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 takes into account 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).

CREDITS: 3

CONTACT HOURS: 45

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.

Field studies: IES will organize a field trip (to be determined) in order to illustrate inter-cultural issues and approaches.

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: 20 %
- Mid-term exam: 20%
- Final essay: 20%
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
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
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 taking into account 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

ATTENDANCE POLICY: Attendance is mandatory for all IES Abroad classes, including field studies. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies. If a student misses more than two classes in any course half a letter grade will be deducted from the final grade for every additional absence. Seven absences in any course will result in a failing grade.

CONTENT:

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<th>Week</th>
<th>Content</th>
<th>Assignments</th>
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| 1    | The absolute “Other”: Christian and Muslim Slavery in early modern Mediterranean World | Before the class, listen to: Interview with Robert Davis, on his book Christian Slaves, Muslim Masters White Slavery in the Mediterranean, Radio 3Fourteen (62 minutes) – [https://www.youtube.com/watch?v=GH1RAX2Iak](https://www.youtube.com/watch?v=GH1RAX2Iakk)  
| 2    | From the ‘Grand Tour’ to the modern tourism | Film: *Méditerranée, notre Mer à tous* by Yann Arthus-Bertrand, 2015 (subtitles in English)  
|   | United States and the Mediterranean (1776-1815) | • Christine E. Sears, “Slavery as Social Mobility? Western Slaves in Late Eighteenth century Algiers”, in Research in Maritime history, n° 44, 2010: 207-220.  
|---|---|---|
|   | 18th-century European geo-political struggles and intercultural diplomacy in the Mediterranean | Film: H.M.S. Defiant by Lewis Gilbert (1962)  
|   | Orientalism from The Thousand and One Nights to Edward Said | • Documentary on the Rosetta Stone and British scholars challenging French ones.  
|   | Midterm exam, followed by field visit to Mont Alban |  |
|   | The colonization process in the Mediterranean | BBC Documentary: The Other Side of Suez  
|   | The outburst of nationalism | Film: Lawrence of Arabia by David Lean (1962)  
https://www.youtube.com/watch?v=p1sCShkeVf0  |
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|   | Glen Balfour-Paul, “Britain’s Informal Empire in the Middle East”, in Judith Brown and Wm Roger Louis,  
| 12 | The Mediterranean at war during WW1&WW2  
| 13 | Fascism and dictatorial regimes in the 20th-century Mediterranean (Greece, Spain, Egypt, Libya…)  
|   | Documentary : Mussolini’s biography : https://www.youtube.com/watch?v=kxMkbu3Wdb4  
| 14 | Religious radicalism in the Mediterranean 19th-21st centuries  
|   | Film: Khartoum by Basil Dearden (1966)  
| 15 | Final Exam |