

## Modern Southeast-European Cultural History (A005507)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 4.0** **Study time 120 h**

**Course offerings and teaching methods in academic year 2023-2024**

A (semester 2)	Dutch	Gent	independent work seminar
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**Lecturers in academic year 2023-2024**

Geerardyn, Tilde	LW21	staff member
Troch, Pieter	LW21	lecturer-in-charge

**Offered in the following programmes in 2023-2024**

<a href="#">Bachelor of Arts in East European Languages and Cultures</a>	<b>crdts</b>	<b>offering</b>
	4	A

**Teaching languages**

Dutch

**Keywords**

Southeast Europe, Balkans, modern cultural history, Southeast European area studies

**Position of the course**

This advanced course elaborates on the courses History of Southeast Europe (Ba1) and Southeast European Literature and Culture (Ba2). The course focusses on thorough knowledge acquisition on the modern social and cultural history of southeast Europe and engages with leading and ongoing research in Southeast European studies.

**Contents**

The course deals with selected topics from the social and cultural history of Southeast Europe in a thematic and research-driven way. It pays specific attention to nation-building, modernisation, Europeanisation, and globalisation, historical legacies and the image of the region. These topics are discussed on the basis of leading research in Southeast European studies and specific case-studies. The main goal is to understand the region not as a complex of national specificities or a delineated entity, but rather as a space of overlapping and interacting cultural historical and social processes.

**Initial competences**

To have successfully completed the course unit History of Southeast Europe and Southeast-European Literature and Culture or to have acquired the required competences by other means.

**Final competences**

- 1 To have a critical understanding of Southeast Europe as a historical region.
- 2 To command and position insights and concepts from Southeast European area studies within the reserach field.
- 3 To interpret concrete texts and phenomena from the modern cultural history of Southeast Europe from the perspective of Southeast Europe as a historical region.
- 4 To communicate scientifically and with integrity on research.
- 5 To be aware of societal sensitivities both within Southeast Europe and with regard to Southeast Europe in a European and global context.

**Conditions for credit contract**

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

**Conditions for exam contract**

Access to this course unit via an exam contract is unrestricted

### Teaching methods

Seminar, Independent work, Peer teaching

### Extra information on the teaching methods

Independent work:

- In preparation of the thematic seminars, students analyse prominent or ongoing academic research in Southeast European studies on the basis of accompanying questions.
- Based on the self-study and in-class discussion of assigned readings students write a concise summary and position the text within the field of Southeast European area studies (position paper).
- At the end of the course, students develop a specific casestudy within one of the topics of the course into a written assignment which analyses the case from the conceptual perspective of Southeast European area studies.

Seminar: In weekly seminars we will engage with academic research on the basis of concrete case-studies and primary sources.

Peer teaching: Students moderate the in-class discussion of a part of the assigned readings.

*Adjusted teaching methods may be used if necessary due to Covid-19.*

### Learning materials and price

Reader of academic research and source materials will be provided free of charge on Ufora.

Assigned readings are in English.

### References

Marie-Janine Calic. *The Great Cauldron: A History of Southeastern Europe* (Cambridge, MA: Harvard University Press, 2019).

John R. Lampe & Ulf Brunnbauer (eds.). *The Routledge Handbook of Balkan and Southeast European History* (Routledge, 2021).

### Course content-related study coaching

Interactive support through UFORA and during the seminars. Personal feedback by appointment.

### Assessment moments

end-of-term and continuous assessment

### Examination methods in case of periodic assessment during the first examination period

Oral assessment

### Examination methods in case of periodic assessment during the second examination period

Oral assessment

### Examination methods in case of permanent assessment

Presentation, Assignment

### Possibilities of retake in case of permanent assessment

examination during the second examination period is possible in modified form

### Extra information on the examination methods

The continuous assessment consists of a presentation (moderation of in-class discussion of assigned readings), position papers on the assigned readings and an independent case-study related to one of the topics treated in the course (written assignment). The end-of-term evaluation is an oral exam consisting of a brief presentation and discussion of the independent assignment within the broader framework of the course.

### Calculation of the examination mark

Continuous assessment (presentation (moderation), position papers; final assignment): 80%.

End-of-term assessment (oral exam): 20% of the final mark.

Students who do not pass for the continuous assessment get a compensatory assignment between the first and second exam term. This assignment only concerns those parts of the continuous assessment for which the student did not obtain a passing grade. Passed scores for partial assignments are carried over to the second exam period. There is no resit for participation.

### Facilities for Working Students

1. Possible exemption from attendance. Continuous assessment of course remains essential.
2. Possible examination on a different time in the same academic year.
3. Feedback can be given by email or by appointment.

For more information concerning flexible learning:<http://www.flw.ugent.be/flexibelstuderen>