

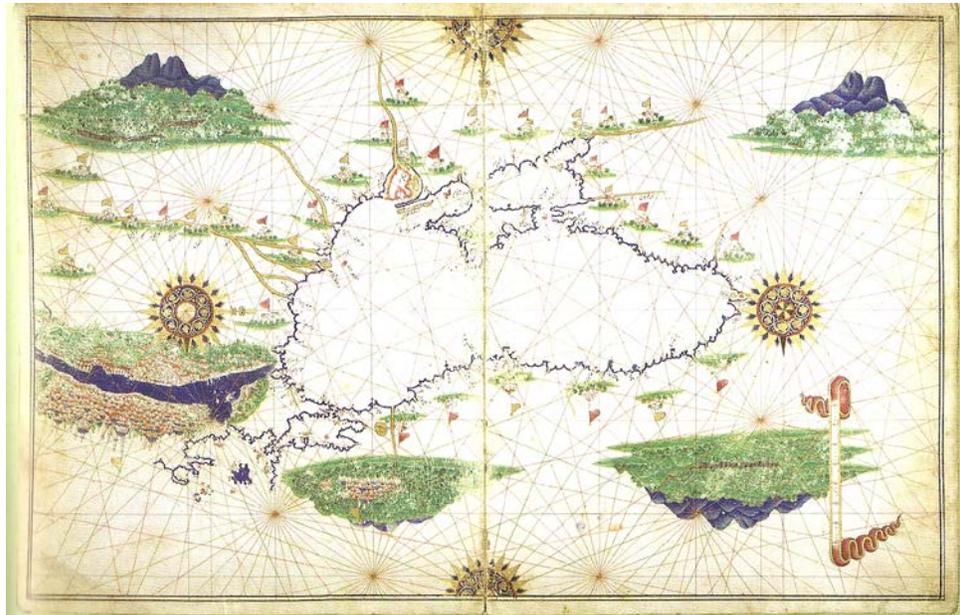
HIST 190: Early Modern Encounters: A History of the Ottoman Empire, 1300-1800 [Semester/Year]

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Course Description

Linda Darling tells us that the “idea that the west is eternally opposed to the east, that the east stood still while the west progressed, should be relegated to the horse-and-buggy era as something once believed but no longer credible, like the flat earth, spontaneous generation, or the medical use of leeches.” In short, the goal of this course is to illustrate the veracity of this statement. Rather than focusing on top-down statist narratives, we will approach our investigation of the Ottoman world through an approach characterized by a bottom-up micro-history that will challenge the “decline narrative” that, until recently, has dominated Ottoman historiography.



An investigation of the frontiers, encounters throughout the Mediterranean, and the lived experiences of individuals during this time challenge both the seemingly static idea of a Turkish/Muslim “other” and that history is best understood by tracing the actions of major state actors. Ottoman scholar Virginia Aksan argues that to better understand the empires of the early modern period, one must begin “with the premise that empires are molecular, mobile, negotiable and fragile ecologies.” With this in mind, we will approach our historical investigation by framing our study through terms such as diffusion, domination, resistance, situational identity, and cultural interaction. After a brief overview of earlier generations of scholars’ contributions to understanding this historical period, we will complicate top-down, “civilization models” of understanding the past by investigating more recent interpretations of the Ottoman past. Our course will be organized into the following themes: *Origins: Myths, Realities; Geography: Boundaries and Crossings; War Space: Competing Expansions; Sacred Space: Spatial, Religious, Representational Questions; Frontiers: Interactions, Encounters, and Diffusion; Commercial Space: Trade and Cultural Interactions; A Moveable Empire: Networks, Mobility, and Ecological Crisis; Gender and Sexuality in the Ottoman Empire; Decline or Transformation?* Your evaluation of this final thematic category will be the basis for the course’s final essay assignment.

History 159 is a lower division survey course and is taught predominantly through reading, lecture, discussion and writing. In weekly lectures, readings, and discussions, this course explores the history of the Ottoman Empire and Mediterranean. Course content draws mainly on recent developments in social, cultural, political, and military history. Readings include primary and secondary texts, including scholarly articles, fiction, drama, memoirs, works of art, speeches, manifestos, maps, and diaries.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- Discuss with sophistication several major themes of history of the Ottoman Empire.
- Critically analyze primary and secondary source
- Recognize that history is a continuously renewing argument that is argued through differing interpretations of evidence.
- Utilize both primary and secondary sources to organize and construct analytical arguments in essay form.

