

The Ottoman Empire and Early Modern Europe

Emory University HIST 489R-001

Thursdays, 2:30-4:30pm, Cox Computer Classroom 230B

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Office hours: Thursdays, 10-12, Bowden Hall 217, or by appointment

This seminar explores the parallel histories of early modern Europe and the Ottoman Empire, from the mid-fourteenth century to the late eighteenth. We will look at primary and secondary sources, and conduct individual and group research. The objectives of this seminar are to teach you some important lessons in European and Ottoman history, to help you understand how historians work (asking good questions, choosing sources, presenting powerful arguments, etc.), and to make you better writers.

Grading:

The maximum number of points you may earn for this course is 1000. Grading will be distributed in the following manner:

Attendance and Participation – 400pts

Final paper – 600pts (see breakdown below)

Your final grade will be determined by your points balance as of 12/20/12, according to the following key: above 940 points: A; 900-939: A-; 860-899: B+; 820-859: B; 785-819: B-; 760-784: C+; 710-759: C; 690-709: C-; 660-689: D+; 600-659: D; less than 600: F.

You will not receive a final grade lower than what your total number of points is worth according to the key above, but I may decide to give you a higher grade.

Requirements:

1. Attendance – you are expected to show up to all classes on time. I treat our classes as if they were a personal appointment with each one of you, and expect you to do the same. If you cannot come to class, or need to arrive late or leave early for whatever reason, please be responsible enough to e-mail me *in advance* to let me know about it. Since we only meet once a week, you need to do everything you can to avoid missing class or parts of it. You will have 1 grace absence during the semester. Your grade will begin to suffer from the 2nd absence, or the third time you arrive late or leave early, and you will automatically receive an F grade for the course once you have reached 5 absences or 7 late arrivals/early departures. Since this class meets 14 times, every absence from #2 on will cost you 28 points. There are no exceptions to this policy and no “excused” absences that do not count. You are advised to use your grace absence wisely, including for illness. If

there are very special circumstances that you believe require an exception to this rule, please come see me and I will do my best to accommodate you.

2. Participation – as a seminar, this course is based mostly on your participation. The structure of this course, as explained below, is untraditional: you will have weekly assignments that resemble riddles and detective work, not specifically assigned texts to read. Therefore, your participation is essential to the success of this course. On most weeks, I will give an introduction to that week's topic, but most of the time will be left for discussion.

Please note that engaging in activities that clearly project that you have no interest in participating in class, such as texting (even when done under the desk), posting a status update on facebook, tweeting, or using any electronic device for purposes not related to class, will result in reduction of your participation grade.

3. Final paper – the main project you will be working on throughout the semester is a research paper on a topic of your choosing that is related to our course's general theme (that is, it will have to be somewhat related to the Ottoman Empire and Europe, or the Mediterranean in general).

Your paper will have to present original questions and arguments (i.e. something no one has done yet and that could potentially be presented at a conference or published). As such, your paper will have to be based at least in part on primary sources (which could be in translation, and which, depending on your topic, I can help you acquire). You will need to use at least 10 different sources, of which 4 must be primary ones. Length range: 12 to 25 double-spaced pages, printed in Times New Roman font size 12. You will be writing this essay in stages and in consultation with me, and your peers in class. Every stage is crucial for establishing a healthy writing process, and your grade for the entire paper will be composed of completing the different stages, which will be:

- a. Discuss and decide a topic with me – you must meet with me at least once to discuss your paper's topic, the questions you'd like to raise, why anyone should care about them, and what sources you plan to use. I encourage you to meet with me more than once, as part of this stage in the assignment requires you to conduct some initial research to find sources for your paper.

Deadline to complete this part (research topic approved by): 10/4/2012 at noon. Maximum points you may earn: 50

- b. Submit first draft of paper – your first draft should have all your main points already formulated and clearly laid out. It may be missing some footnotes and a section or two. The more developed your draft is, the more constructive feedback I can give you.

Deadline: 10/25/2012 at noon. You will receive your drafts back with my comments the week after. Maximum points: 100.

- c. Submission for peer-review – you will submit a version of your essay that takes my comments into consideration for peer review. That version should not have your name on it as we use a double-blind review process just like the real world of academic publishing. In class, you will

receive a copy of another student's paper and will be asked to provide comments (I will give detailed instructions on how to do that).

