

HINE 109: History of the Ottoman Empire (1300-1800)

Prof. Nir Shafir

Syllabus v. 1.2.0 (14 Jan 2017)

Winter Quarter 2017

Tuesdays and Thursdays, 12:30-1:50, Pepper Canyon Hall 121

Office: H&SS 4084

Office Hours: Tuesday and Thursday, 2:00-2:50pm

The Ottoman Empire ruled over the Middle East and the Balkans for over six centuries. This course examines the rise of the empire from the frontiers of medieval Anatolia and the Balkans to its global expansion and restructuring. Students will study how the political, economic, and social structure of the empire transformed the lives of all the inhabitants of the Middle East.

By the end of our course, students will be able to:

1. Value the study of the pre-modern Middle East and understand how the history of the pre-modern Middle East continues to influence events and perceptions of the Middle East in the present day.
2. Summarize and synthesize the knowledge of the class in a written format (i.e. test).
3. Use knowledge of Islamic history to critically evaluate presumptions about Islam and Muslims today and identify the variety of Islamic practice present in the past.
4. Familiarize themselves with audio production and recording by producing a short audio recording of an "ID" for the OHPedia. Critique audio podcasts both for content but also for technical production.
5. Familiarize themselves with the geography and cultures of the Middle East.
6. Understand how historically different cultures had different notions of gender, labor, slavery, and religious difference and compare them to contemporary societies.

Course Prerequisites: None

Course Credits: 4

Required Learning Materials: You need access to a computer and internet to access both the readings and the podcasts.

GRADING:

Participation: 10%

Map Quiz: 5% (19 JAN 2017)

Podcast Assignments: 20% (VARIABLE DUE DATES)

Midterm: 30% (9 FEB 2017)

Final: 35% (21 MAR 2017)

The grading is based on a combination of participation, tests (a mid-term and a final), and completion of podcast assignments.

Note on the Podcast Assignments

The podcasts are an integral part of the course. I have assigned nine podcasts throughout the course of the class. Each podcast is a 30 to 50 minute interview with a active historian about his or her research. I ask students to engage with podcasts in four different ways.

- 1) Content: The content of the podcast is often material that is not present in the readings and they will be the basis of some test questions. At the same time, the interview format will hopefully make the information more accessible and appealing than a simple reading.
- 2) Feedback: Myself and the other editors at the OHP team are constantly trying to improve the podcast. We want your feedback on the podcasts. For this reason, I have created a podcast worksheet that you need to complete for *7 of the 9* podcasts. The worksheets should also help you focus on the content and the arguments of the podcasts. The podcast worksheets are due at variable times during the quarter, often before tests or discussions.
- 3) Discussion: Some of the podcasts form the basis of classroom discussions, such as those on slavery or the environment. The due dates for those are the night before the pertinent lecture. Please come to class having listened to those podcasts.
- 4) Content Creation: You, the student, will also take part in the creating material for the podcasts. In groups of two to three students, you will chose one of the IDs from the list of identification questions for the final. Your group will then draft a short 100-200 word answer and turn it in to me. I will return your answer, with edits and corrections. You will then record, on a professional microphone, your definition. This will then go on the Ottoman History Podcast's OHPedia page where it will form an audio glossary to the site. Many of the IDs on the test will come from this set of recordings, so all you have to do to review is listen to these pieces.

Grade Dissemination:

Example: Grades from assignments and tests will be made avaialbe 1-2 weeks following the exam. Midterm exams and maps will be returned in class. Final exams will be returned upon request. Podcast assignments will be graded as complete or incomplete. You can access your scores at any time using the Grade Book function of our University

Late Work Policy: There are no make-ups for podcast assignments, quizzes or exams. I do not accept late work. The University Learning Management System will be configured to accept completed assignments up to the midnight of the due date and then it will not accept submissions. I will share complete information on assignments to allow ample time for completion if you do not procrastinate. Please respect my time and your colleagues'; plan ahead and submit on time so that we can all progress through this learning experience together.

Grades of "Incomplete":

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

Rewrite Policy:

None of the assignments are essays that have a possibility of rewrites.

