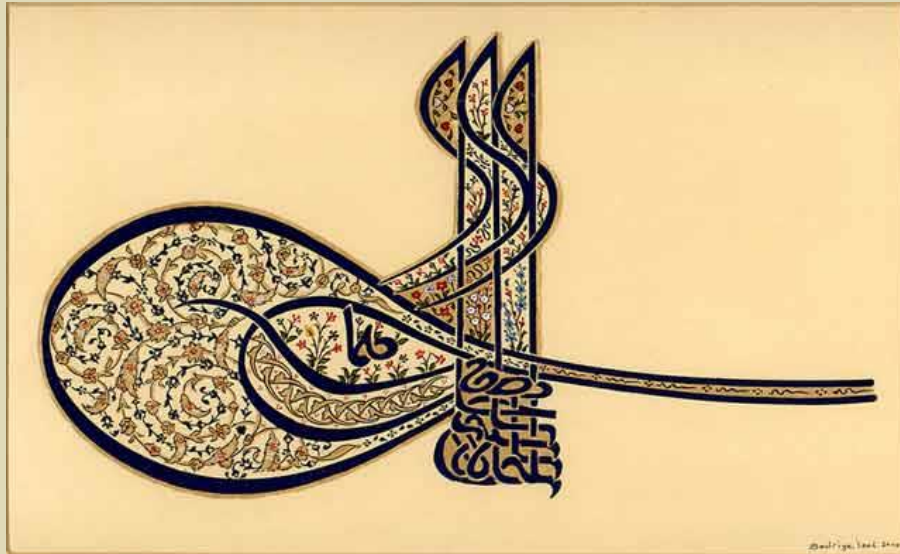


THE OTTOMAN EMPIRE



Tughra of Sulayman I (r. 1520-1566)

ASH 3233 (15666) 3 Credit Hours T/Th 2:00-3:20 p.m. AL 338

Instructor: Eric J. Hanne Office Hours: T/Th 3:30-5:00 p.m.; W 1:00-5:00 p.m.; & by appt.

Office: AL 152 (297-3847) E-Mail: ehanne@fau.edu FALL - 2020

Course Description/Outcomes:

This course will provide a survey study of the Ottoman Empire from the years prior to its inception in the early fourteenth century through to its demise in the early twentieth century with the creation of the Turkish Republic. Throughout the course, we will be addressing the historiographic questions surrounding the rise and development of this world empire, including but not limited to the mythology surrounding its founders, the notion of the "Terrible Turk," and the reasons for the Empire's developments after the sixteenth century. Students successfully completing the course will gain expertise in: the historiography of the empire; the pre-Ottoman Turkic presence in the region; methods of succession adopted over the centuries; the role of women in the Imperial court; internal relations with non-Muslims, non-Turkish elements within the empire; and external relations with the Safavids, Europeans and Russians. During the final section of the course, the topics will include reform, renewal, the notion of the "Sick Man of Europe," and the legacy of the Ottoman Empire's dissolution at the hands of internal and external forces.

Course Requirements and Grading:

Midterm	30% (Thursday, 4 October, In Class)
Sublime Porte	15% (Thursday, 8 November, Oral Presentation/Written Summaries)
Book Review	15% (Tuesday, 27 November, Due in Class)
Final	30% (Tuesday, December 11, 1:15-3:45 p.m.)
Active Participation	<u>10%</u>
Total	100% based on a straight scale.

Grading Scale: 100-93 = A; 92-90 = A-; 88-89 = B+; 83-87 = B; 82-80 = B-; 79-78 = C+; 73-77 = C; 72-70 = C-; 68-68 = D+; 63-67 = D; 62-60 = D-; 59-0 = F

Attendance/Assignment Parameters

Attendance will be taken on a regular basis (mainly to aid me in learning names); I will, however, be taking notice of individual's preparedness and active participation in class. The dates for all exams and assignments are in the syllabus. Documentation is required any missed exam or late assignment.

Disability Policy Statement:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Counseling and Psychological Services (CAPS) Center:

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>.

Code of Academic Integrity Policy:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001: (https://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf).

