

HIST319: *Dreaming of a Cosmopolitan Sea: The Mediterranean in History*

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Course description:

This course addresses the relations and interconnectedness between the different Mediterranean cultures from the Early Modern period (16th century) to nowadays. We will analyse the ways in which historians and anthropologists have used the Mediterranean as a privileged terrain to rethink the communication, circulation and exchanges between the Christian and Muslim worlds, often represented as fundamentally antagonistic. Although violence is pervasive in the Middle Sea's history, we will see that it was not always religiously-motivated. We will thus explore other forms of tension such as wars between empires aspiring for global dominion (Spain and the Ottoman Empire), privateering, the exploitation of captive labour force, slave trade and the wars of colonial conquest. A theatre of multiform conflicts, the Mediterranean was also a crossroads where economic, commercial and political interests intersected. We will thus examine the ways in which these interactions contributed to the formation of multi-religious states and favoured religious syncretism and linguistic and cultural hybridizations. We will finally investigate how nationalism and colonialism compartmentalized the Mediterranean space. Aside from scholarly works, our material will include literature and films.

Anticipated Learning Outcomes:

At the end of this course, students should be able to:

1. Appreciate the factors commanding the interconnectedness of cultures around the Mediterranean across religious and linguistic differences
2. Be aware of the pitfalls in assuming the cultural unity of the Mediterranean: Interconnectedness does not mean homogeneity
3. Be sensitized to the merits of interdisciplinarity in formulating a critical opinion on the past
4. Feel comfortable in using different media (texts, films, literature), as historical evidence.

Course grading breakdown:

Attendance & Participation: 10%

Reaction papers on fiction books: 20%

Midterm: 20%

Final Exam: 20%

Group presentations on Films: 20

Quizzes: 10%

Grading scale:

A+ (96+); A (93+); A- (90+); B+ (87+); B (83+); B- (80+); C+ (77+); C (70+); C- (67+); D+ (63+); D (58+); F (0-57)

Schedule of assignments:

<u>Type of assignment</u>	<u>Due date</u>
Quizzes	19 February, 7 March, 2 and 25 April, 7 May
Group presentations of films related to class material	21 and 28 February 14 and 28 March 4 and 18 April 2, 9 and 14 May
Midterm	21 March
Reaction paper on a fiction book	17 May
Final	16 May

Reading requirements:

Students are required to purchase the course pack which is available in the copyshop in the student center [HIST-319: *Dreaming of a Cosmopolitan Sea: The Mediterranean in History*-Alexis Rappas]. As readings form the basis of our in-class discussions students are required to bring their course pack to class. There will be questions on the readings in the quizzes, midterm and final exams.

Attendance and participation:

Regular attendance is a minimum requirement for this course. If you have more than five undocumented/unjustified absences you will be failing the course. Make sure you get the lecture notes from another student if you missed a class. Students who participate in class will be rewarded (10% of the final grade concerns participation).

Assignments:

This course will combine different assignments in order to facilitate different learning styles and bolster your communication skills (both oral and in writing), namely: a) a take-home midterm; b) a final exam; c) a reaction paper on a fiction book related to the Mediterranean; d) a group presentation on a movie related to class material e) five quizzes.

a. Midterm

The midterm will be a take-home, five page research paper on one of the topics hereunder to be delivered on **21 March**. The midterm should be uploaded on turnitin (<http://turnitin.com/>).

Class ID: 20045423

Enrolment key: Hayreddin

Essay topics

- i) Spain between the Atlantic and the Mediterranean (1492-1580)
- ii) Venice's role in the Ottoman-Habsburg Wars (1526-1573)
- iii) The role of slavery in the Mediterranean economy (1500-1700)
- iv) Conversion to Islam in the Mediterranean (1453-1666)
- v) The purpose of religious toleration in the Early Modern Mediterranean (16th-17th centuries)

b. Final

The final exam will take place **on 16 May during regular class hours**. It will consist in a **set of three questions to be answered in the form of short essays (minimum 10 lines)**. These will be direct questions on the course and our class readings.

- ⇒ Make sure you notify me well in advance if you cannot show up on the day of the exam so I can schedule a makeup exam. There will be no makeup exams for unannounced and undocumented absences.

c. Reaction paper on a fiction book

Each student is required to **write a two-page reaction paper on one the books listed hereunder**. Mobilizing what has been said in class, the objective is to state how the chosen book may help us further understand the historical and political issues involved. Reaction papers are due by **17 May**. The reaction papers should be uploaded on turnitin (<http://turnitin.com/>).

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Password: Hayreddin

⇒ Reaction papers will be marked down one grade for each day they are late.