Appropriate, Relevant and Meaningful Technology:

When I was a student, I took my notes on my laptop. I know that many students do this, and so I am not going to ban laptops from the classroom as some professors do. Laptops and mobile phones are allowed in the classroom and I expect you to use them during the course of the class to participate in polls and discussions. We will also hopefully be testing the MESH app in the course. If you do not want to use a computer or phone during class, please contact me and we will find a solution.

At the same time, I recognize that the distractions of the internet and social media can seriously impede learning and focus. I highly encourage you to put away your computer, especially when doing the reading for this course or listening to the podcasts. You will find your ability to concentrate and remember much improved.

I will not be podcasting or filming my lectures. The powerpoint presentations will not be shared.

I will try to answer emails *with 48 hours during the school week*. Please do not expect instantaneous answers.

Disability Access

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. Contact the OSD for further information: 858.534.4382 (phone) | [osd@ucsd.edu\(email\)](mailto:osd@ucsd.edu) | [http://disabilities.ucsd.edu\(website\)](http://disabilities.ucsd.edu)

Title IX Compliance

The University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the Counseling Center.

The Office for the Prevention of Harassment & Discrimination (OPHD) provides assistance to students, faculty, and staff regarding reports of bias, harassment, and discrimination. OPHD is the UC San Diego Title IX office. Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Students have the right to an educational environment that is free from harassment and discrimination.

Students have options for reporting incidents of sexual violence and sexual harassment. Sexual violence includes sexual assault, dating violence, domestic violence, and stalking. Information about reporting options may be obtained at OPHD at (858) 534-8298, ophd@ucsd.edu or <http://ophd.ucsd.edu>. Students may receive confidential assistance at CARE at the Sexual Assault Resource Center at (858) 534-5793, sarc@ucsd.edu or <http://care.ucsd.edu> or Counseling and Psychological Services (CAPS) at (858) 534-3755 or <http://caps.ucsd.edu>.

Students may feel more comfortable discussing their particular concern with a trusted employee. This may be a student affairs staff member, a department Chair, a faculty member or other University official. These individuals have an obligation to report incidents of sexual violence and sexual harassment to OPHD. This does not necessarily mean that a formal complaint will be filed. If you find yourself in an uncomfortable situation, ask for help.

Attendance Policy: I will not be taking attendance in class but students who do not attend lectures will find it difficult to follow the class and pass the tests. If you are absent and would like to be filled in on what you missed, I suggest you ask another student for their notes. At the same time, I expect students to participate in class and will be grading them on participation in classroom discussions. When discussing, we will create an active, open environment, which encourages diverse thought and comments. We strive to create evidence-based arguments and attack the idea, never the person. *I also ask that you come to my office hours for at least ten minutes within the first three weeks of the class.*

Professionalism Policy: Please attend to all university policy and classroom etiquette procedures. Those not heeding the policies will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time, be attentive, and respectful for all class meetings. Students who habitually disturb the class by talking, arriving late or other unprofessional behavior may suffer a reduction in their final class grade. **Please do not eat food during class, though you may drink beverages.**

University Policy on Integrity of Scholarship

The Policy on Integrity of Scholarship aims to encourage and maintain the highest ethical standards in research. The policy reaffirms the University's commitment to integrity: Integrity is essential for an academic community. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. Instructors, for their part, will exercise care in planning and supervising academic work, so that honest effort will be upheld. It is against policy to submit the same paper for credit in more than one course (<http://senate.ucsd.edu/manual/appendices/appendix2.pdf>).

One-on-One Tutoring

Student Support Services and the Academic Achievement Program offer free, one-on-one tutoring for all undergraduate students. Tutoring services are designed to guide students to the point at which they become independent learners, no longer needing a tutor. Subjects tutored include, but are not limited to: biology, chemistry, math, nursing, English, etc. The tutoring corps consists of trained Peer and Professional Tutors. Tutoring is available by appointment only. Tutoring takes place in the Student Support Services building during the hours of 9:00 am to 5:00 pm, Monday through Friday.

Religious Observances

Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith.

