POL385
Issues in Contemporary Greece

UNIVERSITY OF TORONTO, St. George campus
Department of Political Science

POL 385H1F L5101                   Spyridon Kotsovilis, Ph.D
Fall Term 2019
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Mondays 6-8pm
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Summary
Despite a small size and peripheral location in the southeastern corner of Europe, since its establishment in the 19th c., the state of Greece has played a disproportionately large role, both literal and symbolic, in modern European and global affairs. Developments in its nearly 200-year history have presaged or highlighted major themes in Comparative and International Politics, including nationalism, ethnic conflict, humanitarian intervention, institutional design and the constitutional nature of a polity, civil war, acute ideological struggle and the contest between West and East during the Cold War, democratization, and political and economic European integration. This half-year course is designed to comprehensively introduce the above topics, in order to explore their theoretical, conceptual and empirical dimensions through the political history of the Greek state from the 19th c. to the present, and, to provide students with the critical skills to follow, understand and systematically analyze contemporary Greek politics. The class will alternate between highlights of Greek political history, theoretical foundations of major themes in Comparative Politics, and their empirical application to the politics of the Modern Greek state.

Readings
The following book, available at the U of T Bookstore as a paperback, provides a good background of Modern Greek history that is necessary for our course. It is the only text you are invited to purchase for our course.
Also recommended:
Course Obligations
Students will be evaluated on the basis of the following measures:

Reviews (9%)
Each student will have to choose three of the readings assigned (EXCEPT historical background ones, marked by *) throughout the course of the class, and write a one-page (350 words) review of them. Each of these three reviews will be worth 3% of your total grade. Besides the title and/or bibliographical reference (and your name and student number) the review needs to include with clarity and parsimony the article’s thesis, methodology and basic points, as well as your own impression of the article; more info will be presented in class. You have to submit these reviews BOTH as a hard copy AND electronically (on Quercus) on, or before the day the specific topic/theme of the reading is discussed. The hard copy is due in class at 6pm. Late submissions will not be accepted, and a mark of zero given for that assignment. Note that you can select only one reading per week to review, so as to gain familiarity with at least three themes in the class.

Debate (15%)
This is a collaborative exercise, aiming to foster cooperation, in-group and in-class discussion, and to sharpen your analytical, written and (for those who present) oral presentation skills. Students will form ten teams (maximum of five members per team) to compete in the five debates scheduled for our class. The debate topics have been designed to bring together theoretical and empirical aspects of the material, while also connecting historical aspects to contemporary politics. For the debate exercise, the team has to: (a) write up the argument it will be researching and presenting, (b) support it against a rival team during an in-class debate, and, (c) defend it during a subsequent Q&A session open to the whole class. The argument should be between 6-8 pages long (350 words/page) and can be written collaboratively; every team member will receive the same grade. This part is worth 10 points, and it is due BOTH electronically AND as a hard copy before, or, at the beginning of the class when the debate is scheduled to take place. Late papers will receive 20% penalty per 24 hrs. The team is free to select whichever member(s) it wants to argue its case, but any member can receive questions at the Q&A from the class, once the floor opens for discussion. Class members should come prepared with a question relevant to the topic debated to ask the debaters on the aforementioned dates.

Individual performance in the debate, the Q&A and the quality of in-group collaboration (assessed through peer review submitted by each team member for their teammates) is worth the remaining 5 pts of this exercise. While no other bonus except bragging rights can be attached to it, the class will vote at the end of each debate for the team with the best argument and presentation. I stand ready to assist the teams with their preparation.
Debate dates and topics:

Debate #1, Sept.30: "Does the Prespes Agreement constitute a successful resolution of the ‘Macedonian Question’ for Greece?"

Debate #2, Oct. 7: "Have the causes and intensity of the Greek Civil War been part of a major political-ideological rift in Greek society, and does it remain unhealed?"

Debate #3, Oct. 28: "Can the Cyprus problem be resolved in a way that both ethnic communities coexist politically, or is the island destined for partition?"

Debate #4, Nov. 18: "Is Populism all that bad for democracy? (with application to the 2010s Greece)"

Debate #5, Dec. 2: "Who is more to blame for Greece’s Economic Crisis? Greek Governments or the EU?"

Term Paper (26%)*
It should be between 10-12 pages long (350 words/page), due electronically (at our course’s Quercus page) on December 5, by 6pm.
Late papers without a medical note will lose 3% (out of a maximum 100%) per day.
More details about the format of the term paper will be announced in class. A wide range of choice of topics will be available, but students may also suggest a topic, subject to approval by the instructor. The topic must either involve an aspect of Modern Greek politics, or, have a comparative character provided that one of the cases is about Greece.

*This includes a 1-page outline and 1-page suggested bibliography (12 sources) due on November 8th, by 6pm (at our course’s Quercus page). Together, these two pages are worth 2% (the paper due on December 5th is worth the other 24%). Late submissions will not receive this 2%. In your final paper, you will have to use at least 8 of the 12 sources you list in the initially submitted bibliography, or risk losing back that 2%. Instructions on how to craft your proposal will be provided in class and/or on Quercus. Extra office hours will be held for the month-long period leading up to your paper deadline, to offer advice on your paper research.
I would encourage each and every one of you to book an appointment to meet, in order to discuss your paper.

Mid-term Test (15%)
This mid-term exam will test material from the first five weeks and will include multiple choice questions, identifying/defining terms and a short question. Some choice will be available. This test will be written in class on October 21st.

