

HISTORY 223:  
Europeans and Muslims in the Modern Mediterranean, 1800-Present

Instructor, Terrence Peterson  
MWF 1:20PM – 2:10PM, 1217 Humanities Bldg

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Both a shared space of circulation and transit and a geographic and political borderland, the Mediterranean has served for centuries as a central space of exchange between Europe, Africa, and the Middle East. In recent years, the notion of a “clash of civilizations” between Islam and the West has gained increasing traction in popular culture. But the histories of Europe and the ‘Muslim world’ in the past two centuries and beyond are difficult, if impossible, to disentangle in a space such as the Mediterranean. How have the shared histories of Muslims and Europeans across the ‘Middle Sea’ shaped the idea of civilizational incompatibility? And how do they undermine it?

Beginning with Napoleon Bonaparte’s invasion of Egypt at the turn of the nineteenth century and continuing through the contemporary processes of global migration, this course examines the interactions and exchanges of Muslims and Europeans—categories were not and are not necessarily exclusionary—across the Mediterranean basin. Ranging across diverse spaces such as France, Turkey, the Balkans, Morocco, Libya, and Italy, we will study the varied histories of travel, colonialism, nationalism and migration. The course aims to explore the large processes shaping the Mediterranean and Mediterranean identities over the past two centuries, with an emphasis on rooting out the diverse and varied experiences of historical individuals in the region.

**Attendance and Participation:** Attendance to lecture and discussions is mandatory. Students will be granted one excused absence upon discussion with the instructor. Students are expected to complete their reading before designated discussion days (Fridays, marked below), and to be prepared to discuss the material in an active and engaged way. The lectures will introduce important concepts and debates, and construct a narrative of events. Discussions serve as a time to connect these concepts with the documents covered in the readings. Students are not expected to know a “right answer,” but rather to offer their interpretation of the readings in light of what they learn in lecture.

**Required Coursework:**

Active participation in discussions in class and online	15%
Two 6-page response papers (first 15%, second 20%)	35%
Map Quiz	5%
Mid-term Exam	20%
Final Exam	25%

All papers must be submitted in class on the day they are due. Papers must be typed and double-spaced, in 12-point Times New Roman font, with 1-inch margins.

**Deadline Policy:** All coursework must be turned in on time; no exceptions. Turning an assignment in late will make it difficult for your instructor or fellow students to provide useful feedback on your work before the next assignment.

**Email Policy:** Email is the preferred method of communication for this course. Students should check their email regularly to receive updates about the course, discussions, assignments, etc. Likewise, I can be most easily reached by email, which I check several times a day. While I try to reply promptly, please allow me adequate time to respond. Course updates can also be found on the course Twitter feed (see below).

**Cell Phone Policy:** While in class, please respect your fellow students by focusing on the conversation at hand. All cell phones should be turned off or silenced. If you must for any reason use your phone (to talk *or* text), please do so in the hallway so as not to detract from the classroom experience of others.

**Twitter:** In this course, we will be using Twitter to draw connections between current popular culture and the concepts discussed in class. The course twitter feed can be located at **@History223**. Every student is required to tweet once per week to the course feed something which they deem relevant to the course material. This can include YouTube videos, news articles, retweets, etc. The only requirements is that the material must be new (i.e. has not already been tweeted by another student). In addition, the instructor will regularly tweet course updates, assignment reminders, and materials deemed of interest to the course. Students must set up a twitter account and “follow” the course Twitter feed by Monday, January 27<sup>th</sup>. Instructions will be given in class.

**Academic Honesty:** Academic misconduct is a serious matter which can result in the failure of this course or even expulsion. All work submitted should be a student’s own and must be properly cited. We encourage students to familiarize themselves with the proper methods of citing sources and with the University’s Academic Misconduct policy. For further information, students should visit: <http://students.wisc.edu/saja/misconduct/misconduct.html>

**Outside Resources:** I highly encourage you to take advantage of academic services offered to undergraduates by the University. They can be a valuable resource for students at all levels!

