

Fall 2008  
 HIST/NES 695H Comparative History  
 Wednesdays: 4:00-6:30 p.m.  
 Room 308 Social Sciences  
 pm.

Julia Clancy-Smith Room 221 SS  
 Office Hours: Tuesday: 1-3:00 pm;  
 Tues: 6:00-6:30 pm;  
 Wed: 6:30-7:00

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## **A COMPARATIVE HISTORY OF THE MODERN MEDITERRANEAN WORLD, c. 1798 - 2000**

### I. Course Description:

This colloquium, cross-listed with the Department of Near Eastern Studies, is part I of a two-semester sequence in comparative history. The spring semester seminar, Hist 696, offers the opportunity for in-depth research into one of the historical issues dealt with in the fall colloquium; the final product will be a seminar paper that could serve as the core of a dissertation/thesis and/or of an article for publication in a scholarly journal. (However, students do not have to enroll in both courses.)

In his classic 1949 work on the 16th-century Mediterranean world, the French historian Fernand Braudel argued that the peoples, societies, and states ringing the Mediterranean have displayed “many historical faces” over millennia but always shared a “common cultural destiny.” In the fall colloquium, we test Braudel’s thesis regarding long-durée Mediterranean unity for the modern period (i.e., from the Napoleonic Wars until the immediate post-colonial era), principally through the comparative historical method. In addition, the course addresses the theoretical/methodological issues associated with comparative and world history.

Our readings are wide-ranging and include not only historical monographs and periodical literature but also scholarship from the social sciences, particularly Anthropology and Geography. Students wishing to enroll in the colloquium are expected to have some familiarity with modern European/Mediterranean history, although the emphasis is upon the southern and eastern rims of the Sea (what is called the Middle East or the Levant and North Africa.)

The ultimate objectives are as follows: to prepare students for PhD exams in the comparative history field; to develop dissertation/MA thesis topics; to construct a prospectus/research design for next semester’s seminar on the Mediterranean world in the same period that will serve as the basis for the research paper; and to put together an annotated bibliography on modern Mediterranean history that can serve for MA/doctoral exams as well as subsequent research and writing.

### II. Required Readings: Books [periodical literature is listed below]

Fernand Braudel, The Mediterranean and the Mediterranean World in the Age of Philip II. Berkeley: University of California Press, 1996. [selections from volume one]

Edmund Burke III and David Prochaska, Genealogies of Orientalism: History, Theory, Politics. Lincoln: University of Nebraska Press, 2008.

Nancy E. Gallagher. Medicine and Power in Tunisia, c. 1800-1900. Cambridge: Cambridge University Press, reprint of 1982 edition.

Richard C. Keller. Colonial Madness: Psychiatry in French North Africa. Chicago: University of Chicago Press, 2007.

Giuseppe Di Lampedusa, The Leopard. New York: Pantheon, 2007.

John McNeill. The Mountains of the Mediterranean World: An Environmental History. Cambridge: Cambridge University Press, 1992.

Albert Memmi. The Pillar of Salt. Boston: Beacon, 1991.

Jane and Peter Schneider. Festival of the Poor: Fertility Decline and the Ideology of Class in Sicily, 1860 - 1980. Tucson: The University of Arizona Press, 1996.

### III. Other Suggested Readings:

Joëlle Bahloul. The Architecture of Memory: A Jewish-Muslim Household in colonial Algeria, 1937-1962. New York: Cambridge University Press, 1992.

Julia Clancy-Smith. Rebel and Saint: Muslim Notables, Populist Protest, Colonial Encounters (Algeria and Tunisia, 1800-1904). Berkeley: University of California Press, 1994.

Assia Djebar, Children of the New World: A Novel of the Algerian War. New York: The Feminist Press, 2005.

David D. Gilmore, Carnival and Culture: Sex, Symbol and Status in Spain. New Haven: Yale University, 1998.

David Gilmour, The Last Leopard: A Life of Giuseppe di Lampedusa. New York: Pantheon Books, 1988.

Jonathan G. Katz. Murder in Marrakesh: Emile Mauchamp and the French Colonial Adventure. Bloomfield: Indiana University Press, 2006.

Jane C. and Peter T. Schneider. Reversible Destiny: Mafia, Anti-Mafia, and the Struggle for Palermo. Berkeley: University of California Press, 2003.

Joan Wallach Scott, The Politics of the Veil. Princeton: Princeton University Press, 2007.

Stephen Wilson. Feuding, Conflict and Banditry in Nineteenth-Century Corsica. Cambridge: Cambridge University Press, 1988.

Additional, required shorter readings include journal articles on JSTOR for the most part as well as other xeroxed materials that will be placed in a file folder [with the name of this course and my name on it] in the Department of History's mail room in the filing cabinet labeled "course readings."

### III. A Few Films:

- 1) Malena, [WWII Sicily]
- 2) Une été à la Goulette [Tunis, c. 1967]
- 3) Pépé Le Moko [Algiers, c. 1930s]
- 4) Noyé par balles [Paris, c. 1961]
- 5) La Haine (Hate, Mathieu Kassovitz, 1995)
- 6) French Intellectuals in the 20th Century [part III: 'Lost Illusions: The Algerian War'; DC33.7 F73].

### IV. Course Requirements:

#### A. Discussions & Presentations: 35% of final grade.

We will read the equivalent of a scholarly monograph per week; the average weekly reading is roughly 200 pages. 1) All students are expected to participate actively in our discussion sessions.

2) In addition, each student will give one in-class mini-lecture based upon the week's reading and lead the discussion that week by formulating a set of questions, issues, and problems raised by the reading(s). The presenter will prepare a short (one page) hand-out in advance of the class for distribution. Please plan on about 20 minutes of presentation time to allow for discussion. A sign-up sheet will be distributed; if you want to co-present with someone else, let's discuss it. We will also be viewing films together; if you wish to include films in your presentation -- documentary and/or commercial -- dealing with the various themes of this course please do so.