SCHEDULE

WEEK 1

10 JAN 2017: Introduction

12 JAN 2017: Mongols and Byzantines

1. Burbank, Jane & Cooper, Frederick, "The Mongol Empires" in *Empires in World History*, Princeton: Princeton University Press, 2010, pp. 93-115
2. Imber, Colin, *The Ottoman Empire, 1300-1650: The Structure of Power*, New York: Palgrave Macmillan, 2002, pp. 1-8

PRIMARY SOURCE

3. Ibn Khaldun & Rosenthal, Franz (tr.), *Muqaddimah*, pp. 123-142, 242-257

PODCAST: [Foodways in Medieval Anatolia](#) with Nicolas Trepanier ([Worksheet](#) **DUE 21 JAN 2017**)

WEEK 2

17 JAN 2017: The Religious Landscape of Medieval Anatolia

1. Karamustafa, Ahmet T., *God's Unruly Friends: Dervish Groups in the Islamic Middle Period 1200-1550*, Salt Lake City: University of Utah Press, 1994, pp. 1-23
2. Vryonis, Speros, "Nomadization and Islamization in Asia Minor," *Dumbarton Oaks Papers*, 29 (1975), pp. 41-71.

19 JAN 2017: Gaza, Jihad, or Integration

MAP QUIZ (last ten minutes of class)

3. Balivet, Michel. "The Long-Lived Relations between Christians and Moslems in Central Anatolia: Dervishes, Papadhes, and Country Folk, pp. 313-24.
4. Inalcik, Halil. *The Ottoman Empire: The Classical Age, 1300-1600*. New York: Praeger Publishers, 1973, pp. 5-16
5. Lowry, Heath W. *The Nature of the Early Ottoman State*. Albany: State University of New York Press, 2003. pp. 1-13

PRIMARY SOURCE

6. Lewis, G. (tr.), "The Story of Kan Turali", *The Book of Dede Korkut* 117-32.

7. Armenian love poem of “Yovhannes and Asa” in Russell, James R. “Yovhannēs T’Ikuranc’i and the Mediaeval Armenian Lyric Tradition.” pp. 112-6

PODCAST: [Alevi in Ottoman Anatolia with Ayfer Karakaya-Stump](#) ([Worksheet](#) DUE 21 JAN 2017)

WEEK 3

24 JAN 2017: A New Capital

1. Necipoğlu, Gülrü, “From Byzantine Constantinople to Ottoman Kostantiniyye: Creation of a Cosmopolitan Capital and Visual Culture under Sultan Mehmed II” in *From Byzantium to Istanbul: 8000 Years of a Capital*, Istanbul: Sakip Sabanci Museum, 2010, pp. 266-277
2. Necipoğlu, Nevra, *Byzantium between the Ottomans and the Latins*, Cambridge: Cambridge University Press, 2009, pp. 18-38

25 JAN 2017: FORM GROUPS of 2-3 STUDENTS, CHOOSE AN ID FROM THE LIST

26 JAN 2017: Imperial Consolidation

3. İnalcık, Halil, *The Classical Age*, pp. 55-118.
4. Kastiris, Dimitris. “Conquest and Political Legitimation in the Early Ottoman Empire.” In *Byzantines, Latins, and Turks in the Eastern Mediterranean World after 1150*, edited by Jonathan Harris, Catherine Holmes, and Eugenia Russell, 221–45. Oxford: Oxford University Press, 2012.
5. Terzioğlu, Derin, “Sufis in the age of state building and confessionalization” in Christine Woodhead, ed. *The Ottoman World*, New York: Routledge, 2012, pp. 86-101

PRIMARY SOURCES

6. Fleischer, Cornell “Of Gender and Servitude, ca. 1520: Two Petitions of the Kul Kızı of Bergama to Sultan Süleyman” *Arab Historical Review for Ottoman Studies*, 37-38 (Dec. 2008), pp. 143-151
7. The Rise of the Ottomans” in Bernard Lewis, *Islam*
8. Kritovoulos & Charles T. Riggs (tr.), *History of Mehmed the Conqueror*, 3-6, 9-22, 51-89

PODCAST: [Picturing History at the Ottoman Court](#) with Emine Fetvacı ([Worksheet](#) DUE 3 FEB 2017)