**The Writing Center:** Located in room 6171 of Helen C. White Hall, the Writing Center provides an invaluable resource for students, and offers help with all stages of the paper-writing process. <http://www.wisc.edu/writing/>

**Greater University Tutoring (GUTS):** GUTS provides great peer-to-peer tutoring services and general academic help. <http://guts.studentorg.wisc.edu/>

**Required Texts:\***

- Ian Buruma, *Murder in Amsterdam. Liberal Europe, Islam, and the Limits of Tolerance* (Penguin Books, 2006)
- Frantz Fanon, *A Dying Colonialism* (Grove Press, 1994)
- Mouloud Feraoun, *The Poor Man's Son: Menrad, Kabyle Schoolteacher* (University of Virginia Press, 2005)
- Emily Greble, *Sarajevo, 1941-1945: Muslims, Christians, and Jews in Hitler's Europe* (Cornell University Press, 2011)
- Mark Mazower, *Salonica City of Ghosts: Christians, Muslims and Jews 1430-1950* (Vintage Books, 2006)
- Susan Gilson Miller, ed., *Disorienting Encounters: Travels of a Moroccan Scholar in France in 1845-1846. The Voyage of Muhammad As-Saffar* (Univ California Press, 1992)
- Shmuel Moreh, ed., *Napoleon in Egypt: Al-Jabarti's Chronicle of the French Occupation, 1798* (Markus Weiner Press, 1993)
- Edward Said, *Orientalism* (Vintage Books, 1994)

*\*Selections below marked with a [L] are available in .PDF format on Learn@UW. Bringing these readings to class is highly suggested.*

**Week 1 (January 22, 24): Introduction**

W: Course Introduction

F: Islam: a (very) Brief Introduction

**Week 2 (January 27, 29, 31): The Mediterranean: a Cultural and Geographic Space?**

M: The Mediterranean as a Space: Interpretations

*All students must join Twitter and follow the course Twitter feed (@History223) by today*

W: Jews, Muslims, Christians: Religion in the 19<sup>th</sup>-Century Mediterranean

F: The Mediterranean City

Readings:

[L] Fernand Braudel, *The Mediterranean and the Mediterranean World in the Age of Philip II*, vol. II (New York: Harper & Row, 1973), pp. 757-776, 798-802

[L] David Abulafia, "Mediterraneans," in W. V. Harris (ed.), *Rethinking the Mediterranean*, Oxford University Press, 2005, pp. 64-93

**Week 3 (February 3, 5, 7): Muslim and European 'Encounters'**

M: The "Discovery" of the Orient: Napoleon's Invasion of Egypt

W: The Arab "Rediscovery" of Europe

F: Readings Discussion

Readings:

Al-Jabarti, *Chronicle of Napoleon in Egypt*, pp. 20-118

**Week 4 (February 10, 12, 14): Bound by the Sea: Travel, Commerce, and Other Exchanges**

M: The Ottoman Empire: A Multicultural Space

W: Circuits of Movement: Travel, Trade, and Diasporic Communities in the 19<sup>th</sup>-Century Mediterranean World

F: Discussion, **Map Quiz**

Readings:

Muhammed As-Saffar, *Disorienting Encounters: Travels of a Moroccan Scholar in France 1845-46*, pp. 88-142, 153-161, 172-186

[L] Ibrahim Abu-Lughod, *The Arab Rediscovery of Europe*, Ch. 7 (pp. 141-159)

**Week 5 (February 17, 19, 21): Islam and Muslims in European Thought**

M: Fascination and Desire: Constructing an Exoticized “Other”

W: Knowledge is Power: Science and the European Conquest of the Mediterranean

F: Discussion

Readings:

Said, *Orientalism* pp. 1-49

[L] Todorova, *Imagining the Balkans*, Introduction

**Week 6 (February 24, 26, 28): Great Power Rivalries and the Advent of Colonialism**

M: The French Conquest of Algeria

W: The Rise of Nationalism and New Mediterranean Imperialisms

F: The Reform and Retreat of the Ottoman Empire

Readings:

