

HISTORY 201: HISTORIANS CRAFT - MERCENARIES, PIRATES, AND RENEGADES IN THE EARLY MODERN MEDITERRANEAN

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OVERVIEW

An Italian freebooter fighting for the Ottoman Turks. A Muslim-turned-Christian translator in Venice. An ex-slave French priest charged with murder in Constantinople. The Early Modern Mediterranean was a time and place of tremendous ethnic, religious, and linguistic diversity. This course examines the history of the Early Modern Mediterranean (1500-1800) through the perspective of the soldiers, sailors, diplomats, slaves and religious renegades who sailed its waters. Central topics to be considered include the economics and business of war in a pre-capitalist society, concepts of Crusade and holy war that persisted throughout this period, trade and diplomacy, and the increasing integration of the Mediterranean into the North Atlantic world.

Students will address these issues through intensive, research focused evaluations. 'Historian's Craft' courses offer an opportunity for students to conduct original historical research and communicate these results to others. Evaluations include in-class participation and weekly reading reflections as well as an original, student-designed and written research paper and presentation. In this way, students will be able to craft research, reading, writing, revision, and communication skills that are essential to the history major.

In this course you will:

- **Interrogate** core historical debates about faith and violence in the pre-modern Mediterranean.
- **Ask Questions** by engaging with primary sources, secondary literature, and existing historiographical debates.
- **Develop** your research, reading, writing, revision, and communication skills through shorter assignments.
- **Discover** a research topic of interest to explore in-depth and demonstrate proficiency in library resources for research.
- **Produce** an original written piece of historical scholarship using primary sources.
- **Communicate** historical concepts through debates, small group exercises, and, finally, a research presentation.

YOUR PUZZLE – WAS THE EARLY MODERN MEDITERRANEAN A BATTLEFIELD OR A BAZAR?

All good historical inquiry arises from a good question, a good puzzle that as historians we are trying to solve. This course centers on the intersections of faith, trade, and conflict in the Early Modern Mediterranean (1500-1800). At its core, we will examine a simple, but deceptive, problem: was the Early Modern Mediterranean - a place and time of both intense inter-faith conflict, but also interaction – a warzone, a battlefield, or a meeting place, a bazar? Students will examine a number of different themes including trade, conversion, piracy, diplomacy, and violence. By grounding the course in communities and peoples undergoing dynamic economic, social, cultural, and religious change, students are able to better connect key course concepts to the varied lived experiences of nobles, merchants, laborers, enslaved peoples, and various other peoples who lived in and travelled across the Middle Sea.

Where do I engage with the course material?

- **Lectures** let you learn about key themes in the course, practice historical inquiry and methods, and hone your historical craftsmanship. They are Mondays and Wednesdays 4:00 – 5:15 PM (HUM 1217).
- **Discussion** section allows you a deeper dive into core course concepts. They are the following
 - **Dis 314:** R 9:55 -10:45 (HUM 2125)
 - **Dis 315:** R 11:00 -11:50 (VILAS 4041)
 - **Dis 316:** R 12:05 -12:55 (HUM 2619)
- **Office hours** let you work one-on-one with the professor and TA on your specific course needs. We are here to help! The Professor meetings Wednesdays in 1:00 – 3:00 PM in his office (HUM 5126) and Tuesdays online by appointment. Patrick-William's are Fridays 9:30 – 11:30 (Hum 4260).

YOUR GOAL – BECOME A HISTORICAL CRAFTSPERSON

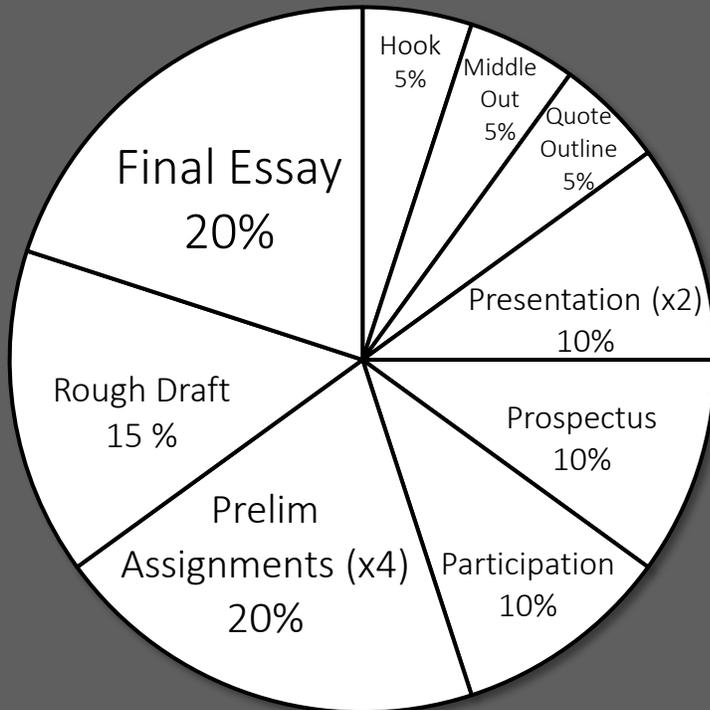
History 201 is an intensive introduction to not only the themes of this course, but the craft of history itself. Over the course of the semester, each of you will be learning how to become a historical craftsman: how to ask your own research questions, find primary and secondary sources, read in a more efficient and directed manner, craft your writing voice, and revise your work in order to make it more accessible to a wider audience. These five skills – research, reading, writing, revision, and communication – make up what it means to be a historian.

