

# TURNING POINTS IN HISTORY

## Workshops

The general theme of the Conference, as it was already mentioned before, is *Turning points in history*. Although this is usually associated with certain pivotal years or events (for example 1789), we will try to avoid this traditional approach and even question it. The main goal of the Conference is to analyze the very nature of what is referred to as a “turning point” in history. What are “turning points”; can it be any single event causing massive changes on a global level, or is it the sum of many different processes that brings about the change? How do we label something a “turning point” and on what basis?

Are the chosen workshop topics turning points or not? Why? All of these questions will be welcome in every workshop.

You are not *strictly* obliged to take the topics suggested in each workshop. They are a form of guidance. But if you do decide to propose your own topic, please do so in consultation with your moderator and let it be noted that focused case studies are preferred to generalized, descriptive papers.

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## 01 - HELLENISM

The phrase «Hellenism» and the concept behind it, formulated by the 19th century historian Johann Gustav Droysen most commonly encapsulate the period between Alexander the Great's conquest of the Achaemenid empire (334-323 BC) and Octavian's victory over Mark Antony and Cleopatra at Actium in 31 BC. This workshop will accept these basic boundaries in seeking to examine this subject but will not restrain itself of the implication of the period as merely transitional between the eras of classical Greece and imperial Rome. Modern scholarly approach to this subject requires the period to be studied with all respect to its complex historical, social, political and cultural topics.

### PAPERS/CASE STUDIES:

- 1) **Cultural coexistence between the East and West.** What must be with due caution summarized under the denomination of Eastern and Greek cultural spheres, both complex in themselves, interacted widely much earlier than Alexander's conquest. However, this topic in its analysis of the phenomena of the sociocultural impact they had on each other will concentrate on the relatively short timespan mentioned in the introduction.
- 2) **Architecture in Hellenism.** Public buildings tended to architectural gigantism, as a lasting embodiment of the comprehensive self-promotion of Hellenistic monarchs. A few of what was later to be named world wonders seem well to illustrate this tendency.
- 3) **The technological achievements of Hellenism.** Scholars gathered by early Ptolemies in the great new Alexandrian Museum and Library were in a way supposed to represent a «new Athens» for the purpose of legitimizing Ptolemy rule in cultural links to Hellas. Research in most branches of learning from history to astronomy, medicine to mathematics was therefore richly funded.
- 4) **Hellenistic literature.** The Hellenistic age in Athens produced a kind of shift from poetry to prose, from drama and lyric to philosophy, science and rhetoric –from creativity and innovation to a sort of intellectual conservatism. Focusing on the golden age of the 5th century BC, this topic explores this shift and its sources and consequences. A command of Greek is not required but would be welcome if possessed.
- 5) **Warfare in the Hellenistic period.** This topic takes as its basic point the wars of the Diadochoi (the Successors) considering their sociocultural, political and military impact on the territories they claimed. The participants are encouraged to focus on particular wars, and examine their military or political side.

## **02 - THE TRANSITION FROM REPUBLIC TO EMPIRE**

During the course of its history the Roman republic changed profoundly from a small city state into a supreme Mediterranean power, stretching from the Atlantic in the west to Syria in the east by the time of what we term the late Republic. The consequences of this development, including the increase in the number of slaves and spoils of conquered territories turned into provinces, rural impoverishment and civil discord were the cause of tremendous changes which effectively resulted in the Republic outgrowing its limitations. This workshop aims to address the complex issues of the transitional period between the final period of the Republic and that of the early Empire, while taking into consideration the vast number of research subjects which it offers.

### **PAPERS**

#### **1. The crisis of the late Republic**

The late second century BC, with the political activity of Tiberius and Gaius Gracchus and their opponents, would shape the complex political situation through to the effective end of the Republic. The political ideology of the Gracchi and machinations of later ambitious individuals from the time of Marius and Sulla to that of Octavian would eventually lead to the change of the political system.

#### **2. Octavian Augustus and the establishment of Principate**

The dissolution of the complicated political situation of the late Republic left Octavian without rivals for power. However, as a keen politician, he decided to conceptualize his authority within the framework of republican ideology.

