

BALKAN HISTORY

Course Description

The aim of this course is to provide basic knowledge about Balkan history from its earliest years to the present. The region is located on a transition zone between east and west, and contains several different nationalities, languages, cultures, and civilizations. Geographical features of the peninsula, and their influence on the peoples and politics of the Balkans will be presented. The first inhabitants of the Balkans, Greek and Roman civilizations of the Classical Ages will be described. Then migrations to the Balkans from the east and north, their influences on the peninsula, Byzantine rule, and the formation of the Christian Balkan nationalities during the Middle Ages in between the fifth and thirteenth centuries will be presented. Fourteenth century Balkans witnessed a new element, character, religion and understanding in the peninsula: The Ottomans. Their conquest of the Balkans, established institutions, effects, and Islamization which left an important footprint will be presented. The nineteenth century brought nationalism into the Balkans. Nationalism in the peninsula and establishment of the Balkan national states will be studied. The Ottoman withdrawal, establishment of the national states, the struggle for expansion of national borders, the Balkan Wars of 1912-13, and the First World War will be discussed. The Second World War deeply influenced the peninsula. All the Balkan states, except Greece and Turkey, adapted totalitarian socialist regimes that froze all the ethnic problems temporarily. The collapse of the socialist/communist regimes at the beginning of 1990s brought democracy, but at the same time melted the ice on many frozen problems. Yugoslavia dispersed. Bosnia, Macedonia, and Kosovo suffered from civil wars. The aim of this course is to take a deep look at Balkan history which is constituted of several layers, to understand the origins of the present issues and to have a better understanding in general.

About the Instructor

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General Overview:

The Balkan Peninsula is located in the southeast of Europe. It is surrounded by the Black Sea in the east, Aegean and Mediterranean seas in the south, and the Adriatic Sea in the west. The northern border of the peninsula is the Danube River, according to some geographers, and Carpathian Mountains, to the others. Its name, Balkan, comes from a Turkish word which means mountain. The peninsula is dominated by four mountain chains, all of them are from west to east, as the continuation of the Alps of Europe, cover the peninsula: The Carpathian Mountains, located in Romania, constitutes the northern border of the peninsula. The Balkan Mountains, which the name of the peninsula is derived, separates Bulgaria into two parts. The Rhodope Mountains lay between Bulgaria and Greece. The Dinaric Alps follows the Adriatic coast until the Morea Peninsula. In order to understand Balkan history, its geographical features, mountains and rivers should be known. Mountains separate the inhabitants of the peninsula from each other but do not prevent outsiders from penetrating the peninsula which does not have a natural center. Mountains also form the climate and flora, and give a character to the inhabitants of the peninsula.

The Danube River, with its tributaries like Tisza and Prut from the north, and Sava and Morava from the south, is the biggest river of the peninsula. It is a great river highway and has been a natural and political border for centuries. Flowing into the Aegean Sea Vardar, Struma, and Maritsa, and flowing into the Adriatic Sea, Neretva, Drin, and Shkumbi are the other important rivers of the peninsula. Because of the many mountains, the peninsula has limited areas of rich agricultural land. They are located around the rivers such as the Danube, Maritsa, Vardar, and the Shkumbi river valleys. The Danube River serves as a water route between Central Europe and the Black Sea. The Danube River valley was one of the main historical routes in the peninsula between the east and west. The people of the Asian steps used this way to penetrate into the Balkans and go further. The other historical roads are Belgrade-Nish-Sofia-Plovdiv-Edirne-Istanbul, or Belgrade-Nish-Thessaloniki-Istanbul. The road of Durres-Thessaloniki-Istanbul, called Via Egnatia, connected two capitals in Roman times. As it can be seen, Istanbul, the biggest city of the Balkans, was the beginning point of all the roads.

Evidence proves that the Balkan Peninsula's human inhabitants go back to 6000 BC. The oldest people of the peninsula are the Illyrians who lived to the west of the Morava valley to the Adriatic Sea. The second oldest group was the Thracians who lived in an area from the Aegean Sea to the north of the Danube River. They both had tribal organizations. The Illyrians were the ancestors of the Albanians, and the Thracians were the basic element of the Romanians. However uninterrupted continuation from the earliest days to the present should not be expected.

The first political and cultural achievement of the ancient times took place in the south, at the shores and islands of the Aegean Sea. Hellenes developed an ancient Bronze Age civilization there between 1600-1200 BC. They established city states like Athens, Sparta, Thebes and Argos. These states fought against each other constantly, yet they united when there was an external threat. Greek society was based on slavery. They did not penetrate into the peninsula, but established colonies like Odessos (Varna), Tomis (Constanta), Mesembria (Nesebur) along the Black Sea coasts, and Epetion (near Split) and Issa (on the island of Vis) on the Adriatic Sea. With their achievements in literature, philosophy and architecture, ancient Greek civilization became one of the pillars of the European culture.

The Macedonians appeared on the scene of Balkan history during the third century BC. They were the descendants of the Illyrians but their upper class was influenced by the Greek language and culture. With their strong military organization, during the age of Alexander the Great (336-323 BC), the biggest conqueror of the ancient world, extended their domains to India. Present time Greeks and Macedonians cannot share the ownership of those Macedonians along with their name and identity.

The Romans began to come to the Balkans in the third century BC. From west to east they conquered the peninsula. Unlike the Greek colonists, they went to the interior parts of the peninsula, and ruled directly. Administratively the empire was divided into provinces, dioceses, and prefectures. The Roman cities, communication lines, and roads that covered the peninsula were influential. The Romans established fortresses along the southern bank of the Danube to defend the Empire, like Durostorum (Silistra), Singidunum (Belgrade), Aquintum (Budapest). Exceptionally they passed across the Danube, and reached to Transylvania and Wallachia. They called this area Dacia, and ruled it between 106-271 AD. During the Roman rule, Dacia Romanized, and became the base of the Daco-Romanian continuity theory which claims that present Romanians were the descendants of Romanized Dacians. In 395 the Roman Empire was divided into the Eastern Roman Empire, the Byzantium, with its capital Constantinople (Istanbul) and the Western Roman Empire with

its capital Rome. The line from Adriatic coasts to the Drina River, and Sava and Danube separated the two empires. After the division in 1054, this line became the boundary between Orthodox and Catholic churches as well.

From the fourth century onward the Balkans received new migrants from the east. The Germanic tribes, Huns, Avars, Slavs, and Bulgars followed each other. Except Slavs, all of the others were invaders. They arrived, established a state and ruled the territory. However, none of them lasted long. Some of them went further west while some others mixed with the local people. Slavs, on the other hand, first obeyed the ruling powers, but managed to assimilate them with time, and remained. The Magyars, Pechenegs, Cumans, and Mongols were the other invaders who came to the peninsula from the ninth to the thirteenth centuries.