Final Exam (35%)
The comprehensive final examination (to be scheduled during the regular examination period) will consist of multiple choice, term ID’s, and a choice of short essay questions based on lectures and readings.
Scheme

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<th>NUMERICAL MARKS</th>
<th>LETTER GRADE</th>
<th>GRADE POINT VALUE</th>
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<tr>
<td>90 - 100%</td>
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<td>73 - 76%</td>
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On Academic Integrity

Academic integrity is one of the cornerstones of the University of Toronto. It is critically important both to maintain our community which honors the values of honesty, trust, respect, fairness and responsibility and to protect you, the students within this community, and the value of the degree towards which you are all working so diligently. According to Section B of the University of Toronto's *Code of Behavior on Academic Matters* which all students are expected to know and respect, it is an offence for students:
- To use someone else’s ideas or words in their own work without acknowledging that those ideas/words are not their own with a citation and quotation marks, i.e. to commit plagiarism.
- To include false, misleading or concocted citations in their work.
- To obtain unauthorized assistance on any assignment.
- To provide unauthorized assistance to another student. This includes showing another student completed work.
- To submit their own work for credit in more than one course without the permission of the instructor
- To falsify or alter any documentation required by the University. This includes, but is not limited to, doctor’s notes.
- To use or possess an unauthorized aid in any test or exam.

There are other offences covered under the *Code*, but these are by far the most common. Please respect these rules and the values which they protect.

Resources

Each of the colleges on the St. George campus of the University of Toronto operates a Writing Centre, offering a range of services, including workshops, seminars and individual consultations to help you identify and develop the skills you need for success in your studies. For further information on how to use your college’s Writing Centre, visit: [http://www.writing.utoronto.ca/](http://www.writing.utoronto.ca/)
**Accessibility**
Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Resource Centre as soon as possible. AccessAbility staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. Please call (416) 978 8060, or visit [http://accessibility.utoronto.ca/](http://accessibility.utoronto.ca/). The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

**Absence policy**
You may miss the mid-term, your debate, or delay a review or your final paper without penalty only in case of a documented illness or emergency. If this is the case, please let me know as soon as possible, and utilize the special form provided by the university that needs to be filled out (visit [http://www.illnessverification.utoronto.ca/](http://www.illnessverification.utoronto.ca/)).

**E-mail policy**
I will be happy to answer any questions you may have by email. I will do my best to reply as soon as possible— that may be (at the latest) within 48hrs of a message’s reception, excluding weekends. Also note that for any e-correspondence, you must use your official utoronto.ca e-account, and include:

(i) ‘POL385’, in the email’s title, as well as
(ii) ‘your name’, and
(iii) student number in the body of the email text.

**Classroom etiquette**
While there is no attendance taken during class, it would be advisable to attend the lectures, as they provide important material that will be tested on the exams. We start at 6:10pm sharp, and I would encourage you to be on time, given the volume of material we have to cover. If late, please try to enter the classroom as inconspicuously as possible, so as not to disrupt your classmates or the class in progress. Also, note that no recording, or filming is permitted in the classroom (please see me if special circumstances exist). Finally, please do your part in enabling a good learning environment for you and your classmates. For example, out of respect to others (and to yourself), please do not talk with your friends during class, do not play electronic games, make noise, or, eat food (coffee, tea or water are ok), etc. Be patient, as there will be a 10 min break half-way into the class to stretch, exchange news or even grab a snack.
### Lecture and Reading Schedule

- **Required (core readings, to be tested in the exams)**
- **Recommended (not tested in exams, but suitable to provide greater depth and perspective)**

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<thead>
<tr>
<th>Date</th>
<th>WEEK</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td>Sep 9</td>
<td>WEEK 1</td>
<td>INTRODUCTION</td>
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✪ Baboulas, Y. 2018. A Macedonia by Any Other Name. *Foreign Policy* (March 6).  
### Sep 30

**WEEK 4**

**Nationalism (concl.); On Civil War**

**DEBATE #1**

"Does the Prespes Agreement constitute a successful resolution of the 'Macedonian Question' for Greece?"


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### Oct 7

**WEEK 5**

**Acute Political Divisions and the Greek Civil War**

**DEBATE #2**

"Have the causes and intensity of the Greek Civil War been part of a major political-ideological rift in Greek society, and does it remain unhealed?"


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### Oct 14

**THANKSGIVING - NO CLASS**
### Oct 21

**WEEK 6**

**Mid-term test** *(in-class)*

**On Ethnic Conflict**


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### Oct 28

**WEEK 7**

**Ethnic Identity in Domestic and Foreign Greek Politics and the Cyprus Problem**

**DEBATE #3**

*Can the Cyprus problem be resolved in a way that both ethnic communities coexist politically, or is the island destined for partition?*


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### Nov 5

**FALL READING WEEK - NO CLASS**

Last day to drop course from academic record and GPA

### Nov 8

**Paper proposal and bibliography due by 6pm**
Nov 11
WEEK 8

On Democratic Transition and Consolidation


Nov 18
WEEK 9

From Dictatorship to Democracy to Populism

DEBATE #4
"Is Populism all that bad for democracy? (with application to the 2010s Greece)"


Nov 25

WEEK 10

On the domestic and international dimensions of Political Economy


Dec 2

WEEK 11a

Greece in the new millennium: Opportunities and Crises

DEBATE #5

"Who is more to blame for Greece’s Economic Crisis? Greek Governments or the EU?"


- Christopherson S., Gordon L. Clark, and John Whiteman. 2015. Introduction: the Euro Crisis and
### Dec 5

**WEEK 11b**  
**Paper due by 6pm**

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<tr>
<th>CONCLUSIONS and REVIEW</th>
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## POL 385H at a glance

<table>
<thead>
<tr>
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<td>WEEK 11b</td>
<td>Make-up Class for Missed Thanksgiving and Fall Reading Week Mondays</td>
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