Attendance Policy:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Course Materials: (FAU Bookstore, www.amazon.com, <http://used.addall.com>)

Howard, Douglas A. *A History of the Ottoman Empire* (Cambridge: Cambridge University Press, 2017) (Howard in Syllabus)

Lowry, Heath, *The Nature of the Early Ottoman State* (Albany: SUNY Press, 2003) (Lowry in Syllabus) Available at FAU Bookstore or E-BOOK ONLINE VIA FAU/E-Z PROXY

Online Materials (Links provided in Syllabus/Canvas)

[Ottoman History Podcast \(http://www.ottomanhistorypodcast.com\)](http://www.ottomanhistorypodcast.com))

[@OttomanArchive](http://OttomanArchive))

Schedule of Meetings

- Tuesday, August 21: Introduction of Course: Topics, Methods, Goals
Islamic History: An Introduction
Readings: Materials on Canvas
- Thursday, August 23: Entrance of Turks into the Central Islamic Lands
Readings: Howard, pp. 1-7 J.J. Saunders, *History of Medieval Islam*,
<http://www.fordham.edu/halsall/med/saunders.html>
- Tuesday, August 28: The Wittek Thesis
Readings: Wittek, Paul. "The Rise of the Ottoman Empire"
pp. 1-53 (Canvas)
- Thursday, August 30: Wittek Reexamined:
Readings: Lowry, pp. 1-44
- Tuesday, September 4: Ottoman Myth-History
Readings: Lowry, pp. 45-94, Imber, Colin. "The Ottoman
Dynastic Myth," pp. 7-27 (Canvas)
- Thursday, September 6: Origins and Foundations:
Readings: Fletcher, J. "Turco-Mongolian Monarchic Tradition
in the Ottoman Empire" pp. 236-251 (Canvas), Inalcik, H.
Ottoman Methods of Conquest" pp. 103-129 (Canvas)
- Tuesday, September 11: Ottoman Relations with their Neighbors
Readings: Howard, pp. 8-38; Imber, Colin. "The Origins of
the Ottoman Empire and the Reigns of Osman, Orhan and Murad I"
pp. 15-36 (Canvas)
- Thursday, September 13: Succession Crises and Catastrophe
Readings: Imber, Colin, "The Reign of Bayezid" pp. 37-54 (Canvas)
- Tuesday, September 18: The Timurid Interregnum and Beyond
Readings: Imber, Colin, "The Ottoman Civil War" "Reign of Mehmet I"
pp. 55-90 (Canvas)
- Thursday, September 20: Testing the New System
Readings: Howard, pp. 39-85; Imber, Colin. "The Reign of Murad II (Pt.
1 &2)" pp. 91-144
(Canvas)
- Tuesday, September 25: Ottoman Rule and Administration
Readings: Lowry, pp. 95-143; Howard, pp. 39-85
- Thursday, September 27: Fatih Mehmet: Rule and Conquest
Readings: Howard, pp. 39-85; Imber, Colin, "The Reign of Mehmet II
(Part 1), pp. 145-184 (Canvas)
- Tuesday, October 2: Fatih Mehmet: Conquest and Rule
Readings: Imber, C "The Reign of Mehment II, pp. 185-254 (Canvas)

Thursday, October 4:	MIDTERM (IN CLASS)
Tuesday, October 9:	Ottoman Expansion East and West Readings: Howard, pp. 86-134
Thursday, October 11:	Ottoman Expansion East and West Readings: Howard, pp. 86-134
Tuesday, October 16:	Ottoman Growing Pains Readings: Howard, pp. 86-134
Thursday, October 18:	Ottoman Growing Pains Readings: Howard, pp. 86-134
Tuesday, October 23:	“Ottoman” Society Readings: Howard, pp. 135-180
Thursday, October 25:	“Ottoman” Society Readings: Howard, pp. 181-226
Tuesday, October 30:	Question of Decline Readings: Howard, pp. 181-226 BOOK REVIEW TITLE DUE
Thursday, November 1:	Question of Reform Readings: Howard, pp. 227-277
Tuesday, November 6:	Losing Ground Readings: Howard, pp. 227-277
Thursday, November 8:	COUNCIL AT THE SUBLIME PORTE PRESENTATION TO VIZIER DUE IN CLASS
Tuesday, November 13:	Revolutions and War Readings: Howard, pp. 278-327
Thursday, November 15:	<i>Islam: Empire of Faith</i>
Tuesday, November 20:	War and Resistance Readings: Howard, pp. 278-327
Thursday, November 22:	THANKSGIVING BREAK—NO CLASS
Tuesday, November 27:	War and Resistance Readings: Howard, pp. 278-327 BOOK REVIEWS DUE IN CLASS
Thursday, November 29:	A New Beginning? Readings: Howard, pp. 278-327

TUESDAY, DECEMBER 11:

FINAL EXAM 1:15-3:45 P.M

Council at the Sublime Porte



28 Safar 1440/8 November 2020

THE SULTAN REQUIRES YOUR ATTENDANCE AT AN EXTRAORDINARY ASSEMBLY . . .

