



Syllabus

A.Y. 2023/2024

History and Civilization

CFU 12

Dr Aleksandra Komornicka

Prof. Uzi Rabi

Dr Jacopo Cellini

### Course Description

**General Module** (Dr Aleksandra Komornicka): "International System(s): Politics, Economy, and Governance in the XX Century world" – 8 CFU

**Special Module 1** (Prof Uzi Rabi): "States, Cultures and Identities: The Middle East Meets Europe" – 2 CFU

**Special Module 2** (Dr Jacopo Cellini): "Religion(s) and International Politics: The Ever-Changing Relationship" – 2 CFU

The course explores how the major political, economic, and social developments in Europe and the rest of the world shaped the governance of the international system from the late nineteenth century to the beginning of the twenty-first century.

The **General Module** will consider the ways in which European countries intersected processes of nation building with imperial expansion in Africa, the Middle East, and Asia; explore the causes and consequences of the World Wars on the international system; analyze how Cold War and decolonization after 1945 redefined Europe's place in the world and shaped new international relations; examine how globalization and the end of the Cold War changed the world order and morphed it into today's system.

The **Special Module 1** will zoom in on the case of the Middle East area, exploring diverse situations and the most recent developments in a comparative perspective, which will allow students to detect national peculiarities as well as regional commonalities.

The **Special Module 2** will zoom in on the relationship between religion(s) and international politics. Exploring how this relationship evolved over the years and how it differs depending on the country and the region, the students will be able to reflect critically on the role of religion in international politics nowadays.

Overall, the aim of the course is to familiarize students with the main events and interpretations of global and international history, as well as with the multi-layered nature of historical processes. Students will learn to detect how these layers intertwined and influenced one another and will discover the variety of approaches historians adopt to inquiry into the past.

## General Module:

### “International System(s): Politics, Economy, and Governance in the XX Century world” Dr Aleksandra Komornicka

<b>Topic 1</b>	Empires and colonialism 1870-1945
<b>Topic 2</b>	The collapse of the “Concert of Europe” 1870-1914
<b>Topic 3</b>	The end of the First World War and the making of the Versailles system 1914-1929
<b>Topic 4</b>	The failure of the Versailles system and the Second World War, 1929-1939
<b>Topic 5</b>	The end of the Second World War, Pax Americana, Cold War
<b>Topic 6</b>	Cold War in Asia
<b>Topic 7</b>	The rise of the Global South
<b>Topic 8</b>	The end of the Cold War and the dawn of the New World Order

#### Teaching method

The general module will be taught through a mix of lectures and seminars.

Lectures will present students with the main features of the international system and its evolution overtime; they will explain key concepts, the unfolding of events and processes, and the forces driving change. Lectures will also highlight the most important actors shaping and/or challenging the international order at a given time, their role and goals, and their interactions. Student will be also familiarized with the main historiographical debates and learn that there are different interpretations and approaches that historians use to explain events and the causes behind them.

In the seminar sessions, students will be guided to put this knowledge to use. They will engage in work-in-group assignments and small discussions, analyze specific case-studies, and exercise in analytical essay planning and writing. The seminars will also offer students a chance to practice public speaking. These seminar activities will help students to perform well at the exam.

Students are expected to attend every class and come to seminar sessions prepared for discussion.

#### Textbook and Materials

- Antony Best, Jussi M. Hanhimäki, Joseph A. Maiolo and Kirsten E. Schulze, *International History of the Twentieth Century and Beyond* (London: Routledge, 2014) Chapters 1-4, 7-10, 12-15, 17, 20-21
- Catherine Schenk, *International Economic Relations since 1945* (London: Routledge, 2011) Chapters 1-5
- Matthew G. Stanard, *European Overseas Empire, 1879–1999: A Short History* (Wiley-Blackwell, 2018) Chapters 1-2.

Additional materials will be uploaded on the teachingplatform in due time ahead of classes.

