SEMESTER AT SEA COURSE SYLLABUS

Voyage: Summer 2013
Discipline: History
Course Number: HIST 3559-101
Course Title: The United States and the Contemporary Mediterranean World, 1945 to the Present
Upper Division
Faculty Name: Matt Jacobs

Pre-requisites:
I recommend, but do not require, that students have taken at least one history class at the college or university level before enrolling in this course.

COURSE DESCRIPTION
This course is designed to serve as a historical introduction to the complex and deeply interconnected contemporary Mediterranean world and U.S. relations with it. We will examine a broad range of topics, including: decolonization, state formation, the Arab Spring and U.S. policies in North Africa; Turkey’s position at the crossroads between Europe and the Middle East, its role as a U.S. ally and NATO member during and after the Cold War, and “zero problems” approach to foreign relations; U.S. involvement in Mediterranean Europe in World War II and the Cold War; the post-World War II economic and political transformation of Mediterranean Europe; the Eurozone crisis; and migration across the contemporary Mediterranean world.

COURSE OBJECTIVES
Students enrolled in this course will:

- be exposed to critical issues in the contemporary Mediterranean world and U.S. involvement in it
- practice historical thinking and analysis through the critical evaluation of both primary and secondary sources
- learn to supplement their understanding of current issues with a solid grounding in historical context
- hone their critical thinking and oral and written communication skills

REQUIRED TEXTBOOKS

AUTHOR: Marc Lynch
TITLE: The Arab Uprising: The Unfinished Revolutions of the New Middle East
PUBLISHER: Public Affairs
ISBN #: 978-1610392358
DATE/EDITION: 2013, First Trade Paper Edition

TOPICAL OUTLINE OF COURSE

1
C1- June 19: Course Introduction

C2- June 20: The Contemporary Mediterranean World and the United States
Present an overview of the Mediterranean world of the nineteenth and early twentieth centuries and U.S. involvement in the region, from eighteenth and nineteenth century conflicts with North Africans, to missionary and philanthropic endeavors in the eastern Mediterranean in the later nineteenth and early twentieth centuries.

Readings:
Ussama Makdisi, “Reclaiming the Land of the Bible: Missionaries, Secularism, and Evangelical Modernity,” American Historical Review 102, 3 (June 1997): 680-713

C3- June 21: Decolonization, State Formation, Autocratic Rule and Cold War in North Africa
Discuss the various processes of decolonization in North Africa, the states that formed as a result of those processes, and the implementation of autocratic rule across much of the region from the 1940s through the 1980s.

Film Clip: The Battle for Algiers

Readings:

Assignment Due: Brief description of final paper project (5%)

C4- June 22: The United States and North Africa after the Cold War
In what ways did the United States involve itself in North Africa from World War II through 9/11 and after?

Readings:

June 23-June 26: Casablanca

C5- June 27: Arab Politics in the 1950s, 1960s, and 1970s
Discuss the efforts of Arab leaders and populations to deal with the new challenges of independence and the struggle to achieve both domestic and regional political legitimacy.

Readings:
Marc Lynch, *The Arab Uprising: The Unfinished Revolutions of the New Middle East*, Introduction—Chapter Three

**C6- June 28: The Arab Spring in North Africa**
How do we make sense of the Arab Spring in North Africa?

Readings:
Marc Lynch, *The Arab Uprising: The Unfinished Revolutions of the New Middle East*, Chapter Four—Chapter Six

**C7- June 29: The Arab Spring in North Africa, II: U.S. Responses**
Here we will analyze U.S. responses to the Arab Spring and investigate their relationship to past U.S. policies and the possibilities for future adjustments in those policies.

Readings:
Marc Lynch, *The Arab Uprising: The Unfinished Revolutions of the New Middle East*, Chapter Seven—Afterword
President Barak Obama Speech in Cairo, June 2009
One additional follow-up piece to cover more recent events TBA

June 30: No Classes

**C8- July 1: World War, Cold War, and the United States in Europe**
Today we wrestle with the dynamics and implications of the dramatic conflicts that shook twentieth-century Europe—World War I, World War II and the Cold War—and U.S. involvement in them.