Statement of Community

“Allegheny students and employees are committed to creating an inclusive, respectful and safe residential learning community that will actively confront and challenge racism, sexism, heterosexism, religious bigotry, and other forms of harassment and discrimination. We encourage individual growth by promoting a free exchange of ideas in a setting that values diversity, trust and equality. So that the right of all to participate in a shared learning experience is upheld, Allegheny affirms its commitment to the principles of freedom of speech and inquiry, while at the same time fostering responsibility and accountability in the exercise of these freedoms.” - <http://sites.allegheny.edu/about>

Required Books (additional readings will be made available on the course Sakai website). **Books are available at Allegheny College Bookstore:**

Donald Quataert, *The Ottoman Empire 1700-1922* (Cambridge, 2002)

Dan Goffman, *The Ottoman Empire and Early Modern Europe* (Cambridge, 2002)

An Ottoman Traveller: Selections from the Book of Travels of Evliya Celebi, editor, Robert Dankoff. (Eland, 2011)

Thematic Organization of the Course

Theme 1: Origins: Myths and Realities: A Clash of Historiography

Secondary Sources:

Leslie Pierce, “Changing Perceptions of the Ottoman Empire: The Early Centuries,” *Mediterranean Historical Review*, Volume 19, No. 1, June 2004, 6-28.

Virginia Aksan, "The Ottoman Empire," in Philippa Levine and John Marriot, eds., *Ashgate Research Companion to Modern Imperial Histories*, (London: Ashgate, 2012), 127-60.

Eric Dursteler, “Fernand Braudel (1902-1985),” in *French Historian 1900-2000*, ed. Philip Daileader and Philip Whalen (Oxford, 2010), 62-76. OR a brief selection from *The Mediterranean and the Mediterranean World in the Age of Philip II* [or a brief selection from Braudel]

Bernard Lewis, *What Went Wrong* (New York, 2002), [brief selection]

Primary Sources:

“The Dream of Osman” from Joseph von Hammer-Purgstall’s 1876 *History of the Ottoman Turks*.

Theme 2: Geography: Boundaries and Crossings

Secondary Sources:

Roderick Davison, “Where is the Middle East,” *Foreign Affairs*, July 1960

Hordon, Peregrine and Nicholas Purcell, “‘Frogs Round a Pond:’ Ideas of the Mediterranean,” in The Corrupting Sea: A Study of Mediterranean History (Blackwell, 2000) 7-25

David Abulafia, *The Great Sea: A Human History of the Mediterranean*, (Oxford, 2013) [**brief selection**]

Pinar Emiralioğlu, *Geographical Knowledge and Imperial Culture in the Early Modern Ottoman Empire* (Ashgate). [**brief selection on the Ottoman cartographers**]

Nicholas Purcell, “The Boundless Sea of Unlikeness? On Defining the Mediterranean,” *Mediterranean Historical Review*, Vol 18, No 2, December 2003, 9-29.

Primary Sources:

Piri Reis -- maps and primary source accounts [within Emiralioğlu (above) -- need to find more]

Walters Map Collection (<http://thewalters.org/visit/map.aspx>)

Theme 3: War Space: Competing Expansions

Secondary Sources:

Caroline Finkel’s *Osman’s Dream* [brief selections]

Cambridge History of Turkey: The Later Ottoman Empire, 1603-1839 (Volume 3) [brief selections]

Gabor Agoston and Bruce Masters’ *Encyclopedia of the Ottoman Empire* [brief selections]

Baki Tezcan, *The Second Empire: Political and Social Transformation in the Early Modern World* (Cambridge, 2010) [selection that focuses on the comparisons between Sultan Ibrahim I and Charles I of England and Revolutions in England and Istanbul]

Palmira Brummett, *Ottoman Seapower and Levantine Diplomacy in the Age of Discovery* (Albany, 1994).

Primary Sources:

TBD

Theme 4: Frontiers: Interactions, Encounters, and Diffusion

Secondary Sources:

A.C.S. Peacock, ed. *Frontiers of the Ottoman World* (Oxford, 2009). [selections]

Bogaç A. Ergene, *Local Court, Provincial Society, and Justice in the Ottoman Empire: Legal Practice and Dispute Resolution in Çankırı and Kastamonu (1652-1744)*, (Brill, 2003)

Cemal Kafadar, *Between Two Worlds: The Construction of the Ottoman State* (Berkeley, 1995).

