers an interpretive position throughout most of paper	Readings and class notes are used to support the student's argument, but is much more descriptive in nature than analytical. Paragraphs appear to summarize material without offering any clear analytics	Organization of material is clear, but paper is largely divided into describing one case at a time instead of providing an overarching analytical synthesis.	Overall writing is good, but a few and noticeable spelling, grammatical errors and syntax are present. Student may put a book title in quotes instead of italicize and vice versa.
<b>B</b> 84 - 80	Student offers a clear thesis that may be conceptually limited or loosely connected to the paper's body	Readings and class notes are used to support the student's argument, but is much more descriptive in nature than analytical. Paragraphs appear to summarize material without offering any clear analytics	Paper possesses a logical flow of ideas from Introduction to Conclusion but noticeably compartmentalizes points by readings instead of offering any comparative analytical insight	See criteria for B+
<b>C+</b> 79 - 75	Attempts at creating an argument fall short with simple summarization of material or repetition of one or two ideas with little to no explanation. No clear idea or thesis is presented on the first page, and no definitive conclusion is reached by the end.	Limited use of readings, or student relies on only one source, usually class notes.  Student may also use outside readings and/or other sources in lieu of assigned texts	Student may attempt to organize material but is not successful in offering any logical coherence between points and paragraphs  Topics in paragraphs abruptly shift focus.  Paragraphs are more than a page long and provided information is tangential	Grammatical mistakes are present with no indication the student performed any proofreading or Spellcheck.  Material is improperly cited both within the paper and in the bibliography.
<b>C</b> 74 - 70	See criteria for C+	Key readings are missing for certain sections of paper. References may be made but citations are missing. The use of outside readings may completely replaced assigned texts. Student also uses Wikipedia, the Dictionary, or an online encyclopedia to explain material that is covered either in class or in assigned readings.	Paper's organization clearly lacks any logical progression of ideas from one paragraph to another. Entire sections relevant to the paper may be missing and the main question may not be answered.  Student may veer off topic for a few paragraphs towards something tangential	See criteria for C+
<b>D</b> 69 - 65	Paper has little focus beyond a rudimentary argument. Independent analysis is extremely vague and offers little explanation	Paper offers minimal adherence to readings and/or class notes beyond a few references.	No rhyme or reason to organization. Paper has no logical flow of argument or focus.  Paper is largely or completely disengaged from the topic question.	Multiple spelling errors, grammatical errors, sentence errors, broken sentences, awkward writing, paragraphs that end mid-sentence, paragraphs with two sentences, gratuitous spacing to "pad" page limits.
<b>F</b> 64 - 0	Paper has no focus from start to finish. Independent analysis is either completely lacking or focuses on something entirely different from the question(s) asked	Paper either ignores citing any readings or quotes entire paragraphs instead of providing the student's own thoughts. Cited material is anything but class-based material.	Criteria for a D  Student shows no sign of understanding the assignment.	Paper is extremely short of word/page limit by at least half. No proper bibliographical material is provided  See criteria for D

## Readings and Class Schedule

### 1/19 – 1/30: INTRODUCTION – SOUTHEASTERN EUROPE IN THE 21<sup>ST</sup> CENTURY

- Misha Glenny, *The Balkans: Nationalism, War, and the Great Powers 1804 – 2012* (New York: Penguin Books, 2012), Epilogue: “The Swinging Doors”, pp. 663 – 706
- James Galbraith, “Greece’s Bailout Legacy of Immiseration”, *The Atlantic*, Aug 20, 2018
- Patrick Kingsley, “Serbia’s Strongman Wins Big in Election Boycotted by Opposition”, *The New York Times*, June 20, 2020
- Patrick Kingsley, “Serbia Protest Meets Violent Response in Europe’s 1<sup>st</sup> Major Virus Unrest”, *The New York Times*, July 8, 2020
- Carlotta Gall, “Battered Turkish Economy Puts a Powerful Erdogan to the Test”, *The New York Times*, December 27, 2020