#### **3. Governing an Empire: consequences**

This topic aims to examine the influence of Rome's expansion on its social and political development in the last few centuries of the Republic and the consequences it had on the later dissolution of the Republic.

#### **4. Roman expansion during the early Empire: successes and setbacks**

Augustus led campaigns that further extended Roman influence: all of Iberia was brought under Roman domination, as well as Galatia, while Mauretania was given the status of a client kingdom, over the Alps the Romans annexed Noricum and Raetia and the Parthians recognized Roman protectorate over Armenia. However, the consolidation and provincial organization of Germany proved to be more complicated, as well as Illyricum: in AD 6 Pannonia and Illyricum revolted which took three years to subjugate. In AD 9 Arminius raised the Germans against the governor Varus and destroyed him and his three legions. The participants are encouraged to write case studies of particular topics, focusing on their political, military and social aspects.

## **5. The influence of the mystery religions**

What is referred to under a common denominator of "mystery cults" was in fact rarely uniform; however, they do share a certain number of structural resemblances. Their doctrines were based on revelation, their followers were required to pass preliminary initiation and adhere to a certain kind of regimen, they were inclusive and they all held out similar messages of hope to their believers. Their popularity in Roman society is intertwined with other aspects of Hellenistic cultural influence. Another trait they share is the degree to which Roman authorities in republican and early Principate times tried to control them. Most cults of this kind were required to maintain their cult site outside the *pomerium*, and were often subject to special interest from the emperors: Tiberius banished the Egyptian cults and Claudius similarly dealt with Judaism, while reforming the liturgy of Cybele and Attis.

## **6. The change in the status of women**

By the end of the Republic, marriage *sine manu* supplanted the marriage *cum manu* of earlier times, with the role of the guardian designated to a particular woman gradually losing its importance. At the beginning of the empire, marital laws associated with Augustus' program of social reform sacrificed the role of the guardian to prolific marriages, and mothers of three children were exempt from guardianship. The significance of this for Roman female population is a topic which deserves careful examination.

## **03 - LATE ANTIQUITY: PATTERNS OF CHANGE**

The period usually defined in the terms of Late Antiquity, spanning the time of the transformation of the late Roman East and West, offers a complex field of research, marked by the profound change of sociocultural circumstances. Considering the complexity of the issues concerned, the goal of this workshop is merely to attempt to address a few specific thematically various questions which arise when one faces this subject. The themes offered are chosen in order to examine this period from different angles, varying from political and cultural to religious ones. However, they are but a set of guidelines on which aspects of the period one may concentrate, and the specific paper topics may be formulated according to personal interests.

PAPERS/Case studies

### **1. Diocletian and the re-establishment of political stability**

The reign of emperor Diocletian and the Tetrarchs figures prominently among the political mayhem of the third century. Administrative, financial and military reorganization, supported by ideological recourse to traditional Roman religion, helped to stabilize the empire while at the same time laying the foundations for the fourth century Constantinian imperial order.

### **2. The questions of changing Roman identities**

The preserved books of *Historiae* written by Ammianus Marcellinus, considered last great Roman historian, trace the reigns of emperors Constantius, Julian, Jovian, Valentinian and Valens (AD 354-378) and the contemporary scene which formed the background to the composition of his work was rife with tension between rival political and religious factions both in the imperial court as well as on broader social scale.

### **3. The disintegration of the Roman Empire: case studies**

The political crisis in the West after year 400 left the old military structures and frontier system abandoned. Any direct military and imperial presence in remote provinces ceased and the Western imperial court retreated to Italy. The aim of this topic is to examine the effective end of Roman rule and further developments in the West, focusing on particular case studies: Britain, Gaul, Hispania, Italy, Africa, Pannonia, Dalmatia...

### **4. Pagans and Christians: an uneasy co-existence**

After Constantine, with the brief exception of his nephew Julian, emperors embraced Christianity as an acknowledged religion and a basis for imperial ideology. Paganism was not repressed or outlawed until the reign of Theodosius I, but for the most of the fourth century lived in an often awkward co-existence with Christianity. By the last decades of the fourth century, local campaigns of Christian officials against pagan worship demanded an imperial reaction, which came in the form of outlawing traditional cults.