Bracewell, Wendy. *The Uskoks of Senj: Piracy, Banditry, and Holy War in the Sixteenth-Century Adriatic* (Cornell University Press, 1992).

Primary Sources:

TBD

4. Sacred Space: Spatial, Religious, and Representational Questions

Secondary Sources:

Annan A. Husain, *A Faithful Sea: The Religious Cultures of the Mediterranean, 1200-1700* (Oneworld, 2007)

Tijana Krstic, *Contested Conversions to Islam: Narratives of Religious Change in the Early Modern Empire* (Stanford, 2011).

Molly Greene, *A Shared World: Christians and Muslims in the Early Modern Mediterranean* (Princeton, 2001)

David R. Blanks, "Western Views of Islam in the Premodern Period: A Brief History of Past Approaches," in *Western Views of Islam in Medieval and Early Modern Europe: Perception, of the Other*, ed. David R. Blanks and Michael Frassetto (New York, 1999).

Robert Finlay, *Prophesy and Politics in Istanbul: Charles V, Sultan Suleyman, and the Habsburg Embassy of 1533-1534*, *Journal of Early Modern History*, 1998.

Primary Sources:

TBD

Theme 5: Commercial Space: Trade and Cultural Interactions

Secondary Sources:

Francesca Trivellato, *The Familiarity of Strangers: The Sephardic Diaspora, Livorno, and Cross-Cultural Trade in the Early Modern Period* (New Haven, 2009).

Eric Dursteler, *Venetians in Constantinople*, (Johns Hopkins, 2006).

Primary Sources:

Appendices 1 in Cemal Kafadar, "A Death in Venice (1575)": Anatolian Muslim Merchants Trading in the Serenissima," *Journal of Turkish Studies*, 10 (1986): 191-218.

Theme 6: A Moveable Empire: Networks, Mobility, and Ecological Crisis

Secondary Sources:

Reşat Kasaba, *A Moveable Empire: Ottoman Nomads, Migrants & Refugees* (Seattle, WA: University of Washington Press, 2009)

Sam White, *The Little Ice Age Crisis and the Ottoman Empire: Ecology, Climate and Rebellion, 1550-1770* (Cambridge: Cambridge University Press, 2011)

Primary Sources:

TBD

7. Sex in the City: Gender and Sexuality in the Ottoman Empire

Secondary Sources:

Forthcoming article from Eric Dursteler, *Sex in the City*

Lucienne Thys-Senoçak, *Ottoman Women Builders: The Architectural Patronage of Hadice Turhan Sultan: women and Gender in the Early Modern World* (Ashgate, 2007).

Eric Dursteler, *Renegade Women*.

Betül Başaran, ““We Have No Security”: Public Order in the Neighborhood,” in Betül Başaran, *Selim III, Social Control and Policing in Istanbul at the End of the Eighteenth Century* (Brill, 2014).

Primary Sources:

Use transcribed court cases from Başaran (above).

Course Requirements:

Essay 1: 5%

Essay 2: 15%

Essay 3: 20%

Lead Document Discussant: 10%

Midterm Exam: 15%

Final Exam: 20%

In-class Participation: 15%

Essays: Students will write three essays this semester. The first essay (approx. 3 pages in length) will be due on **XX**. The second essay (approx. 4 pages in length) will be due on **XX**. The third essay (approx. 5 pages in length) will be due on **XX**. In advance of each assignment, students will be provided with an essay prompt. Papers will be graded on strength of argument, structure, and use of evidence. Essays must utilize Chicago-style footnoting, be double-spaced in a 12-point font and have 1" margins all around. Proofread and spell-check your paper. If your grammar and/or writing style obscure your point, then it will result in a lower grade. Late assignments will not be accepted. More specific details will be distributed in class (and on Sakai) prior to each assignment.

Examinations: Students will take two exams this semester. The midterm exam will be held on **XX**. It will include materials from the beginning of the course through our **XX** class meeting. The final exam will be cumulative and will be held on **XX**. Both exams will include: an identification section that asks students to identify and explain significant terms and concepts, a primary source identification section that asks students to identify and explain the larger significance of primary source documents used in class, and an essay that requires students to synthesize material presented in class and to draw on assigned readings in support of an argument.

