**PROPOSED SYLLABUS: HISTORY 3NNN: THE OTTOMAN EMPIRE, 1300-1800**

**2014. . . . COURSE NUMBER . . . .**

**website: http://carmen.osu.edu**

**Instructor:** C. V. Findley, findley.1@osu.edu

Office Hours: F, 10:15-11:30 & by appt., 238 Dulles Hall, 292-5404

**COURSE OBJECTIVES**

The Ottoman Empire was the longest-lasting Islamic empire and the only one to figure as a major power in the history of both Europe and the Islamic world. This course traces the history of the empire from its origins as an obscure band of frontier warriors, to the highpoint of its geopolitical power in the sixteenth century, and on to its further evolution as an increasingly complex and peaceful society, down to the opening of the period of European imperialism and rapid change (roughly 1800).

This course considers not only the Ottomans’ political power, but also those economic, social, and cultural factors that helped explain that power and gave the empire such a distinctive place in the annals of Europe as well as of the Islamic world. The course also examines the Ottoman Empire as a case from which to study the developmental dynamics of patrimonial sociopolitical systems in general.

**Historical Study: Expected Learning Outcomes**

History courses develop students’ knowledge of how past events influence today’s society and help them understand how humans view themselves.

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.

2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.

3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

For history majors, this course fulfills the Global category; post-1750 and PCS (Power, Culture, and Society) and CCE (Colonialism and Comparative Empires) for constellations.

**ASSIGNMENTS: READINGS**

The following books are required and have been ordered through SBX (list continues on p. 2):

Esposito, John, *Islam, the Straight Path*, Oxford, 1991

Evliya, *The Intimate Life of an Ottoman Statesman: Melek Ahmed Pasha (1588-1662) as Portrayed in Evliya Çelebi’s Book of Travels*, trans. Robert Dankoff, SUNY Press, 1991

Imber, Colin, *The Ottoman Empire, 1300-1650: The Structure of Power*, Palgrave Macmillan pb, 2002

Hathaway, Jane, *The Arab Lands under Ottoman Rule, 1516-1800*, Pearson Longman, 2008

Peirce, Leslie, *The Imperial Harem: Women and Sovereignty in the Ottoman Empire*, Oxford pb,1993

Judith E. Tucker, *In the House of the Law: Gender and Islamic Law in Ottoman Syria and Palestine*, University of California Press, 1998

A request has been made to place all these titles on closed reserve in the Thompson Main Library. Do not count on the reserve room for more than a backup for occasional short-term use. Some of these titles may also be available as e-books.

**ASSIGNMENTS: PAPER ON EVLIYA ÇELEBI,**

***THE INTIMATE LIFE OF AN OTTOMAN STATESMAN***

Due at the beginning of class on the **Tuesday, 27 November at the start of class.**

The “Travel Book” (*Seyahat-Name*) of Evliya Çelebi (1611-1682) is the most voluminous travel narrative known by any Muslim author. The work is extremely important in both historical and literary terms. The fact that Evliya lived through some of the most turbulent events of the mid-seventeenth century gives his work the added value of an eye-witness account. Robert Dankoff, the scholar who has taken the leading role in studying the original manuscripts and making them available to modern readers, introduces us in *The Intimate Life* to the topic of greatest human interest: Evliya’s relationship with his much-loved patron and benefactor, Melek Ahmed Paşa.

Evliya portrays Melek Ahmed Paşa, as an ideal example of what a member of the slave military elite, the “slaves of the gate,” could become, even in the seventeenth century, when not everyone still honored that ideal. To a great extent, Evliya makes his point by setting up night-and-day comparisons among two men and two women. In your paper compare and contrast these four individuals, Melek Ahmed, İpşir Mustafa, Kaya Sultan, and Fatma Sultan, as positive and negative examples of what Ottoman men and women of high standing ought--or ought not--to be and do. The value judgments that shape Evliya’s idealized role concepts are grounded in tensions of the times over issues of centralization versus decentralization in imperial governance. As you analyze *The Intimate Life* and write your paper, also draw on your other readings, notably the Imber book, to put Evliya’s account into historical persepective.

