



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit	New College of Interdisciplinary Arts & Sciences		Department	School of Humanities, Arts & Cultural Studies	
Subject	HST	Number	394	Title	The Ottoman Empire and the Mediterranean (CA. 1300 - CA. 1700)
				Units:	3

Is this a cross-listed course? No
If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course N/A
Course description:

This reading and writing intensive class will explore the history of the Ottoman empire from its origins through its "classical" period, the history of east-west relations in the early modern Mediterranean, and the ways in which historians write history. Students will also engage in history writing of their own. The class will thus benefit diligent students in multiple ways. First, students will obtain an understanding of the origins and development of an empire that left a deep mark on the history not only of the Mediterranean, but also of Europe and the Near East at large. This includes studying Ottoman institutions, economic, social, cultural, and daily life. Second, students will become better equipped to understand the complexities of intercultural contact. This will be achieved by studying the commercial, political, and cultural relations between the Ottoman empire and the western world in the early modern period. Third, the history of the Ottoman empire and its relations with the west provides a particularly fruitful occasion for addressing the ways in which historians study the past because of the important political implications of much historical work on the subject. Students will thus become acquainted with the foundations of historical literacy: sources, studies, research basics, evaluation of scholarly arguments. Last, but not least, this discussion-based class presupposes a great deal of in-class participation and formal writing, which will help students hone their ability to present their own arguments, both verbally and in writing.

Requested designation: Historical Awareness-H

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

Contact information:

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/ 12/11, 7/12



ARIZONA STATE UNIVERSITY

Name Stefan Stantchev Phone 602-543-6314

Mail code 2151 E-mail: stefan.stantchev@asu.edu

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Marlene Tromp Date: 4/15/13

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

The lack of historical awareness on the part of contemporary university graduates has led recent studies of higher education to call for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of national identity and of values which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is summed up in the aphorism that he who fails to learn from the past is doomed to repeat it. Teachers of today's students know well that those students do not usually approach questions of war and peace with any knowledge of historic concord, aggression, or cruelty, including even events so recent as Nazi and Stalinist terror.

The requirement of a course which is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent such a sequence. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		<ul style="list-style-type: none"> • Courses in which there is only chronological organization. • Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor. • Courses whose subject areas merely occurred in the past. 	

Course Prefix	Number	Title	Designation
HST	394	THE OTTOMAN EMPIRE AND THE MEDITERRANEAN, ca. 1300-ca. 1700	Historical awareness

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	This class discusses the origins and the development of the Ottoman Empire, its administrative and social structures, and relations with the western world.	History is the focus of each meeting; i.e. syllabus, throughout.
2	The course examines the origins and development of Ottoman institutions (army, law, dynasty, central and provincial administration). It also examines intercultural contact in the Mediterranean, particularly between 1300 and 1600.	The syllabus as a whole. For example, Weeks 2, 3, 5, 6, and 7 examine the origins of the Ottoman polity, its early relations with the Byzantine empire, its conquest of the Balkans and Anatolia, and its conflicts with western forces. Weeks 6-7 also study the non-violent aspects of east-west contact in the Mediterranean in terms of both commercial and cultural interaction. In the process, students are exposed to, and asked to compare and contrast, sharply different approaches to the study of the past. They are also asked to address the potential political implications

		of such writing in the present.
3-4	<p>This class focuses on the development of Ottoman institutions and of Ottoman-western relations over time. Among the broader contexts that the class engages are those of the Renaissance and exploration.</p>	<p>For example, the discussion in Week 6 includes a presentation of the most influential views of the Renaissance and asks if there is any room for the Ottoman Empire in it (using Brotton, <i>The Renaissance Bazaar</i>). In week 7, we will discuss the Ottoman impact on trade in the Mediterranean in the context of Portuguese explorations in the Indian Ocean.</p> <p>Weeks 9 and 11 discuss gender in the Ottoman empire against the background of Islamic law. Weeks 9 and 14 examine Ottoman religious practices against the context of the sultan's self-representation as Islamic holy warriors and chaliphs.</p> <p>This class requires a great deal of hands-on in-class work with primary and secondary sources. The chief assignments are two revised papers: one on the historiography of a particular key problem (origins of the polity; nature of east-west contact), and one that focuses on primary sources integrated with some studies.</p>

HST 394

THE OTTOMAN EMPIRE AND THE MEDITERRANEAN (CA. 1300 – CA. 1700)