Although Byzantium kept Roman tradition, it got many elements from the east, and was bilingual where Latin and Greek languages were used. Eastern (Orthodox) Christianity became the official religion of the Empire; and Greek became the official language of the Orthodox Church. Thanks to the Cyril and Methodius brothers, missionaries of the Byzantium, who invented the Cyrillic alphabet to translate religious text from Greek to Slavic, the Bulgars and Serbs accepted Orthodox Christianity in the ninth century.

The Bulgars, a Turanic people who came to the Balkans in the seventh century, and under Khan Asparukh established an independent state. It was recognized by Byzantium in 681. However, they were assimilated by the Slavs in two centuries. After accepting Christianity in 865, Boris changed his title from Khan to Tsar. During the reign of Simeon (893-927) Bulgaria reached its height of territory from the Black Sea to Ohrid, from Janina to Belgrade. Bulgaria, the strongest Balkan power, was competing with Byzantium. Rivalry between Bulgaria and Byzantium continued in the tenth century. Byzantium ended Bulgaria in 1018, but the Second Bulgarian Empire was established as a result of a successful revolt in 1186. Although in the reign of John Asen II (1218-1241) Bulgaria became the strongest power of the Balkans again, and reached its heights, it did not last long and fell apart in the following years.

The Serbs, a Slavic people, came to the Balkans in the seventh century and accepted Orthodox Christianity in the ninth century. They lived under Byzantium and Bulgarian rule until the twelfth century. The two small Serbian states, Zeta in the west, the seed of Montenegro, and Raska in the east, appeared in the first half of the eleventh century. The Nemanja dynasty established the Serbian Kingdom in the twelfth century. From Belgrade to the Adriatic and Aegean seas, Serbia reached its height in the reign of Stephen Dusan (1331-1355), but after his death, the Serbian Kingdom disintegrated, and the Serbian lands were dispersed among competing leaders.

After the Roman evacuation of Dacia in 270, north of the Danube River, today's Romania, was invaded by several groups such as the Goths, Avars, Huns, Bulgars, Slavs, and Tatars. In the eleventh century Hungaria occupied Transylvania, and during the eleventh and twelfth centuries settled Szeklers and Saxons to strengthen the area against the invaders. Two Romanian principalities, Wallachia and Moldavia, were formed in the fourteenth century. Contemporary Romanian historiography claims that after the Roman withdrawal from Dacia, the Daco-Roman population remained there and made Romanian people.

The Western Balkans and the Adriatic coasts were inhabited by the Slavic peoples and Illyrians. The first group consisted of Slovenians and Croats and both of them were Catholic. The Slovenians never lived independently. Their land had passed to the control of the Frankish kingdom in 748, and to the Habsburg Empire in the fourteenth century.

Although it did not last long, the Croats established an independent kingdom in 910. About two centuries later, it united with Hungary. Due to its location between Eastern and Western churches, and having an independent church, Bosnia was attracted by both of them. Bogomilism, a mixture of Christianity and Manicheism emerged in Bulgaria and dominated Bosnia for a while. A short lived Bosnian state was established in the second half of the fourteenth century. The Illyrians lived with their own language, culture and tribal organizations, in their mountainous areas. One of the tribes called the Albanoi gave its name to the people and the area. The area was invaded by several powers, but none of them could really rule it because of the difficulties of control. We have to keep in mind that none of these Medieval states were national in the modern sense, and none of these nations were ethnically pure.

Obviously the Byzantium Empire was the most enduring state of the Balkans since the division of the Roman Empire at the end of the fourth century. She had to compete with the Huns, Bulgars, Serbs, etc. to keep its dominant position. Moreover, Byzantium had to deal with western powers as well. Byzantium's claim to be the sole heir of the Roman Empire was not recognized. The Pope in Rome gave the title of Roman emperor to the Frankish King Charlemagne in 800. Political disagreements followed by doctrinal controversies. The two organizations excommunicated each other in 1054. The Crusaders that represented Western and Catholic interests occupied and plundered Constantinople in 1204. They elected one of their members as the emperor and established kingdoms in the Balkans and Anatolia. The applications of new Catholic rulers created a lasting hatred among the Orthodox inhabitants that could not be healed for centuries. The Byzantium Emperor who escaped to Nicaea returned to Constantinople in 1261, but the Empire could not fully restore its power until it was captured by the Ottomans in 1453.

The Turks came to the Balkans in the mid-fourteenth century. They originated in Central Asia and began coming to Anatolia in 1071 as a result of the Manzikert victory against the Byzantium army. Established in Sogut, close to Bursa, in 1299, the Ottoman State crossed the Dardanelles in 1352 and landed in the Balkans. The Ottomans took the advantage of conflicts among the Balkan states, quickly spread to the Balkans, and captured Adrianople in 1361, Sofia in 1385, then Thessaloniki in 1387. The Kosovo victory of 1389 opened Serbian territory to the Ottomans. In the following years the Romanian principalities of Moldavia and Wallachia became Ottoman vassal states. Mehmet II (reigned 1451-1481) captured Constantinople in 1453 and ended the Byzantium Empire. Taking Morea, Albania and Bosnia, Mehmet II reached to the Adriatic Sea. Suleyman the Magnificent (reigned 1520-1566) extended the Ottoman land into the Hungarian plains. From Crimea, to Transylvania, from Hungaria to Dalmatia all the Balkans and Central Europe were under Ottoman domination during the mid-sixteenth century.

The Ottoman Empire ruled most parts of the Balkans for about 500 years. The Ottoman success in the Balkans cannot be simply explained by military victories. There were political, social and cultural reasons behind them. The Ottomans abolished feudal land ownership of Byzantium, and took a new system that the state maintained absolute control over the possession of the land, but gave the right of cultivating the land to the supporters especially Turkish military leaders. Those supporters did not pay tax. Instead they trained soldiers and served in the sultan's army whenever needed. This system gave more rights to the villagers and reduced their obligations. They were freed from feudal forced labor and only paid taxes.

The Ottoman government simply provided security that led to more plentiful agriculture and increased trade. From Egypt to Hungaria, Crimea to Dalmatia, a great trade zone was created, and internal trade was encouraged. Pious foundations reconstructed the cities;

besides mosques and seminars, hostels, bathhouses, bridges, fountains, covered markets and hospitals served everybody who were in need. Therefore between the fifteenth and seventeenth centuries the Balkans developed economically, agricultural products increased, a lot of new cities and villages were built, and peace and prosperity (Pax Ottomanica) were introduced.

The Ottomans followed a systematic settlement policy in the Balkans. Turkish tribes from Anatolia were sent and settled in the recently conquered places. In the first half of the sixteenth century, the Turks became the majority in many areas of the Balkans like Dobruja, north and south Bulgaria, Macedonia, Thessaly, and Thrace. The Christians were not forced to accept Islam, but encouraged. In Bosnia and Albania most of the local populations became Muslim.