*Assignment due: Assessing the Arab Spring 3-4 page paper (20%)*

**C9- July 2: Turkey in the Twentieth Century**
We will trace the changes in Turkish society and politics across the course of the twentieth century, from the demise of the Ottoman Empire and the turn away from Islam in the 1920s and 1930s, to the numerous shifts between civilian and military rule in last half of the century, to the return of Islam as a central feature of Turkish life and politics at the end of the century.

Readings:

**July 3-5: Antalya**

**C10- July 6: The United States and Turkey**
Here we will exam the close U.S.-Turkish relationship, from the belief of U.S. policymakers that Turkey represented a model that other Middle Eastern states might follow from the 1920s through the 1950s, the close political and military Cold War relationship initiated by the Truman Doctrine and the inclusion of Turkey in NATO, and continued ties in the post-Cold War period.
Readings:
President Harry Truman, “The Truman Doctrine”

**C11- July 7: Turkey’s “Zero Problems” Foreign Policy**
We turn now to Turkey in the twenty-first century, and its efforts to assert itself both as a regional power in the Middle East and as a bridge between the Middle East and Europe. We will focus specifically on the debates over Turkey’s admission to the European Union and the efforts to develop a “Zero Problems” foreign policy.

Readings:

**July 8-11: Istanbul**

**C12- July 12: Catch-up and Reflection Day**
Today’s goal will be to make up any lost ground, and to offer students a chance to reflect on how the issues we have discussed in class have interacted with their experiences in the countries we have visited thus far.

**C13- July 13: Mediterranean Modernity: Consumer and Leisure Culture**
Today we grapple with the meaning of “modernity” and the rise of not only a regional, but a global consumer and leisure culture with Mediterranean Europe serving as a critical site.

Readings:

**July 14-17: Piraeus**

**C14- July 18: A Tale of Two Islands, I: Cyprus**
This will be the first of two days in which we examine the very different existences of two Mediterranean Islands. Today we deal with Cyprus, which has experienced episodes of tremendous conflict during the twentieth century as Greece and Turkey have struggled for control of the Island.
Readings:

**C15- July 19: Defining the Eurozone Crisis**
Today we will tackle the Eurozone crisis, as we try to understand its basic dynamics and features.

Readings:

**C16- July 20: The Eurozone Crisis in Greece and Italy**
Here we will move from the general discussion of the Eurozone crisis that took place the previous day to a more specific discussion of its impact and dynamics in both Greece and Italy.

Readings:
Bill Emmott, Chapter One, “Italy’s Second Chance,” in *Good Italy, Bad Italy: Why Italy Must Conquer Its Demons to Face the Future* (Yale UP, 2012): 1-28.

**July 21-23: Livorno**
We will have our field out of Livorno, and it will include a guest lecture on the boat as well as a trip to the U.S. military cemetery outside of Florence.

*Field Lab Dress Code*: Visitors to the cemetery are required to dress respectfully. In this case, **no shorts or short skirts (above the knee) will be allowed. In addition, no sleeveless shirts or T-shirts are allowed, though short-sleeve blouses, polos, and dress shirts are acceptable. Skirts below the knee or trousers are acceptable.**

Readings:
Christopher Endy, “Touring Omaha Beach: Memory and Cold War Politics in the United States and France.”

**July 24-26: Civitavecchia**

**C17- July 27: Catch-Up and Reflection Day**
We will take a second day for catching up and reflecting on the issues we have been discussing. As the students will have had their field lab in Livorno, it will also give us some time to consider what we learned.
C18- July 28: A Tale of Two Islands, II: Malta
In part two of our examination of Mediterranean islands we look at Malta, and investigate why it has generally had a peaceful and stable existence over the last several decades. In particular, we will look at its history as part of the British Empire, its role in World War II, and its postwar role as major site for filmmaking.

Film Clips:
YouTube mash-up of films shot in Malta

Assignment due: 3-4 page field lab paper (20%)
C22- August 10: Political and Economic Transformation in the Iberian Peninsula
In our last substantive class we will examine the relationship between political and economic transformation over the last four decades in Spain and Portugal, and pay particular attention to the role of the euro crisis.