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**Special Module 1:**  
**"States, Cultures and Identities: The Middle East Meets Europe"**  
**Prof. Uzi Rabi**

<b>Topic 1</b>	World War I: The Creation of a New Middle East
<b>Topic 2</b>	Revolutionary Regimes
<b>Topic 3</b>	The Gulf States – War, Oil and Politics
<b>Topic 4</b>	The "Arab Spring": A Dawn of a New Era?
<b>Topic 5</b>	Muslims in Europe: Multiculturalism and Terror
<b>Topic 6</b>	The "New Regionalism":

**Teaching Method**

This module reviews and analyses the central historical processes that have taken place in the Middle East over the past two centuries, particularly the interaction between internal processes and the effects of interactions between societies in the Middle East and the West. Moreover, the module will discuss the economic, political, and cultural effects of the West on the region, reform efforts, Islamic and nationalist responses to domestic social crises, the rise of the territorial state following World War I, the revolutionary regimes and, finally, the emergence of a range of Islamic movements. The teaching method will be based on lectures combined with some reading materials which will provide the students with the necessary tools for understanding the geopolitical changes in the Middle East. Students are expected to attend every session and come prepared for an active discussion. Additionally, students will be requested on writing a final paper concerning one of the issues learned in class.

**Textbook and Materials**

- Bernard Lewis, *The Middle East: 2000 years of history from the rise of Christianity to the present day* (London: Phoenix, 1995)
- Robin Wright, 'Islam, Democracy and the West,' *Foreign Affairs*, Vol. 71, No. 3 (Summer, 1992), pp. 131-145
- C.A.O. Van Nieuwenhuijze, 'Islam and the West: Worlds Apart? A Case of Interactive Sociocultural Dynamics,' *Arabica*, Vol. 42, No. 3 (November 1995), pp. 380-403
- Robert Worth, *A Rage for Order: The Middle East in Turmoil* (New York: Farrar Straus and Giroux, 2016), pp. 61-95
- Uzi Rabi and Friedman Brandon, 'Weaponizing Sectarianism in Iraq and Syria,' *Orbis*, (April 2017), pp. 1-16
- Uzi Rabi, *The Return of the Past: State, Identity, and Society in the Post-Arab Spring Middle East* (Maryland: Lexington Books, 2020)
- Robert P. Beschel Jr. and Tarik M. Yousef, 'The Middle East and North Africa and Covid-19: Gearing up for the long haul,' *Brookings*, (December 13, 2020) <https://www.brookings.edu/opinions/the-middle-east-and-north-africa-and-covid-19-gearing-up-for-the-long-haul/>.

Additional materials will be uploaded on the teaching platform in due time ahead of class.

**Special Module 2:**  
**"Religion(s) and International Politics:**  
**The Ever-Changing Relationship"**  
**Dr Jacopo Cellini**

<b>Topic 1</b>	Religion in International Relations, overview of religions in the world
<b>Topic 2</b>	Religion and politics: concepts and categories
<b>Topic 3</b>	Catholic Church and secularization
<b>Topic 4</b>	Catholic Church and religion after the Second World War

### Teaching Method

This module covers the relationship between religion and international politics. The lectures will provide students with an overview of religions in the world and their relationship with politics, explain key concepts and categories, and zoom on in the relationship between the Catholic Church and politics in the 20th century.

In the seminar sessions, students will be guided to put this knowledge to use. They will engage in work-in-group assignments and small discussions concerning the readings. The seminars will also offer students a chance to practice public speaking. These seminar activities will help students to perform well at the exam.