Christian peoples were allowed to keep their faith, tradition and culture. The non-Muslim populations of the Ottoman Empire were governed by the millet system. The Greeks, Romanians, Slavs, Albanians, all the Orthodox Christian population of the Balkans were under the Greek Phanariot Patriarchate's responsibility. The Patriarchate represented all these Orthodox communities to the Ottoman government, and the Ottoman government to those communities. In those years the religious institutions provided many public services; from worship to education, from collecting taxes to judgment. The non-Muslims were legally bound to pay a special tax called "cizye" in lieu of military service. Yet, certain groups were exempted from paying cizye in return to certain duties such as looking after the horses of the palace and guarding strategic roads or passes etc.

The Ottomans left only the religious institutions to survive for most of the Orthodox populations of the Balkans. That's why those institutions carried their national culture and tradition. However, some territories like, Dubrovnik, Wallachia and Moldavia recognized the Ottoman authority, paid tribute, and kept their previous system and institutions. Christian children of the Balkans, mostly from Bosnia, were a good source for the machinery of the Ottoman state. They were taken sometimes forcefully and sometimes voluntarily. They were sent to Istanbul, converted to Islam, and trained as state men or janissary troops. In the sixteenth and seventeenth centuries there were nine grand viziers from Bosnia. The highest number given to serve as the Janissaries was about 30,000 in the seventeenth century.

After the unsuccessful siege of Vienna in 1683 the Ottoman Empire began a long period of decline. Reaching to the natural borders, maladministration, losing the effectiveness in the provinces, corruption, economic difficulties, and military defeats can be listed as the reasons for decline. At the beginning of the seventeenth century Austria was its biggest enemy. In the following decades Russia and Austria together defeated the Empire in the Balkans. After the Russian-Ottoman War of 1768-74, the Treaty of Kuchuk Kainarji was signed, and Russia gained access to the Black Sea, and the protectorate of the Ottoman Orthodox population. As a result of military defeats in the following century, the Russian army reached to Edirne and even to the vicinities of Istanbul.

Hungaria, Transylvania, Dalmatia and part of Serbia had already been lost but the rest of the Balkans were still under the Ottoman rule by 1800. In these years the weakened Ottoman central government was unable to control the Balkan provinces. The local administrators or feudal, like Tirsinikli in Ruse, Pazvantoglu in Vidin, Tepedelenli in Janina, and Kircalililer in the Rhodopes created their de facto autonomous areas. The Ottoman central governments first had to deal with them before the national revolts of the Christian nations. Those rulers were oppressing the total population without discrimination whether they were Muslim or non-Muslim. The Muslims had no place to complain while the non-

Muslims had the diplomats of the European states and Russia. Foreign interventions and instigations worsened the situations. The developments in the Balkans were an important issue of the Eastern Question which was the political fate of the weakened Ottoman Empire.

Although a spirit of national revival spread through the Balkans, the main bulk of the Balkan populations were busy with social and economic difficulties. The Serbian uprising of 1804, for instance, was not against the Sultan but the cruelties of janissaries. Their objective was not independence but fulfillment of the Sultan`s promises. The Serbs won the approval of the Sultan. The new governor of Belgrade was instructed to crush the janissaries. Four of the janissary leaders were executed but it was not enough to solve the problems. In the meantime the Serbian rebels gained self-confidence. They sent delegations to receive Russian and Austrian support. The issue gained more dimensions, and became more complicated. Serbia acquired autonomy in 1815, the limits of the autonomy enlarged in the following years; and they got their independence after the Ottoman-Russian War of 1877-78.

Being sailors and traders, holding Phanariot Patriarchate and important posts in the Ottoman administration made the Greeks the most advantageous Orthodox population of the Ottoman Empire. Unlike Serbians, they had educated, rich people who had connections with the Russian and European capitals. They had a powerful diaspora as well. Greek nationalism first began among them, outside of homeland Greece. With the objection of organizing in an uprising and establishing the Byzantium Empire, the Filiki Eteria was established in Odessa in 1814. It was backed by the Russian government, Russian consuls in the Balkans, and the Orthodox church officials. In 1821 the first Greek revolt took place in the Principalities of Wallachia and Moldavia, where they were ruled by the Phanariots for a long time. Without any success, it simply collapsed. Taking the advantage of the conflict between the governor of the area, Tepedelenli Ali Pasha and the Ottoman government, the second revolt was organized in Morea. The Ottoman government first had to deal with Ali Pasha`s rebellion which was suppressed in 1822, then suppress the Greeks. During the revolt, many European intellectuals, called Philhellenes, came to help the rebels, and many others supported it from their places. The revolt was suppressed in 1825 by the Ottoman and Egyptian forces. This result disappointed romantic Philhellenes. Britain, France and Russia intervened, and proposed an autonomous Greece. Although their navy sank the Ottoman fleet in Navarino in 1827, the latter did not accept the proposal. Then Russia declared war on the Ottoman Empire in 1828, and defeated the Ottoman army. With the Edirne Agreement signed in 1829, the Greek state was established, and autonomies of Serbia and Romania were reaffirmed.

Serbian uprising started spontaneously, Greek revolt (in Morea) as well. Terrorist methods were used. Turkish and Muslim civilians were massacred. Uncooperative Serbians or Greeks were punished by the revolutionaries. Both of the movements became international issues. Both received their autonomous and independent states through the intervention of the Great Powers and especially Russia. These features not only belong to the Balkan nationalist movements of the early nineteenth century, but the following Balkan nationalist movements as well. The Bulgarian nationalist movement had the same characteristics.

Nineteenth century is defined as the age of nationalism. Nationalism was born, shaped and functioned in the socio-political and economic conditions and environment of Western Europe. Although it carried the same name, the content and functions of nationalism were totally different in the Balkans. Irrationality, exclusiveness, close connection with the past but not present, foreign support and interventions, terrorist methods and massacres were often used in the Balkan nationalist movements.

Russia's aim was to capture Istanbul and the straits and to reach the Mediterranean Sea. Protecting the Balkan Orthodox peoples, and supporting their revolts were the instruments of that policy. Recent wars proved that the weak Ottoman Empire could not defend itself against the Russian army. And the Russian occupation of the Balkans could change the power balance. Therefore England principally supported the Ottoman Empire against Russia. Thanks to the support of England and France, Russia could not win the Crimean War of 1853-56 against the Ottoman Empire. With the Treaty of Paris in 1856 the protectorate of Russia over the Balkan Christians passed to the signatory powers of the treaty.