WEEK 4

31 JAN 2017: Global Expansion

1. Hess, Andrew, "The Ottoman Conquest of Egypt (1517) and the Beginning of the Sixteenth-century World War" *International Journal of Middle East Studies*, 4:1 (Jan 1973), pp. 55-76
2. Imber, Colin, *The Ottoman Empire*, pp. 252-286

FEB 2 2017: Law and Art

3. Imber, Colin, *The Ottoman Empire*, pp. 216-251
4. Inalcik, Halil, "State and Ideology under Suleyman" in *The Middle East and the Balkans under the Ottoman Empire*, Bloomington, IN (1993)
5. Necipoğlu, Gülrü, "A Kanun for the State, A Canon for the Arts: Conceptualizing the Classical Synthesis of Ottoman Art and Architecture."

PODCAST: [Caliphate: an idea throughout history](#) with Hugh Kennedy ([Worksheet](#) **DUE 3 FEB 2017**)

WEEK 5

7 FEB 2017: Slavery and Labor

1. Beckert, Sven, "Slavery and Capitalism," *The Chronicle of Higher Education*, 12 Dec 2014, <http://www.chronicle.com/article/SlaveryCapitalism/150787/>
2. Wilkins, Charles, "Masters, Servants, and Slaves" in Christine Woodhead (ed.), *The Ottoman World*, pp. 291-306
3. Zilfi, Madeline, *Women and Slavery in the Late Ottoman Empire*, pp. 96-151

PODCAST: [Slavery and Manumission in Ottoman Galata](#) with Nur Sobers-Khan ([Worksheet](#) **DUE 6 FEB 2017**)

Feedback session with Jace Hargis at the end of the class.

9 FEB 2017: Midterm

WEEK 6

14 FEB 2017: Decline?

1. Lewis, Bernard "Ottoman Observers of Ottoman Decline" *Islamic Studies*, 1:1 (Mar. 1962), pp. 71-87
2. Kafadar, Cemal. "The Question of Ottoman Decline." *Harvard Middle Eastern and Islamic Review* 4, no. 1-2 (1998 1997): 30-75.
3. Ursinus, Michael, "The Transformation of the Ottoman Fiscal Regime, c. 1600-1850" in Christine Woodhead, ed., *The Ottoman World*, pp. 423-435

16 FEB 2017: Political and Religious Rebellion

1. Oktay, Özel, "The reign of violence: the *celalis* c. 1550-1700" in Christine Woodhead, ed., *The Ottoman World*, pp. 184-203
2. Zilfi, Madeline C., "The Kadızadelis: Discordant Revivalism in Seventeenth Century İstanbul", *Journal of Near Eastern Studies* 45:4 (1986), pp. 251-69

PRIMARY SOURCES

3. Ahmad ibn Abd al-Qadir al-Rumi & Yahya Michot (tr.) -- *Against Smoking: an Ottoman manifesto*, Oxford: Interface Publications, 2010, pp. 45-70
4. Kâtib Chelebi. *The Balance of Truth*. Translated by G. L. Lewis. London: George Allen and Unwin Ltd, 1957, pp. 42-46, 50-64, 89-96.

18 FEB 2017: DRAFT TEXT of IDs DUE

WEEK 7

21 FEB 2017: Environment

1. Kelley, Colin P., Shahrzad Mohtadi, Mark A. Cane, Richard Seager, and Yochanan Kuchnir. "Climate Change in the Fertile Crescent and Implications of the Recent Syrian Drought." *PNAS* 112, no. 11 (March 17, 2015): 3241-46.
2. Selby, Jan, and Mike Hulme. "Is Climate Change Really to Blame for Syria's Civil War?" *The Guardian*, November 29, 2015, <https://www.theguardian.com/commentisfree/2015/nov/29/climate-change-syria-civil-war-prince-charles>.
3. White, Sam, "The Little Ice Age Crisis in the Ottoman Empire", in *Water on Sand*, pp. 71-90.