Spring 2014, Spring 2014, [Date and Time], [Location], West

Stefan Stantchev, PhD

Assistant Professor of History, HArCS

stefan.stantchev@asu.edu

Office hours:

[Date and Time] or by appointment, FAB N234

602-543-6314 (to be used only if you are running late for an appointment or similar)

I. Course Description:

This reading and writing intensive class will explore the history of the Ottoman empire from its origins through its “classical” period, the history of east-west relations in the early modern Mediterranean, and the ways in which historians write history. Students will also engage in history writing of their own. The class will thus benefit diligent students in multiple ways. First, students will obtain an understanding of the origins and development of an empire that left a deep mark on the history not only of the Mediterranean, but also of Europe and the Near East at large. This includes studying Ottoman institutions, economic, social, cultural, and daily life. Second, students will become better equipped to understand the complexities of intercultural contact. This will be achieved by studying the commercial, political, and cultural relations between the Ottoman empire and the western world in the early modern period. Third, the history of the Ottoman empire and its relations with the west provides a particularly fruitful occasion for addressing the ways in which historians study the past because of the important political implications of much historical work on the subject. Students will thus become acquainted with the foundations of historical literacy: sources, studies, research basics, evaluation of scholarly arguments. Last, but not least, this discussion-based class presupposes a great deal of in-class participation and formal writing, which will help students hone their ability to present their own arguments, both verbally and in writing.

II. Course Requirements

points (1 point = 1% of final grade):

ASSIGNMENTS/GRADE COMPONENTS:

#1. Primary Source Analysis	5	Jan TBA
#2. Scholarly Work Analysis	5	Feb TBA
#3. Paper 1 Draft (=Best Effort!)	2.5*	Feb TBA
#4. Revised Paper 1	30**	Mar TBA
#5. Paper 2 Draft (=Best Effort!)	2.5*	April TBA
#6. Oral Presentations	5	April TBA

#7. Revised Paper 2**50** May TBA**

Class Attendance

see note

Total:

100 = 100% of final grade

* = points automatically awarded upon timely submission

**See Paper Work Guide, Paper Formatting, and Paper Grading for further information (on Blackboard, under Course Information).

Attendance: except for the first occurrence, each absence not covered by applicable university regulations will reduce the final grade by 2.5 points (say, three missed classes=loss of 5 points).

LATE ASSIGNMENTS will not be accepted except when due to reasons covered by university regulations. You may be asked to provide evidence in support of your request to turn in your assignment after the date and time it was due. At the instructor's discretion, exceptions due to extraordinary circumstances may be granted on one-by-one basis.

Work that does not adhere to the assignment guidelines, for example analysis of unapproved material will receive a score of zero (0). **Work in which plagiarism is detected will receive a score of zero (0) and other, more substantial penalties, may also be assessed.** On plagiarism see the section on academic integrity below.

Grading Scale

A+	A	A-	B+	B	B-	C+	C	D	E
(4.33)	(4.00)	(3.67)	(3.33)	(3.00)	(2.67)	(2.33)	(2.00)	(1.00)	(0.00)
100- 97,5%	97- 93%	92,5- 90%	89,5- 87,5%	87- 83%	82,5- 80%	79,5- 77,5%	77- 70%	69,5- 60%	59,5 or less

Please note that the university does not award the grades of C-, D+, or D-.

TEXTS:**At ASU-West's Bookstore:**

1. Konstantin Mihailović, *Memoirs of a Janissary* (Markus Wiener Publishers, 2011). ISBN-13: 978-1558765313. 23\$.
2. Robert Dankoff, *An Ottoman Traveller: Selections from the Book of Travels of Evliya Celebi* (Eland Books, 2011). ISBN-13: 978-1906011581. 30\$
3. Rudi Paul Lindner, *Nomads and Ottomans in Medieval Anatolia* (Indiana University Uralic and Altaic Series 144, 1983). ISBN: 0-933070-12-8. 20\$.

4. Suraiya Faroqhi, *Subjects of the Sultan: Culture and Daily Life in the Ottoman Empire* (Tauris, 2005). ISBN-13: 978-1850437604. 24\$.
5. Colin Imber, *The Ottoman Empire, 1300-1650. The Structure of Power* (Palgrave Macmillan, 2002). ISBN 13: 978-0-230-57451-9. 29\$

ALL OTHER READINGS ARE AVAILABLE VIA ASU'S ON-LINE CATALOG AND/OR ON COURSE RESERVE, FLETCHER LIBRARY.

