
HS210**A Global History of the Mediterranean: Culture, Identities, & Geopolitics**

IES Abroad NICE

DESCRIPTION:

Mediterranean is today at the core of world scrutiny, because of its geopolitical instability, its migration dramas, the outburst of inter-confessional and religious violence. The understanding of these issues requires to analyze them in long-term and trans-cultural perspectives. As such issues cross the political old and present borders, they require also a transnational approach.

After the hegemonic attempts to dominate the Mediterranean (*Mare Nostrum* in the Ancient World, 16th-century struggle between the Ottoman Empire and Spain), the Mediterranean was in the 18th century an area of intensive exchanges and circulations of people, goods, and ideas, well-connected to the Atlantic world and Asia. Competition over lucrative markets led to an increasing competition among European powers, and to growing territorial ambitions over Northern Africa first, and the Ottoman Empire thereafter. This process resulted in colonization and reinforced European self-persuasion of its cultural superiority (race, culture, civilization). The two World Wars represented a turning point, as the old colonial powers were severely challenged in their positions and required a strong support of colonial troops. After both war, colonial societies were increasingly reluctant to revert to the previous colonial domination and opened an era of decolonization. In the post-colonial period, the fact that the confrontation of the super-powers deeply affected the Mediterranean (especially in the Middle East) had severe consequences up to the present (Syria, Libya, etc.). All authoritarian States around the Mediterranean basin collapsed (such as Greece or Spain in the 1970s, or North African States in the 2010s), opening crucial issues for today's societies: refugees' migrations, terrorism, religious radicalization, rise of xenophobic and populist movements destabilizing the process of European construction.

This course offers a transnational history of the Mediterranean from the Early Modern times to the beginnings of the 21st century and addresses cultural, demographic, social, economic, and religious issues. Students will be introduced to case studies in every unit. The Mediterranean has been the object of intensive literary, artistic and cinematographic production. Each class will propose to the students a discovery of these productions and their many-faced issues (which are not solely esthetic ones).

A field journey is organized to Marseille during week 10. A city of Greek origins, a major Mediterranean port and a crossroads of Mediterranean and non-Mediterranean civilizations, Marseille boasts a unique heritage built up over more than 2 500 years of history.

CREDITS: 3**CONTACT HOURS:** 45**INSTRUCTOR:** Pierre-Yves Beaurepaire**LANGUAGE OF PRESENTATION:** English**ADDITIONAL COST:** none**PREREQUISITES:** none**METHOD OF PRESENTATION:**

Class discussion: Over half of each class will consist of discussions of key themes. The students will be provided with texts to read or film/documentary to view for each class. The theoretical readings will be supplemented with archival sources (such as maps, texts, iconography), distributed through Moodle or in class, which will serve to illustrate the issues presented in the lectures and the readings.

Case studies: Every 4 weeks, the professor will organize one or more case studies, which will enable students to put themselves into practice by presenting journalist articles or diplomats' reports on subjects relating to the transnational history of the Mediterranean.



Lectures: The professors will introduce the class discussions with lectures to help the students interpret the material provided in the class readings, to tie the readings together and to provide summaries of theoretical approaches to the subject.

Film viewings: There will be some film viewings throughout the course. The films will serve as material for discussion of the theoretical concepts covered in the course.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course participation/Case studies discussion: 20 %
- Mid-term exam: 20%
- Final essay: 20%
- Final Exam: 40 %

Course Participation

Class participation: Students will be expected to come to class prepared and to participate actively in class.

Midterm Exam

This will use different formats to assess students' progress towards the learning outcomes in the first half of the course. The question formats will include essay questions, multiple choice questions, short answer questions and justified True/False questions.

Final Exam (week 15)

This will use different formats to assess students' progress towards the learning outcomes of the entire course. The question formats will include essay questions, multiple choice questions, short answer questions and justified True/False questions.

Final Paper (due week 15)

Students will submit an essay (week 15) on a topic they chose from a list provided by the instructors. The paper will be evaluated by considering the analytical, organizational and formalistic quality of the work. For a course at 200 level, the due paper is expected to be between 3,000 and 4,000 words long. For a credit 300 course, which entails primary sources as well, please contact the instructors.

LEARNING OUTCOMES:

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

- Conceptualize trans-cultural history
- Understand the main political, cultural, social and economic issues of the Mediterranean world
- Assess the importance of the Mediterranean in the world history
- Resituate the Mediterranean in international relations over the long twentieth century (1880-2010)
- Analyze and criticize the representations provided by films, as well as textual historical sources

The class topics and the weekly assignments and readings are online on the Moodle page of this course.

ATTENDANCE POLICY:

Your academics are a priority, and regular class attendance class is mandatory, respectful, and essential to academic success. Being absent from class will prevent you from maximizing your learning and will negatively affect your participation grade. If you must be absent, please email both your professor and the academic team as soon as possible (czonza@iesabroad.org). Absences for medical reasons and/or emergencies will be considered excused, but justification will be required. Please arrive on time for each class meeting. Arriving late for class is disruptive for faculty members and students alike and will prevent you from maximizing your learning. If you arrive more than 10 minutes late 3 times, it will count as an absence for that course. If you arrive more than 30 minutes late, it will count as an absence.

If you are absent during an exam, presentation, or other graded in-class assignment, you must provide justification for the absence, or you will receive an automatic F.

In most cases, the justification will take the form of a *certificat médical* from a French doctor, which must be submitted within 24 hours of the absence.

It is understandable that students may occasionally be absent because they feel unwell physically or need to take a mental health day. For this reason, our attendance policy is lenient and allows each student to miss up to one class sessions without having it automatically affect the final grade in a course. Starting with the second unexcused absence, your final grade will be lowered by a third of a letter grade.

