

The Breakup of Yugoslavia and the Wars of the 1990s

PEAC 3000 (3 credits / 45 hours)

SIT Study Abroad Program:

Serbia, Bosnia, and Kosovo: Peace and Conflict Studies in the Balkans

PLEASE NOTE: This syllabus represents a recent semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

With the end of the Cold War and the fall of the Berlin Wall in 1989, changes in Europe were raising hopes for social change and a better future. As Eastern Europe entered its post-communist transition to democracy and open markets, socialist Yugoslavia began descending towards its dissolution. The breakup of Yugoslavia and escalation into violent conflicts and wars was in fact a process that lasted for a number of years. This course will provide students with the historical context and background of the breakup of Yugoslavia. It will introduce students to the first kingdom of Yugoslavs, followed by the creation of the Socialist Federalist Republic of Yugoslavia after WWII. The course will discuss scholarly debates about the reasons for the break-up of the country, and will introduce students to the framework of understanding the conflicts of the 1990s, the rise of ethno-nationalism, and the transition from socialism that overlapped with wars and conflicts. The course will also introduce students to the theoretical frameworks to study the breakup of Yugoslavia and the new successor states that emerged from its dissolution with focus on post-conflict transformation/peacebuilding, transitional justice, and memory studies.

Learning Outcomes

At the end of the course, student should be able to:

- Identify region-specific knowledge regarding the violent breakup of Yugoslavia and the wars of the 1990s;
- Show a greater understanding of the ways in which the wars of the 1990s shaped the following years in the region and the creation of new nation-states;
- Show a greater awareness of the scholarly approaches to and debates about the breakup of Yugoslavia and the wars of the 1990s;
- Articulate how the post-socialist and post-Yugoslav state of affairs shapes the entry point to the study of the current post-conflict political realities in Serbia, Bosnia-Herzegovina, and Kosovo;

- Demonstrate a greater awareness of the importance of historical context as a support in studying and analyzing current issues.

Language of Instruction

This course is taught in English, during the sessions students will be exposed to vocabulary related to course content.

Course Schedule

*Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.

Module 1: The Making and Breaking of Yugoslavia

This module provides students with a historical background and an overview of the breakup of Yugoslavia and the wars of the 1990s. Dr. Vladimir Pavićević leads the students through the political history of post-WW2 socialist Yugoslavia, the major political change on the eve of the twenty-first century, and the scholarly debates about why Yugoslavia disintegrated and why so violently. Introducing the economic and political crisis from the end of the 1980s--culminating in the secessions of Slovenia and Croatia, the wars in Croatia and in Bosnia/Herzegovina-- this module is designed as an introduction and a necessary foundation for the following seminar on Peace and Conflict Studies in Serbia, Kosovo, and Bosnia.

Session 1: Making Yugoslavia

In this session, students are introduced to the main political and social structures of post-WW2 socialist Yugoslavia. From the issues of identities and languages to the economic system and the Yugoslav constitutions (especially the 1974 constitution), students become familiar with the main pillars of the country.

Required reading:

Jović, D. (2001). The Disintegration of Yugoslavia. A Critical Review of Explanatory Approaches. *European Journal of Social Theory*, 4, 1, 101-120.

Recommended:

Wachtel, A. & Bennet, C. (2009). The Dissolution of Yugoslavia. In C. Ingrao & T. A. Emmert (Eds.) *Confronting the Yugoslav Controversies: A Scholars' Initiative* (pp. 12-47). Washington DC: USIP & Purdue University Press.

Session 2: Breaking Yugoslavia

The session builds on the required text for this module by Dejan Jović, and presents the main frames of analysis to the question of why Yugoslavia broke up, and why this break-up process was so violent (unlike states that ceased to exist without bloodshed). From discussing the economic crisis to the death of Tito, rise of nationalism, and other explanations, students are provided with an analytical framework that challenges the 'ancient hatred' doctrine and approaches the wars of the 1990s as well as the post-conflict current state of affairs critically. Finally, students are introduced to the issue of nationalism and ethnicity.

Required reading:

Jović, D. (2001). The Disintegration of Yugoslavia. A Critical Review of Explanatory Approaches. *European Journal of Social Theory*, 4, 1, 101-120.