Document Discussant: During the semester, each student will lead a portion of a class discussion by acting as lead discussant for one of the assigned primary sources. The student will be expected to prepare a brief background presentation on the who?, what?, when?, why?, and (most importantly) the ‘so what?’ of their assigned document. Each student will

prepare a series of discussion questions to stimulate discussion of the document. The student will submit a three-page essay that explores the relationship of the document to themes discussed in our class. This assignment is worth 10% of the course grade. The student's grade will be based on both their in-class presentation and their submitted essay. In advance of each presentation, each student will meet briefly with the professor to discuss strategies for success. Signup for film discussions will be available on Sakai. Signups should be completed by the end of the second week of class.

In-class Participation: The final 15% of a student's grade will be determined by their active participation in class activities throughout the semester. Obviously, if a student is not present they cannot participate. This will be reflected in a student's participation grade. Occasional impromptu in-class writing assignments (i.e. 'minute papers') will be factored into the participation grade. Come to class having completed the readings and share your thoughts and critiques of the readings/lectures. **No more than two unexcused absences are permitted.** More than two unexcused absences will substantially lower your participation grade. In addition, tardiness is extremely disruptive to the class and is to be avoided. Two episodes of tardiness equal one unexcused absence. In short, show up and engage!

Grading:

A+	97-100	B+	87-89	C+	77-79	D+	67-69
A	93-96	B	83-86	C	73-76	D	65-66
A-	90-92	B-	80-82	C-	70-72		

A grade (100-90): demonstrates exceptional work that goes beyond the mere recitation of content encountered in the class. Written A work synthesizes concepts learned throughout the semester to produce an insightful perspective on the period and the subject at hand. To achieve an A, students must consistently attend class and demonstrate preparedness. An A+ is given only in extraordinary circumstances.

B grade (89-80): demonstrates consistent work that rises above the level of mere competence in the field. B work attempts critical thinking and analysis. Students who achieve B level work consistently attend class and demonstrate preparedness.

C grade (79-70): demonstrates a basic level of competence with the course materials. C work reveals some gaps in comprehension or synthesis of the material. Coursework recites facts and names, but lacks evidence of critical thinking. Irregular attendance often results in C level work.

D grade (69-65): does not meet basic standards of competency in the course. D level work shows incomprehension of the course content and falls short of expectations for college-level coursework. A significant number of absences, a failure to complete assignments in a timely fashion or at all, and non-participation in class discussions often results in D level work.

Policy Guidelines:

Attend class regularly. Active participation in class discussion is **critical** to this class. You will encounter a wide array of concepts throughout the semester. Active classroom discussions are the means by which we will explore these ideas. Because participation in discussion section is critical to your success, **regular attendance is essential.** If you miss class, you are responsible for obtaining notes, handouts, or any other information you may have missed concerning exams, papers, assignments, etc. If you know that you will not be able to attend class on a given day, please email or call me ahead of time. Consult the Class Attendance Policy section of *The Compass: Student Handbook*.

Read assigned course materials by due dates given in the course schedule. Be sure to take thorough notes on the readings and **be prepared to discuss the readings.** You need to have a thorough understanding on the facts before subjecting them to analysis in discussions and written assignments. Lack of preparation will lower your final grade.

Complete assignments on time. Because history is an argument, writing is a major component of this class. Writing is an essential tool for helping you hone your analytical skills. Writing is a process through which you will not only improve your grammar and syntax but also your ideas. Because this process is so important, it will be a central component of your course work.

Read and understand the Allegheny College Honor Code, (see [The Compass: Student Handbook](#)). The Honor Code is in effect for all assignments and work done in this course. **All submitted work should include the student's signature and the phrase: "This work is mine unless otherwise cited."** Plagiarism and other forms of intellectual dishonesty will not be tolerated.

Disability Concerns: Students with disabilities who believe that they may need accommodations in this class are encouraged to contact Disability Services at (814) 332-2898. Disability Services is part of the Learning Commons and is located in Pelletier Library. Please contact that office as soon as possible to ensure that such accommodations are implemented expeditiously.

Religious Accommodation: If you need to miss class due to a religious observance, please speak with me in advance to make arrangements to cover material from that day. For further information, see <http://sites.allegheny.edu/religiouslife/religious-holy-days>

Classroom Decorum: Students are expected to treat one another and the professor courteously, listen attentively, and maintain a respectful attitude even toward views with which they disagree. Please turn off the ringer on your cell phones during the class meeting. **Personal Electronic Devices are not permitted in class.**