For example:

Final grade: A-

1 unexcused absence: A-

2 unexcused absences: A-

3 unexcused absences: B+

4 unexcused absences: B

And so on...

ACADEMIC INTEGRITY:

Students are expected to abide by the **IES Abroad Code of Academic Integrity**. All work submitted by a student for academic credit should constitute the student's own original work. Students agree not to engage in plagiarism, cheating, or use of unauthorized materials. Any work submitted for academic credit may be subject to review by a textual similarity detection service for the detection of plagiarism and AI usage.

CONTENT:

Week	Content	Assignments
Week 1	Discovering the Mediterranean: To start the class Lesson Objective(s): first approach of the Mediterranean heritage from food to democracy	no
Week 2	What's the Mediterranean? Mare Nostrum or Clash of Civilizations? Lesson Objective(s): discovering Mediterranean's Geography and History	Jeremy Black, "The Mediterranean as a battleground of the European powers: 1700-1900" , in David Abulafia (ed), <i>The Mediterranean in history</i> , London, Thames and Hudson, 2003, p. 251-282.
Week 3	The War at Sea: the Mediterranean paradigm Lesson Objective(s): The Mediterranean as a laboratory for naval tactics from Antiquity to aircraft carrier	Jeremy Black, "The Mediterranean as a battleground of the European powers: 1700-1900" , in David Abulafia (ed), <i>The Mediterranean in history</i> , London, Thames and Hudson, 2003, p. 251-282.

Week	Content	Assignments
Week 4	Case studies/brainstorming Lesson Objective(s): To develop collaborative work in small groups	no
Week 5	Presentation of the case studies + The birth and the rise of the orientalism (part one) Lesson Objective(s): How Early modern Europe invented the Near East from 17 th to 20 th c.	Reading: Edward W. Said, <i>Orientalism</i> , London, Penguin, 1978, London, Routledge and Kegan Paul, Chapter 1: "The Scope of Orientalism".
Week 6	The birth and the rise of the orientalism (part two) Lesson Objective(s): The impact of Napoleon Campaign of Egypt	no
Week 7	The Mediterranean during the Colonial Age (1st part) Lesson Objective(s): From cultural fascination to colonial domination	Reading: Afaf Lutfi Al-Sayyid, "The British occupation of Egypt from 1882" in Andrew Porter, <i>The Oxford History of the British Empire</i> , volume III, <i>The Nineteenth century</i> , Oxford UP, 1999, p. 651-664.
Week 8	MidTerm	no
Week 9	Spring Break	no
Week 10	Field journey in Marseille "Marseille : from the antique foundation of the Greek city to the Global seaport".	Reading: "Marseille : from the antique foundation of the Greek city to the Global seaport".
Week 11	introduction to El Nahda: the Awakening of the Arabic Nation Lesson Objective(s): to understand the origins of the nationalist movement in the Mediterranean Preparation of the case studies #2 Lesson Objective(s): To develop collaborative work in small groups	no

Week	Content	Assignments
Week 12	Presentation of the case studies #2 + Class Discussion The Mediterranean at war (WW1) Lesson Objective(s): War Studies	Reading: David Abulafia, “Mare Nostrum – Again 1918,1945”, in David Abulafia, <i>The Great Sea: A Human History of the Mediterranean</i> , Oxford, Oxford University Press, 2011.
Week 13	The ‘secret’ Sykes-Picot agreement and The Levant at the end of WW1 Lesson Objective(s): Studying the geopolitical framework of the Modern Middle East	no
Week 14	The Mediterranean during WW2 Lesson Objective(s): War Studies	Reading: David Abulafia, “Mare Nostrum – Again 1918,1945”, in David Abulafia, <i>The Great Sea: A Human History of the Mediterranean</i> , Oxford, Oxford University Press, 2011.
Week 15	Final Term	no

List of course-related trips. The terms “field studies” and “field trip” have been substituted by “course-related trips”. All these references should be changed to “course-related trips”

REQUIRED READINGS:

[Jeremy Black, “The Mediterranean as a battleground of the European powers: 1700-1900”](#), in David Abulafia (ed), *The Mediterranean in history*, London, Thames and Hudson, 2003, p. 251-282.

Edward W. Said, *Orientalism*, London, Penguin, 1978, London, Routledge and Kegan Paul, Chapter 1: “The Scope of Orientalism”.

Afaf Lutfi Al-Sayyid, “The British occupation of Egypt from 1882” in Andrew Porter, *The Oxford History of the British Empire*, volume III, *The Nineteenth century*, Oxford UP, 1999, p. 651-664.

David Abulafia, “Mare Nostrum – Again 1918,1945”, in David Abulafia, *The Great Sea: A Human History of the Mediterranean*, Oxford, Oxford University Press, 2011.

RECOMMENDED READINGS AND FILMS:

Bertram M. Gordon, ‘The Mediterranean as a Tourist Destination from Classical Antiquity to Club Med’ *Mediterranean Studies*, 2003, Vol. 12 (2003), Penn State University Press, pp. 203-226,
 Stable URL: <https://www.jstor.org/stable/41166959>

David Lean, *Lawrence of Arabia*, 1962, a world famous and multi-oscarized movie.



INSTRUCTOR BIOGRAPHY:

Pierre-Yves Beaurepaire is full professor of history at the University of Nice (Côte d'Azur), and senior fellow of the Institut Universitaire de France. As a visiting professor, he taught at San Francisco State University, Brussels Free University, Tokyo University, Tunis I University and in New Caledonia. Author of 25 books in the field of cultural history, sociability and networks, he is specialized in Enlightenment, Mediterranean and Transnational History. In 2023, it was awarded the Senate prize for the best history book of the year.