As such, we will spend a lot of time focused on the process of historical craftsmanship. This means no exam, no memorization, none of that! Instead, the course guides you through a number of skills-based assignments meant to sharpen your ability to conduct historical inquiry. All of this culminates in a final research paper of 9-11 pages (2,500-3,000 words) in which you have the opportunity to choose a topic that interests you, research it, write about it, and finally communicate it to a larger audience. In this way, the course fulfills your General Education Communication B Requirement while also providing an entry-point into the history major itself.

What's the fuss about the Comm-B requirement?

Basic communication skills are of vital importance in our post-industrial democracy. But effective written and verbal communication is hard! It requires us to write well, speak clearly and persuasively, and think critically across a range of often-conflicting sources of information. This class fulfills Part B of the General Education Communication requirement. As such, there will be an emphasis on speaking, listening, writing, and research throughout the semester. All assignments are structured in accordance with fulfilling the goals of Comm-B.

GRADE BREAKDOWN



My Philosophy of Teaching

I firmly believe that each student learns differently. For this reason, you and I will keep a digital record of your work throughout the semester. After each assignment, the TA and I will provide you with individualized recommended improvements for your next assignment. These may relate to your use of sources, argumentation, or writing style (see the attached rubric). In this way, you will be evaluated on your own progress and learn at your pace.

YOUR EVALUATION

In-Class Participation (10%): Engage daily in lecture and discussion. Please know I also consider my office hours to be a form of participation for those of you who are less included to speak during class.

Preliminary Essays (4 x 5 % = 20%): These short assignments are meant to improve your historical craftsmanship. Each is short, but provides an important introduction to key ideas/concepts and skills that you will use later in the semester.

Prospectus (10%): Your work plan for the final term paper. It should include two elements: 1) an Abstract of between 1-2 pages (250-500 words) that provides an outline of the key questions of your paper, the types of sources you plan to use, and any possible limitations; and 2) an Archive Triage: 3-6 sources you will use with a brief (50 word) description of each. These sources MUST INCLUDE AT LEAST ONE PRIMARY SOURCE.

Oral Presentations (2 x 5% = 10%): These short presentations help students communicate the core research, methods, and findings of their Final Paper. Please see below for more details.

Quote Outline (5%): Group together quotes from the primary source(s) you have been reading for the Final Paper. Group them thematically, chronologically, or any other logical way. This assignment must be at least 5 pages long, double-spaced.

Hook/Thesis (5%): Write a captivating introduction to your essay of 150-200 words.

Middle-Out Writing (5%): Good writing begins from the middle (the most important idea) out, to the introduction, conclusion etc. Write 2-3 paragraphs (~1000 words) of the Middle of your Final Paper.

Rough Draft (15%): A rough draft of your final paper of at least 7 pages (1500 words). NO GRADE WILL BE GIVEN FOR GRAMMAR/SPELLING. The objective is to get the ideas on the page and organized.

Final Paper (20%): Complete the course with a final, original piece of historical scholarship. The Final Paper should be between 9-11 pages (2500-3000 words), and should be sure to follow grammar and citation conventions.

YOUR RIGHTS & RESPONSIBILITIES

You have the Right to ...

Diversity and Inclusion - Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Disability Accommodation - 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 (UW-855) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the McBurney Center to provide reasonable instructional and course accommodations.

Privacy - Students have the right to inspect and review most education records maintained about them by the University of Wisconsin-Madison and, in many cases, decide if a third person can obtain information from them. Students may challenge information in their records which they believe to be inaccurate, misleading, or inappropriate.