### Reading Evaluation due January 31

## I – THE HISTORICAL DIMENSION OF BALKAN STATES AND SOCIETIES

### 1/31 – 2/6: How Nations Remember Their Past

- Barbara Jelavich, *History of the Balkans vol. I: Eighteenth and Nineteenth Centuries* (Cambridge University Press, 1983), chapter 1: “Balkan Christians Under Ottoman Rule”, pp. 39 – 62
- Jeffrey K. Olick, “Collective Memory: The Two Cultures”, *Sociological Theory*, vol. 17, no. 3 (November, 1999), pp. 333 – 348
- Eviatar Zerubavel, *Time Maps: Collective Memory and the Social Shape of the Past* (University of Chicago Press, 2003), chapter 2: “Historical Continuity”, pp. 37 – 54
- Victor Roudometof, *Nationalism, Globalization, and Orthodoxy: The Social Origins of Ethnic Conflict in the Balkans* (Westport, CT: Greenwood Press, 2001), chapter 4: “Invented Traditions, Symbolic Boundaries, and National Identity in Greece and Serbia, 1830 – 1880”, pp. 101 – 132.

### Recommended Readings

- Maria Todorova, “Learning Memory, Remembering Identity”, in *Balkan Identities: Nation and Memory*, Maria Todorova ed., (London: Hurst and Company, 2004), pp. 1 – 24
- Yael Zerubavel, *Recovered Roots: Collective Memory and the Making of Israeli National Tradition* (Chicago University Press, 1995), chapter 1: “The Dynamics of Collective Remembering”, 3 – 12
- Benedict Anderson, *Imagined Communities* (New York: Verso Press, 1983), Ch. 5, “Old Languages, New Models”, pp. 67 – 82

### 2/7 – 2/13: Greece: The Hellenistic Byzantines

- Barbara Jelavich, *History of the Balkans*, ch. 1, pp. 72 – 80
- Stephen Chaconas, *Adamantios Korais: A Study in Greek Nationalism*, (Columbia University Press, 1942) chapter 2: “Language and National Regeneration”, pp. 52 – 83
- John Koliopoulos and Thanos Veremis, *Greece: The Modern Sequel, From 1831 to the Present* (New York University Press, 2002), ch. 12: “Shaping a Nation”, pp. 227 – 241
  - Ch. 14, “The Return of the Hellenes”, pp. 242 – 248
- Paschalis Kitromilides, “On the Intellectual Content of Greek Nationalism: Paparrigopoulos, Byzantium and the Great Idea”, in *Byzantium and the Modern Greek Identity*, David Ricks and Paul Magdalino, eds., (Aldershot, UK: Ashgate Publishing Limited, 1998), pp. 25 – 34

## **2/14 – 2/20: Serbia: The “Piedmont of the Balkans”**

- Barbara Jelavich, *History of the Balkans*, ch. 1, pp. 88 – 98
- Duncan Wilson, *The Life and Times of Vuk Stefanović Karadžić: Literacy, Literature, and National Independence in Serbia*, (University of Michigan, 1986), chapter 7: “Grammar and ‘Popular Songs’”, pp. 98 – 113
- Alexander Greenawalt, “Kosovo Myths: Karadžić, Njegoš, and the Transformation of Serb Memory”, *Spaces of Identity*, vol. 3 (2001), pp. 49 – 65
- Paul N. Hehn: “The Origins of Modern Pan-Serbism – The 1844 Načertanije of Ilija Garašanin: An Analysis and Translation”, *East European Quarterly*, vol. 9, no. 2 (1975), pp. 153 – 171

## **Reading Evaluation due February 27**

## **II – DEVELOPMENT OF MODERN STATEHOOD IN THE BALKANS: 1878 – 1945**

### **2/21 – 2/27: The End of Empires**

- L. S. Stavrianos, *The Balkans Since 1453* (New York University Press, 2000)
  - Ch. 21: “Balkan Crisis and the Treaty of Berlin: 1878”, pp. 393 – 412
  - Ch. 28: “Diplomatic Developments, 1878 – 1914”, pp. 513 – 543
- Misha Glenny, *The Balkans: Nationalism, War, and the Great Powers* (Penguin Books, 1999), ch. 3: “A Maze of Conspiracy”, pp. 192 – 200; 216 – 248
- L. S. Stavrianos, *The Balkans Since 1453*, ch. 30: “Peace Settlement: 1918 – 1923”, pp. 580 – 592
- Misha Glenny, *The Balkans: Nationalism, War, and the Great Powers*, ch. 4, “A House of Wars”, pp. 378 – 392