Deadline to submit essays for peer-review: Monday, 11/12/2012, at noon. Blind essays will be distributed in class on Thursday, 11/15/2012, and your comments on them due 2 weeks later, 11/29/2012. Maximum points: 100.

e. Submission of final version – due on or before Monday, 12/17/2012 at noon. Maximum points: 350.

I will only accept electronic submissions via email in .doc, .docx, .ord, .rtf, or .txt formats (no PDFs).

Miscellaneous things you should know:

1. A main goal of this course is to make you excellent writers. How much work you will need to put into this depends on your background, and on how well you already write. You should know that I care a lot about writing and will help you achieve this goal of the course. I have a website dedicated to improving college students' writing skills (<http://www.writingmaster.net>). The website has all the information you may need on grammar, style, punctuation, and citing sources, and throughout the semester we will discuss some of those issues in class. When grading your written work, I will assume you are familiar with the rules described on this website, and with the general principles of academic writing. If you use facebook, I suggest you "like" this site and follow it to receive occasional writing and academic tips. If you find it useful, feel free to spread the word and share this resource with your friends. It is free to use.
2. I have zero tolerance for academic integrity violations, and especially plagiarism. The rules of how to use sources properly are explained in the website I mentioned above, and we will go over them in class as well. Not knowing or understanding the rules will not exempt you from the need to follow them, so make sure that you do. Even the slightest suspicion of plagiarism, cheating in the form of copying the work of another student, or having someone write a paper for you, or any other violation of academic misconduct (see http://college.emory.edu/home/academic/policy/honor_code.html for more details) will result in an automatic F grade and a report being sent to the Honor Council.
3. Emory University complies with the regulations of the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities. Students who have a disability that prevents them from fully demonstrating their academic skills should contact me as soon as possible to discuss arrangements that can ensure full participation and facilitate their learning experience. All information will be held in strict confidence.

Course Schedule:

Unlike most courses, I will not provide you with a schedule of texts to read. Instead, at the end of each class you will receive instructions for next week's class. These will include questions you will need to answer, and your responses shall serve as the basis for the following week's

assignments. Most questions will require you to do some research, in the library, online, or in unconventional places. Through your weekly research tasks, you will face problems and challenges historians often confront in their research. These include reading and analyzing hand-written primary sources, and figuring out the meaning of texts in a language you don't know, or know little of. To successfully complete the weekly tasks for this course, you will need to think outside the box, be creative, patient, thorough, and willing to test your intellectual abilities to their limits.

Rules for completing weekly assignments:

1. Use any source you want to resolve a question/problem. Bear in mind that some sources are “stronger” than others (primary better than secondary, books better than random websites, etc.). In class, you will have to tell us the source for each piece of information you provide. The more creative and meticulous you were with finding good sources, the better the reward.

Note on Wikipedia: You may use Wikipedia as much as you want as general reference, but you cannot claim it as the source of information you present in class. The same goes for blogs.

Remember: You may only cite/mention a source you have seen with your own eyes, not one quoted by another. This means that if a Wikipedia article or any website cites a book or an article, you must physically see a copy to be able to claim it as your source in class or in your final paper.

2. Work alone or with others, whatever works for you. Collaborative work is fine, as long as you do the work too and not only copy from others (avoid the latter by all means – I can easily tell if you know what you're talking about).
3. Ask others for help. Your sources will be mostly in written form, but from time to time you will discover that consulting other people – professors, librarians, friends in other majors – is useful. When that is the case, go for it.
4. Read. To find a good (i.e. historically accurate *and* creative) answer you will need to read a lot. You might be able to get away with little reading at first, but remember that assignments build up on knowledge acquired in previous weeks. What to read and how much of it depends on you, but the general list of sources below should get you started.
5. Dig. I expect more than standard answers. What you discover should inspire you to look further into relevant questions I did not ask explicitly. The answer to these untold questions can sometimes be found in the book(s) sitting on the shelf right next to the one you were just using, so always take a look around. The more creative you get, the better.