## **5. The Council of Nicaea and the emergence of new spiritual elites**

The nature of the Christian community itself also transformed and the tensions created by the shift from a persecuted sect to an established majority religion are often used to explain the prevalence of doctrinal disputes intertwined with the notions of “heresy” and various ascetic movements which aimed at becoming new spiritual elites. Perhaps a more nuanced approach, taking into consideration all the social and cultural complexity of the fourth century and the role which different Christian beliefs played in subtle political games of its elites, is needed to deal with these issues.

## **6. The intellectuals in Late Antiquity:**

The intellectuals of antiquity were thoroughly integrated in urban society, be it the poet, the grammarian teaching in a school or the philosopher leading a discussion in the gymnasium. Their position in the social sphere was determined within the boundaries of city life, and it underwent the same kind of transformation. The notion and nature of intellectualism changed according to prevalent cultural paradigms, and their social roles followed suit.

## **04 - THE BREAKUP OF THE CAROLINGIAN EMPIRE AND THE NEW POLITICAL, SOCIAL AND CULTURAL ORDER IN EUROPE FROM THE 7TH TO THE 11TH CENTURY**

The death of Charlemagne and the future division of his Empire, the second wave of barbarian settlers; Arab conquests and Norman rule in Sicily and England were far-reaching events following the earlier Germanic migrations and the establishment of the Frankish empire. This radical shift in European political and territorial relations represents a period of marked change, spanning almost five centuries of tumult (from the 7th to the 11th century).

The papers in this workshop should deal with specific problems within a larger historical context. The precise titles of individual papers will be agreed on in contact with the applicants – the ones below are simply guidelines to steer us towards tackling problems like the construction of states, their social orders, Christianization, the question of *origo gentis* and national identity, etc. The aim of the workshop is to compare and contrast the «old» and the «new» and discuss the importance of this period in European history.

Papers/Case studies:

### **1. The Carolingian Empire after Charlemagne**

The division of the Empire following Charlemagne's death and the creation of a new power in its former territory at the end of the 9th century, greatly affecting subsequent developments in that area of Europe

### **2. Arab conquests and Saracens in the Mediterranean**

The Arab expansion and shortly thereafter Saracen incursions and raids, that grew into conquests as their power waxed. Social, cultural and political repercussions in the affected areas.

### **3. The Vikings and the Normans: from raiders to settlers**

The Viking and Norman push, starting with raids and invasions to invasions and settling – from Iceland and Ireland to Eastern Europe. Due to the breadth of the topic, at least two papers are to be presented on different aspects of this problematic.

### **4. The Magyars**

Hungarian raids and incursions, with a special focus on their settling on the Pannonian plain and relations with their neighbours.

### **5. Sicily and England**

The establishment of a Norman kingdom on Sicily and the conquest of England by William the Conqueror, including the distinctions between the events and the subsequent changes incurred.

## **6. Western Slavs: the Czechs, Poles and Great Moravia**

The creation of the Czech and Polish states, with a reflection on the problems and legacy of the short-lived Great Moravian state.

## **7. Southern Slavs**

The Southern Slav peoples, their settling and identities, their creation of states and the implications of Christianization

## 05 – THE RISE OF UNIVERSITY

Although the Middle Ages have inherited the Roman model of education – *septem artes liberales* - they have left us the institution of University.

Universities are western phenomenon but we should not ignore stimulative impulse from the East. Devoted to their goal – knowledge as a mission – oftentimes they had to resist their inimical environment. That never-ending struggle for autonomy did not obstruct their rapid expansion throughout medieval society.

SUGGESTED TOPICS:

### 1. Islamic influence?

What are the proportions of Islamic influence in the development of university? Was that the turning point that enabled its development? Or did the western culture – as a successor of a Greek culture – already have a seed of that development?

### 2. University as urban phenomenon?

Universities are exclusively associated with urban areas – unlike cathedral schools. Was the development of cities in the 12th century crucial as a prerequisite for emergence of universities?

