

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

# American Public University System

*The Ultimate Advantage is an Educated Mind*

## School of Arts and Humanities

**MILH667**

**The Balkans: Conflict and Peace**

**3 Credit Hours**

**8 Weeks**

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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### Instructor Information

### Course Description

This course examines the military history of the region known as the Balkans and explores the turbulence behind long standing political, religious, and economic issues. Students assess the post World War II era from 1945 to the present, by focusing on past and present conflicts and confrontations, UN and NATO interventions, transitions in government, and the pursuit of stability within the European community. Special emphasis is on further research into the rise and fall of Yugoslavia and emerging new states.

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### Course Scope

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

The purpose of this course is to provide students with an understanding of politics in the Balkans and with the critical capacity to understand present events and trends. To this end, the course includes a history of the region from medieval times onward. The rise and fall of empires, the movements of people across the region, and the ebb and flow of languages and religions are all considered. This historical background permits the course to conduct a more accurate and meaningful analysis of contemporary events.

Unit 1: History and Empire

Unit 2: World War II

Unit 3: Modern State Formation

Unit 4: The Breakup of Yugoslavia

Unit 5: The Dayton Peace Accords

Unit 6: Albania, Kosovo and Macedonia

Unit 7: First Draft

Unit 8: Final Paper

The objective of this course is to provide a sequence of discussion board activities allowing students to synthesize, analyze and critically evaluate the Balkans in economic, political, geo-strategic and cultural terms.

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## Course Objectives

After successfully completing this course, you will be able to:

CO1. To comprehend the historical, political and military forces giving shape to the Balkan region, with an understanding of how this region is similar and different to the rest of Europe.

CO2. To analyze the subtle but powerful effects of WWII on the Balkans, with special emphasis on Croatia and Serbia.

CO3. To examine and evaluate the development of the nation state in the Cold War context, understanding the role of ideology, class, militarism, and foreign relations for the Balkan nations.

CO4. To trace the origins, development and outcome of the Yugoslav conflict of the mid 1990s, and to evaluate the impact of the war on the region, on Europe, the United States and the international community.

CO5. To analyze how the Dayton Peace Accords was negotiated and implemented, with an evaluation of the strengths and weaknesses of the Accords.

CO6. To situate the controversies and conflicts of Albania, Kosovo and Macedonia in a context of international diplomacy and the use of force.

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### Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (Located in Resources in SAKAI) and access to the online learning management system (SAKAI) will be made available to each student. Online assignments are due by Sunday evening of the week except as otherwise noted and include discussion questions (accomplished in Forums), examinations, and individual assignments submitted for review and evaluation by the Faculty Member. Assigned faculty will support the students throughout this course.

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### Course Materials

#### Required Course Textbooks

All readings are online.

**Additional Required Readings:** *In Resources Files or Provided by Instructor*

#### Optional Resources (Recommended)

- Marius, Richard. *A Short Guide to Writing about History*. NY: Longmans, 1999.
- *The Chicago Manual of Style*, 16th ed. Chicago: University of Chicago Press, 2010.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 7th Edition. Chicago: University of Chicago Press, 1997. *Purchase is highly recommended.*
- Turabian Citation Guide Online  
[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

**IMPORTANT NOTE:** The Department of History and Military Studies requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional endnote or footnote attribution. Do not use parenthetical (MLA) variation.

Copyright/Fair Use Notice: Electronic readings may be provided by way of licensed materials in the Online Library, but also in keeping with Fair Use exemptions for educational purposes under U.S. Copyright Law.

#### Websites

| Site Name           | URL address   |
|---------------------|---|
| The New York Times  | <a href="http://www.nytimes.com/">http://www.nytimes.com/</a>               |
| The Washington Post | <a href="http://www.washingtonpost.com/">http://www.washingtonpost.com/</a> |

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|                |   |
|----------------|---|
| Foreign Policy | <a href="http://www.foreignpolicy.com/">http://www.foreignpolicy.com/</a> |
| The Economist  | <a href="http://www.economist.com/">http://www.economist.com/</a>         |
| Russia Today   | <a href="http://www.russiatoday.com/">http://www.russiatoday.com/</a>     |
| Voltairenet    | <a href="http://www.voltairenet.org/">http://www.voltairenet.org/</a>     |

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## Evaluation Procedures

There are seven essays and one final paper. The even units are graded and the uneven units are ungraded, providing the basis for feedback and improvement.

The essays are to reach 1.5 to 2 pages, and the Forums include the expectation of student replies to other posts.

These essays are responses to the questions provided in the unit instructions, and found in the Forums. The essays require reading the materials in the Resources section, such as lectures, as well as consulting the online sources mentioned in the Forums.

A final paper of 5 – 7 pages is also part of the evaluation procedure.