3) Final session: Present to the class either your research prospectus OR your annotated bibliography. [see below]

#### B. Analytical Papers: 30% of final grade

There are **four** short, analytical essays of no more than 3 pages (double-spaced) in length dealing with assigned readings. These are interspersed throughout the semester so as to link together certain kinds of intellectual problems and issues in clusters. I have grouped (somewhat arbitrarily) our readings into four sections: 1) Approaches/Problems to the comparative study of the Mediterranean; 2) Social class and hierarchies; 3) Colonialism, science, and identities; 4) Port-Cities, space, and mobilities.

C. Final Research Product: 35%

Here you have an option, depending upon whether you intend to take the seminar next semester or not:

1. Prospectus and Bibliographic Essay for next semester's research topic; OR

2. Annotated Bibliography [for those not taking the seminar]

1. Prospectus: Five-page Research Proposal:

- a) How you came to your topic, why it is important to the field, and the kinds of questions that your topic raises, etc.
- b) The size and scope of your comparative topic; the frame for your story.
- c) The approach—for example, political biography or social history--and the methodology that you will follow—for example, interviews and oral history.
- d) What arguments you make or thesis you expect to defend.

2. Historiographic Essay/ Literature Review: Five-pages.

- a) Survey the available secondary sources on your chosen research topic and analyze the different approaches, methods, and interpretations used by other historians who have dealt with your topic.
- b) Discuss the primary sources that you have thus far assembled; primary written sources—letters, diaries, memoirs, autobiographies, newspaper articles, works of literature, etc., and non-written primary evidence--artifacts or material culture, photographs, paintings, etc.
- c) The problems associated with these sources/critique of evidence.

2. Annotated Bibliography: About 25 titles [monographs or periodical] selected in view of your intellectual interests. See the Chicago Manual of Style for directions.

IV. Weekly Topics:

Week 1 (27 August)

**Cluster I: Approaches and Problems**

Week 2 (3 September)

Topic: What Is Comparative History? Theories & Methodologies in Change

Readings: [JSTOR]

- 1) Raymond Grew, "The Case for Comparing Histories," in AHR 85 (1980);
- 2) A. Hill and B. Hill, "Marc Bloch and Comparative History," in AHR 85 (1980).
- 3) Chris Lorenz, ed. "Comparative Historiography: Problems and Prospects." History and Theory 38, 1 (February 1999): 25-84.
- 4) Daniel Little, "Eurasian Historical Comparisons: Conceptual Issues in Comparative Historical Inquiry," Social Science History 32, 2 (Summer 2008): 235-261.

Week 3 (10 September)

Topic: What is/was the Mediterranean? : Theories and Approaches

- 1) Fernand Braudel, The Mediterranean and the Mediterranean World in the Age of Philipp II, trans. Sian Reynolds. New York: Harper, 1976. Volume I: Chapter One, "The Peninsulas: Mountains," pages 13-60 [on mountains; xerox copies]
- 2) Geographical Review 89, 2 (April 1999), special issue, "Oceans Connect" [read articles by: Wigen and Harland-Jacobs; Lewis and Wigen; Bentley; and Cooke]
- 3) Mediterranean Historical Review 18, 2 (December 2003) : read all articles except Irad Malkin's "Networks."
- 4) Douglas R. Weiner, "Definition of Environmental History." Environmental History 10, 3 (July 2005): 404-420. [all articles are on **JSTOR**; I will make copies of Braudel available.]

Week 4 (17 September)

Reading: John R. McNeill, Mountains of the Mediterranean. [all]

Week 5 (24 September)

Reading: Burke & Prochaska, eds. Orientalism. [read chapters: introduction, 1, 3, 4, 5, 7, 8, 10. [You may read the entire volume, if you wish]

**Cluster II: Class and social hierarchies**Week 6 (1 October)

Reading: Schneiders, Festival of the Poor. [all]

**\*\*\*Paper No. 1: Cluster One**Week 7 (October 8)

Reading: Di Lampedusa, The Leopard.

**Cluster III: Colonialism, Science, Identities**Week 8 (October 15)

Reading: Gallagher, Medicine and Power. [all]

**\*\*\*Paper No. 2: Cluster Two**Week 9 (22 October)

Reading: Keller, Colonial Madness [all]

Week 10 (29 October) **No meeting**

Week 11 (5 November)

Reading: Memmi, The Pillar of Salt. [all]

#### **Cluster 4: Port-Cities, Space, and Mobilities**

Week 12 (12 November)

Reading: Clancy-Smith, Borderlands: Tunis, North Africa, and the Mediterranean in the Age of Migrations. [This is in mss. form; I will make copies of the page proofs available]

#### **\*\*\*Paper No. 3: Cluster Three**

Week 13 (19 November) No meeting [work on prospectus/annotated bibliographies]

Week 14 (26 November) No meeting [work on prospectus/annotated bibliographies]

Week 15 (3 December)

Reading: Çelik, Clancy-Smith, and Terpak, eds. The Walls of Algiers: Text and Image in the Making of the City. [This is in mss. form; I will make copies of the page proofs available]

Week 16 (10 December) Final Session

Presentations of Seminar Prospectus/Research Projects OR of Annotated Bibliographies by class members. We will critique together the final research products and you have until Monday the 16<sup>th</sup> to submit final versions; this gives you the opportunity to incorporate suggestions into your final submission.

**\*\*\*Paper No. 4 Cluster Four, due Monday, the 16<sup>th</sup> of December, 5:00 p.m. in my box.**