



## IR/HS 334 ITALY AND THE MEDITERRANEAN WORLD

IES Abroad Rome

**DESCRIPTION:** A historical and political perspective of the Mediterranean world with a focus on political, economic and cultural bonds between Italy and the Eastern and Southern Mediterranean. The course starts with a historical introduction to the multi-faceted concept of “Mediterranean” and to some key political processes of the Mediterranean region from ancient to modern times. It will then focus on Italian foreign and Mediterranean policy and on recent developments of Euro-Mediterranean cooperation. The course will have a special focus specifically on recent developments in the area: the roots and outcomes of the Arab uprisings and the domestic and foreign political evolution of a number of key actors in the region, e.g. Syria, Egypt, Israel, Libya, etc.

**CREDITS:** 3 credits

**CONTACT HOURS:** 45

**LANGUAGE OF INSTRUCTION:** English

**PREREQUISITES:** None

**METHOD OF PRESENTATION:**

- Lectures
- Seminar discussions
- Students’ presentations
- Guest lectures
- Course-related trips
- Moodle

**REQUIRED WORK AND FORM OF ASSESSMENT:**

- Class participation (10%)
- Midterm exam (30%)
- Class presentation (25%)
- Final exam (35%)

**\*Details of required work:**

Format of the exams: Both midterm and final exams will consist of multiple choice, true or false, open questions and one short essay, based on the topics discussed in class and on the assigned readings.

Presentation: Student will have to prepare a class presentation, typically concerning the political, religious and social composition of a country of the Mediterranean area.

**Grading Rubric for student participation:**

<b>A</b>	<b>Excellent participation</b> The student’s contributions reflect an active reading of the assigned bibliography. Skillfully synthesizes the main ideas of the readings and raises questions about the applications and implications of the material. Demonstrates, through questions and comments, that he or she has been capable of relating the main ideas in the readings to the other information discussed in the course, and with his or her own life experience. The student makes informed judgments about the readings and other ideas discussed in class, providing evidence and reasons. He/she respectfully states his/her reactions about other classmates’ opinions, and is capable of contributing to the inquiry spiral with other questions. The student gets fully involved in the completion of the class activities.
<b>B</b>	<b>Very good participation</b>

	The student's contributions show that the assigned materials are usually read. Most of the time the main ideas are identified, even though sometimes it seems that applications and implications of the information read were not properly reflected upon. The student is able to construct over others' contributions, but sometimes seems to interrupt the shared construction to go over tangents. He/she is respectful of others' ideas. Regularly involved in the activities but occasionally loses concentration or energy.
<b>C</b>	<b>Regular participation</b> The participant evidences a regular reading of the bibliography, but in a superficial way. He/she tries to construct over others' ideas, but commonly provides comments that indicate lack of preparation about the material. Frequently, contributions are shallow or unarticulated with the discussion in hand.
<b>F</b>	<b>Insufficient participation</b> Consistently, the participant reads in a shallow way or does not read at all. Does not participate in an informed way, and shows lack of interest in constructing over others' ideas.

#### LEARNING OUTCOMES:

By the end of the course students will be able to:

- Reflect upon the historical and political meaning of the Mediterranean area
- Identify the (both global and local) relevant actors in the Mediterranean arena
- Debate recent events in the Mediterranean and in the Middle East (such as the rise of ISIS), critically engaging with their causes, context and potential outcomes.
- Assess the mechanisms of international diplomacy and military strategies in actual cases
- Appraise Italy's Mediterranean policy in the broader context of European foreign affairs.
- Identify the aims, achievements and failures of Italian economic and political relations with the Mediterranean countries at different historical times

#### ATTENDANCE POLICY:

Attendance is mandatory for all IES classes, including field studies. If a student misses more than two classes in this course, 2 percentage points will be deducted from the final grade for every additional absence. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical emergencies or family emergencies. IES will only consider extreme emergency cases and will strictly adhere to this policy. Do plan your semester accordingly.

