

<b>Academic subject: EARLY MODERN HISTORY</b>			
<b>Degree Class: Bachelor's Degree</b>		<b>Degree Course: Political science</b>	<b>Academic Year:</b> 2020/2021
		<b>Kind of class:</b> mandatory	<b>Year:</b> First
			<b>Period:</b> Second semester
			<b>ECTS lessons:</b> 8 credits
<b>Time management, hours, in-class study hours, out-of-class study hours</b> lesson: 200 in-class study: 64 out-of-class study: 136			
<b>Language:</b> Italian	<b>Compulsory Attendance:</b> Highly recommended		
<b>Subject Teacher:</b> Massimiliano Pezzi	<b>Tel: 080.5717286</b> <b>e-mail:</b> <b>massimiliano.pezzi@uniba.it</b>	<b>Office:</b> Department of Political Science Room: 2 Floor: six	<b>Office days and hours:</b> Wednesday: 8,30-12,30 Thursday: 8,30-12,30 Friday: 8,30-12,30
<b>Prerequisites:</b> Good knowledge of the fundamentals of Early Modern and Modern History			
<b>Educational objectives:</b> The candidate will be required to demonstrate his/her knowledge of Early Modern History from the Discovery of America to the Congress of Vienna. The final assessment will not only verify the acquaintance with the contents of the subject, but the capacity of comprehension, the critical-systematic ability of reasoning on the treated topics, and the expository skills as well.			
<b>Expected learning outcomes (according to Dublin Descriptors)</b>	<ul style="list-style-type: none"> <li>• <b>Knowledge and understanding:</b> The aim of the lectures is to increase and offer a critical knowledge of the historical events and simplify the interpretation of the current issues of international and diplomatic politics by identifying their historical roots.</li> <li>• <b>Applying knowledge and understanding:</b> Through in-class debates, working groups and individual study, students are expected to develop autonomous, innovative and original research projects. Another potential source of learning for the students could be the analysis of original archival sources to submit to the assessment of the module leader and their attending colleagues during seminars.</li> <li>• <b>Making judgements:</b> Students will have to be able to analyse and summarise original texts and documents, using the studies of the best experts on the subject. Furthermore, they will have to be able to make independent evaluations, that might also differ from those commonly accepted in the official historiography.</li> <li>• <b>Communication:</b> The students attending the lectures will have to present the results of suggested reads that will be agreed at the beginning of the module. These might be enriched with web researches. During the seminars communication tips and skills will also be suggested.</li> <li>• <b>Lifelong learning skills:</b> The assessment of the acquired knowledge will also be useful to highlight and fill gaps. Particular importance lies on the respect of teamwork and agreed deadlines, to better co-ordinate the programmed specific in-depth discussions.</li> </ul>		
<p>The module is divided into three parts:  1<sup>st</sup> part, Core section: from the Discovery of America to the Congress of Vienna  The module deals with the main events of the early modern period: from the Age of Discovery and the first colonial empires to the social crisis of the 16<sup>th</sup> century; from the hegemonic dreams of Charles V and Francis I to the Mediterranean in the Age of Philip II; from the European encounters with Islam to the Reformation and the European wars of religion; from the English Civil War and restoration to the Absolutism of Louis XIV and Peter the Great; from the Thirty Years' War to the dynastic conflicts and wars of succession; from the agrarian capitalism to the industrial revolution and internationalisation of trade; from the Seven Years' War to the American Revolution; from the Enlightenment to the end of the Old Regime; from the French Revolution and the Napoleonic era to the Congress of Vienna</p>			

2<sup>nd</sup> part. Monographic section: Russian Empire, Ottoman Empire and Republic of Ragusa between 18<sup>th</sup> and 19<sup>th</sup> century.

The monographic section analyses the international relations between the Republic of Ragusa and the Mediterranean Powers, and the attempts of the Republic to preserve its territorial integrity and develop trade, especially after the appearance of Russia in the Eastern Mediterranean. From this perspective the lectures will focus on the relations between Ragusa and the Kingdom of Naples, through the role of the “Governatore alle Armi”, a military institution created in the 17<sup>th</sup> century to face the threatening danger of annexation of the Republic to the Ottoman Empire.

Subsequently the focus will shift to the contrasts between the three Eastern Empires from the “Greek Project” and other plans of partition to the Peace of Bucharest. Particular attention will be devoted to the Austro-Russian expansionist ambitions over the Ottoman Empire, that clashed with the similar aspirations of England and France, that through the activities of their diplomats tried not to be excluded from the several projects of partition that were conceived in Vienna and Saint Petersburg. The French Revolution and the French Campaign in Egypt changed the relationship between the Sublime Porte and the European states, but not the Russian aspirations to control the Mediterranean Sea. The new political balance in the Adriatic Sea and in the Eastern Mediterranean between the 18<sup>th</sup> and the 19<sup>th</sup> century will be analysed through unpublished reports of the European diplomacy of that time. These events led to the end of both the Republics of Venice and Ragusa. The first eastern conflict of the 19<sup>th</sup> century will also be analysed observing the “information” of the European diplomacy at Constantinople, that will be able to let the Ottomans sign “the peace without alliance”, leaving the “Eastern Affairs” unresolved.

3<sup>rd</sup> part: In-depth discussion: At the beginning of the module the module leader will agree with the students (only the ones regularly attending the lectures) some topics to be analysed more in depth during seminars held by the same students. The final aim is to enhance their knowledge of specific historical events and questions, as well as their expository skills.

**Teaching methods:**

Face-to-face lectures with PowerPoint presentations.

Didactic work involving the active participation of the students.

**Auxiliary teaching:**

PowerPoint, archive document photos, maps, diplomatic and/or business letter layout, cipher letters.

**Assessment methods:** Oral exam.

**Bibliography:**

Core section: a textbook to be chosen from those more frequently in use in high schools (specifically in “licei”): suggested textbooks are G. Spini (*Storia Moderna*, Torino, Utet, 2016); L. Mascilli Migliorini (*L'età moderna – Una storia globale*, Bari-Roma, Editori Laterza, 2020). Other textbooks might be also eligible, but they need to be agreed with the module leader.

Monographic section: M. Pezzi, *1812. L'anno fatale nell'Impero ottomano (guerra, pace e peste)*, collana “EurAsia”, Tricase (Le), Edizioni Libellula, 2019<sup>2</sup>; or M. Pezzi, *Il Governo delle Armi di Ragusa*, collana “Le Lance”, Tricase (Le), Edizioni Libellula, in press; or M. Pezzi, *Ragusa nel Mediterraneo settecentesco*, Tricase, Edizione Libellula, collana “EurAsia”, in press.

For the in-depth discussions, the books will be indicated in due course during the lectures.

The students not attending the lectures will have to arrange with the module leader an integrative textbook for the final oral assessment.