DURING THIS SESSION, WHICH TAKES PLACE ~ 1235/1820, GROUPS FROM AROUND THE EMPIRE WILL BE QUESTIONED CONCERNING THE DESIRES OF THEIR PARTICULAR “COMMUNITY.” EVERY INDIVIDUAL WILL REPRESENT A PARTICULAR GROUP, BUT WILL BE RESPONSIBLE FOR HIS/HER PARTICIPATION WITH THAT PARTICULAR GROUP’S PRESENTATION TO THE SULTAN’S REPRESENTATIVE. IN ADDITION, A WRITTEN REPORT (THREE TO FIVE PAGES) SUMMARIZING THE CONCERNS OF ONE’S GROUP, AND AN ANALYTICAL DISCUSSION OF POSSIBLE SOLUTIONS TO ONGOING PROBLEMS WILL BE HANDED IN AT THE CONCLUSION OF THE SESSION.

THE FOLLOWING GROUPS ARE TO BE REPRESENTED AT THE ASSEMBLY:

THE JANISSARIES
THE HAREM & IMPERIAL COURT
THE “GREEKS” (CHRISTIAN MILLETS INCLUSIVE)
THE JEWISH MILLET
THE BUREAUCRACY

*COME PREPARED AND LEAVE RESTORED,
AND DO NOT FEAR THE SILKEN CORD.*

Book Review

DUE: 27 November In-Class

BOOK REVIEW GUIDELINES

(Based on materials from R.S. Humphreys)

Each student will be required to write a book review and hand it in on or before **27 November 2020**. These book reviews should be **four to seven** pages (double-spaced typewritten) in length. No late papers will be accepted without documentation of an emergency—Plan ahead and be prepared in case of unforeseen problems. Use the following points as a guide and all should be well:

1) Consult with me about the topic/titles you are interested in—*Remember*, the work must be an academic study of some topic pertaining to the Ottoman Empire from its inception to its abolition.

I will work with each of you individually to help you find a title that interests you. We will first exhaust the holdings of FAU and the surrounding library systems. From there we will work with Inter-Library Loan and/or my own collection.

Make sure to choose early and secure the title. Tuesday 30 October 2020 is the deadline for submitting titles. Changes may be made—but make sure to leave ample time for the final product.

2) Read the work . . . Yes, this goes without saying, but it is important to stress the role of critical reading. To write an effective book review you will want to re-read certain sections and have the main ideas clear in your head. Bear the following points in mind as you read and take notes.

In any review, the first step is to be sure that the reader knows what book you are talking about. At the top of the first page, give the publication date: author's name; full title of the book; place of publication, publisher, and date; and number of pages. Use the following format:

Ira M. Lapidus. *A History of Islamic Societies*. Cambridge: Cambridge University Press, 1988. 1002 pp.

Aside from one or two opening remarks, your first job is to tell your reader what the book is about.

In your opening paragraph, identify the subject matter. Be specific in this regard (i.e. "Author X has written a lengthy work on Islamic History" is not sufficient)

3) Your next major task is to identify and discuss the author's interpretation of his/her subject matter. What is the author's main thesis (i.e. the point that he/she wishes to prove in the book.)? Is this thesis explicit or is it tucked away "between the lines." What are the author's presuppositions (as to what is important, what is relevant evidence, etc?)

4) Above all these works are based on a scholar's research—using a variety of resources, both textual (manuscripts, etc.) or material (coinage, architecture, etc.). What kinds of evidence does the author use? Why does he/she choose this evidence and not other kinds (If you feel this is important to the work as a whole) Most authors will outline their sources and why they chose them in the preface or in a bibliographic essay at the back of the book. Look for this, and look at the footnotes to see whether they have lived up to their professional principles.

5) A major duty of the professional reviewer is to evaluate the book he/she is examining—whether it has used all the relevant sources, whether its author has studied other contributions to the subject, whether it adds anything new to our knowledge or comes up with a significant new interpretation of established knowledge. *That being said*, this sort of thing one can seldom be expected to do as an undergraduate and/or someone new to the field. In other words, my goal in assigning these book reviews is not to show you what you do not know—but rather to give

you the opportunity to study something that interests you—and in as an efficient manner as possible. What you can do is say what kind of contribution the work has made to your understanding of the subject—what new problems it has made you aware of, what questions it has led you to ask, what directions you would like to follow in further inquiries. A statement of this kind is an appropriate (but not necessary) way to conclude your book review.

WHAT NOT TO DO:

*** Simply regurgitate the facts from the book—summarizing the main points, issues etc. This is not a review—and you will not receive full credit for works in this vein.

*** Use excessive quotes/block quotes from the work. This draws away from your discourse and overly pads a paper. Instead, use smaller statements, footnotes to pages in the work, to illustrate your points.

*** Turn in a paper late and/or with typographical, grammatical errors. Make sure to proofread and revise the work *prior* to handing it in.

EJH



Hacivat ve Karagöz