The nationalist spirit shook the Balkans again, first in Bosnia, then Bulgaria, in 1870s. Despite the heroic defense of Plevna which took about five months, the Ottoman Empire was defeated bitterly in the Ottoman-Russian War. The Russian army reached to the outskirts of Istanbul. Russia dictated its conditions, and the Treaty of San Stefano was signed in March 1878. Apart from the full independence of Serbia, Romania and Montenegro, a Russian satellite Greater Bulgaria from Danube to the Aegean Sea, the Black Sea to Ohrid, was created. Practically allowing Russia to reach to the Aegean Sea, the agreement would alter the power balance in the Balkans. With the opposition of the European powers, another conference was organized in Berlin, and the Treaty of Berlin was signed in July 1878. Thrace and Macedonia were given back to the Ottoman Empire, Bulgaria was reduced to the territory between Danube River and the Balkan Mountains, and administration of Bosnia was given to Austria. The Ottoman-Russian War of 1877-78 did not only change the borders but also the demography of the Balkans. Hundreds of thousands of Muslims were killed and forced to migrate from Bulgaria.

Taking advantage of the turbulent era after the Young Turk revolution of 1908, Bulgaria declared its full independence and Austria annexed Bosnia. The Italo-Turkish War of 1911-12 also encouraged the Balkan nations to form a Balkan League. Under the patronage of Russia, Bulgaria, Serbia, Greece and Montenegro signed agreements in 1912. Some articles were not precisely written which was done on purpose. Each part was hoping that Russia would solve the disagreement by interpreting the articles in their favor. The war started on October 8, 1912, and with some intervals, continued until April 1913. The Bulgarian army reached Catalca, 30 miles from Istanbul, the Ottomans were bitterly defeated, and driven out of Europe. The representatives of the Balkan League and the Ottoman Ambassador to Paris met in London, but could not reach an agreement. Then the ambassadors of the Six Great Powers who signed the Treaty of Berlin met in London to prevent the war from extending into a European War. They signed the Treaty of London on May 30, 1913, and drew the new borders. According to the treaty, practically all of Macedonia was shared between Serbia and Greece. Dissatisfied Bulgaria attacked her former allies. The Second Balkan War took about a month. Apart from Serbia and Greece, her former allies Montenegro, Romania and the Ottoman Empire also fought against Bulgaria. Bulgaria lost most of the areas gained during the First Balkan War.

One of the results of the Balkan Wars was Albanian independence. Albanian was the last nation in the Balkans who remained under the Ottoman rule. Because of the common religion and culture, they had close links. Even though nationalist Albanians began to voice some cultural rights, they were generally loyal to the Ottoman Empire. The failure of the Ottomans and the success of the Balkan armies –at the beginning of the war, the Serbs occupied Kosovo, and Durres in the central Albania- did not leave any other way than declaring their independence on 28 November 1912. The Treaty of London recognized Albanian independency, and agreed that an international commission would settle its borders.

Austrian annexation of Bosnia in 1908 disappointed the Serbs who were willing to occupy it. Partition of Novi Pazar sancak between Serbia and Montenegro after the Balkan Wars also frustrated the Austrians. Delicate relations were broken by the assassination of Archduke Franz Ferdinand, the heir to the Habsburg throne, in Sarajevo, on 28 June 1914. Austria declared war on Serbia and the World War I began. There were already two blocks: the Entente Powers (England, France, and Russia) and the Central Powers (Germany and Austria). Gradually all the Balkan states participated in the war in different blocks. Serbia and Montenegro sided with the Entente Powers, and the Ottoman Empire sided with the Central Powers in 1914. One year later, in October 1915, Bulgaria joined the Central Powers; a year later, in August 1916, Romania joined the Entente Powers; and Greece joined the Entente Powers in June 1917.

Since it was the war of great powers, the Balkans and the Balkan countries, including the Ottoman Empire, were not the central figures. The leaders of both sides attempted to win the support of the Balkan countries. Apart from Serbia, all the Balkan countries, tried to get the maximum advantages and be on the right side. That's why they took their time to participate the war. Serbia was attacked by Austria-Hungary, and all Serbian lands were under the occupation of the Central Powers by December 1915. The united British and French navy attacked on Dardanelles on March 1915, but could not pass, and unsuccessfully ended the attack at the end of the year. In January 1916, Montenegro and Albania were in the hands of Austria. Macedonia became a battle field between the Entente Powers and Bulgaria and Germany. Romania first invaded Transylvania but then was occupied by German and the Bulgarian armies in 1917. As a result of the Bolshevik Revolution of 1917, the Bolshevik ruled Russia and signed a peace treaty with the Central Powers in 9 February 1918, but it did not affect the fate of the war. The Entente victory between Bitola and Doiran in September 1918 was the beginning of the end. Surrendered Bulgaria was the first Central Power to sign the armistice on September 30. Austria-Hungary, the Ottoman Empire, and Germany did the same during the following weeks.

The cost of World War I left 15.1 million dead (8.5 million military and 6.6 civil), and 21 million wounded. The war disintegrated three empires, the Russian, the Austria-Hungary, and the Ottoman empires. The Ottoman Empire and Bulgaria lost territories; Romania, Albania, and Greece expanded their territories; and a new state, the Kingdom of the Serbs, Croats and Slovenes (the first form of Yugoslavia), was created. Post World War I years were not easy to all of the Balkan countries. Only the Turks did not accept the peace conditions and occupation of homeland Anatolia, and resisted. Under the leadership of Mustafa Kemal (Ataturk), they fought against the British and French forces in southeastern Anatolia, and the Greek forces in the western Anatolia. This took four years, and they regained their independence, establishing the Turkish Republic in place of the Ottoman Empire. That defeat created many problems in Greece. Yugoslavia suffered from the old rivalries between the Serbians and Croats. Bulgaria had to deal with a lot of economic and politic difficulties after the two defeats. In the 1930s all of the Balkan countries had dictatorial or authoritarian regimes.

In the 1920s several bilateral friendship treaties were signed between the Balkan states to cover the disagreements left from the Balkan Wars and WWI. From the 1930's, several conferences were organized to establish a Balkan Entente. Finally in 1934 it was organized with the participation of Greece, Turkey, Yugoslavia and Romania. Aiming a mutual defense, and a platform to solve all the problems in peace, it was a great achievement. Only Bulgaria who was willing to get Dobruja back and to have an access to the Aegean Sea, and Albania would not participate. Balkan Entente states followed a common policy in two international issues: They acted together against Italy in 1935, and supported Turkey in

the Montreux Conference. But they were not powerful enough to resist against the strong winds of Europe on the eve of World War II.