III. Attendance and Office Hours:

This course involves a great deal of hands-on work in class with sources and studies. Absenteeism will greatly diminish your chances to acquire the skills and knowledge necessary for obtaining a good final grade. **Attendance is mandatory.** You will lose 2.5 points per missed meeting except for the first occurrence prior to Spring Break, and the first occurrence after Spring Break. No exceptions without documented/allowed per university regulations reason (sickness, observance of religious holidays, university events, etc.) will be made (consult ACD 304-04: Accommodation for Religious Practices: <http://www.asu.edu/aad/manuals/acd/acd304-04.html>; ACD 304-02: Missed Classes Due to University-Sanctioned Activities: <http://www.asu.edu/aad/manuals/acd/acd304-02.html>). Two and a half points can easily be the difference between two grades.

I WILL NOT REPEAT OR POST ANY INFORMATION ON-LINE.

OFFICE HOURS: Tuesday and Thursday, 4:00 pm – 5:00 pm,
or by appointment (typically for Tuesday or Thursday), FAB N234

If you have trouble with something, say something: You are strongly encouraged to come to office hours and discuss any difficult points. Office hours, at the same time, are no substitute for individual preparation. You are required to come prepared. You must have already read and sought to understand the readings you would like to discuss.

Important note:

IN ACCORDANCE WITH UNIVERSITY GUIDELINES, YOUR PROFESSOR IS AVAILABLE TO PRIVATELY DISCUSS ANY NEEDS, INCLUDING DISABILITY ACCOMMODATIONS.

IV. CLASS GUIDELINES

By this stage in life, most students have internalized a reasonable level of basic ethics. Nevertheless, here is a simple guide for the semester.

1. **Academic Integrity:** Generally, each student is responsible to observe the college rules concerning academic integrity found at <https://provost.asu.edu/academicintegrity>. Specifically, it is required that all work submitted will be a student's own. Therefore, it is necessary to give credit to all material used in building your paper by citing all words, content, and/or ideas taken from primary and secondary works and used in your paper. Cite these upon each occasion that

you have drawn upon them (that is, it is not enough to cite a source only once in your paper if you use it on more than one occasion). It is forbidden to submit the work of another as one's own as well as to submit one's own work from another class without prior authorization by your professor. Any student found to have violated the college's academic standards will be subject to penalties. **These include, as a minimum, a significant reduction of the score for assignments in which a single plagiarized sentence is found or a score of 0 for any assignment in which more than a single plagiarized sentence is found. Potentially, plagiarism may result in exclusion from the university.**

2. Respect the Learning Environment: Avoid any action that may disturb the lecturer or other students. In case of doubt, simply consider if an action contributes to the *purpose* and *benefit* of the class as a whole. **Turn-off pagers and cell phones to prevent disrupting class.** Exceptions will be made for emergencies, such as child-care needs, or other critical issues. **Computers** are a most useful learning tool. I will not police the way you use them in class, but no points are awarded for simply being present. Hence, being physically present in class but using your computer for purposes other than working for *this* class does not have any positive effect on your final grade or provide you with any positive return to your investment in this class.

Agree to disagree: Learning can be challenging on many levels. Some issues we will discuss may be perceived as sensitive and controversial. You are asked to respect everyone's right to hold views different from your own. Vigorous debate in class that is based on the class material is a most useful learning tool. The promotion of one's personal take on a given matter through blanket, general statements, however, is of no use to the learning process and is therefore poor use of a precious resource: time. Be thoughtful: some statements may be interpreted as hostile and offensive. Finally, the goal of your instructor is to foster your knowledge of past cultures, your analytical skills, and your ability to make well-argued cases. Hence **expect your instructor to challenge any views and/or to play the devil's advocate** whenever he feels that this will foster the learning process.

Threatening Behavior: All students are expected to maintain proper conduct. Consult <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>: "Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime."