Readings:

August 11-13: Cadiz

August 14-16: Lisbon

C23- August 17: Course Conclusion: The Mediterranean World and the United States—Past, Present, and Future
Today we will pursue two objectives. The first is to offer some assessment of the material we have covered. The second will then be to use that material to think through issues in the contemporary Mediterranean world and U.S. relations with it moving forward.

August 18: Study Day

C24-August 19: Final Exams

Assignment due: Final 5-7 page paper (25%)

August 20: Reflection/Reentry

August 21: Convocation/Packing

August 22: Southampton

FIELD WORK
FIELD LAB (At least 20 percent of the contact hours for each course, to be led by the instructor.)
The field lab will take place from Livorno, Italy, and will have three components. In either the morning or the afternoon, we will tour a World War II-era American military cemetery outside Florence. The second part of the lab will consist of some instruction on the bus en route to and from the cemetery. The third part will consist of a guest lecture by an Italian academic (Alessandro Bitumi) on democratization and the Euro crisis in southern Europe. This lecture could take place on the ship. Students will also be required to read one essay on historical memory and the American cemetery in Normandy, France, and then will write a 3-5 page paper on memorializing conflict.
FIELD ASSIGNMENTS
Students will select a specific theme (i.e., economic change, political change, consumer culture/tourism, political or social conflict, etc.) on which to focus, and will be required to integrate materials (photos, sketches, etc.) and experiences (interviews, impressions, etc.) from at least four countries into their final 5-7 page paper on “Challenge, Change, and Conflict in the Contemporary Mediterranean World.” Along the way, they will also be required to submit a 2-3 page paper that explores the same theme in one country of their choosing.

METHODS OF EVALUATION / GRADING RUBRIC
Students must complete the following assignments.

- One-page description of final paper project (5% of final grade): grading will be based on the clear articulation of a theme around which to focus your final paper project, and the types of materials (images, interviews, etc., beyond what is already assigned for the class) that you hope to utilize
- 3-4 page paper assessing the Arab Spring (20% of final grade): grading will be based on the equal evaluation of the use of evidence, the development of an interpretation, and the quality of the writing
- 3-4 page paper on historical memory and memorializing conflict based on the field lab (20% of final grade): students will be required to read one piece on historical memory and the American cemetery in Normandy, France, and then combine that material with what they learn from the field lab to offer their assessment of how to memorialize conflict. As in all cases, argument/interpretation, use of evidence, and expression/writing will be weighed equally.
- 1-2 page paper on one port of call and its relationship to the final paper project (10% of final grade): students can choose any port of call we have visited up to the due date and explore some of themes of their final paper project. Again, grading will be based on argument/interpretation, the use of evidence/material, and expression/writing.
- 5-7 page final paper on “Challenge, Change, and Conflict in the Contemporary Mediterranean World” (25% of final grade): students will need to pick a single theme (i.e., economic change, political change, consumer culture/tourism, political or social conflict, etc.), and draw on both the readings related to that topic as well as things that they encounter in at least four separate countries to explore that topic. Grading will be based on students’ use of class and outside material, the development of an interpretation, and writing.
- Class participation (20% of final grade): students should demonstrate on a regular basis that they have done the reading and come to class prepared to engage with the material, with the professor, and with their peers. While it will not be possible to get all thirty-five students to speak in each class, each student should have the opportunity to do so over the course of every 2-3 classes. Over the course of each set of 2-3 classes, I will award participation points on a 0 (absent), 1 (present but not participating in a significant manner), or 2 (participating fully) point basis.

RESERVE LIBRARY LIST
There will be no additional course reserve materials.
ELECTRONIC COURSE MATERIALS
I do not believe there will be any additional electronic course materials beyond what is specified in the syllabus.

ADDITIONAL RESOURCES
There will be no additional resources required beyond what is identified in the syllabus.

HONOR CODE
Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University’s honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager’s Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: “On my honor as a student, I pledge that I have neither given nor received aid on this assignment.” The pledge must be signed, or, in the case of an electronic file, signed “[signed].”