#### CONTENT:

Week	Content	Assignments
<b>Week 1</b>	<b>INTRODUCTION</b> <ol style="list-style-type: none"> <li>1. Introduce yourself session. Guidelines on attendance. Presentation of the course and of Moodle activities</li> <li>2. COURSE-RELATED TRIP: Vittoriano</li> </ol>	
<b>Week 2</b>	<b>STUDYING THE MEDITERRANEAN: AN ACTUAL CASE</b> <ol style="list-style-type: none"> <li>1. Mediterranean geography and Mediterranean Studies</li> <li>2. The Syrian case-study</li> </ol>	<u>READINGS:</u> <ol style="list-style-type: none"> <li>1. (Required) CLEMENT, Richard W. (2012), The Mediterranean: What, Why, and How, «Mediterranean Studies», Vol. 20 (No. 1), pp. 114-120;</li> <li>2. (Additional) SCHÄFER, Isabel (2014), A Matrix for Mediterranean (Area) Studies – Towards an Interdisciplinary Approach in the Post-“Arab Spring” Context,</li> </ol>

		«Mediterranean Review», Vol. 7 (No. 1), pp. 57-89
<b>Week 3</b>	<b>MEDITERRANEAN ACTORS AND INTERNATIONAL ORDER</b> <ol style="list-style-type: none"> <li>1. International law and UN</li> <li>2. Idealism, realism and non-governmental international actors</li> </ol>	<b>READINGS:</b> UN Charter (Intro + Preamble + chapters 1-7)
<b>Week 4</b>	<b>WAR</b> <ol style="list-style-type: none"> <li>1. The theory of war. Thucydides, Sun Tzu, Aristotle, Von Clausewitz</li> <li>2. COURSE-RELATED TRIP: CASD (Center for High Studies on Defence)</li> </ol>	<b>READINGS:</b> Sun Tzu's <i>The Art of War</i> + MOVIE: <i>The battle of Algiers</i>
<b>Week 5</b>	<b>THE RELIGIOUS FACTOR</b> <ol style="list-style-type: none"> <li>1. On Islam</li> <li>2. COURSE-RELATED TRIP: Mosque of Rome (Saturday morning)</li> </ol>	
<b>Week 6</b>	<b>MIDTERM EXAM</b> <ol style="list-style-type: none"> <li>1. Midterm Review</li> <li>2. Midterm exam</li> </ol>	
<b>Week 7</b>	<b>THE "ARAB SPRING" AND THE LONG ROAD OF DEMOCRATIZATION</b> <ol style="list-style-type: none"> <li>1. Arab uprisings and democratization processes</li> <li>2. Demo-crazy Politics</li> </ol>	<b>READINGS:</b> <ol style="list-style-type: none"> <li>1. (required) HAYNES, Jeffrey (2013), <i>The 'Arab Uprising', Islamists and Democratization</i>, «Mediterranean Politics», <b>18</b> (2), pp. 170-188;</li> <li>2. (additional) SCHWEDLER, Jillian (2013), <i>Islamists in power? Inclusion, moderation, and the Arab uprisings</i>, «Middle East Development Journal», 5 (1), pp. 1-18.</li> </ol> <b>READINGS:</b> <ol style="list-style-type: none"> <li>1. (required) ALIBONI, Roberto (2011), <i>The International Dimension of the Arab Spring</i>, «The International Spectator», Vol. 46 (No. 4), pp. 5-9;</li> <li>2. (required) BERMAN, Sheri (2013), <i>The Promise of the Arab Spring</i>, «Foreign Affairs», Vol. 92 (No. 1), pp. 64-74;</li> <li>3. (additional) VALBJØRN, Morten (2014), <i>Three Ways of Revisiting the (post-)Democratization Debate After the Arab Uprisings</i>, «Mediterranean Politics», Vol. 19 (No. 1), pp. 157-160;</li> <li>4. (additional) HINNEBUSCH, Raymond (2014), <i>Historical Sociology and the Arab Uprising</i>, «Mediterranean Politics», Vol. 19 (No. 1), pp. 137-140.</li> </ol>