Justine (from the Alexandria Quartet), by Lawrence Durrell

Turkish translation: *Justine-İskenderiye Dörtlüsü*

Turkish Embassy Letters, Lady Mary Wortley Montagu

Turkish translation: *Türkiye Mektupları*

Miramar, Naguib Mahfouz

Turkish translation: *Miramar* (Necib Mahfuz)

What the Day Owes the Night, Yasmina Khadra

Turkish translation: *Günün Geceye Borcu*

Birds Without Wings, Louis de Bernières

Turkish translation: *Kanatsız kuşlar*

d. Group discussions on films

Depending on the size of the class there will be in-class group presentations of films related to class material starting on week 3. Each presentation should last 15-20mn. Although it is not mandatory, I recommend you to send me the outline of your presentation as soon as possible.

List of movies

'Destiny', Chahine, 1997, 135mn

'İstanbul kanatlarının altında', Altıoklar, 1996, 120mn

'The Merchant of Venice', Radford, 2004, 138mn

'Passion in the Desert', 1998, 93mn

'Dedemin insanlar', İrmak, 2011, 126mn

'The Promise', Kosminsky, 2011

'Gölgeler ve Suretler', Zaim, 2011, 116mn

'Politiki Kouzina', Boulmetis, 2003, 108mn

'Eden is West', 2009, Costa-Gavras, 110mn

In grading the presentations the following points will be taken into account:

- Equal amount of speaking time among presenting students
- Cohesion of the presentation: There needs to be one central, clearly identifiable argument
- Backing up your argument with evidence: Evidence is taken from the scenes in the movie and from your broader historical knowledge
- Critical connections with class material and discussions
- Discussion on how the movie is useful (or not) to further our historical understanding of the events portrayed therein and why

e. Quizzes

There will be five quizzes meant to guide you along your revisions. These will consist in a one question to be answered in 10mn in a well-structured paragraph.

⇒ There will be no makeup quizzes for unannounced and undocumented absences.

Academic Honesty:

Students are required to strictly conform to the university's "Statement on Academic Honesty with Emphasis on Plagiarism" which you will find in full at the end of this syllabus. All of the work you do for this class is assumed to be your own. Plagiarism will result in immediate failure of your assignment and may entail disciplinary action.

COURSE OUTLINE

Week 1 (5-7 February): Introduction: The Mediterranean, Searching for Singularity

Topic: What is the Mediterranean, what makes the Mediterranean? This question has animated passionate debates between historians and anthropologists seeking to trace the geohistorical and cultural unity of the Middle Sea, across religious and linguistic differences. This opening session will examine the challenges in thinking of the Mediterranean as a unified space.

Reading:

- Braudel, *The Mediterranean and the Mediterranean World in the Age of Philip II*

Week 2 (12-14 February): The Mediterranean between Cross and Crescent 1: The Foundational Principles of Ottoman and Spanish Governance

Topic: This session will examine the two empires which clashed for domination of the Middle Sea, the Ottoman and Spanish Empires. Our sessions will analyse and attempt to explain the differences in their systems of governance. Our focus will be on the organization and regulation in each case of interreligious and intercultural coexistence.

Readings:

- Toynbee, "The Ottoman Empire in World History"
- Elliott, "A Europe of Composite Monarchies"

Week 3 (19-21 February): The Mediterranean between Cross and Crescent 2: Struggles for Mastery, 1519-1580

Topic: Throughout the 16th century a clash of titans opposed the King of Spain and the Sultan of the Ottoman Empire each seeking total domination for themselves in the Middle Sea. This week will focus on the geopolitical consequences of the numerous battles that opposed the two Empires from Charles V ascent as Holy Roman Emperor to the Spanish-Ottoman truce of 1580.

Reading:

- Hess, "The Battle of Lepanto and its place in Mediterranean history," pp. 53-73
- Hess, *The Forgotten Frontier*, pp. 71-99

Quiz No. 1 (19 February)

Movie presentation (21 February): *Destiny*, Youssef Chahine, 1997

Week 4 (26-28 February): From One Faith to Another: Conversion, Integration and Martyrdom

Topic: Religious boundaries have often been and are still being constructed for political purposes. Far from being hermetic however, these boundaries have frequently been transgressed, sometimes at the price of great sacrifice. This session, focused on the 16th to the 18th c., revisits the logics at play in the passage from one faith to another, from private theological choice and strategies of survival to state coercion. It will be the opportunity to become acquainted with a 3rd major, if declining Mediterranean actor, the Republic of Venice.