World War II was the biggest war in world history. More than 100 million soldiers were involved in it. Just before the outbreak of the war, on August 1939, Germany and the Soviets signed a nonaggression pact and a territorial agreement. They partitioned Poland and the Baltic states. Bessarabia's return to Russian control was accepted. Germany declared no interest in the Balkans. This pact laid the groundwork for the WW II. Then the war began with the Nazi German occupation of Poland on 1 September 1939. During the first year of the war, Germany also occupied Low Countries and France; the Soviets occupied Poland, Finland and the Baltic countries. In the summer of 1940 the Axis and the Soviet Union turned their attention to the Balkans. The Soviet troops occupied Bessarabia on June 1940. Hungaria, through negotiations, took half of Transylvania. Bulgaria also took southern Dobrudja from Romania. Losing a third of her territory in two months provoked a violent reaction in Romania. An authoritarian regime under General Antonescu was established. Romania entered the Axis camp. German troops arrived to Romania in October 1940. They were going to be used in the invasion of Soviet Russia in the spring 1941.

Being jealous of Hitler's successes, Italian Leader Mussolini wanted to achieve something on his own, and decided to occupy Greece, but the Greek army defeated the Italians. In order to save the prestige of the Axis, and to get rid of the British presence in Greece – British troops had arrived to defend Greece against Italian occupation-, Hitler wanted to occupy Greece. For that purpose, Hitler first wanted to eliminate Greece's ally Yugoslavia. German forces invaded Yugoslavia in April 1941, and Italy entered Yugoslav Dalmatia and the Ionian Islands of Greece. Italy also added parts of Montenegro, Kosovo, and Macedonia to Italian Albania which was created by the occupation of Albania just before the war. Bulgaria also got the larger part of Macedonia from Yugoslavia. Under the influence of Germany and Italy, independent Croatia was announced on April 1941. After securing the Balkans, Hitler attacked the Soviet Union in the summer of 1941.

Hitler's failure in Stalingrad in the winter of 1943 was the beginning of the end. In the summer of 1943 Mussolini was overthrown, and the new Italian government signed an armistice with the Allies. Then in October 1943 Italy declared war against Germany. Therefore all Italian invaded places (Albania, Montenegro, and Greece) in the Balkans passed over to German control; Dalmatia and surrounding places were given to Croatia. In the summer of 1944 the Soviet Red Army reached to the mouth of Danube River. The pro-German governments of Romania and Bulgaria were replaced by the pro-Soviet governments in August and September of 1944. The Germans began to evacuate the southern Balkans in September 1944 and completed their evacuation in October 1944. A month later they evacuated Albania as well. The Red Army, with the help of Tito's Yugoslav partisans, captured Serbia in October. The Soviets, with the help of the Bulgarians and Romanians also reached to Tisza River in October 1944.

We can conclude that German and Italian domination of the Balkans during World War II was replaced by that of the Soviet Union. The Red Army and its partisan allies controlled Albania and Yugoslavia. In between 1945-48, Communist parties took control of the governments in all the Balkan countries, except Greece and Turkey. Communist systems ruled these countries for about half a century. Postwar Yugoslavia consisted of six equal republics and two autonomous regions. The Republics were Serbia, Macedonia, Montenegro, Croatia, Bosnia-Herzegovina, and Slovenia. Kosovo and Vojvodina were the autonomous regions of Serbia. A system of collective leadership of republics and

autonomous regions was accepted in 1970s. In this period, Romania, Bulgaria, and Albania changed their administrative structures as well.

During the post war years, the Balkan communist states had close relations with each other. Yugoslavian President Tito`s disagreement with Stalin in 1948 caused the diversion of Yugoslavia from the Communist camp. In these years Yugoslavia received extensive economic and military help from the West. After the death of Stalin in 1953 relations between Yugoslavia and the Soviet Union improved, but Yugoslavia kept its own understanding of socialism, and its own position in international politics. Albania also followed its own independent understanding of socialism and policy; established special relations with China and some western European countries. Romania was a member of the Warsaw Pact, established as a military alliance among the Communist countries in 1955, and the Council for Mutual Economic Assistance (COMECON) established in 1949. But Bulgaria was the most loyal member to all these communist organizations and Soviet Union`s patronage. Greece and Turkey joined the North Atlantic Treaty Organization (NATO) in 1952. Therefore Bulgarian borders with Turkey and Greece, became NATO-Warsaw Pact borders as well. The "Iron curtain" divided the peninsula until the 1990s.

It can be said that the totalitarian communist regimes suppressed the ethnic, social and economic problems of the Balkans for some decades but did not really solve them. Ethnic conflicts and interests gave the first signals of the breakdown in the 1980s. Communist dictators attacked their biggest minorities to hide the real problems of their countries and to keep the support of the majority. The Turkish identity in Bulgaria was denied. Bulgarian names replaced the Turkish ones. About 350,000 Turks left the country when the border gates opened in 1989. The Hungarian schools of Transylvania were closed in Romania. Autonomy in Kosovo where the majority of the population was Albanians, was cancelled. Demonstrations to defend the rights of Turks in Bulgaria, of Hungarians in Romania, and of Albanians in Yugoslavia turned to demonstrations to change the regimes.

The collapse of Communist regimes and the transition from the Communist system to liberal democracies in the Balkans was hard and painful. Kosovo`s problem and mistrust among the republics were disturbing the stability of Yugoslavia since the death of Tito in 1980. Protesting the Serbian policy for the Albanians of Kosovo, Slovenia, Croatia, Macedonia, and Bosnia-Herzegovina left Yugoslavia and declared their independence in between December 1990 March 1992. Disagreements among the Serbs, Croats and Muslim Bosnians of Bosnia-Herzegovina caused shameful massacres. Finally the Dayton Accord of 1995 kept its external borders but divided the country into two federal states: The Muslims and Croats formed the Federation of Bosnia and Herzegovina, the Serbs constituted their own Serbian Republic. Greece`s opposition to the independent Macedonia`s name and flag became an issue of concern. In 1993 Macedonia`s formal name became the Former Yugoslav Republic of Macedonia (FYRM) as a compromise. Yugoslavia survived with Serbia and Montenegro for a while, but Montenegro`s leaving, ended Yugoslavia in 2006.

At present, all of the Balkans have turned their faces to the West. Many of the Balkan states are full members of the European Union, and the others are waiting for their full membership. The name "Balkans" resembles anger, disagreement, risk, conflict, tear, and massacres. On the other hand, being European, at least right now, corresponds to wealth, power, safety, and richness. The hope of being European and a member of the European Union helped to smooth transition from the Communist dictatorship to liberal democracy, and to elevate democracy standards in the Balkans. But the Balkan chronic problems are still waiting to be solved.

Syllabus

UNIT I

WEEK 1: Introduction: The Land

The first lecture will inform the students about the geographical features of the Balkans in general. The geography gives opportunities and creates obstacles to the inhabitants. Geography determines the history. This is especially true in the Balkans. Therefore at the very beginning of the course, borders, mountains, rivers, passes, agricultural lands, and territories will be discussed. Their relations with the inhabitants, their influence of the events in the peninsula will also be discussed.