Feraoun, *The Poor Man’s Son*, Section 1, “Family”. Read pp. 3-31, 41-67

**Week 7 (March 3, 5, 7): Midterm exam**

M: Review

W: **Midterm Exam**

F: Building ‘Liberal Modernity’: British Egypt from 1882 to the 1920s

No Readings this week

**Week 8 (March 10, 12, 14): Colonial Societies: Constructing Race, Place, and Space**

M: Race, Religion, and Personal Status in French North Africa

W: Italy in Libya: Architecture and Empire

F: Discussion

Readings:

[L] Mia Fuller, *Moderns Abroad: Architecture, Cities, and Italian Imperialism*, (New York: Routledge, 2007), pp. 60-62

[L] David Prochaska, *Making Algeria French: Colonialism in Bône, 1870-1920* (Cambridge: Cambridge University Press, 1990), pp. 135-141, 153-156, 206-229

**\*\*\*First 6-page paper due in class Friday March 14\*\*\***

**Week 9: SPRING BREAK (no class)**

**Week 10 (March 24, 26, 28): The Great War: A Great Mediterranean Rupture?**

M: The First World War

W: Political Transformations: Mandates, the Balfour Declaration, and the Palestinian Question

F: Ataturk and the Young Turkey

Readings:

Mazower, *Salonica: City of Ghosts*, pp. 3-13, 173-271

**Week 11 (March 31, April 2, 4): New Movements, New Identities**

M: Arab Nationalism and Anti-Colonial Nationalism

W: Zionism and Israel

F: Discussion

Readings:

Mazower, *Salonica* pp. 275-411, 429-440

**Week 12 (April 7, 9, 11): Religion and Race in the Middle 20<sup>th</sup> Century**

M: Nationalism and the Construction of 'Ethnicity' in the Balkans

W: The Second World War and the Holocaust in the Mediterranean

F: Discussion

Readings:

Emily Greble, *Sarajevo, 1941-1945: Muslims, Christians, and Jews in Hitler's Europe*, pp. 29-207, 241-256

**Week 13 (April 14, 16, 18): Decolonization and the Remaking of the Mediterranean**

M: The Struggle for Algerian Independence and the Algerian War, 1945-1958

W: The Algerian War, 1958-1962

F: Discussion

Readings:

Frantz Fanon, *A Dying Colonialism*, pp. 23-67, 99-120, 147-181

Film: *The Battle of Algiers* (to be shown Wednesday evening at 7pm)

**Week 14 (April 21, 23, 25): Postcolonial Societies: Religion and National Identity**

M: Political Islam and National Identity in the Southern and Eastern Mediterranean

W: Religious Minorities in Post-Imperial Nations: France, a Case-Study

F: The Veil in a Comparative Perspective: France, Turkey, and Beyond

Readings:

John R Bowen, *Why the French Don't Like Headscarves: Islam, the State, and Public Space* (Princeton: Princeton University Press, 2007), pp.65-97

**Week 15 (April 28, 30; May 2): Drawing New Borders: "Europe" and Islam in a Global Age**

M: Mediterranean Migrations in the Long View

W: Migration, Islam, and "European" Identity in Western European Nations

F: Discussion

Readings:

Ian Buruma, *Murder in Amsterdam*

Film: *Coffee Futures* (Neyse halim çiksin falim), to be shown in class on Friday

**\*\*\*Second 6-page paper due in class Monday April 28\*\*\***

**Week 16 (May 5, 7, 9): Muslim Europe**

M: Islam and Ethnic Conflict in the Balkans

W: “Fortress Europe” and the End of the Mediterranean? Or a Global Mediterranean?

F: Discussion

Readings:

[L] Open Society Foundation, *Meet the Somalis*, graphic novel, all

**Final Exam: May 15<sup>th</sup>, 5:05pm – 7:05pm (Room TBA)**