Readings:

- Rothman, "Becoming Venetian: Conversion and Transformation in the Seventeenth-Century Mediterranean"
- Dursteler, "Fatima Hatun née Beatrice Michel: Renegade Women in the Early Modern Mediterranean"

Movie presentation (28 February): *İstanbul kanatlarının altında*, Mustafa Altıoklar, 1996

Week 5 (5-7 March): The Principles of Maritime Violence: Pirates, Captives and Slaves

Topic: As none of the great empires managed to establish their dominion on the Mediterranean, the Middle Sea in the 16th c. entered a period of lawlessness most beneficial to pirates. This session is concerned with privateering practices and slave trade, two profitable and widespread activities often manipulated by states to further their interests.

Readings:

- Davis, "How Many Slaves?"
- Matar, "Introduction: England and Mediterranean Captivity"

Quiz No. 2 (7 March)

Week 6 (12-14 March): Do Trade and Commerce Promote Religious Tolerance?

Topic: Enlightenment philosophers believed the natural effect of trade was to bring about peace. This session will examine the restructuring, through trade and commerce, of dense crosscultural and interreligious relations from the 17th through the 18th c. We will explore processes of religious syncretism, intercultural hybridization and, through the example of a truly international language, the *lingua franca*, linguistic cross-fertilization.

Readings:

- Trivellato, "A Republic of Merchants?"
- Dursteler, "Speaking in Tongues: Language and Communication in the Early Modern Mediterranean"

Movie presentation (14 March): *The Merchant of Venice*, Michael Radford, 2004

Week 7 (19-21 March): Revisiting the History of the Maghreb, 16th-19th c.

Topic: This session offers to unearth the relatively uncharted history of the Maghreb in the Early Modern period and move beyond colonial representations of a region Europeans used to call “the Barbary Coast.”

Readings:

- Clark, “The Barbary Corsairs in the Seventeenth Century”
- Friedman, “North African Piracy on the Coasts of Spain in the Seventeenth Century”

Submission of Midterm Essay: 21 March

Week 8 (26-28 March): From One Master to Another: European Imperialism in the Mediterranean

Topic: This session investigates European colonial expansion in the Mediterranean in the aftermath of the Napoleonic and Barbary Wars. The case study here analysed will be that of Egypt, from 1805 to 1882. This class will offer the opportunity to recast the concept of “cosmopolitanism,” too often uncritically associated with the Mediterranean, and relocate it within a specific historical context, that of Ottoman decline and rising European imperialism.

Readings:

- Said, *Orientalism*
- Fahmy, *All the Pasha's Men*

Movie presentation (28 March): *Passion in the Desert*, Lavinia Currier, 1998

Week 9 (2-4 April): From Religious to Ethnic Difference-1: The Case of Salonica

Topic: Pursuing our investigations into the meanings of cosmopolitanism, this class will look at the ethnicization of religious differences in the Mediterranean as an elongated process involving major shifts in the dominating political, philosophical and political paradigms in the wake of the Enlightenment. Based on the example of the slow cultural and political transformation of Salonica/Thessaloniki/Selanik from a multicultural port-city to a homogeneously Greek provincial town, this session will explore the legal and spatial construction and organization of ethnic and national differences.

Reading:

- Driessen, “Mediterranean Port-Cities: Cosmopolitanism Reconsidered”
- Mazower, *Salonica, City of Ghosts*

Quiz No. 3 (2 April)

Movie presentation (4 April): *Dedemin insanlar*, Çağan Irmak, 2011

Week 10 (16-18 April): From Religious to Ethnic Difference-2: The Case of Palestine

Topic: An analysis of the growing religious divide in Palestine and the dramatic events that led to the creation of the state of Israel. The period will cover from the late 19th to 1949.

Readings:

- Krämer, Gudrun, *A History of Palestine*
- Sinanoglou, "British Plans for the Partition of Palestine, 1929-1938"

Movie presentation (18 April): *The Promise*, Peter Kosminsky, 2011

Week 11 (23-25 April): Film Week: *Mediterraneo*

Week 12 (30 April-2 May): Independence on the South shore: Decolonization Comes in Three waves

Topic: There is a significant semantic difference between "independence" and "decolonization," although both terms are used to describe the emancipation of former colonies. The former stresses the initiative of colonial subjects, while the latter that of the colonial power. This session will explore this ambiguity by suggesting that if formal independence on the Mediterranean's south shore came about in the 1960s, its effective emancipation from European dominance is still an ongoing process.