PODCAST: Ottoman Iceland with Alan Mikhail ([Worksheet](#) DUE 20 FEB 2017)

23 FEB 2017: Gender

4. Peirce, Leslie, *The Imperial Harem*, Oxford: Oxford Univ. Press, 1993, pp. 113-149
5. Tug, Basak, "Ottoman Women as Legal and Marital Subjects", in Christine Woodhead (ed.) *The Ottoman World*, pp. 362-377

WEEK 8

28 FEB 2017: Urban life

1. Hamadeh, Shirine, *The City's Pleasures: Istanbul in the Eighteenth Century*. Seattle: University of Washington Press, 2008, pp. 110-138
2. Hattox, Ralph, *Coffee and Coffeehouses: The Origins of a Social Beverage in the Medieval Near East*, Seattle: University of Washington Press, 1985, pp. 72--111.
3. Varlik, Nukhet, "Conquest, Urbanization, and Plague Networks" in Christine Woodhead (ed.), *The Ottoman World*, pp. 251-263.

PODCAST: [The Sociopolitical World of Ottoman Hamams](#) with Nina Ergin ([Worksheet DUE 1 MAR 2017](#))

PODCAST: [Naked Anxieties in the Baths of Ottoman Aleppo](#) with Elyse Semerdjian ([Worksheet DUE 1 MAR 2017](#))

2 MAR 2017: Non-Muslim Subjects

1. Braude, Benjamin, "Foundation Myths of the Millet System," in Braude (ed.), *Christians and Jews in the Ottoman Empire*:14, pp. 69-88
2. Masters, Bruce Alan. *Christians and Jews in the Ottoman Arab World: The Roots of Sectarianism*. New York: Cambridge University Press, 2001, p. 16-40
3. Tezcan, Baki, "Ethnicity, race, religion and social class: Ottoman markers of difference" in Christine Woodhead, ed., *The Ottoman World*, pp. 159-70.

PRIMARY SOURCE:

4. Lady Mary Wortley Montagu & Teresa Heffernan & Daniel O'Quinn (eds.), *The Turkish Embassy Letters (1763)*, Peterborough: Broadview Press, 2012 (selections)

4 MAR 2017: FINAL RECORDING OF IDs DUE

WEEK 9

7 MAR 2017: New Trading Connections

1. Eldem. Ethem, "Capitulations and Western Trade" in Suraiya Faroqhi (ed.), *The Cambridge History of Turkey*, Vol. 3, pp. 283-334
2. Faroqhi, Suraiya, *Artisans of Empire*, London: I.B. Tauris, 2009, pp. 65-85, 108-128
3. Kafadar, Cemal, "The City that Ralamb visited: The political and cultural climate of Istanbul in the 1650s", in Karin Adahl, ed., *The Sultan's Procession: The Swedish embassy to Sultan Mehmed IV in 1657-1658 and the Ralamb paintings*, Istanbul: Swedish Research Institute in Istanbul, 2006, pp. 58-73

9 MAR 2017: Local rulers and rebellion

1. Quataert, Donald, *The Ottoman Empire, 1700-1922*, Cambridge: Cambridge University Press, 2005, pp. 37-53
2. Yaycioglu, Ali, "Provincial power-holders and the empire in the late Ottoman world: conflict or partnership?" in Christine Woodhead, ed., *The Ottoman World*, pp. 436-453

PRIMARY SOURCE

3. Evliya Çelebi. *An Ottoman Traveller: Selections from the Book of Travels of Evliya Çelebi*. Translated by Robert Dankoff and Sooyong Kim. London: Eland, 2010. (selections)

PODCAST: Nouveau Literacy in the 18th Century Levant with Dana Sajdi (Worksheet DUE 13 MAR 2017)
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WEEK 10

14 MAR 2017: Late Eighteenth Century Reforms

1. Shaw, Stanford J. *The History of the Ottoman Empire, Vol. II*, pp. 1-54
2. Philliou, Christine. "The Paradox of Perceptions: Interpreting the Ottoman Past through the National Present." *Middle Eastern Studies* 44, no. 5 (2008): 661-75.

16 MAR 2017: The Destruction of the Janissaries

PRIMARY SOURCE

3. Palavestra, Vlado. *Legends of Old Sarajevo*. Translated by Mario Susko and William Tribe. Sarajevo, 1987. (selections)

FINAL: Tuesday, March 21, 2017: 11:30 AM-2:30 PM