### Textbook and Materials

- Jeffrey Haynes (ed.), *Routledge Handbook of Religion and Politics* (London: Routledge, 2016) Chapter 3: Allen D. Hertzke, *The Catholic Church and Catholicism in global politics*; Chapter 10: John Madeley, *Religion and the State*
- Jeffrey Haynes, 'Religion, secularization and politics. A postmodern conspectus,' in Jeffrey Haynes (ed.) *Religion, Politics and International Relations: Selected Essays* (London: Routledge, 2011)
- Emilio Gentile, 'Fascism as Political Religion,' *Journal of Contemporary History*, Vol. 25, No. 2-3 (1990), pp. 229-251
- Renato Moro, 'Religion and Politics in the Time of Secularisation: The Sacralisation of Politics and Politicisation of Religion,' *Totalitarian Movements and Political Religions*, Vol. 6, No. 1 (2005), pp. 71–86
- Elisabeth Erin Williams, 'Liberation Theology and Its Role in Latin America,' *Monitor: Journal of International Studies*, Vol. 7, No. 1 (2000)
- Agostino Giovagnoli, 'Karol Wojtyla and the end of the Cold War: Vatican Ostpolitik and Pope John Paul II,' in Silvio Pons and Federico Romero (eds.) *Reinterpreting the End of the Cold War: Issues, Interpretations, Periodizations* (London: Frank Cass, 2005), pp. 82-89
- Staf Hellemans, 'From 'Catholicism Against Modernity' to the Problematic 'Modernity of Catholicism,' *Ethical Perspectives*, Vol. 8, No. 2 (2001), pp. 117-127.

Additional materials will be uploaded on the teaching platform in due time ahead of class.

## Assessment

### Attending students

Notice that attendance is required from the very first lesson and you need to attend at least 80% of the course to be considered an attending student.

- Mid-Term Exam (40%): written in-home exam covering the topics examined in the General Module until then (topics 1-6). Students will choose one question from a given list and will answer it using the knowledge acquired from the lectures, the textbooks, and any other materials provided in class. Questions will be on broad topics and processes, not on specific events.
- Special Module 1 Essay (20%): written paper concerning one of the issues learned in class.
- End-Term Exam (20% + 20%): oral exam on the first summer exam session and covering the remaining part of the General Module (topics 7-8) and the Special Module 2. Students will answer two questions: one question from a given list dealing with the remaining part of the general module and one question from the list provided during the Special Module 2 “Religion(s) and International Politics: The Ever-Changing Relationship”. Students will answer them using the knowledge acquired from the lectures, the textbooks, and any other materials provided in class. Questions will be on broad topics and processes, not on specific events.

### Resits for attending students

Resetting the exam is allowed only for the Mid-Term exam and the End-Term Exam; there are no second chances for the Special Module 1 Essay.

**Resit** will take place only on the second date of the summer exam session and only as follows:

- Resit will be an oral exam (also for the Mid-Term).
- Attending students who fail the Mid-Term exam or refuse the grade of the mid-term exam will be allowed to re-sit the Mid-Term exam only on the second date of the summer exam session. They will be able keep the results of End-Term exam.
- Attending students who fail the End-Term exam or refuse the grade of the End-Term exam will be allowed to re-sit the End-Term exam only on the second date of the summer exam session. They will be able to keep the results of Mid-Term exam.

\*Attention: You are allowed to refuse the Mid-Term or the End-Term exam grade only if it is lower than 24.

### Losing the status of attending student:

- (1): Students who attended less than 80% of the course.
- (2): Attending students who failed both the Mid-Term exam and the End-Term exam or refuse the grades they got at both will have to re-sit the exam as non-attending students. They will also lose the ~~gr~~ of the Special Module 1 Essay.
- (3): Students who do not submit the Mid-Term exam by the only deadline will lose their status of attending students.
- (4): Students who do not submit the Special Module 1 Essay by the only deadline will lose their attending student status. There is no second call or re-sit possibility for the Special Module 1.
- (5): Students who do not attend the End-Term exam on the first summer exam session.

### **Losing the status of attending student means that:**

- Reduction of the Mid-Term grade's value to 20% (the End-Term weight becomes 60%)
- they will not write the essay for the Special Module 1 or lose the grade if they already submitted an essay
- they will have to sit the non-attending exam on any of the ~~the~~ exam sessions

Only in case of exceptional circumstances (e.g. illness, serious illness of a parent, bereavement) could a student be excused for absence on the days of the exams or for late submission of the Special Module 1 Essay. The exceptional circumstance shall be proved by means of a written certificate provided and signed by a third person in their professional capacity and attesting the situation.