Suggested readings:

-Paul Robert Magocsi, *Historical Atlas of Central Europe*, Revised and Expanded Edition, University of Washington Press, Seattle, 2002. (This book contains wonderful maps and brief explanations for all the subjects of this course. Therefore it should be used for all the subjects.)

-Denis P. Hupchick, *The Palgrave Concise Historical Atlas of the Balkans*, Palgrave, Basingstoke, New York, 2001.

-Huey L. Kostanick, "The Geopolitics of the Balkans", in *The Balkans in Transition: Essays on the Development of Balkan Life and Politics Since the Eighteenth Century*, Charles Jelavich, Barbara Jelavich (eds.), University of California Press, Berkeley, 1963, pp.1-55.

WEEK 2: The Balkans in the Classical Ages

The first inhabitants of the Balkans, the Greeks and Romans will be studied. The Illyrians and Thracians were the oldest inhabitants of the peninsula. The Illyrians were the ancestors of the present Albanians. The Thracians disappeared and could not survive. The Hellenes are the well known inhabitants of the southeastern Balkans. Since Ancient Greek and Roman civilizations are two of the three pillars of the European culture, their nature, characteristics, and effects on the Balkans will be discussed.

Suggested readings:

-Matthew Dillon and Lynda Garland, *The Ancient Greeks: History and Culture from Archaic Times to the Death of Alexander*, Routledge, New York, 2012.

-Alexandra Lianeri (ed.), *The Western Time of Ancient History: Historiographical Encounters with the Greek and Roman Pasts*, Cambridge University Press, New York, 2011.

-John Boardman, Jasper Griffin, and Oswyn Murray (eds.), *The Oxford Illustrated History of the Roman World*, Oxford University Press, Oxford & New York, 2001.

Essay Questions:

1. Describe the geographical characteristics of the Balkan peninsula and discuss their effects on the inhabitants.
2. Describe the Ancient Greek and Roman civilizations in the Balkans and compare with each other.

Paper of approximately 1000 words on a self-chosen topic pertaining to the subjects covered in this unit.

UNIT II

WEEK 3-4: Medieval Balkans

As a transition zone, the Balkans received different groups from the east and north: The Goths in the third, fourth, and fifth centuries, the Huns in the fourth and fifth centuries, the Avars, Slavs, and Bulgars in the sixth and seventh centuries, the Magyars in the ninth and tenth centuries, the Pechenegs in the tenth and eleventh centuries, the Cumans in the twelfth and thirteenth centuries, and the Mongols in the thirteenth century came to the Balkans. Some of them continued to the west, some of them remained, some of them went back, and some of them assimilated the local people, and some of them were assimilated. Christianity also came to the peninsula in this age, and new Balkan nationalities (the Bulgarians, Serbians, Croatians) were formatted. The characteristics of all these newcomers, their relations with the present Balkan states and peoples, what they brought, what happened to them, and the emergence of new nationalities through amalgamation will be studied.

Suggested readings:

- Dimitri Obolensky, *The Byzantium Commonwealth: Eastern Europe, 500-1453*, Weidenfeld and Nicolson, London, 1974.
- Hans Wilhelm Haussig, *A History of Byzantine Civilization*, Thames and Hudson, London, 1971.
- A. P. Vlasto, *The Entry of the Slavs into Christendom: an Introduction to the Medieval History of the Slavs*, Cambridge University Press, Cambridge, 1970.
- John V.A. Fine, *The Late Medieval Balkans: A Critical Survey from the Late Twelfth Century to the Ottoman Conquest*, University of Michigan Press, Ann Arbor, 1987.
- John V.A. Fine, *The Early Medieval Balkans: A Critical Survey from the Sixth to Late Twelfth Century*, University of Michigan Press, Ann Arbor, 1991.
- John V.A. Fine, *The Bosnian Church: A New Interpretation*, Westview Press, Boulder, Colo., 1976.

Essay Questions:

1. Describe the relations between the newcomers and autochthonous populations of the Balkans.
2. Describe the process of emerging nationalities in the middle ages.

Paper of approximately 1000 words on a self-chosen topic pertaining to the subjects covered in this unit.

UNIT III

WEEK 5-7: The Balkans Under the Ottoman Rule

During the second half of the fourteenth century a new group began to come to the Balkans. They were coming from Anatolia. They were the Turks. They brought Islam with them. With the new people, religion, administration, culture and understanding they brought, they changed the pattern of the peninsula. Studying the Ottomans, their institutions and understanding, we will discuss their relations with the Christian populations of the Balkans.

Suggested readings:

Peter Sugar, *Southeastern Europe Under the Ottoman Rule, 1354-1804*, University of Washington Press, Seattle, 1977.

Machiel Kiel, *Art and Society of Bulgaria in the Turkish Period*, Van Gorcum, Assen/Maastricht, 1985.

Halil Inalcik, *The Ottoman Empire: The Classical Age, 1300-1600*, Norman Itzkowitz and Colin Imber (trs.), Praeger, New York, 1973.

Leften Stovros Stavrianos, *The Balkans Since 1453*, Holt, Rinehart and Winston, New York, 1965, pp.1-213.

Noel Malcolm, *Bosnia: A Short History*, MacMillan, London, 1994.

Stanford J. Shaw, "The Aims and Achievements of Ottoman Rule in the Balkans", *Slavic Review*, Vol.21, No.4, Dec. 1962, pp.617-622.

Omer Turan, "Sharing the Same Fate: Muslims and Jews of the Balkans," *The Divergence of Judaism and Islam: Interdependence, Modernity, and Political Turmoil*, Michael M. Laskier & Yaacov Lev (eds.), University Press of Florida, 2011, pp.51-73.

Essay Questions:

- 1.What was the new understanding that the Ottomans brought to the Balkans?
- 2.Discuss the Islamization policy of the Ottomans.

Paper of approximately 1000 words on a self-chosen topic pertaining to the subjects covered in this unit.

UNIT IV**WEEK 8-9: Nationalism and Establishment of the National States in the Balkans**

Nineteenth century European history was defined as the age of nationalism. Following Western Europe, the Balkans met the idea of nationalism as well. Weakened and corrupted Ottoman administration created a fertile ground for foreign interventions and agitations. Emergence of the Balkan national states in the nineteenth century, as well as the nature of Balkan nationalism will be studied and discussed.

Suggested readings:

Charles and Barbara Jelavich, *The Establishment of the Balkan National States, 1804-1920*, University of Washington Press, Seattle and London, 1977.

Barbara Jelavich, *History of the Balkans, Vol.I, Eighteenth and Nineteenth Centuries*, Cambridge University Press, Cambridge, 1989, pp.171-380.

