

From the Ottoman Empire to Modern Turkey

History 200 Spring 2021

Meetings: Tu/Th 11:00am-12:15pm Online-Synchronous
Instructor: Dr. Daniel Stolz dastolz@wisc.edu
Office hours: Tu 1-2pm and by appointment, on Webex:
<https://uwmadison.webex.com/meet/pr922352907>

Overview

The Ottoman Empire was one of history's most enduring states. Founded in the thirteenth century, it ruled most of the Middle East and North Africa, along with much of Europe, from the sixteenth century until the dawn of the twentieth. More than just an opportunity to learn about the Middle East, therefore, Ottoman history offers a chance to study the emergence of the modern world. This course takes a thematic approach. Topics will include the Ottoman history of climate change, slavery and its abolition, sexuality, science and medicine, Islamic law and mysticism, economic globalization, nationalism and genocide, military and educational reform, and constitutionalism. The course also addresses the demise of the Ottoman Empire and the formation of the Turkish Republic, with emphasis on the remembrance of the Ottoman era in modern Turkish politics, literature, and film.

Learning Objectives

Students who complete this course will gain a framework for understanding the major periods of Ottoman and Turkish history. However, this course does not focus on a detailed chronological narrative. Rather, we explore themes from Ottoman history in order to gain critical perspective on urgent issues. Students who complete this course will gain practice applying analytical tools to explain historical puzzles such as the rise of nationalism, the role of climate and disease in social change, the legal status and lived experience of minority communities, and the development of gender and sexual norms.

Explanation of credit hours

This 3-credit course meets as a group for 3 hours per week (according to UW-Madison's credit hour policy, each lecture counts as 1.5 hours). The course also carries the expectation that you will spend an average of at least 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of at least 6 hours per week for reading, writing, preparing for discussions, and/or studying for quizzes and exams for this course.

Senior Auditors Policy

I welcome senior auditors in this course. Please remember that undergraduate students always have priority to participate in class discussions.

Course Materials

Please ensure that you have access to a copy of the following overview of Ottoman history: Suraiya Faroqhi, *The Ottoman Empire: A Short History*, trans. Shelley Frisch (Princeton, NJ: Markus Wiener Publishers, 2009). ISBN 978-1-55876-449-1. Used paperback copies are widely available for purchase.

Other readings and materials for this course will be provided on Canvas.

Course Components and Grading

Please notice that this course requires **regular engagement with the two class meetings per week *and* timely completion of periodic writing assignments**. It is not possible to take this course by doing all the assignments at the end of the semester.

In-class writing exercises (20% of course grade): these may include short responses to readings or lecture materials, or synthesis of course concepts.

Contribution to in-class discussions (15%): contribute to class learning through critical analysis of course materials and productive engagement with other students' views.

Response Papers (5% \times 3=15%): writing assignments, one page each, addressing a question about a specific reading or film: due 2.4, 2.23, and 3.25. *Complete before class.*

Midterm take-home (15%): due Friday, March 12: a three-page essay that uses course materials to answer a thematic question about the first six weeks of the course.

Primary source analysis (15%): due Friday, April 16: a three-page essay interpreting a primary source that you will choose from a list I give you.

Final take-home (20%): due May 5 at 5:00pm: a five-page essay that uses course materials to answer a thematic question covering the breadth of the course.

Late Policy

Late work will lose one half-grade per day, beginning one hour after the deadline posted on Canvas. However, you have the option to turn in **one** assignment late for "passing" (D) credit anytime up to April 30, the last class day of the semester. Work missing as of Study Day, May 1, will receive no credit.

Preparing for Class

Although this course is officially a "lecture," most meetings include discussion of readings or other materials. Unless otherwise noted, please complete readings (and podcasts, films, etc.) **by the day they appear on the syllabus** so that you can participate in discussion.

Some course materials are "secondary sources." Historians use this term to describe the work of people who write *about* events in the past. When reading secondary sources, try to figure out how the author fits people and events into an *explanation* for how something happened. This is the source's **argument**.

Other materials are "primary sources": the work of people who participated in or directly witnessed the history we seek to understand. When reading primary sources, consider:

- ❖ What do you know about the author? (Draw on lectures, readings, or what you can glean from the source itself.)
- ❖ What was the author's **perspective** on the events or issue that the source describes?
- ❖ Who was the author's intended **audience**? (Can you tell from hints in the source?)
- ❖ Why did the author write this text?
- ❖ What can this text serve as **evidence** for? What questions can it help us answer?

Learning Needs

Accommodations

You are welcome to discuss your learning needs with me. If you plan to request accommodations in this course, please register with the McBurney Disability Resource Center as soon as possible. I am guided by the university's policy:

“The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty will work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.”

Writing Resources/History Lab

The History Lab is a resource center where experts (PhD students) will assist you with your history papers. No matter your stage in the writing process — choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts — the History Lab staff can help you sharpen your skills and become a more successful writer. D schedule a one-on-one consultation at <http://go.wisc.edu/hlab>.

Academic Integrity

I expect you to know and abide by the university's policies on academic integrity. I follow the university's policies for suspected violations.