### 3. Autonomy

Can we talk about the autonomy of medieval universities? Having a Pope as an ally, universities based their power on judicial autonomy from local civil and church authorities. Le Goff said that papal alliance gave the universities independence in the conflict with the local government. But the Papacy supported universities in order to subjugate them more easily and to ensure their orthodoxy. Are the claims that intellectuals are Pope's servants undue? (Example – University of Paris)

### 4. Organization of University Corporation

Unfortunately, we know very little about development of university corporations. Corporation that strives to its own monopole, but at the same time with very international character. (Example – University of Paris)

### 5. Change in the status of teacher

Was the status of medieval Magister in the constant process of change? Can we talk about the growth of his reputation, improvement of his economical status and the emergence of contempt towards the manual work which was not characteristic to "master of the workshop" of the 12th century? Does this lead to an alienation of the worlds of intellectuals and practitioners? Did the alienation of the spheres of scientific and technical, i.e. the worlds of intellectuals and practitioners influence the future development of science?

### 6. Mobility - Mobility of students in the context of medieval mobility.

## 06 - HEGEMONIC STATES IN THE MODERN WORLD-SYSTEM

Participants of this workshop should discuss the mechanism of hegemonic shifts in the world-system from the earliest hegemonic role of the Genoa-Iberian axis to the US hegemonic cycle. Discussions ought to focus on the specific conditions of the emergence of each hegemonic state (if the concept of 'state' is utilizable in all hegemonic cycles). The emphasis will be placed both on in-depth contextualization of the rise of each hegemonic state as well as on the detection of certain patterns of hegemonic ascendance and downfall. More concretely, the role of the so-called 'financialization' and its role in the demise of every hegemonic state would be in line with the aim of detecting a mechanism of hegemonic shifts. On the other hand, the analysis of historical context of any hegemonic state is a prerequisite for the discussion of each hegemonic cycle. For example, the discussion of the Dutch case should focus at least partly on the problems such as a relatively unstable international system (when compared to the British cycle), shortage of labor, lack of demographic potential for large-scale colonial expansion or the emergence of mercantilism in the Baltic region around 1720s. More precise topics, such as the role of India in the British hegemonic cycle are also more than welcome. Participants should therefore discuss the specific condition of each hegemonic cycle and the impact of each hegemonic state on the world-system as a whole. The goal of the workshop is also to test the viability of certain concepts such as "spatio-temporal fix", "systemic cycle of accumulation", "imperialism", "mechanism of reversal" etc. It would be preferable that the presentations of the participants include the employment of relevant concepts as well as the discussion of their applicability. Participants are therefore encouraged to present a heavy-contextualized argument which should also be put in a certain theoretical framework. I would like to emphasize that this is only a framework which is to be considered as fluid as possible and capable of sustaining a variety of themes provided that they are relevant for the general frame.

## **07 - THE AMERICAN AND FRENCH REVOLUTION**

The aim of this workshop is the discussion of the global significance of both the American and French Revolution. Two revolutions should therefore be analyzed in the framework of their impact on world history. This is not say that their internal dynamics is not the focus of interest but that their significance is to be “measured”, so to speak, in the context of their repercussions on world history in several aspects. The areas under discussions are not limited if they fall in line with this general scheme. Therefore, the discussion of the impact of the French Revolution on the development of 19<sup>th</sup> century social sciences or its impact as a model on the revolution of 1917 (to accept Francois Furet’s argument) is as valid as the discussion of the repercussion of the French Revolution on peripheral liberation movements as was the case in Ireland, Egypt and Haiti (even though the last example is obviously less preferred over the first two). In the same fashion, the American Revolution should be analyzed more in its influence, say, on the liberation movements of Latin America or its general influence on nation-formation (if we were to accept Benedict Anderson’s argument) rather than in its ‘internal’ US consequences. Participants are encouraged to relate extensively to controversies in historiography regarding both revolutions as well as to draw parallels between the two revolutions so as to determine their worldwide significance. The proposed framework is meant only as a starting point and is open for certain adaptations, but its ‘global objective’, so to speak, is to be regarded as primary.

