



## IFE course syllabus

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### Course title

### **The Mediterranean in the Modern World (19th-20th centuries)**

#### **COURSE TAUGHT BY**

Fabien Bartolotti holds a PhD in contemporary history, teaches at the University of Aix-Marseille<sup>1</sup>, and is a member of the research group TELEMMe (Time, Space, Language, Southern Europe, Mediterranean).

The author of a thesis on the port of Marseille in the second half of the 20th century, he pursues research on the history of maritime, industrial and imperial economies, with a particular focus on environmental and technological issues. He recently contributed to the AMIDEX research project *MARS IMPERIUM - Imperial Marseille: history and (post)colonial memories from the 19th to the 21st century* and co-edited the book *Marseille's port history in the making: spaces, functions and representations, 17th to 21st centuries* (2021). With Michel Peraldi, he has just published *Les Ecumeurs des quais. Illegality, policing and daily life in the port of Marseille (1840-1950)*.

#### **PURPOSE OF THE COURSE**

This course is an introduction to Mediterranean Studies. The media coverage of many of the issues affecting the “Big Blue” (conflicts, migration, natural hazards, marine pollution) emphasizes a narrow, topical approach, to the detriment of each issues historical background. Aimed at non-specialists and taking a long-term perspective, these sessions compose a thematic exploration of the specificities of a complex region, a cultural and economic crossroads that is also an interface between land and sea. Unity versus diversity, appropriation versus cooperation, or common trajectories versus inequalities, such contrasts and conflict characterize the Mediterranean area and more than ever call for this region to be examined in relation to the rest of the world.

#### **DESCRIPTION OF THE COURSE**

Based on a geo-historical and geopolitical approach, the course is an introduction to a multidisciplinary exploration, at the confluence of all the social sciences. During the sessions, students will work with first-hand sources (manuscripts, prints, iconography, films) and cartographic data (diagrams, sketches). They will be invited to discuss these documents critically and thus discover the methods of historical research and geographical reflection.

Students are urged to pay particular attention to how themes from this course reappear in the material of the courses comprising the preparatory session. The four courses have been designed in a collegial effort to build a thematic ensemble that enables students to grasp the city of Marseille in its complexity, as observed from different disciplinary viewpoints, drawing on case studies for each theme.

This course is held weekly during the internship period and attendance is required. It meets approximately 30 hours, including mandatory site visits.

It comprises twelve lecture-seminars of 2 hrs whereby each session is thematically distinct.

#### **OUTCOMES**

- 1 In addition to the fundamental outcomes associated with the aims of the course, as described above (“Purpose of the course”), this course is designed to enable students to develop the following “applied outcomes”:
  - acquire a “pocket history” of the Mediterranean from a French/European perspective;
  - gain specific ways to think about globalization for added clarity around this term;
  - gain understanding of local effects, intended and unintended of global phenomena, applicable to virtually any field;

<sup>1</sup> In this document, the name of the city is spelled in the French way, without the final s.

- acquire an informed-citizen's grasp of current political-economical issues in a French/Mediterranean context;
- acquire French vocabulary in basic global political economy and French debates on global issues;
- master the use of French for the specific purpose of being able to engage professionally with the issues of the day and to produce useful texts in a work setting.

## **2 Contribution to outcomes of an integrated program of study**

The IFE semester is a fully integrated whole, academically. A principal objective of this seminar that accompanies the student during the internship period is to provide a space of reflection apart from the student-intern's professional setting and to address important contextual topics not feasibly included in the preparatory session. The result is that a student-intern continues to strengthen their capacities to take advantage of the field experience opportunity by feeling at home with contextual issues and conversations. The additional context serves the student well in addition as they develop the final academic exercise, the 30-page guided independent field research paper (qv), the keystone of the IFE integrated semester.

## **3 Outcomes in the context of a program of experiential learning**

Outcomes are essentially seized learning opportunities. Experiential learning outcomes result from the opportunity to study a subject both in situ as well as in words and in theory. At IFE, cultural and linguistic otherness enhances both factors of the experiential education equation, yielding the final, fundamental intended outcomes of comparative knowledge strengthening a student's grasp on a particular subject and discipline, along with robust language skills, and the knowledge of the world and of oneself that comes from having learned to operate effectively with and in otherness.

## **PEDAGOGICAL METHODS**

- 1** 12 weekly lecture-seminars whereby each two-hour class meeting is devoted to a specific theme, including lecture presentation of new material reinforced by in-class tools such as power-points, videos and readings (including some materials to be reviewed by students in preparation for class).

Small class size allows for questions and some discussion.

- 2** In addition to the lecture visits scheduled as part of the course, other site visits, encounters with civil society actors and similar activities complement the teacher's classroom instruction.

Scheduled visits include, for example:

- a guided tour of the port of Marseille (in collaboration with Michel Peraldi and his sociology course on Marseille).
- a hike in the Calanques (Mediterranean geology and ecology).

These activities are prepared in advance and then debriefed and commented on in class. Material presented during these activities is part of the body of material on which students may be tested.

## **COURSE OUTLINE**

### **1 One or more Mediterranean?**

After presenting the geographical and chronological framework of the subject, this session will examine the unity and diversity of the Mediterranean area. It will also present the place of Mediterranean studies in the humanities and social sciences.

### **2 Representations of the Mediterranean**

Throughout history, the Mediterranean has been the subject of contradictory representations, "grand narratives" and imaginary worlds.