The graded elements are listed below. Ungraded essay assignments will still be commented on.

| Graded Instruments       | Points | Weight |
|--------------------------|--------|--------|
| Essay Unit 2             | 100    | 20%    |
| Essay Unit 4             | 100    | 20%    |
| Essay Unit 6             | 100    | 20%    |
| Essay Unit 8 Final Paper | 200    | 40%    |

Please see the [Student Handbook](#) to reference the University's grading scale

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## 8-Week Course Outline

| <u>Week</u> | <u>Topic(s)</u>    | <u>Learning Objective(s)</u> | <u>Reading(s)</u>        | <u>Assignment(s)</u> |
|-------------|--------------------|------------------------------|--------------------------|----------------------|
| 1           | History and Empire | LO1. To comprehend the       | Please consult the Forum | <i>Forum #1 due:</i> |

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|   |                           |  |   |   |
|---|---------------------------|--|---|---|
|   |                           | historical, political and military forces giving shape to the Balkan region, with an understanding of how this region is similar and different to the rest of Europe.  | posting for a list of online readings and links.<br><br>Also visit the Resource section for unit notes and lectures.                          | - Virtual Introduction<br>Ungraded              |
| 2 | World War II              | LO2. To analyze the subtle but powerful effects of WWII on the Balkans, with special emphasis on Croatia and Serbia.   | Please consult the Forum posting for a list of online readings and links.<br><br>Also visit the Resource section for unit notes and lectures. | <i>Forum &amp; Assignment section</i><br>Graded |
| 3 | Modern State Formation    | LO3. To examine and evaluate the development of the nation state in the Cold War context, understanding the role of ideology, class, militarism, and foreign relations for the Balkan nations.                   | Please consult the Forum posting for a list of online readings and links.<br><br>Also visit the Resource section for unit notes and lectures. | <i>Forum</i><br>Ungraded                        |
| 4 | The Breakup of Yugoslavia | LO4. To trace the origins, development and outcome of the Yugoslav conflict of the mid 1990s, and to evaluate the impact of the war on the region, on Europe, the United States and the international community. | Please consult the Forum posting for a list of online readings and links.<br><br>Also visit the Resource section for unit notes and lectures. | <i>Forum &amp; Assignment section</i><br>Graded |
| 5 | The Dayton Peace          | LO5. To analyze how  | Please consult the Forum  | <i>Forum &amp; Assianment</i>                   |

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|   |                               |  |   |  |
|---|-------------------------------|--|---|--|
|   | Accords                       | the Dayton Peace Accords was negotiated and implemented, with an evaluation of the strengths and weaknesses of the Accords.  | posting for a list of online readings and links.<br><br>Also visit the Resource section for unit notes and lectures.                          | <i>section Ungraded.</i>                       |
| 6 | Albania, Kosovo and Macedonia | LO6. To situate the controversies and conflicts of Albania, Kosovo and Macedonia in a context of international diplomacy and the use of force.   | Please consult the Forum posting for a list of online readings and links.<br><br>Also visit the Resource section for unit notes and lectures. | <i>Forum &amp; Assignment section Ungraded</i> |
| 7 | First Draft                   | LO1. To comprehend the historical, political and military forces giving shape to the Balkan region, with an understanding of how this region is similar and different to the rest of Europe. | Please consult the Forum posting for a list of online readings and links.<br><br>Also visit the Resource section for unit notes and lectures. | <i>Forum Ungraded</i>                          |
| 8 | Final Paper                   | LO1. To comprehend the historical, political and military forces giving shape to the Balkan region, with an understanding of how this region is similar and different to the rest of Europe. | Also visit the Resource section for unit notes and lectures.  | <i>Forum &amp; Assignment section Graded</i>   |

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## Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

## Writing Expectations

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7<sup>th</sup> ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*. See [Chicago Style Manual](#).

The *Chicago Style Manual* for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

1. Front matter--e.g., [title page](#), copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, [abstract](#).
2. Narrative with [scholarly attributions](#).
3. Back matter--[bibliography](#), appendices.

## Citation and Reference Style

History papers are distinguished by standardized notational schema. These display the primary and secondary sources being quoted or used in the construction. Your professors will certainly call for footnotes or endnotes, but also may request a formal bibliography:

[Endnotes/Footnotes](#), the primary focus in Turabian, are used to indicate the source of a quotation, paraphrase, or resources--as well as to add explanations or digressions outside the flow of the main narrative.

[Bibliography](#) is an optional device at the end of the paper, which highlights the materials cited as a separate, alphabetized list in addition to the endnotes or footnotes.

*Turabian* and the *Chicago Manual* use sequential Arabic numbers. The numbers are normally collective and at the end of quotations, paraphrased sentences, or paragraphs for collected references. Note numbers:

- May be in-line, but preferably set in raised [superscript](#).<sup>1</sup>

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- Should come at the end of the paragraph and collectively account for the resources used. Do not insert for each sentence. The exception is if a short quotation is used within a paragraph. Then cite as appropriate for the information preceding the quotation, the quotation itself (after commas, quotations marks, periods, or other final diacritics), and at the end of the paragraph if needed for subsequent information.
- Must follow one another in numerical order, beginning with 1 and running continuously throughout the paper.

For a full explanation go to: <http://www.apus.edu/Online-Library/tutorials/chicago.htm#notation>

### **Late Assignments**

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

### **Netiquette**

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

### **Disclaimer Statement**

Course content may vary from the outline to meet the needs of this particular group.

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The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

- **Inter Library Loans:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Smarthinking:** Students have access to ten free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

**Request a Library Guide for your course** (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., HIST500) or class name.

If a guide you need isn't available yet, let us know by emailing the APUS Library: [librarian@apus.edu](mailto:librarian@apus.edu)

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## Selected Bibliography

Please locate in Resources.

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