## 08 - NATIONS AND NATIONALISM IN THE CONTEXT OF MODERNIZATION IN 19TH CENTURY

Is the integration of modern nations in 19th century a precondition or the result of modernization? “Europe of nations” as it emerged from processes of modernization is fundamentally different than “Europe of states”, even before the breakup of multinational empires in 1918. National integration can be explained as a “national revival” - addition of new content to proto-national societies or as a formation of new, functional societies that are more or less based on “objective” foundations. In either case, national integration, emergence of nation as primary factor in political discourse and new, national legitimation of states is a *historical turning point* in the domain of both personal identification and politics.

Participants are encouraged to submit their own topics. Suggestions below are intended just as a starting point or source of ideas to perspective participants. Seminars about specific nations or regions are preferred, so that we could study the topics starting from specific examples and move toward general in the course of discussion.

### SUGGESTED TOPICS:

#### 1.) Modern nation – concept, substance, integration

##### a) Concept of nation

New substance of an old term *natio*, change in the meaning of terminology as a symptom of new social context. Spread of national discourse from “elite” to “common” culture in the process of national integration. Did the social and political elites shape the common understanding of nation, or did they create their national discourse according to the existing common beliefs?

##### b) Between subjective and objective

Is nation a real of imaginary community? Processes of national integration can lead to conclusions about nation as “constructed” society. But examples of unsuccessful national integrations show the importance of strong proto-national foundations.

##### c) Criteria of national affiliation

Nations are determined by their criteria of affiliation (e.g. language, territory, common history, culture, religion). Those criteria are not constant or universal, different nations are defined through different criteria. Relative importance of certain criteria primarily depends on specific context, mainly the differentiation from “Other”.

##### d) Civic and ethnic nationalism

Civic nationalism are generally associated with states that were modernized and territorially defined before the completion of national integration. In contrast, ethnic nationalism stems from the process of national integration without territorially and politically defined independent state. Can it be claimed that in the first case state shapes the process of national integration and in the second, development of nation leads to the

formation of nation-state? Also, does the need to define national territory in second case results in exclusive character of ethnic nationalism?

e) National history – interaction of national integration and nationalistic historiography

Century of nations is also a century of historiography. Historiography collects, codifies and even creates essential national tropes and myths. With the proliferation of literacy and education, historiography became one of the sources of common view on the past. What are the social roles of historiography in 19th century and in the processes of national integration?

**2.) Economic, social and political function of nation**

a) Nations and modernization

In most cases “western” and “eastern” forms of nations correlate with civic and ethnic nationalism. In the processes of modernization periphery is distinguished from center by a delay in industrialization and formation of modern centralized and bureaucratic state. Is the difference between civic and ethnic nationalism a consequence of such delay? How do economic, social and political functions of nations affect multinational states such as Hapsburg Monarchy or Ottoman Empire?

b) Functional nationalism

Military mobilization of revolutionary France, economic integration of industrial England and political mobilization of nations in multinational states are different forms of national mobilization. Modern state needs standardized culture, especially language. Industrial societies need geographically and occupationally mobile workforce. Modern armies need a common command language. Is national integration, primarily as it emerges from common language and education, a byproduct of modernization or does modernization depends modern nations?

c) National integration as a modernization process

National integration and modernization both represent responses to the new needs of modern states in 19th century. Relation between those processes is different in modernization centers and periphery, and between nations that are modernized in the context of territorially defined modern states and those modernized in multinational states. How do the processes of national integration and modernization correspond in those different circumstances?

d) From “Europe of states” to the “Europe of nations”

Europe, as it emerged from 19th century with formation of modern nations, was fundamentally different than pre-modern Europe. The bases of most modern nation-states were shaped in 19th century. However, after unification of Germany and Italy there were no major territorial changes in Europe until the breakup of multinational states in 1918. How can the new shape of post-Versailles Europe be presented in continuity or discontinuity in relation to 19th century Europe?

## **09 - «OUR EVERYDAY CAPITALISM»**

### **- A perspective on the 19th century**

This workshop aims to discuss one of the most significant structural changes of the 19th century. The «long 19th century» saw most of the states in Europe at least start their respective processes of modernization. The uneven dynamic of implementation and varying success in the realization of these processes are an important indicator of the differences between individual European (and other) social and political orders as well as of the complexity of the term «modernization» itself. The changes the 19th century brought are thus important due to their strong interconnections which manifested themselves in numerous ways.

