

## **SYLLABUS**

**GEO 4930 – Geography of the Mediterranean**  
**Fall 2003 – Florida State University International Programs in Florence**  
**Tuesday/Thursday 3:00-4:30, N.W. I**  
**Instructor: Phil Steinberg, Associate Professor of Geography, Florida State U.**  
**Web: <http://garnet.acns.fsu.edu/~psteinbe/steinberg.html>; E-mail: [psteinbe@cos.s.fsu.edu](mailto:psteinbe@cos.s.fsu.edu)**

### **Course Overview**

The Mediterranean is one of the world's most diverse regions. Perhaps the only world region defined by a body of water in its middle, the Mediterranean Sea has a long history of simultaneously integrating and dividing the lands beyond on its shores.

To understand the Mediterranean as a region that is both integrated and divided (and whose continuing integration is bringing about further divisions), this course combines a historical approach with a focus on contemporary problems. By combining the historical with the contemporary we develop an understanding and a "feel" for the Mediterranean as a whole. Throughout the course, we never lose sight of the physical geography of the Mediterranean (and its constituent parts) and the economic activities and daily lives of Mediterranean peoples.

### **Learning Outcomes**

By the end of this course, you will be able to:

- explain why the Mediterranean should be considered a distinct region, a region of sub-regions, or an area with no particular regional characteristics;
- recognize how the particularities of place in the Mediterranean region are reflected in those places' material cultures;
- contextualize contemporary Mediterranean development problems within the region's history and its intra-regional and extra-regional interactions;
- elaborate on the ways in which interaction within the Mediterranean region can simultaneously lead to further integration and to further differentiation and inequality.

### **Field Trips**

I am presently working on putting together a number of field trips to accompany the sub-units of Unit IV. If we can pull it off, I'd like to have one (or ideally two) of these field trips take you outside Florence: to the historic seaport of Livorno and the coastal villages of the Cinque Terre, and/or to mountain villages and towns of the Tuscan interior. Other field trips will be to relevant locations within Florence, including the Museum of Archeology and the Museum of the History of Science. A visit to the Vatican map collection might also be tacked onto the Rome field trip to explore changing conceptions of the Mediterranean. The details on all of these trips will be forthcoming, but in part they will be dependent on students' availability for field trips outside regular class hours. If a field trip occurs outside regular class time, a class session for that week will be cancelled (e.g. if we go on a field trip on Friday, class will not meet on the Thursday before the field trip).

## A Note on Class Size

You should not be discouraged from adding this course during Add/Drop period if you had not previously purchased the books. I have one extra copy of the Braudel book, and because it is such a classic (and so frequently used in Mediterranean history and geography courses) it should be readily available in Florence's English-language second-hand bookstores. Copies are also available at the FSU-Florence library. The other book was originally published in England and can probably be ordered relatively quickly.

## Course Materials

1a. Braudel, Fernand, *The Mediterranean and the Mediterranean World in the Age of Philip II, Abridged Version*, translated by Sian Reynolds, abridged by Richard Ollard, New York: HarperCollins, 1992. ISBN: 0-06-015958-8. NOTE: This book is out of print, but it was sold in many printings between 1972 and 1992, and it should be easy to find used. If you cannot find the abridged version of this book you should purchase Volume I of the two-volume unabridged version (listed below).

OR

1b. Braudel, Fernand, *The Mediterranean and the Mediterranean World in the Age of Philip II, Vol. I*, translated by Sian Reynolds, Berkeley and Los Angeles: University of California Press, 1995. ISBN: 0-520-20308-9. NOTE: Students should purchase the unabridged version only if they cannot find the abridged version (listed above). The unabridged version appears in two volumes, but students who purchase it need only purchase Volume I.

2. King, Russell, Paolo de Mas, and Jan Mansvelt Beck, *Geography, Environment and Development in the Mediterranean*, Brighton, UK and Portland, OR: Sussex Academic Press, 2001. ISBN: 1-898723-90-7. **[Abbreviated as K/M/B in the Class Schedule]**

## Class Schedule

Read the assigned readings during the period when that material is being covered in class. For each unit, you should always have at least one reading completed before the first class for that unit, and you should complete the unit's readings prior to that unit's final class. In most cases, readings average fewer than 20 pages per class session, so you're expected to do all of the reading.

In general, for each unit you should read the Braudel reading before the King/DeMas/Beck reading, since Braudel establishes the background for the policy dilemma detailed by King/DeMas/Beck.

Dates included on the syllabus are estimates. If we end up going faster or slower than predicted, this will be pointed out in class and you should change the pace of your reading accordingly.