Sources:

a. Background literature

Here's a list of some useful resources on the Ottoman Empire and Early Modern Europe. Since we all have different backgrounds, you may find that you need to complement yours by further reading. Always feel free to email me for suggestions on any topic. Until you do, these books will help you get started (Woodruff/Pitts Library call numbers in brackets):

Ottoman History

Stephan Dale, *The Muslim Empires of the Ottomans, Safavids, and Mughals* (Cambridge: Cambridge University Press, 2010) [DS292 .D35]

Suraiya Faroqhi, *Subjects of the Sultan: Culture and Daily Life in the Ottoman Empire* (London: I.B. Tauris, 2000) [DR432 .F2314]

Carter Findley, *The Turks in World History* (New York: Oxford University Press, 2005) [DS26 .F563]

Caroline Finkel, *Osman's Dream: the Story of the Ottoman Empire* (London: John Murray, 2005) [DR486 .F685]

Jane Hathaway, *The Arab Lands under Ottoman Rule, 1516-1800* (London: Pearson-Longman, 2008) [DS38.8 .H38]

Colin Imber, *The Ottoman Empire, 1300-1650: the Structure of Power* (New York: Palgrave, 2002) [DR486 .I63]

Donald Quataert, *The Ottoman Empire, 1700-1922* (Cambridge: Cambridge University Press, 2000) [DR485 .Q37]

Donald Quataert and Halil Inalcik (eds.), *An Economic and Social History of the Ottoman Empire* (New York: Cambridge University Press, 1994) [HC492 .E295]

Early Modern Europe

Elizabeth Eisenstein, *The Printing Revolution in Early Modern Europe* (Cambridge: Cambridge University Press, 2005) [Z124 .E374]

Euan Cameron, *Early Modern Europe: an Oxford History* (Oxford: Oxford University Press, 1999) [D228 .E187]

Euan Cameron, *The European Reformation* (Oxford: Oxford University Press, 2012) [Pitts Library, BR305.3 .C365] – the earlier, 1991 edition is also available

Handbook of European History, 1400-1600: the Late Middle Ages, Renaissance, and Reformation (Leiden: Brill, 1994) [D203 .H36 – available in Woodruff and Pitts]

Robert Jutte, *Poverty and Deviance in Early Modern Europe* (Cambridge: Cambridge University Press, 1994) [HV6174 .J88]

Michael Mollat, *The Poor in the Middle Ages: an Essay in Social History* (New Haven: Yale University Press, 1986) [HN11 .M6413]

D. H. Pennington, *Europe in the Seventeenth Century* (London: Longman, 1989) [D246 .P446]

Philip Ziegler, *The Black Death* (Phoenix Mill, Gloucestershire: Sutton Pub. 1997) [RC178 .A1 Z5 1997]

b. Books and articles found on Blackboard

A number of books and articles about the Ottoman Empire that the library doesn't own or that you might want to use frequently will be available on Blackboard. Go to the *content* section to browse the list, which will be expanded as the semester progresses.

c. Electronic resources (via library website):

1. Dissertations and Theses (search for “dissertation” under “databases”) provides access to doctoral dissertations from all over the US and abroad. Dissertations are a good way to look at cutting edge research that has not yet been published.
2. Eighteenth Century Collections Online (search for “eighteenth”) offers thousands of books and pamphlets published in the 18th century. Fully searchable.
3. Eighteenth Century Journals – same idea, but for journals and newspapers.
4. Encyclopaedia of Islam (note spelling for encyclopaedia) is still the leading reference work about the Muslim world. If you were not sure about something you read on Wikipedia, this would be the place to check.
5. Index Islamicus – an index of all publications on the world of Islam in western languages since the early 1900s.
6. Encyclopaedia Britannica online – the online version of the famous encyclopedia. A good place to verify details such as names, places, and dates.
7. Oxford Dictionary of National Biography – has biographies for English people going back several centuries. We will be exploring English involvement in the Ottoman Empire, and when we do, this may turn out to be a valuable resource.

6. Recommended Wikipedia articles (search Wikipedia for the following terms):

a. Ottoman Empire

Ottoman Empire

List of sultans of the Ottoman Empire (and the links to individual sultans from the list)

List of Ottoman Grand Viziers

Rise of the Ottoman Empire

Fall of Constantinople

Battle of Lepanto

Mamluk Sultanate (Cairo)

Safavid Dynasty

Ottoman Greece

Egypt Eyalet

Janissary

b. Early Modern Europe

Black Death

Bubonic Plague

Renaissance

Italian Renaissance

History of Printing

Protestant Reformation

Counter-Reformation

Scientific Revolution

Age of Enlightenment