For more information, see: <https://conduct.students.wisc.edu/academic-integrity/>

****Getting More Help****

The course website has links to extensive UW resources that support student learning and health, including resources specific to remote learning and Covid-19. Please see “How to Get Help” in the Course Orientation Module.

Schedule of Course Meetings and Readings

Week One: Introductions

1.26: Introduction to this course

Please read the syllabus carefully.

1.28 The World of Osman Beg

Findley, *The Turks in World History*, pp. 56-92.

Week two: Origin Stories

2.2 The founding of the Ottoman state

Faroqhi, *The Ottoman Empire*, pp. 41-55

2.4 Narrating the founding across Ottoman and Turkish history

Carney, "ResurReaction: Competing Visions of Turkey's (proto) Ottoman Past in *Magnificent Century* and *Resurrection Ertuğrul*," pp. 101-120.

Watch *Resurrection Ertuğrul* episode (link on Canvas).

***First Response paper due before class**

Week three: Becoming an Empire

2.9 The 15th and 16th century expansions: a military and political overview

Faroqhi, *The Ottoman Empire*, 59-81.

Casale, *The Ottoman Age of Exploration*, pp. 43-52.

2.11 Constructing the imperial: the arts of rule

Necipoglu, *The Age of Sinan*, pp. 189-230.

Week four: power and difference in Ottoman society (I)

2.16 Slavery

Hathaway, *Beshir Agha: Chief Eunuch of the Ottoman Imperial Harem*, excerpts.

2.18 Gender & sex

Peirce, *Morality Tales*, pp. 129-142.

Week five: power and difference in Ottoman society (II)

2.23 Christians and Jews

Grehan, "Blood and Prayer," in *Twilight of the Saints*, pp. 164-189.

Göçek, "Legal Recourse of Minorities," in *Minorities in the Ottoman Empire*, pp. 47-68.

***Second response paper due**

2.25 Contraction & decentralization in the 17th and 18th centuries: a political and economic overview

Faroqhi, *The Ottoman Empire*, pp. 85-108.

Zilfi, "Women and Society in the Tulip Era, 1718-1730," pp. 290-303.

Week six: climate and disease in history

3.2 Climate change, the Ottoman version

White, "The Little Ice Age Crisis of the Ottoman Empire," pp. 71-90.

3.4 Bubonic Plague: Ottoman experience and interpretations

Varlik, "Plague Transformed," pp. 207-247.

Week seven: Money and Pleasure

3.9 Consumption, commerce, & money

Singer, "The 'Michelin Guide' to Public Kitchens in the Ottoman Empire," pp. 69-92.

3.11 Crime, punishment, and the Ottomans at night

Wishnitzer, "Into the Dark: Power, Light, and Nocturnal Life in 18th-Century Istanbul," pp. 513-531.

Friday, 3.12: Midterm Essay Due on Canvas

Week eight: contesting and reinventing the empire

3.16 The long 19th century: an overview

Quataert, *The Ottoman Empire*, pp. 54-72.

3.18 The Making of Nationalist Movements

Walther, *Sacred Interests: The United States and the Islamic World, 1821-1921*, pp. 33-67.

Week nine: power and difference in the age of nationalism

3.23 Christians and Jews revisited

Phillips Cohen, *Becoming Ottomans: Sephardi Jews and Imperial Citizenship in the Modern Era*, excerpt.

3.25 Ottoman-Americans

Deporting Ottoman-Americans podcast series:
<http://www.ottomanhistorypodcast.com/p/doa.html>

***Third response paper due**

Week ten: How an Empire Ends: The Long World War, 1911-1923

3.30 The CUP: Revolution and Rule

Hanioglu, *A Brief History of the Late Ottoman Empire*, pp. 150-202.

4.1 The Long World War I

Watenpaugh, *Bread from Stones: The Middle East and the Making of Modern Humanitarianism*, pp. 91-123

Week eleven

4.6 Ethnic Cleansing at the End of Empire

4.8 The Armenian Genocide: The Politics of Historical Memory

Harootunian, *The Unspoken as Heritage*, excerpt.

Week twelve

4.13 Kemalism and the early Turkish Republic

Hanioglu, *Atatürk: An Intellectual Biography*, pp. 160-198.

4.15 Renouncing Empire: The Ottoman era in the Kemalist years

Bozdoğan, *Modernism and Nation Building*, pp. 56-105.

Friday 4.16: Primary Source Analysis Due on Canvas

Week thirteen**4.20 Turkey in the Cold War years****4.22 The Ottoman era in Turkish literature and film**

Selections from 20th-century Turkish film will be available on Canvas.

Week fourteen**4.27 The AKP & Erdoğan**

Arat and Pamuk, *Turkey between Democracy and Authoritarianism*, pp. 88-129.

4.29 Reclaiming the Empire: The Ottoman Era in Erdoğan's Turkey

Sarah El-Kazaz, "It Is About the Park: A Struggle for Turkey's Cities." Jadaliyya.com

The take-home final is due on May 6 at 5:00pm. There is no timed exam in this course.