I. Defining the Mediterranean region; developing an ecohistorical-geographic perspective as a lens for understanding development problems and options (T 9/2 and Th 9/4)

*Readings: Braudel: Preface to 1<sup>st</sup> ed. & Intro to Part One; K/M/B Chpt. 1*

II. Climate and Unity (T 9/9 and Th 9/11)

*Readings: Braudel Chpts. IV.1 & IV.2, K/M/B Chpt. 4*

III. A Region of Sub-Regions (T 9/16 and T 9/23 [**Th 9/18 class is cancelled for Venice trip**])

*Readings: Braudel Chpt. III; K/M/B Chpt. 3*

IV. A Region of Places and Spaces

IV.A. Mountain Living: Development in Isolation (Th 9/25, **F 9/26 [make-up for Venice – leave this day free]**, and T 9/30)

*Readings: Braudel Chpts. I.1 & I.2; K/M/B Chpt. 12*

IV.B. Agriculture, Nomads, and Water Issues on the Plains (Th 10/2, T 10/7, and Th 10/9 [may include field trip]) [Archeology museum on T 10/7]

*Readings: Braudel Chpts. I.3 & I.4; K/M/B Chpt. 14*

IV.C. Coastlines and Islands (T 10/14, T 10/28, Th 10/30, T 11/4)

*Readings: Braudel Chpts. II.2 & II.3; K/M/B Chpts. 9, 10, & 13*

IV.D. Cities and Towns (Th 11/6, T 11/11, Th 11/13)

*Readings: Braudel Chpts. V.3 & V.4; K/M/B Chpt. 5* [Pisa trip for Coast/Islands rescheduled from T 11/4 (class ended up being cancelled) to Th 11/13; Com'era trip on 11/11]

IV.E. The Ocean as a Space of Interaction, Power, and Differentiation (T 11/18, Th 11/20, T 11/25, Th 11/27)

- T 11/18: Ocean as Space of Routes (*Braudel II.1*)

- Th 11/20 Field trip to Science Museum

- T 11/25 Ocean as space of Power/Stewardship (*Steinberg and Haas handouts*)

- Th 11/27 No class -- Thanksgiving

V. A Region of Flows: Immigration and the New Division/Integration of the Mediterranean? (T 12/2, Th 12/4)

- T 12/2: *K/M/B chpt. 7*

- Th 12/4: *Braudel V.1 including intro to Part V; evaluation*

- **Unit IV Essay due Th 12/4**

## Evaluation

Your grade will be determined from three sources.

1. *Mid-term exam*: The mid-term exam, which will be given on October 16 or 17, will consist of a number of essay questions, some of which you will be permitted to not answer (e.g. "Answer two of the following four questions.") The mid-term will be open-book and open-notes and will cover all of the material from the first three units of the class. (30%)
2. *Unit IV essay*: Pick a specific Mediterranean location that's representative of the places and spaces covered in one the five sub-units of Unit IV (e.g., a country, a city, a district,

an island, or a portion of the Mediterranean Sea) and write an essay discussing options for that location's future. In your essay, you should draw upon relevant readings from the two class texts regarding the history and physical geography of these sorts of places (e.g. islands) and their contemporary development potentials and problems. You will also need to do a *small* amount of research on your location. For this, you can either use the Web or resources in the FSU-Florence library. I can arrange for free Web time for doing this research. This is not intended to be a major research paper; most of your material should come out of one sub-unit's readings and the whole paper probably won't need to exceed eight pages. This essay will be due on the last day of class, Thursday, December 4. (30%)

3. *Final exam*: The final exam will consist of two questions. One question will relate specifically to Unit V of the class. For the other question, you will be given a choice of several questions, each of which will ask you to relate observations from a field trip to specific concepts learned during the class. (30%)
4. Class Participation: 10%

### **Honor Code**

Students are expected to uphold the Academic Honor Code. The Academic Honor System of The Florida State University is based on the premise that each student has the responsibility to:

1. Uphold the highest standards of academic integrity in the student's own work,
2. Refuse to tolerate violations of academic integrity in the University community, and
3. Foster a high sense of integrity and social responsibility on the part of the University community.

For the entire FSU Honor Code, see [http://registrar.fsu.edu/Grad\\_Website/ugr034.htm](http://registrar.fsu.edu/Grad_Website/ugr034.htm).

### **Plagiarism**

Plagiarism, whether intentional or not, is never permitted. If you get an idea from somewhere else (including from one of your fellow students), include a citation. If you extract a quotation from another source (even if that source was another paper written by you), you *definitely* need to cite it.

Don't be afraid to cite. In fact, citations will generally help your grade: I'll be impressed that you went out of your way to research something. There are limits to this, of course: If you "researched" your entire paper by copying someone else's, a citation to the paper that you copied won't excuse the fact that there are no original thoughts in the paper. If in doubt, see me when you're writing, and I'll be glad to discuss citation options. You're much more likely to receive points for your concern than to lose points for showing me what you didn't know.

While the web makes plagiarism easy, it also makes it easy to catch plagiarizers. So don't try it.

By the way, I don't care *how* you cite so long as you include citations, but your format should be consistent for the duration of a paper.

## **Absences Policy**

Normally, I don't penalize for unexcused absences. My feeling is that if you miss class it will end up being reflected in bad grades on exams and papers, so no additional penalties are necessary. In this case, however, due to the small size of classes, your absence will hurt not only yourself but also your fellow students. Therefore, I will follow the absences policy recommended by the FSU Florence Program: You will be allowed three unexcused absences; I will not help you to make up what you missed from an unexcused absence, but I won't directly penalize you either. After your third unexcused absence, however, you will be penalized through a ten percent reduction in your overall class grade. To have an unexcused absence reclassified as an "excused" absence (in which case I *will* help you to make up the material), see Dr. Carrabino.

## **Office Hours**

I'll be upstairs in the Mezzanine on Mondays and Wednesdays from 10:30 to 12:00. If you need to speak with me at another time, I should be able to make myself available. Just catch me after class, e-mail me at [psteinbe@coss.fsu.edu](mailto:psteinbe@coss.fsu.edu), or, if you're really desperate, call me at home at 055 248 0050.