Readings:

- Gordon, *Nasser's Blessed Movement*, pp. 3-13 + 175-190

Movie presentation (2 May): *Gölgeler ve Suretler*, Derviş Zaim, 2011

Week 13 (7-9 May): The Dream of Unity, the Reality of a Frontier

Topic: As exemplified by the Euro-Mediterranean Partnership, dreams for a unified Mediterranean are persistent. And yet for many, the Middle Sea remains an insurmountable frontier. This session explores the transformation of the Mediterranean into a North-South boundary around the question of postcolonial migration, from the independence of Algeria to nowadays.

Reading:

- Andrijasevic, "Lampedusa in Focus"
- Walker and Gajjala, "Terrorists or Cowards"

Quiz No. 5 (7 May)

Movie presentation (9 May): *Politiki Kouzina*, Boulmetis, 2003

Week 14 (14-16 May): Revisions and Final Exam

Movie presentation (14 May): *Eden is West*, Costa-Gavras, 2009

Final Exam: 16 May

Koç University
Statement on Academic Honesty with Emphasis on Plagiarism

Koç University expects all its students to perform course-related activities in accordance with the rules set forth in the Student Code of Conduct (<http://vpaa.ku.edu.tr/academic/student-code-of-conduct>). Actions considered as academic dishonesty at Koç University include but are not limited to cheating, plagiarism, collusion, and impersonating. This statement's goal is to draw attention to cheating and plagiarism related actions deemed unacceptable within the context of Student Code of Conduct:

All individual assignments must be completed by the student himself/herself, and all team assignments must be completed by the members of the team, without the aid of other individuals. If a team member does not contribute to the written documents or participate in the activities of the team, his/her name should not appear on the work submitted for evaluation.

Plagiarism is defined as 'borrowing or using someone else's written statements or ideas without giving written acknowledgement to the author'. Students are encouraged to conduct research beyond the course material, but they must not use any documents prepared by current or previous students, or notes prepared by instructors at Koç University or other universities without properly citing the source. Furthermore, students are expected to adhere to the Classroom Code of Conduct (<http://vpaa.ku.edu.tr/academic/classroom-code-of-conduct>) and to refrain from all forms of unacceptable behavior during lectures. Failure to adhere to expected behavior may result in disciplinary action.

There are two kinds of plagiarism: Intentional and accidental. Intentional plagiarism (Example: Using a classmate's homework as one's own because the student does not want to spend time working on that homework) is considered intellectual theft, and there is no need to emphasize the wrongfulness of this act. Accidental plagiarism, on the other hand, may be considered as a 'more acceptable' form of plagiarism by some students, which is certainly not how it is perceived by the University administration and faculty. The student is responsible from properly citing a source if he/she is making use of another person's work. For an example on accidental plagiarism, please refer to the document titled "An Example on Accidental Plagiarism".

If you are unsure whether the action you will take would be a violation of Koç University's Student Code of Conduct, please consult with your instructor before taking that action.

An Example on Accidental Plagiarism

This example is taken from a document prepared by the City University of New York.

The following text is taken from Elaine Tyler May's 'Myths and Realities of the American Family':

"Because women's wages often continue to reflect the fiction that men earn the family wage, single mothers rarely earn enough to support themselves and their children adequately. And because work is still organized around the assumption that mothers stay home with children, even though few mothers can afford to do so, child-care facilities in the United States remain woefully inadequate."

Below, there is an excerpt from a student's homework, who made use of May's original text:

"As Elaine Tyler May points out, "women's wages often continue to reflect the fiction that men earn the family wage" (588). Thus many single mothers cannot support themselves and their children adequately. Furthermore, since work is based on the assumption that mothers stay home with children, facilities for day care in this country are still "woefully inadequate." (May 589)".

You may think that there is no plagiarism here since the student is citing the original author. However, this is an instance of accidental plagiarism. Although the student cites May and uses quotation marks

occasionally, the rest of the sentences, more specifically the following section: “Thus many single mothers cannot support themselves and their children adequately. Furthermore, since work is based on the assumption that mothers stay home with children, facilities for day care in this country are still “woefully inadequate.” (May 589)” almost exactly duplicates May’s original language. So, in order to avoid plagiarism, the student either had to use quotation marks for the rest of the sentences as well, or he/she had to paraphrase May’s ideas by using not only his/her own words, but his/her own original ideas as well. You should keep in mind that accidental plagiarism often occurs when the student does not really understand the original text but still tries to make use of it. Understanding the original text and understanding why you agree or disagree with the ideas proposed in that text is crucial both for avoiding plagiarism and for your intellectual development.

Reference(s):

Avoiding and Detecting Plagiarism: A Guide for Graduate Students and Faculty.

The Graduate Center. City University of New York, 2012. Web.
<http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Publications/AvoidingPlagiarism.pdf>