The workshop will deal with different modernization processes and the social, political, cultural and economic changes they brought about. The «massing of society» as related of the demographic boom and the «democratization» of societies; rapid social differentiation and its consequences; new functions and forms of the state that arose during the 19th century; new concepts regarding the the relationship between state and individual, state and social group and state vs. state are all analyzed in the context of the advance of capitalism into European everyday life on a micro- and macro- level, with resulting changes in mentality and cultural surroundings that made it one of the great turning points of the 19th century.

#### **Papers/Case studies:**

##### **1. Demographic changes**

Demographic changes were a prerequisite and consequence of the agricultural and industrial revolution. To be analyzed preferably on a limited, regional or local example.

##### **2. Industrialization**

The real reaches of the initial phase of industrialization in a specific area, reflecting on the micro- (everyday life for the population of the area, living standards...) and macro- level (import, export, GDP and GDP *per capita*...)

##### **3. «The remains of the old order»**

The survival of non-industrial economic structures (guilds, small-scale craftsmen, etc.) and their economic and social role in a certain area.

##### **4. Economic theories**

The appearance, development and practical implementation of different economic theories. Ideas about capitalism being «natural», communism «inevitable», liberalism «civilized and with a mission», *laissez-faire* being «free» and feudalism's «tested values»

## **5. The transport revolution**

A necessary part of industrial revolutions, drastically different in different areas and in different situations. The development of new and the improvement of existing forms of transport and their effect, usefulness and importance in globalization.

## **6. Changes in the content and form of the State**

The growth of state administration as a modernization process. The constant rise in the needs of state treasuries (in an era of *laissez-faire!*), the appearance of new functions and forms states took in an effort to (re)define economies (fiscal policies, education, health, etc.)

## **7. New forms of social relations**

Local examples of social differentiation in a wider or global context. The different roles of aristocracy in 1800 and 1900, the appearance of the *bourgeoisie* in the context of the economic, political and cultural characteristics of an area. The move from agriculture to industrial manufacture; peasantry – proletariat.

## **8. Great expectations**

Optimistic expectations of «uninterrupted growth» in contrast with economic crises, social unrest and ultimately, the First World War as the end/collapse of the «long 19th century».

## **9. Urbanization**

The new roles of cities and the accelerated growth of their gravitational pull towards surrounding areas as a consequence of the demographic and industrial revolution. Are there universally applicable patterns to be seen in the development of cities in the 19th century or is their development subject to their individual circumstances?

## **10. Colonialism – Imperialism**

The economic and political reasons for the turning of European states towards non-European areas in the 19th century. Imperial initiatives as a race for prestige and/or a «release valve» for European economic life.

## 10 - CONFLICTS THROUGH ART

### *Art as an active social participant*

Starting with the *Neue Sachlichkeit* movement, through totalitarian regimes' styles and the Hollywood factory, to popular culture, the aim of this workshop is to discuss turning points of the 20<sup>th</sup> century through a prism of culture. The focus is on an analysis of the social contexts and its direct reflection in the shapes of art and culture.

Turning points are difficult to isolate when viewed from a perspective of cultural development, so the aim of this workshop is to present and study the major landmarks of 20<sup>th</sup> century history as a time of change and their reflection in culture and intellectual production.

Observing the mutual interference between culture, history, politics and society during the century, topics in this workshop are focused on presenting major "crossing points" when art was a reaction to political movements. For that purpose, they should discuss various case studies shedding light on the relationship between politics and art.

Bearing in mind that art is an integral part of any culture, the papers should illuminate a wider context and the accompanying historical background.

### **PAPERS/CASE STUDIES:**

*Participants are free to select a topic of their own choice within this framework, in consultation with the moderator, after having received from him notification of their acceptance to the workshop.*

### **I. Twenties in art - Dadaism**

Arising as a reaction to the horrors of World War 1 and the nihilism it triggered, Dadaism soon spread from Europe to New York and Tokyo.

The aim of this topic is to introduce the main actors of artistic scene and their work, the styles and shapes of their representation of disillusioned social reality in the postwar period. The focus is on the social relevance of the artistic production and the political structures being criticized in those works.