Required Film:

The Death of Yugoslavia [1995 *Television Series*]. N. Percy et al. (Producer). London: (BBC). Episodes 1, 2.

Session 3: Site visit to the Museum of History of Yugoslavia

In this session, students visit the Belgrade-based Museum of History of Yugoslavia. They meet the directors and curator of the museum who talk about their current work, the population who visits the museum from all over the successor states of the former Yugoslavia, and the permanent and temporary exhibitions, etc. Students visit the House of Flowers, the mausoleum of the leader of the Socialist Federal Republic of Yugoslavia (SFRJ), Josip Broz Tito, who died on May 4, 1980, and the permanent exhibition of the batons.

Recommended:

Velikonja, M. (2008). *Titostalgija: A Study of Nostalgia for Josip Broz*. Ljubljana: Peace Institute.

Session 4: Yugoslavia war and peace

This session discusses the conflicts and wars of the 1990s, including the Ten-Day War in Slovenia, the Croatian War of Independence (1991-95), the Bosnian War (1992-95), and the Kosovo War (1998-99). Students are introduced to the basic conflict analysis of these wars as well as to the main political agreements that ended the wars and the political and social circumstances of them, particularly in Serbia, Kosovo, and Bosnia-Herzegovina. Additionally, the session briefly introduces the main challenges in those societies in the post-war moment, as will be further discussed in the Peace and Conflict Studies seminar.

Session 5: Film Screening and Discussion

The session features the film *Cinema Komunisto* and the film director Mila Turajlić, a young filmmaker from Belgrade, available for a Q&A session. The film features the rise and fall of Yugoslavia through a fascinating insight into the film industry of Socialist Yugoslavia and Tito himself. The film includes life footage as well as interviews with some key actors and allows a more in-depth view of the state that no longer exists and its propaganda mechanism in the creation of the Yugoslav nation. It also offers an insight into the process of collapse and disappearance of a country.

Required film:

Turajlić, M. (2010). *Cinema Komunisto*. Serbia.

Session 6: Student Activity and Presentations: Tracing Yugoslavia in Belgrade

In the preparation for these presentations, students are divided into pairs and matched with local students from the Faculty of Media and Communications. Each small group sets out to explore an area, building, or street in the city that still has a story from Yugoslavia to be told about it. Students then prepare a presentation based on their own research on the location they visited, as well as the narrative(s) offered to them by a young student, born at the time that socialist Yugoslavia began its integration process

(or right before/after). Following the activity, each group presents their experience and findings

Module 2: Theoretical Frameworks: Peace & Conflict Studies; Transitional Justice; Social Memory Studies

In this module, students are introduced to some of the theories related to peacebuilding and post-conflict transformation, as well as transitional justice and memory studies. The sessions are taught by Dr. Orli Fridman, the Academic Director, who introduces students to peace and conflict studies and to interdisciplinary studies. Given that not all students have prior knowledge in peace and conflict studies, the module offers the group the basic terminology and theories that will be used and examined throughout the semester, focusing on three main case studies: Serbia, Kosovo, and Bosnia-Herzegovina.

Session 1: Terms and Definitions: Conflict, Conflict Analysis, Peacebuilding, Conflict Transformation

The session begins with a discussion of the term conflict, addressing international, intergroup, or inter-state conflicts, and conflict in general as a phenomenon that exists in all forms and aspects of individuals, groups, and communities. With focus on the creation of Conflict Transformation/Resolution and Peace Studies as fields of study, and the relation between theory and practice, the discussion unfolds to address the main trends and changes in the field, since its creation in the aftermath of WW2 and the present. Discussing John Paul Lederach's theoretical approaches to peacebuilding and conflict transformation, some connections are already made to such processes in the Balkans. Terms such as civil society, statebuilding, and reconciliation are introduced as discussed in the context of the post-Yugoslav successor states.

Required reading:

Ramsbotham, O., Miall, H., & Woodhouse, T. (2011). *Contemporary conflict resolution: The prevention, management and transformation of deadly conflicts* (pp. 226-261). Cambridge, UK: Polity.

Recommended:

Lederach, J. P. (1997). *Building peace: Sustainable reconciliation in divided societies* (pp. 3-61, 73-85). Washington, D.C: United States Institute of Peace Press.