In preparing to write about this topic, read the entire book, think about it carefully, and made a serious effort to draw from it all the evidence that best supports your points. You will need to quote from the book, refer to specific passages in it, and place the page number you quote from at the end of the quotation. You should be able to complete your paper in about 6 print pages (12-point font, double spaced), not over 8. Submit your paper in print form, not electronically.

**COURSE REQUIREMENTS AND GRADING**

Attendance and participation (including quizzes and occasional homework): 20 percent

Midterm examination: 20 percent

Paper assignment: 30 percent

Final examination: 30 percent

Regular attendance and participation are essential parts of the course. Attendance may be taken and quizzes may be given at any time.

Here are the grade breakdowns:

A: 92.6 and above; A-: 89.6-92.5; B+: 87.6-89.5; B: 82.6-87.5; B-: 79.6-82.5; C+: 77.6-79.5; C: 72.6-77.5; C-: 69.6-72.5; D+: 67.6-69.5; D: 62-67.5; E: below 62.

**NOTE CONCERNING REGISTRATION**

All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the Chair of the Department after that time. Enrolling officially and on time is solely the responsibility of the student.

**ACADEMIC MISCONDUCT**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed, illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://sja.osu.edu/page.asp?id=1).

**DISABILITY SERVICES**

**Students with disabilities** that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; http://www.ods.ohio-state.edu.

**CLASS SCHEDULE**

**Date;** **Class Topic;** **Reading Assignment**

23 Aug. R Organization & Introduction: Turkish Timeline

28 Aug. T Islam and Islamic Timeline; Esposito (chs. 1-3 are testable)

\*30 Aug. R Anatolian Timeline, and Religious Diversity among the Ottomans

4 Sept T Debate about Ottoman Origins; Imber, ch. 1

\*6 Sept R Bursa and Edirne (visuals); start reading Evliya

11 Sept T Outline of Ottoman History, 1300-1600; Imber, ch. 2-3

13 Sept R Three Major Reigns: Mehmed II, Bayezid II, Selim I; Imber, chs. 4-5

18 Sept T Major Reigns: Süleyman I; Imber, chs.6-7

20 Sept R Suleyman Video; Hathaway, Intro. and chs. 1-2

25 Sept T Dynastic Reproductive Politics; Peirce, chs. 1-3

27 Sept R Gender and Politics through the Seventeenth Century; Peirce, chs. 4-6

2 Oct. T Women and Power; Peirce, chs. 7-9

4 Oct. R Land Tenure and the Peasantry, Peasants and Politics; Imber, chs. 5 (review) & 8

9 Oct. T Discussion (review); Evliya (Dankoff), continue

11 Oct. R **Midterm** (60 minutes)

Post-exam visuals: Loot from second Vienna Siege (1683, Karsruhe Landesmuseum)

Gudenus Panorama of Istanbul (Royal Library, Stockholm, 1710s)

16 Oct T Islamic Law and Gender (start “law game,” group exercise); Tucker, chs. 1-3

18 Oct. R Non-Elite Women and Islamic Law; Tucker, 4-conclusion

23 Oct. T Class Time for Law exercise

Images of Women, 17th-century (Rålamb album, Royal Library, Stockholm)

25 Oct. R Outline of Ottoman History, 1600-1800 ; finish Evliya

\*30 Oct. T Mehmed IV (1648-87): Testing the Limits of Ottoman Power

\*1 Nov. R Provincial Notables; Hathaway, chs. 5-6

\*6 Nov. T Society and Economy in the Arab Provinces (and Elsewhere); Hathaway, chs. 7-9

8 Nov. R Ottoman Warfare, 1500-1700

13 Nov. T Troop Movement, Provisioning, Methods of Warfare

15 Nov. R Signs of a New Era: The “Tulip Period”

20 Nov. T **Reading Day:** Work on Paper.

27 Nov. T **Papers due at the start of class.**

Cultural Brokerage: Mouradgea d’Ohsson

29 Nov. R From War to Reform: Opening of the Modern Era; catch up on readings

4 Dec. T Selim III’s New Order, Review Discussion

**FINAL EXAMINATION: TBD**