### **II. Social realism**

Once considered the only 'true, righteous, appropriate, suitable' direction in art by the regimes doctrinating its shapes and expression, social realism today is a leftover mainly in Eastern Europe. In today's world perspective, it seems to have been unique to those regimes.

Can we study art which was created/ produced under the influence of a totalitarian regime outside of its context? Free of any historical implications? What are the main ideas behind the works of art and their political inspirations? What were the rules imposed on artists? How are their works perceived today? Was there freedom of expression during social realism?

### **III. Nazi and Fascist 'artistic expression'**

The focus here could be cultural turning points imposed by two major exhibitions of the period - *The exposition of great German art 1937- 1944*, München, and *The exposition of*

*Degenerated art*, 1937, München - Who, what and why was not accepted? What was the ideology, the written thesis and speeches held that backed those exhibitions? In what way was the exhibition viewed as a clear mirror of political programme?

Another point of interest is political propaganda- art used like a tool of spreading ideology through public portraits, sculpture, film, photography, posters, architecture. This also includes futurism in Italy- an art movement which became an aggressive political programme supporting Mussolini.

#### **IV. Influence of Hollywood**

The global impact of images released through Hollywood shapes attitudes towards events. The aim is to investigate the background of the stories, their purpose, message and the public targeted by those images.

1. Pro/ anti war messages
2. The preaching of American ideology and the concept of American dream
3. Political activism through show business - influence on elections?
4. Its presentation of historical events today - eg. Valkyrie

#### **V. 1968**

The turning point of turning points as represented by 'subversive' movements – precise topic is open to be defined with moderator

#### **VI. 'Novi val' (the New Wave) in ex. Yugoslavia**

Music, film, design, posters and photography opening the country to the West. Why was it a turning point in its achievements? What was new, what were the major ideas of its creators and participants? How did the movement end?

#### **VII. Postcolonial art**

The consequences of colonialism are still burning issues in the modern culture, how to deal with problems we are facing today:

1. Language of literature- should it be written native languages or the language of ex. colonizers? What are positive and negative sides of both solutions? Who is the targeted reader- a native or a westerner?
2. How to handle works of art in former colonies and countries now at war (for example, Iraq)? Is returning art works to their countries of origin a reflection of 'colonial guilt'?
3. Books like 'Infidel' and 'Girls of Riyadh' and similar biographies- relevant source for determining historical fact or 'chick lit'? Is this modern literature filling top lists a new radical turning point in viewing 'oriental' women, where romantic harem odalisques earlier became tortured Muslim women?

#### **VIII. Fashion nowadays**

It is nowadays cool to wear a T shirt with Che, Marx, Freud, Christ, Tito... How can we trace 'shifting symbols' in our popular culture? Why are these people important? What did they represent before and what do they represent now?

## 11 - A PEACE TO END ALL PEACE - The Treaty of Versailles 90 years later (*A perspective on minorities*)

*After „the war to end all war“ they seem to have been pretty successful in Paris at making „a peace to end all peace.“*

(Archibald Wavell, British officer who served in the Palestine campaign of the First World War).

Almost a century after one of the most ambitious peace agreements in history, the conflicts it sought to end resonate to this day.

In hindsight, its treatment of minorities and statehood served to pave the way for future strife. This workshop seeks to examine various approaches to the issue of ethnic and religious minorities after the First World War and their still visible consequences from Denmark to Mesopotamia.

Seminars/Case Studies:

1. **Iraq** – the Shia, the Sunnis, the Kurds, the Christians, all in state that was never meant to be? Was the British decision to constitute Iraq in these borders responsible for today's quagmire?
2. **Israel & Palestine** - One of the most enduring conflicts of the 20<sup>th</sup> century was born during Britain's Mandate in Palestine. From the McMahon-Hussein correspondence to the Balfour declaration, what was the driving force and which processes defined the success the Zionist program?
3. **Central Europe** – How did the Versailles Peace Agreement's handling of minorities in Central Europe affect the onset of World War II? Differences between the effects of referendums (e.i. Denmark, Poland) and decreeing (Slovakia, Transilvania...)
4. **Yugoslavia** – From one „dungeon“ to another - or a dream come true? What did the peoples involved lose and what did they gain? Was Yugoslavia a geopolitical necessity and to what degree was its creation externally influenced?
5. **Russia** – As three empires collapsed around it, the face of the Russian empire changed dramatically, but the substance remained. How did the Soviet need for regime consolidation shape their policies towards other nations and national minorities?
6. **Greece & Turkey** – Two years after the end of World War I the two countries were still in a state of war. The conflict resulted in population exchanges involving some two million people. Controversial by today's moral standards, but effective?
7. **Thomas Woodrow Wilson and the American position** – How were the Wilsonian principles applied in practice and how did they resonate in Europe and in the United States? Were they a realistic set of objectives or an impractical political utopia?