3. Email Correspondence: Throughout the semester, I will send course announcements to the class via e-mail, whenever necessary. **I will use your official college e-mail addresses only.** Please be sure that your accounts are working and check them regularly. Messages will not be sent to non-college e-mail addresses. If you wish to contact me, e-mail should only be used for scheduling appointments or for any other brief communication. E-mail is not appropriate for substantive questions about the course material. For the latter, visit office hours or schedule an appointment. Please adhere to a standard courteous format for email correspondence. Barring emergencies on my end I will answer e-mails with appropriate content as soon as I can, typically within 48 hours. You should not expect me to answer during the weekend (though I may), during holidays, or during the spring break, and **I will not answer to e-mails that do not adhere to the guidelines in this paragraph.**

Course/Instructor Evaluation

NCIAS evaluation policy statement "The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester. Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is theoretically an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "NCIAS Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file." You can check this online at the following URL: <http://www.asu.edu/epouupdate/>.

FINAL NOTE:

I may make adjustments to this syllabus, such as altering the topic of a specific meeting or substituting some readings with others, if I feel that this would facilitate the learning process.

CLASS SCHEDULE:

Remember:

1. Assignments are due by e-mail on the dates noted below.
2. Make sure you use the materials posted on Blackboard.

WEEK 1

Class Introduction. The basics: sources, studies, research, writing.

WEEK 2

Chronology

Read: Colin Imber, *The Ottoman Empire*, pp. 1-86.

Read: Konstantin Mihailovic, *Memoires of a Janissary*, introduction and pp. 1-29.

WEEK 3

ASSIGNMENT #1

Two-page analysis of *Memoires of a Janissary* due 36 hours prior to class time

Ottoman Institutions 1. Army and Fleet

Read: Colin Imber, *The Ottoman Empire*, pp. 252-317.

Read: Konstantin Mihailovic, *Memoires of a Janissary*, pp. 30-74, 83-94.

WEEK 4.

Ottoman Institutions 2. Dynasty, Recruitment, Palace

Read: Colin Imber, *The Ottoman Empire*, pp. 87-176.

Read: Konstantin Mihailovic, *Memoires of a Janissary*, pp. 75-82.

WEEK 5

ASSIGNMENT #3

Two-page analysis of *Nomads and Ottomans* due 36 hours prior to class time

Problems of Ottoman History. State Formation. Ghazis or Nomads?

Read: Paul Wittek, *The Rise of the Ottoman Empire*, all 39 pages. (on e-reserve).

Read: Rudi Paul Lindner, *Nomads and Ottomans in Medieval Anatolia*, Chapter 1.

WEEK 6

Problems of Ottoman History. The Ottoman Impact on the Mediterranean 1.

Read: George Ostrogorsky, *History of the Byzantine State*, pp. 533-572. On e-reserve.

Read: Kenneth Setton, *The Papacy and the Levant, II*, Chapter 13, on e-reserve.

Read: Jerry Brotton, *The Renaissance Bazaar*, selections. On e-reserve.

WEEK 7

Problems of Ottoman History. The Ottoman Impact on the Mediterranean 2.

Read Natalie Rothman, *Brokering Empire*, Chapter TBA, on e-reserve.

Read: Stefan Stantchev, "Inevitable Conflict or Opportunity to Explore? The Mechanics of Venice's Embargo against Mehmed II and the Problem of Western-Ottoman Trade after 1453" *Mediaevalia* 32 (2011): 155-96. On e-reserve.

Read: Norman Housley, *Crusading and the Ottoman Threat*, Chapters 3.1, 4.4., 5.2., 6.2, available on e-reserve.

WEEK 8

ASSIGNMENT #3

PAPER 1--BEST EFFORT, NOT ROUGH DRAFT!--DUE BY E-MAIL NO LATER THAN 9.00 AM ON [TBA].

Ottoman Institutions 3: The Law and the Provinces

Read: Colin Imber, *The Ottoman Empire*, pp. 177-251.

Read: Rudi Paul Lindner, *Nomads and Ottomans in Medieval Anatolia*, Chapters 2 and 3.

WEEK 9

Ottoman Culture and Daily Life 1.

Read: Suraiya Faroqhi, *Subjects of the Sultan: Culture and Daily Life in the Ottoman Empire*, pp. 41-122.

WEEK 10

SPRING BREAK, NO CLASS.

WEEK 11.

ASSIGNMENT #4

REVISED PAPER 1 DUE BY E-MAIL NO LATER THAN 9.00 AM ON TBA.

Ottoman Culture and Daily Life 2.

Read: Suraiya Faroqhi, *Subjects of the Sultan: Culture and Daily Life in the Ottoman Empire*, pp. 123-222.

WEEK 12

Looking at the Ottoman Empire from Within: Evliya Celebi's Travels 1. Frontier Zones.