### **3 Imperialism, colonization and decolonization**

Over the centuries, the Mediterranean has been the scene of imperial constructions, culminating in colonization, the legacy of which is still alive today.

### **4 Harbors**

The Mediterranean coastline is structured by port facilities. Their development follows the logic of globalization (standardization, hierarchization, specialization) and is the result of international technical exchanges.

## 5 Trade and maritime routes

Far from being inward-looking, the Mediterranean is open to Atlantic and Asian trade routes and is a crossroads for North-South and East-West trade, both by sea and land.

## 6 Migration

The entire history of the Mediterranean has been marked by the movement of people, whether voluntary or forced. A long-term analysis of these flows sheds light on current migration issues, characterized by recurring human tragedies.

## 7 Conflicts

From a geopolitical perspective based on economic, territorial and cultural factors, this session will examine the permanence and recomposition of conflicts in the Mediterranean, at sea and on land.

## 8 Co-operation

From the Barcelona Process (1995) to the Union for the Mediterranean (2008), Mediterranean cooperation projects are often approached through the prism of European Union integration. The aim of this session is to identify the issues at stake and their limits, without overlooking other initiatives outside the logic of the EU.

## 9 Pollution and environmental protection

Heavily anthropized and crisscrossed by a myriad of transportation routes, the Mediterranean suffers from chronic and accidental pollution that degrades ecosystems. Preventing pollution has been at the heart of environmental protection policies since the 1970s.

## 10 Mediterranean islands

The Mediterranean Sea is dotted with some 200 islands. Beyond the diversity of their morphology, surface area and demography, they are home to island societies facing common challenges such as coastal use, resource management and vulnerability to risks.

## SUGGESTED BIBLIOGRAPHY

### Historical works

- Dionigi Albera et al. (dir.), *Dictionnaire de la Méditerranée*, Arles, Actes Sud, 2016.
- Virginie Baby-Collin et al. (dir.), *Atlas des migrations en Méditerranée de l'Antiquité à nos jours*, Arles, Actes Sud, 2021.
- Jacques Berthemont, *Géographie de la Méditerranée*, Paris, Armand Colin, 2008.
- Fernand Braudel, *La Méditerranée et le monde méditerranéen à l'époque de Philippe II*, Paris, Armand Colin, 2017.
- Guillaume Calafat et Mathieu Grenet, *Méditerranées. Une histoire des mobilités humaines (1492-1750)*, Paris, Éditions du Seuil, 2023.
- Christian Grataloup, *Géohistoire de la mondialisation*, Paris, Armand Colin, 2023.
- Yves Lacoste, *Géopolitique de la Méditerranée*, Paris, Armand Colin, 2006.
- Florian Louis, *Atlas historique de la Méditerranée*, Paris, Autrement, 2021.
- Brigitte Marin (dir.), *Les Petites îles de Méditerranée occidentale : histoire, culture, patrimoine*, Marseille, Gaussen, 2021.

### Literature

- Albert Camus, *Noces*, 1950.
- François-René de Chateaubriand, *Itinéraire de Paris à Jérusalem*, 1811.
- Marguerite Duras, *Le Marin de Gibraltar*, 1952.
- Elena Ferrante, *L'Amie prodigieuse*, 2011.
- Jean Giono, *Naissance de l'Odyssée*, 1930.
- Alphonse de Lamartine, *Voyage en Orient*, 1835.
- Alberto Moravia, *Le Mépris*, 1954.

- Giuseppe Tomasi di Lampedusa, *Le Guépard*, 1958.
- Jules Verne, *L'Archipel en feu*, 1884.
- Marguerite Yourcenar, *Mémoires d'Hadrien*, 1951.

## GRADING METHODS

- A grade is assessed on the basis of:
  - a two-hour in-class written examination taking the form of a structured essay (dissertation) in response to a topic announced at the time of the examination.
  - an oral exposé during class on an assigned subject linked to the weekly themes.
  - assiduity and participation in class.
- **Sample examination subjects for this course:**  
*Tourism in the Mediterranean: a lever for the sustainable development of the region?*  
*Trade in the Mediterranean: Driving Development or Generating Inequality?*

- **A note on grading:** IFE teachers use a standard grading system based on a scale of 20. The final grade is also transposed into an American letter grade according to a scale of equivalence, and both grades are displayed. The grade assessed for written work reflects the degree of acquisition of the information and knowledge presented during the course as well as how well the extent to which the methodology is followed. Since the language of instruction and examination is not the student's own language, the quality of the written expression only enters into account in cases of noteworthy progress or, on the contrary, repeated and avoidable errors and carelessness.

Those who grade IFE students' work are guided by the principle that this course – in its several parts – is not intended to train specialists in Mediterranean Studies. Therefore, evaluation of student work pays particular attention to knowledge gained during the twelve weeks of this course, demonstrated curiosity and a student's motivation to apply this knowledge to their experience and to gaining new perspectives, including on their home culture and society.

- **Grading scale:**

A+	18 - 20/20	B+	14/20	C+	10/20
A	16 - 17/20	B	13/20	C	9/20
A-	15/20	B-	11 - 12/20	C-	8/20

## EQUIVALENT IN AMERICAN UNIVERSITY COURSE OFFERINGS

This course is comparable to courses offered in Mediterranean studies, or globalization (including historical perspectives and analysis of current state of affairs, or courses focusing on the effects of globalization locally).