Session 2: Transitional justice

The session introduces the 'Dealing with the Past' approach to peacebuilding as practiced in the successor states of the former Yugoslavia, as part of transitional justice mechanisms. Students will be introduced to the theoretical dimensions of these approaches. Strengths and challenges to transitional justice and dealing with the past projects will be introduced, from most common critique of civil society, to perceptions of the International Criminal Tribunal for the former Yugoslavia (ICTY).

Required reading

Bickford, L. (2004). What is transitional justice. In D. Shelton (Ed.). *Encyclopedia of Genocide and Crimes Against Humanity* (pp. 1045-1047). Farmington Hills: Macmillan Reference.

Recommended:

What is Transitional Justice? ICTJ, 2009. <http://ictj.org/sites/default/files/ICTJ-Global-Transitional-Justice-2009-English.pdf>

Session 3: The role of memory studies in Post-conflict analysis

This session will introduce students to the field of memory studies and its role in analyzing conflicts and engaging in post-conflict transformation work. Focusing on the creation of mnemonic communities, national myths, and collective memories, the session will allow students to discuss theoretical approaches to the creation of collective memories in the conflict of post-conflict societies, and examine the role of mnemonic rituals and commemoration events in the aftermath of conflict and war. Collective memory is introduced as socially constructed and in service of the present, allowing a discussion to unfold, based on Eviatar Zerubavel's text on national calendars and national memory.

Required readings:

Dragović-Soso, J. (2010). Conflict, Memory, Accountability: What Does Coming to Terms with the Past Mean? In W. Petritsch and V. Džihic (Eds.) *Conflict and Memory: Bridging Past and Future in [South East] Europe* (pp. 29-46). Baden-Baden: Nomos.

Zerubavel, E. (2003). Calendars and History: A Comparative Study of the Social Organization of National Memory. In J. Olick (Ed.) *States of Memory: Continuities, Conflicts, and Transformations in National Retrospection* (pp. 315-337). Durham: Duke University.

Recommended:

Gillis, J. R. (1994). Memory and Identity: the History of a Relationship. In J. R. Gillis (Ed.). *Commemorations* (pp. 3-24). Princeton, N. J: Princeton University Press.

Evaluation and Grading Criteria

Description of Assignments:

- Yugoslavia in Belgrade in-class presentations (30%) Students present their experience of searching for traces in Yugoslavia in the city, with a local student assigned to them, and their own online research of what they saw.
- Breakup of Yugoslavia Introductory Essay (60%) Students write a 5-page essay based on in-class discussions and readings of the first module, Yugoslavia: Making and Breaking. Students are asked to offer an informed and analytical discussion on one of the following 2 questions: 1) Which factors do you consider key for explaining the violent break-up of Yugoslavia?
2) What were the main factors that caused the disintegration of Yugoslavia?
- Participation: 10 % Participation includes:
 - Attendance – promptness to class and positive presence in class;
 - Active listening – paying attention in class and during field excursions, asking appropriate questions, showing interest and enthusiasm, entertaining contradictory perspectives, taking notes;
 - Self-directed learning – reading the local paper and other materials to follow local perspectives on relevant issues, discussing issues with host families and others;
 - Involvement in-class discussions – either in small or large groups;
 - Group accountability during field excursions and classes;

- o Taking leadership roles – leading and guiding discussions in a productive direction.

Assessment:

Yugoslavia in Belgrade (in-class presentation)	30%
Breakup of Yugoslavia Introductory Essay	60%
Participation/Readings	10%

Grading Scale

94-100%	A	Excellent
90-93%	A-	
87-89%	B+	
84-86%	B	Above Average
80-83%	B-	
77-79%	C+	
74-76%	C	Average
70-73%	C-	
67-69%	D+	
64-66%	D	Below Average
below 64	F	Fail

Expectations and Policies

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, and according to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates, lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

Academic Policies: SIT prides itself on providing students with an experientially based program; we hold ourselves, and our students, to the highest of academic standards. Students are asked to refer to the **SIT Study Abroad Handbook** for policies on academic integrity, ethics, academic warning and probation, diversity and disability, sexual harassment and the academic appeals process.

Disability Services: Students with disabilities are encouraged to contact Disability Services at disabilityservices@sit.edu for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at <http://studyabroad.sit.edu/disabilityservices>.