Read: *An Ottoman Traveller: Selections from the Book of Travels of Evliya Celebi.*

WEEK 13

Looking at the Ottoman Empire from Within: Evliya Celebi's Travels 2. Towns, Urban Economy and Social Life.

Read: *An Ottoman Traveller: Selections from the Book of Travels of Evliya Celebi.*

WEEK 14

ASSIGNMENT #5.

PAPER 2--BEST EFFORT, NOT ROUGH DRAFT!--DUE BY E-MAIL NO LATER THAN 9.00 AM ON [TBA].

Looking at the Ottoman Empire from Within: Evliya Celebi's Travels 3. Popular Beliefs and Culture.

Read: *An Ottoman Traveller: Selections from the Book of Travels of Evliya Celebi.*

WEEK 15

ASSIGNMENT #6.

ORAL PRESENTATIONS. PAPER 2 RETURNED WITH INSTRUCTOR'S COMMENTS.

WEEK 16

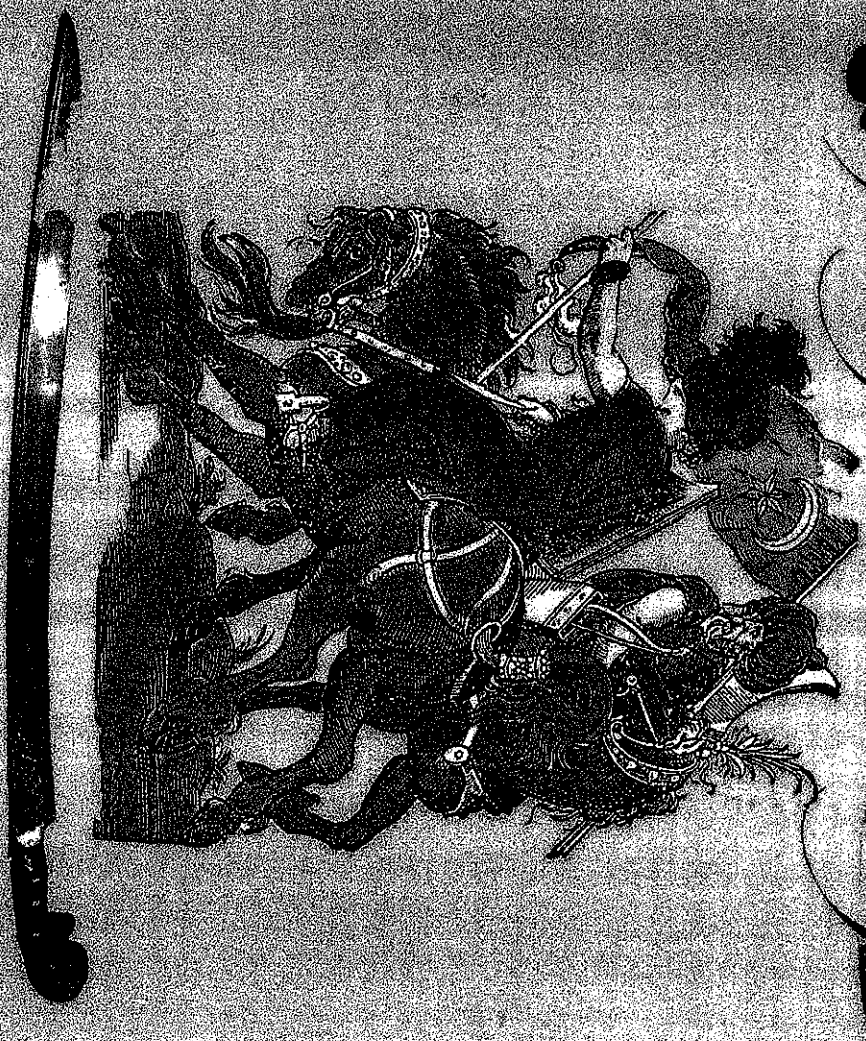
CLASS CONCLUSION

ASSIGNMENT #7.

REVISED PAPER 2 DUE BY E-MAIL NO LATER THAN 9.00 AM ON TBA.

THANK YOU!