### **2/28 – 3/6: Socio-Political Development Amid World Wars**

- Misha Glenny, *The Balkans: Nationalism, War, and the Great Powers*
  - Ch. 6: “The Palaces of Deceit”, pp. 393 – 396; 402 – 412; 423 – 436; 460 – 477
  - Ch. 7: “City of the Dead”, pp. 478 – 506

## **Reading Evaluation due March 6**

## **RECAP I: THE BALKANS AS EARLY MODERN POST – COLONIALISM**

March 7 – 13

- There are no assigned readings for this particular section. Rather, I have reserved this week as a review session for everything we’ve covered up to this point to conclude the first half of class by re-examining the major points of social, cultural, and political developments that went into the development of early modern statecraft in the Balkans.
- This is also an excellent week for you to work on your first major writing assignment and speak with me if necessary.

**\*\*\*First Research Paper due March 13\*\*\***

### III – BETWEEN THE IRON CURTAIN: 1945 – 1990

#### 3/14 – 3/20: Postwar Greece and Turkey as Tenuous Neighbors

- Barbara Jelavich, *History of the Balkans vol. II: Eighteenth and Nineteenth Centuries*, ch. 10 “The Greek Alternative”, pp. 406 – 438
- Misha Glenny, *The Balkans: Nationalism, War, and the Great Powers*, ch. 8: “Prisons of History”, 608 – 622
- John Koliopoulos and Thanos Veremis, *Greece: The Modern Sequel*, ch.18: “The Post-War Legacy”, pp. 294 – 326

#### Recommended Readings

- Efterpe Fokas, “Greek Orthodoxy and European Identity”, in *Contemporary Greece and Europe*, Achilles Mitsos and Elias Mossialos eds., (Burlington, VT: Ashgate Publishing, Ltd., 2000), pp. 275 – 300
- Robert McDonald, “Greek-Turkish Relations and the Cyprus Conflict”, in *Greek-Turkish Relations in an Era of Globalization*, ed. Dimitris Keridis and Dimitrios Triantaphyllou (Dulles, Virginia: Brassey’s, Inc, 2001), pp. 116 – 150

#### 3/21 – 4/3: The Yugoslav Experiment

- John R. Lampe, *Yugoslavia as History: Twice There was a Country* (Cambridge University Press, 2000)
  - Ch. 9, “Tito’s Yugoslavia Ascending, 1954 – 1967”, pp. 265 – 298
  - Ch. 10, “Tito’s Yugoslavia Descending, 1968 – 1988”, pp. 299 – 331
- Misha Glenny, *The Balkans: Nationalism, War, and the Great Powers*, ch. 8: “Prisons of History”, pp. 622 – 633.
- V.P. Gagnon, *The Myth of Ethnic War: Serbia and Croatia in the 1990s* (Cornell University Press, 2004), Conclusion: “Yugoslavia and the Myth of Ethnic War”, pp. 178 - 193

#### Reading Evaluation due April 10

### IV – THE EUROPEAN DIMENSION OF BALKAN (RE)INTEGRATION

#### 4/4 – 4/10: Settlements to Frozen Conflicts: Cyprus and Kosovo

- “Divided Cyprus: Coming to Terms on an Imperfect Reality”, *Crisis Group Europe Report* N°229, March 14, 2014
- Michael Rossi, “Ending the Impasse in Kosovo: Partition, Decentralization, or Consociationalism?” *Nationalities Papers* vol. 42, no. 5 (Sept., 2014), pp. 867 – 889

#### Recommended Readings

- International Crisis Group, *Kosovo: No Good Alternatives to the Ahtisaari Plan*. Europe Briefing 182. May 14, 2007
- “There Are High Hopes for Cyprus Reunification Talks – Even as They Hit Another Impasse”, *Washington Post*, January 13, 2017  
<https://www.washingtonpost.com/news/worldviews/wp/2017/01/13/why-hopes-are-so-high-about-the-talks-to-reunify-cyprus/>