<b>Week 8</b>	<b>CHANGING BALANCES IN THE MEDITERRANEAN</b> <ol style="list-style-type: none"> <li>1. Money, terror and power – case studies</li> <li>2. The role of NATO in the Mediterranean; the Libyan case study (GUEST LECTURE)</li> </ol>	<b>ASSIGNMENT:</b> watch the movie <i>Syriana</i>
<b>Week 9</b>	<b>ITALIAN AND EUROPEAN FOREIGN POLICY IN THE MEDITERRANEAN</b> <ol style="list-style-type: none"> <li>1. Italian Mediterranean policy, from colonialism to EU</li> <li>2. The European frame of action</li> </ol>	<b>READINGS:</b> <ol style="list-style-type: none"> <li>1. (required) DE LEONARDIS, Massimo (2011), <i>Introduction: continuity and change in the Italian foreign policy</i>, «UNISCI Discussion Papers» (núm. 25), pp. 9-15;</li> <li>2. (required) DEVORE, Marc R. (2014), <i>Exploiting Anarchy: Violent Entrepreneurs and the Collapse of Libya's Post-Qadhafi Settlement</i>, «Mediterranean Politics», Vol. 19 (No. 3), pp. 463-470.</li> </ol> <b>READINGS:</b> <ol style="list-style-type: none"> <li>1. HOLLIS, Rosemary (2012), <i>No friend of democratization: Europe's role in the genesis of the 'Arab Spring'</i>, «International Affairs», <b>88</b> (1), pp. 81-94;</li> <li>2. (additional) MOUHIB, Leila (2014), <i>EU Democracy Promotion in Tunisia and Morocco: Between Contextual Changes and Structural Continuity</i>, «Mediterranean Politics», Vol. 19 (No. 3), pp. 351-372;</li> <li>3. (additional) BICCHI, Federica (2014), <i>The Politics of Foreign Aid and the European Neighbourhood Policy Post-Arab Spring: 'More for More' or Less of the Same?</i>, «Mediterranean Politics», Vol. 19 (No. 3), pp. 318-332;</li> <li>4. (additional) DENNISON, Susi (2013), <i>The EU and North Africa after the Revolutions: A New Start or 'plus ça change'?</i>, «Mediterranean Politics», Vol. 18 (No. 1), pp. 123-128;</li> <li>5. (additional) BARRAS, Amélie (2013), <i>Sacred Laïcité and the Politics of Religious Resurgence in France: Whither Religious Pluralism?</i>, «Mediterranean Politics», Vol. 18 (No. 2), pp. 276-293.</li> </ol>
<b>Week 10</b>	<b>FLOWS OF MONEY, PEOPLE, IDEAS, POWER</b> <ol style="list-style-type: none"> <li>1. Religious, ethnic and political factors in the Mediterranean (case studies)</li> </ol>	<b>READINGS:</b> <ol style="list-style-type: none"> <li>1. (required) STEPAN, Alfred and Juan J. LINZ (2013), <i>Democratization Theory and the Arab Spring</i>, «Journal of Democracy», Volume 24 (Number 2), pp. 15-30;</li> </ol>

		<ol style="list-style-type: none"> <li>(required) PHILLIPS, Christopher (2014), <i>The Arabism Debate and the Arab Uprisings</i>, «Mediterranean Politics», Vol. 19 (No. 1), pp. 141-144;</li> <li>(additional) SAYIGH, Yezid (2012), <i>Above the State. The officers' Republic in Egypt</i>, Carnegie Endowment for International Peace, Washington, D.C.;</li> <li>(additional) FEDTKE, Jörg (2014), <i>Comparative analysis between the constitutional processes in Egypt and Tunisia - Lessons learnt - Overview of the constitutional situation in Libya</i>, European Parliament. Policy Department DG External Policies;</li> <li>(additional) HAYNES, Jeffrey and Guy BEN-PORAT (2013), <i>Religion, Secularization and Democracy in the Mediterranean Region: Problems and Prospects</i>, «Mediterranean Politics», Vol. 18 (No. 2), pp. 153-169;</li> <li>(additional) GOTOWICKI, Stephen H. (U.S. Army), <i>The Role of the Egyptian Military in Domestic Society</i> (on line report);</li> <li>(additional) PAHWA, Sumita (2013), <i>Secularizing Islamism and Islamizing Democracy: The Political and Ideational Evolution of the Egyptian Muslim Brothers 1984-2012</i>, «Mediterranean Politics», Vol. 18 (No. 2), pp. 189-206.</li> </ol>
<b>Week 11</b>	<b>COUPS, MURDERS, INVASIONS</b> <ol style="list-style-type: none"> <li>Case studies</li> <li>EXTRAORDINARY COURSE-RELATED TRIP: Italian Parliament. Interviewing a MP of Foreign/European Affairs Committee</li> </ol>	
<b>Week 12</b>	<b>THE FUTURE OF THE MEDITERRANEAN</b> <ol style="list-style-type: none"> <li>Review</li> </ol>	
	<b>FINAL EXAM</b>	

**COURSE-RELATED TRIPS:**

- Vittoriano
- CASD (Center of High Studies on Defence)
- Great Mosque of Rome
- Italian Parliament (subject to availability)

**REQUIRED READINGS:**

- All the readings will be provided by the instructor (available on Moodle).

**GUEST LECTURES:**



- Various guest lectures may be held by experts on the topics under study (subject to availability).