### **Non-attending students exam**

Non-attending students can sit the Mid-Term exam, but the grade will only weight 20%.

Non-attending students will take one final exam for the whole course. They shall contact the professor who will indicate textbooks and materials for preparing the exam.

The exam will consist of an oral exam (General Module and Special Module 2) and a written exam for the Special Module 1. The student will have to complete all exam elements in the same exam session.

### **PLAGIARISM:**

Plagiarism is unacceptable and may result in a Fail. The Examinations Board will be notified of all attempts at fraud or plagiarism. When fraud or plagiarism has been established, the Examination Board may impose serious sanctions.

### **Plagiarism entails:**

- The use of quotations that are not clearly marked by quotations marks and/or the source of which is not referenced.
- The creative use of cutting and pasting or rearranging the work of another person (a text or the part of a text, whole sentences, or parts thereof, or rewritten parts of sentences), or translations of such works, from printed or internet sources.
- This is also true for copying or accepting the work of fellow students or offering one's own work to fellow students. In other words: you are never allowed to take another person's ideas and pass them off as your own.

Self-test: Ask yourself: is all of my submission written by myself? If not so, did I indicate from where I took quotes or ideas? If the answer is "no" to both questions, you are committing plagiarism.

## Office hours (by appointments) and contacts:

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For the General Module and all exams:

Dr Aleksandra Komornicka: [Aleksandra.Komornicka@alumni.eui.eu](mailto:Aleksandra.Komornicka@alumni.eui.eu)

For the Special Module 1 and its essay:

Prof Uzi Rabi: [uzirabi18@gmail.com](mailto:uzirabi18@gmail.com)

For the Special Module 2 and the End-Term exam:

Dr Jacopo Cellini: [Jacopo.Cellini@eui.eu](mailto:Jacopo.Cellini@eui.eu)

**NOTE:** If you are an **Erasmus or a non-Global Governance student** who would like to attend one or more courses in the Global Governance programme, please be aware that, **before enrolling in the course**, you should have read the code of conduct and the procedural rules characterizing our programme. We assume that, if you enroll in the course, **you have read and accepted all Global Governance values and rules**. Notice that attendance is required from the very first lesson and you need to attend at least 80% of the course to be considered an attending student.

### Description of the methods and criteria for testing learning

The examination assesses the student's overall preparation, ability to integrate the knowledge of the different parts of the program, consequentiality of reasoning, analytical ability and clarity of presentation, in accordance with the Dublin descriptors (1. knowledge and understanding; 2. applying knowledge and understanding; 3. making judgements; 4. learning skills; 5. communication skills).

The examination will be graded according to the following criteria:

Unsuitable: important deficiencies and/or inaccuracies in the knowledge and understanding of the topics; the topics are exposed in an incoherent manner and with inappropriate language.

18-20: barely sufficient knowledge and understanding of most of the topics, with some missing items; sufficient capacity for analysis; the topics are sometimes exposed in an inconsistent manner and with inappropriate/technical language;

21-23: basic knowledge and understanding of most of the topics; ability to analyze and synthesize correctly with sufficiently coherent logical argumentation, with possibly some inaccuracy in the technical language.

24-26: good knowledge and understanding of most of the topics; good analytical and synthetic skills with rigorously expressed arguments, though with possibly a few inaccuracies in the technical language.

27-29: complete knowledge and understanding of the topics; good capacity for analysis and synthesis. Arguments presented in a rigorous manner and with appropriate/technical language, with only minor inaccuracies.

30-30L: very good level of knowledge and thorough understanding of topics. Excellent analytical and synthetic skills and independent judgement. Arguments expressed in an original manner and in appropriate technical language.