Omer Turan, *The Turkish Minority in Bulgaria (1878-1908)*, Turkish Historical Society, Ankara, 1998.

Justin McCarthy, *Death and Exile, the Ethnic Cleansing of Ottoman Muslims, 1821-1922*, The Darwin Press, Inc., Princeton, New Jersey, 1995, pp.1-21, 59-108.

Peter Sugar and I. Lederer (eds.), *Nationalism in Eastern Europe*, University of Washington Press, Seattle, 1971.

Duncan M. Perry, *The Politics of Terror, The Macedonian Liberation Movement 1893-1903*, Duke University Press, Durham and London, 1988.

Dimitrije Djordjevich and Stephan Fischer-Galati, *Balkan Revolutionary Tradition*, Columbia University Press, New York, 1981.

WEEK 10: The Balkan Wars of 1912-13

Under the Russian leadership the Balkan Christian states allied against the Ottoman Empire, but after defeating the Ottomans, they began to fight against each other. Hundreds of thousands of civilians were massacred and forced to leave their places to “purify” their regions. Nobody won. Diplomatic and military aspects of the war will be studied, and human sufferings and migrations will take a special attention.

Suggested readings:

Richard C. Hall, *The Balkan Wars 1912-1913, Prelude to the First World War*, Routledge, London and New York, 2000.

Andrew Rossow, *Russia and the Balkans: Inter-Balkan Rivalries and Russian Foreign Policy 1908 – 1914*, University of Toronto Press, Toronto, Buffalo, London, 1981.

Edward J. Erickson, *Defeat in Detail, the Ottoman Army in the Balkans, 1912-1913*, Praeger, Westport, Connecticut, 2003.

Carnegie Endowment for International Peace, *Report of the International Commission to Inquire into the Causes and Conducts of the Balkan Wars*, Published by the Endowment, Washington, D.C., 1914.

Justin McCarthy, *Death and Exile, the Ethnic Cleansing of Ottoman Muslims, 1821-1922*, The Darwin Press, Inc., Princeton, New Jersey, 1995, pp.135-177.

Essay Questions:

1. Why and how the Balkan nationalism was different from the Western European nationalism?
2. Discuss the role of Russia in the establishment of Balkan national states.

Paper of approximately 1000 words on a self-chosen topic pertaining to the subjects covered in this unit.

UNIT V

WEEK 11: The First World War and Inter Wars Period

The First World War began in the Balkans. None of the Balkan states could stay out of the war. As it happened in the Balkan Wars, all of them wanted to expand their territories. And again, all of them suffered. In the 1920s peasant movements were popular in the Balkans. In the 1930s all of them had authoritarian regimes. Lack of confidence and trust in each other did not allow them to establish a strong Balkan Entente. Reasons and results of all these developments will be discussed.

Suggested readings:

H. Seton-Watson, *Eastern Europe Between the Wars*, Cambridge University Press, Cambridge, 1945.

George D. Jackson, *Comintern and Peasants in Eastern Europe, 1919-1930*, Columbia University Press, New York, 1966.

Robert Bideleux and Ian Jeffries, *A History of Eastern Europe*, Routledge, London and New York, 1998, pp.405-516.

Richard Crampton, *Eastern Europe in the Twentieth Century*, Routledge, London and New York, 1995, pp.31-176.

WEEK 12-13: The Second World War and Socialist Balkans

The Second World War did not start in the Balkans but again all the countries of the peninsula, except the European part of Turkey, were involved the war. As an enemy or ally all the Balkan countries were occupied by the Nazi Germans. All the Balkan countries got

rid of the Germans through the Red Army of the Soviet Union. They introduced communist regimes to the Balkans which remained until the 1990s. Nazi occupation of the Balkans, their attitudes towards the local populations of the Balkans as well as the Jewish communities, establishment of Communist regimes, their theory and practice will be discussed.

Suggested readings:

Giles Merritt, *Eastern Europe and the USSR: The Challenge of Freedom*, Kogan Page, London, 1991.

Janos Kornai, *The Socialist System: The Political Economy of Communism*, Oxford University Press, Oxford, 1992.

Joseph Held (ed.), *The Columbia History of Eastern Europe in the Twentieth Century*, Columbia University Press, New York, 1992, pp.1-118, 277-344.

Richard Crampton, *Eastern Europe in the Twentieth Century*, Routledge, London and New York, 1995, pp.179-389.

Robert Bideleux and Ian Jeffries, *A History of Eastern Europe*, Routledge, London and New York, 1998, pp.517-589.

Misha Glenny, *The Balkans, 1804-1999, Nationalism, War and the Great Powers*, Granta Books, London, 2000, pp.478-633.

Hugh Poulton, *The Balkans, Minorities and the States in Conflict*, Minority Right Publications, London, 1991.

Omer Turan, "The Turks in the Balkans," *The Turks*, Hasan Celal Güzel, C.Cem Oğuz, Osman Karatay (eds.), Yeni Türkiye Publications, Ankara, 2002, pp. 559-583.

WEEK 14: The Balkans since 1990s

This course will conclude with the revolutions of 1989-91 and the establishment of democratic regimes, partition of Yugoslavia, civil wars in Bosnia and Herzegovina, Macedonia, and Kosovo, the new trend, integration process into the European Union, and the discussion whether the European Union can bring the peace, stability and wealth to the Balkans.

Suggested readings:

Robert Bideleux and Ian Jeffries, *The Balkans: a post-communist history*, Routledge, New York, NY, 2006.

Misha Glenny, *The Fall of Yugoslavia, The Third Balkan War*, Penguin, London, New York, 1996.

Final paper of approximately 5000 words on one of the below topics:

1. Discuss the nature and elements of the Ottoman peace in the Balkans in the fifteenth and sixteenth centuries.
2. Focusing on the similarities and differences describe the Balkan nationalist movements.
3. Describe Russian role and influence in the Balkans from the eighteenth to twentyfirst century, and analyse it.

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Learning Outcomes:

By the end of this course, students should be able to do the following:

1. Discuss the major developments and texts found in the subject of the course.
2. Identify unique theoretical underpinnings and influential thinkers in the course topic.
3. Analyze the relationship between historical texts and the particular social, cultural, and biographical contexts of their production.
4. Research and critically evaluate historical, social, cultural, or biographical criticism relevant to the analysis of specific events.
5. Use secondary sources and close reading skills to produce a substantive critical essay relating a one or more specific historical texts to the economic, social, cultural, or biographical contexts of its production.
6. Demonstrate a balanced perspective and a deepened understanding of the cultures, times, people, and situations that produce these works.
7. Write coherent historical arguments that explore the relationships of various concepts and texts, and which provide a clear synthesis.