Memours of a JAMISSARY



Konstantin Mihailović

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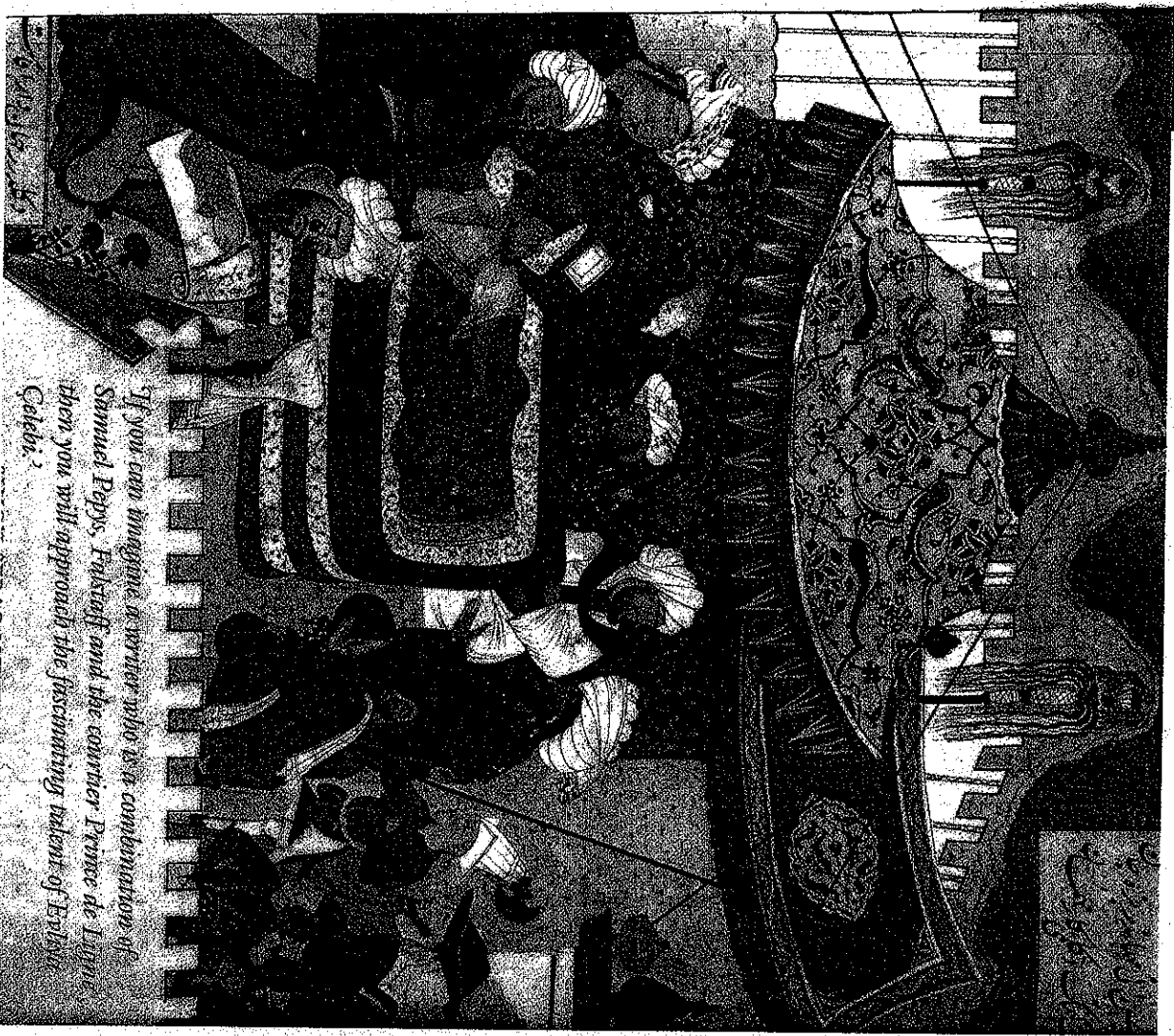
FLAND

An Ottoman Traveller

Selections from the Book of Travels of Evliya Çelebi

Edited & translated by

ROBERT DANKOFF & SOOYONG KIM



If you can imagine a writer who is a combination of Samuel Pepys, Falstaff and the courtier Prince de Ligouri then you will approach the fascinating talent of Evliya Çelebi.

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INDIANA UNIVERSITY URALIC AND ALTAIC SERIES

Volume 144

NOMADS AND OTTOMANS
IN MEDIEVAL ANATOLIA

Rudi Paul Lindner

BLOOMINGTON, INDIANA

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SURAIYA FAROQHI

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