## 12 - TURN OF THE CENTURY – TOWARDS A MULTIPOLAR WORLD?

In 1992 Francis Fukuyama wrote about the end of history. Sixteen years later his theories have been shown to have been premature. Not only has history not ended, it has taken a somewhat unexpected turn. As the world moves towards multi-polarization, new conflicts are flaring up, some old ones are rekindling and new players are entering the arena. The aim of this workshop is to examine the key processes in this transition period and the factors that shape it. We will analyze emerging powers and the geopolitical shifts their rise will trigger worldwide.

Seminars/Case studies:

1. **Russia Resurgent** – the Caucasus, the question of the missile shield in Europe, NATO encirclement, „tzar“ Putin, Europe's oil and gas dependency. With Russia on the rise again, are we facing a new Cold War?
2. **China** – After centuries of foreign domination, a strong and independent People's Republic of China has rebuilt itself into one of the foremost powers on the international scene. From Tiananmen Square to the 2008 Olympic Games, how did China reassert itself and what are the perspectives?
3. **United States of America** – Is the world's only superpower waning? If so, when did this process start? How did the past five decades shape the United States' global role and how was it affected by events like 1989 and 9/11? What are the US interests behind NATO enlargement?
4. **Kosovo, South Ossetia, Abkhazia...** – precedents or „special cases“? What happened to the inviolability of international borders and the principle of conserving territorial integrity? Can the world expect more „unilaterally“ declared breakaway states? To what extent are these decisions the product of great powers' geopolitical interests?
5. **United Nations** – in the more than 50 years of its existence, the UN has proved to be a slow, cumbersome and inefficient organization. Has it become merely an instrument for perpetuating Western influence in the rest of the world? What kind of reform is needed? Which new permanent members should be admitted to the Security Council?
6. **European Union** – has Europe permanently lost its grip in world politics or is her renewed role just starting? After the admission of the current candidates, will it continue to expand and where? What will happen with Turkey and the Mediterranean Union? When will the EU be ready for a more independent global role?

7. **Africa** – can colonialism still be blamed for Africa's failure? Why is all the humanitarian aid not producing any effect? Are the African states only objects in a neo-colonial scheme? What role will China and India play in the future? Is there a risk of seeing more „failed states“ on the continent?
  
8. **Latin America** – is the whole of Latin America turning to the left and why? Is the United States losing influence in its own backyard? Are the narco-cartels threatening to spread their destabilizing influence northwards?

## 13 - TURNING POINTS IN HISTORY

### - *Theoretical discussion*

And the last but not the least - the question of turning point itself. As mentioned in the beginning, the main goal of the Conference is to analyze the very nature of what is referred to as a *turning point* in history. How do we label something a *turning point* and on what basis?

This workshop will be a bit different than the others. It will have only one session – *The final conclusions*. This year, besides the funny version of the final conclusions, we would very much like to have a “serious” one.

The goal is to get the representatives of every workshop to present their conclusions and to discuss them, i.e. to discuss the question of *turning point* in history on the basis of those conclusions.

But in order to do that we need a theoretical framework. How is turning point defined in historiography? Are turning points fixed or they change with every new approach/school? Is the use of certain pivotal years or events as turning points justified or not? Why? ... There are many more questions that will emerge during discussions in workshops.

So, before the discussion or any kind of attempt to conclude something, we would like someone to present in a way how did historical science treat those questions.

Only two papers are needed due to a different character of this workshop. You are free to choose your own topic or type of approach to this subject.