Course Goals:

1. To provide students with a broad perspective of approaches to world history and an understanding of the various ways in which they manifest themselves and to assess students' ability to express their perspectives through exams and essays.
2. To provide students with a deeper understanding of diverse historical and interdisciplinary traditions the course focus and to express this deepened understanding in written tests and a critical essay.
3. To provide an overview of historical analysis and interpretation methods and help students apply these skills in writing essay examinations and a critical essay.
4. To read widely and critically in a variety of historiographic and historical texts and to demonstrate the depth and breadth of this reading in essay examinations and a critical essay.
5. To do library research on a particular trend, event, concept, an individual theorist, or an issue in the area of history studies and to write a critical essay which incorporates this research.

Course Content:

1. Historical events and texts that have been designated as being produced within the category of the course topic.
2. Discussion of the theoretical, social, cultural and biographical contexts in which those works were produced.
3. Historical movements in various periods.
4. Discussion of the historical issues and questions related to theoretical, social, cultural, and biographical approaches to the study of the course topic.
5. Key ideas about how to evaluate and interpret historical events, texts, and approaches.
6. Criticism and reflection upon political and economic systems as reflected in literature.
7. Discussion of the relevance of course readings to the understanding of contemporary global issues.
8. Critical analysis and interpretation of history.
9. Conducting scholarly research on and off-line.

Course Outline:

For the detailed course outline, please see the study guide.

Course Readings:

The course readings for this course will be available through the Online Library, which will provide students access to selected journal articles, book chapters, and reference materials.

Course Preparedness:

This course is a history course which requires analysis, research, and writing. It assumes the mastery of prerequisite college-level skills in spelling, grammar, punctuation, paragraphing, and essay writing. It also assumes the ability to read and analyze literary texts. This course provides instruction in history and does not address remedial writing issues at the sentence, paragraph, or essay level. The California Department of Education "English-Language Arts Content Standards for California Public Schools" offers context for understanding the standard for writing at the college level. Students who do not meet the standards outlined in the "English-Language Arts Content Standards" will not pass this course.

In short, this course assumes that students already "write with a command of standard English conventions, write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument, and use clear research questions and creative and critical research strategies" (California Standards, Grades Nine and Ten). This course focuses on texts and analysis and requires college-level writing skills that exceed those required at the secondary level.

Course Workload:

In accordance with accreditation standards, requires approximately two hours of outside work for every contact hour. For a 3-hour course, there are 48 contact hours, plus a minimum of 96 hours outside work. For a sixteen-week course, students can expect to devote a minimum of 6 hours of independent study per week in order to complete the coursework.

Grading Factors:**Discussion Board (20%)**

The Discussion Board provides the learner a place to respond to questions on the topic and to exchange ideas, reactions and analyses of the texts. Discussion questions concentrate on ideas, themes, and characters in literary works. There will be one question per week. Discussion Board questions will be responded to by all learners in the course and will be evaluated by the instructor. The Discussion Board is not available for OCW courses.

Journal (20%)

Your journal consists of your responses to questions in the Study Guide. These questions require you to reflect on the material and to write a one to two-paragraph response. At the end of the course, you will gather together all of your Study Guide responses and will turn them in as a final portfolio.

Essay (20%)

You will write an essay on one of the topics provided to you by your instructor in which you

apply a critical paradigm from theorists or issues raised by the Study Guide questions. You should start your paper with a succinct thesis statement, describe the critical paradigm and the text(s) being analyzed. Be sure to cite critical passages to demonstrate support for your argument.

Length: 1,000—1,500 words. Essay topics will be assigned by the instructor and will reflect material covered in the Study Guide and the readings.

Exam (40%)

Students must complete the assignments, submit them, and take the proctored exam.

Definition of Grades:

Graduate Courses

- A** Outstanding Achievement
- B** Commendable Achievement
- C** Marginal Achievement
- D** Unsatisfactory *
- F** Failing *

* Students receiving this grade in a course that is required for his/her degree program must repeat the course.

- I Incomplete** A grade given at the discretion of the instructor when a student who has completed **at least two-thirds of the course class sessions** and is unable to complete the requirements of the course because of uncontrollable and unforeseen circumstances. The student must convey these circumstances (preferably in writing) to the instructor prior to the final day of the course. If an instructor decides that an "Incomplete" is warranted, the instructor must convey the conditions for removal of the "Incomplete" to the student in writing. A copy must also be placed on file with the Office of the Registrar until the "Incomplete" is removed or the time limit for removal has passed. An "Incomplete" is not assigned when the only way the student could make up the work would be to attend a major portion of the class when next offered.

An "I" that is not removed within the stipulated time becomes an "F." No grade points are assigned. The "F" is calculated in the grade point average.

- W Withdrawal** Signifies that a student has withdrawn from a course after beginning the third class session. **Students who wish to withdraw must notify their admissions advisor before the beginning of the sixth class session in the case of graduate courses, or before the seventh class session in the case of undergraduate courses.** Instructors are not authorized to issue a "W" grade.

Plagiarism:

Plagiarism is the presentation of someone else's ideas or work as one's own. Students must give credit for any information that is not either the result of original research or common knowledge. If a student borrows ideas or information from another author, he/she must

acknowledge the author in the body of the text and on the reference page. Students found plagiarizing are subject to the penalties outlined in the Policies and Procedures section of the Catalog, which may include a failing grade for the work in question or for the entire course. The following is one of many websites that provide helpful information concerning plagiarism for both students and faculty:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Ethics:

Ethical behavior in the classroom is required of every student. The course will identify ethical policies and practices relevant to course topics.

Technology:

Students are expected to be competent in using current technology appropriate for this discipline. Such technology may include word processing, spreadsheet, and presentation software. Use of the internet and e-mail may also be required.

Diversity:

Learning to work with and value diversity is essential in every class. Students are expected to exhibit an appreciation for multinational and gender diversity in the classroom.

Civility:

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Rules of classroom behavior (which apply to online as well as onsite courses) include but are not limited to the following:

- Conflicting opinions among members of a class are to be respected and responded to in a professional manner.
- Side conversations or other distracting behaviors are not to be engaged in during lectures, class discussions or presentations
- There are to be no offensive comments, language, or gestures

Students with Disabilities:

Students seeking special accommodations due to a disability must submit an application with supporting documentation, as explained under this subject heading in the General Catalog. Instructors are required to provide such accommodations if they receive written notification from the University.

Writing Across the Curriculum:

Students are expected to demonstrate writing skills in describing, analyzing and evaluating ideas and experiences. Written reports and research papers must follow specific standards regarding citations of an author's work within the text and references at the end of the paper. Students are encouraged to use the services of the University's Writing Center when preparing materials.

The following website provides information on APA, MLA, and other writing and citation styles that may be required for term papers.

Online Library:

Our Online Library supports academic rigor and student academic success by providing access to scholarly books and journals electronically.