#### **4/11 – 4/17: The Ongoing Challenges to Democratization: Serbia and Turkey**

- Mladen Obrenović, “Bosnian, Serbian Schoolbooks Teach Rival Versions of History”, *Balkan Insight*, October 30, 2020
- Michael Rossi, “In Search of a Democratic Cultural ‘Alternative’: Serbia’s European Heritage from Dositej Obradović to OTPOR”, *Nationalities Papers* vol. 40, no. 6 (November, 2012), pp. 853 – 878
- Aykan Erdemir, “Erdogan’s Target in Hagia Sophia Stunt was Atatürk’s Legacy”, *BIRN*, August 4, 2020
- Gonul Tol and Ayca Alemdaroglu, “Turkey’s Generation Z Turns Against Erdogan”, *Foreign Policy*, July 15, 2020

#### Recommended Readings

- Tanja Petrović, “Serbia’s Quest for a Usable Past”, Institute for Human Sciences, Oct. 14, 2013
- Stefano Bianchini, “The EU in the Values and Expectations of Serbia: Challenges, Opportunities, and Confrontations”, in *Civic and Uncivic Values: Serbia in the Post-Milošević Era*, Ola Listhaug, Sabrina P. Ramet, and Dragan Dulić eds., (Budapest: Central European University Press, 2011), pp. 77 – 109
- Ahmet Insel, “Becoming a World Economic Power: The Neo-Nationalism of the AKP”, in *Turkey Between Nationalism and Globalization*, Riva Kastoryano ed., (New York: Routledge, 2013), pp. 187 – 198
- Tozun Bahcheli, “Turkey’s Quest for EU Membership and the Cyprus Problem”, in *Turkey and the European Union*, pp. 161 – 177
- Taner Akçam, “The Genocide of the Armenians and the Silence of the Turks”, *Studies in Comparative Genocide*, Levon Chorbajian and George Shirinian, eds. (New York: St. Martin’s Press, 1999), pp. 125 – 146
- Florian Bieber, “Building Impossible States? State-Building Strategies and EU Membership in the Western Balkans”, *Europe-Asia Studies* vol. 63, no.10 (December 2011), pp. 1783 – 1802

#### **4/18 – 4/24: Greece in the Age of Austerity, National Populism, and Jobless Recovery**

- Larry Elliot, “Greece’s Bailout is Finally at an End – But has Been a Failure”, *The Guardian*, August 19, 2018
- Daniel Trilling, “Golden Dawn: The Rise and Fall of Greece’s Neo-Nazis”, *The Guardian*, March 3, 2020
- John Psaropoulos, “Annus horribilis: Key Greek – Turkish Developments in 2020”, *Al Jazeera*, December 23, 2020
- Steven Erlanger, “Rising Tensions Between Turkey and Greece Divide EU Leaders”, *The New York Times*, August 27, 2020
- International Crisis Group, “How to Diffuse Tensions in the Eastern Mediterranean”, September 22, 2020

#### Recommended Readings

- Alexis Tsipras, ““Europe Will be Either Democratic and Social or It Will No Longer Exist”, in *What Does Europe Want? The Union and its Discontents*, Srećko Horvat and Slavoj Žižek, (Columbia University Press, 2015), pp. 150 – 159
- Panagiotis E. Petrakis, “Greece and the Eurozone: Staying or Leaving?” in *The Great Catalyst: European Union Project and Lessons from Greece and Turkey*, Bülent Temel ed. (Lanham, Maryland: Lexington Books, 2014), pp. 9 – 34

**Reading Evaluation due April 24**

## **RECAP II: FROM BALKANS TO SOUTHEASTERN EUROPE**

April 25 – May 3

- There are no assigned readings for this particular class. Like before, we will use this week to conclude the second half of class by re-examining the final major points of regional development in the Balkans amid EU expansion, fatigue, and future trajectories

**\*\*\*Second Research Paper due May 3\*\*\***