File a Grievance - Any student at UW-Madison who feels that they have been treated unfairly has the right to voice a complaint and receive a prompt hearing of the grievance. The basis for a grievance can range from something as subtle as miscommunication to the extreme of harassment. Each school or college has a procedure to hear grievances. For assistance in determining options, students can contact the drop-in staff member within the Dean of Students Office at 608-263-5700, within Bascom Hall, Room 70, Monday-Friday, 8:30 a.m.-4 p.m.

Observe your Faith - The University of Wisconsin-Madison supports accommodation of religious observances that might conflict with the course schedule. Students must notify the instructor within the first two weeks of class of the specific days or dates on which they request relief.

Serve your Country - Military students who have the potential to participate in military activities should consult with instructors within the first two weeks of class.

You have the Responsibility to...

Maintain Academic Integrity - By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary sanctions include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Keep the Classroom Safe - Every member of the University of Wisconsin-Madison community has the right to expect to conduct their academic and social life in an environment free from threats, danger, or harassment. Students also have the responsibility to conduct themselves in a manner compatible with membership in the university and local communities.

Preserve Data Integrity - Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in courses may use the materials and recordings for their personal use related to participation in class. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording.

Maintain Classroom Etiquette - Laptops, tablets, cell phones, and all electronic equipment unrelated to disability accommodation must be put away during class.

Complete Assignments on Time - Late papers will be accepted without penalty in the case of a medical emergency, or some other contingency approved in advance. Otherwise, late papers will be graded down 5% each day. If you know you cannot complete a paper on time, please consider emailing me ahead of time. I keep the penalty for late papers deliberately low to allow students flexibility.

Format Assignments Properly - All essays must be double-spaced Times New Roman 12-font, Chicago Style footnotes, and should be sent to me via Canvas.

Evaluate the Course - Students will be provided with an opportunity to evaluate their enrolled courses and their learning experience. Student participation is an integral component of course development, and confidential feedback is important to the institution. UW-Madison strongly encourages student participation in course evaluations.

If you are feeling overwhelmed...

Visit office hours in person or online
I have office hours weekly specifically to meet and help students.

Email us

We answer email about every 24 hours, except on weekends and holidays.

Revise previous work

All students may revise their essays for a 5% increase in the grade up until the day of the term paper submission.

Visit the History Lab or Writing Center

The History Lab is a resource center where PhD students will assist you with your history papers. Sign up here: <http://go.wisc.edu/hlab> and here: <https://writing.wisc.edu/individual/>

Check out the Library Website!

Talk to a librarian. They are happy to help!
<https://researchguides.library.wisc.edu/introhist>

Go to the History Academic Advisor

Head down to the third floor of Humanities and visit one of our department advisors.

Go to the Dean of Students Office

The Dean of Students Office is a primary resource for connecting students who are navigating personal, academic, or health issues, to supportive campus and community resources.

Seek university mental health services

Your wellbeing is paramount, and the university has trained professionals to help. Counseling Services is located at 333 East Campus Mall and by phone 608-265-5600.

Grading Scale

≥92.50	A	69.50-77.49	C
87.50-92.49	AB	60-69.49	D
82.50-87.49	B	<60	F
77.50-82.49	BC		

Course Materials

Please consult the HIST 201 Canvas website frequently. All announcements will be posted there, as will important handouts and links to other sites. All readings on this syllabus can be found on the Canvas website. If you have limited access to online resources, we can arrange for a course reader to be purchased from the Copy Center in the Social Science Building.

Credit Hours

This 4-credit course meets as a group for 4 hours per week (according to UW-Madison's credit hour policy, each lecture counts as 1.5 hours and each discussion counts as an hour). 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 8 hours per week for reading, writing, and preparing for discussion

Covid-19 Policy

This course meets in person. To protect one another, we will all follow UW-Madison policies. Currently, there is no individual requirement to mask indoors in buildings and classrooms. I will be using a mask during office hours, but not during lecture. If anyone falls ill or needs to quarantine, the TA and I will adjust assignments. Please, if you feel ill or test positive for Covid-19 do not attend class.

Found an error in the syllabus?

Nice reading skills! Notify the Professor and you can get a 1% bonus on your final paper!

HISTORY 201: THE HISTORIAN'S CRAFT | GRADING RUBRIC

Student's Name: _____

	Exemplary	Praiseworthy	Satisfactory	Marginal	Failing
Thesis (40%) [T] Paper makes clearly worded claim, which meets the criteria for a strong thesis as discussed in class.					
Claims and Evidence (30%) [C/E] Paper advances the thesis with mini-arguments (topic sentences). Paper supports these claims with strong evidence from the text. All evidence is explained.					
Structure and Organization (10%) [S/O] Paper is well organized and flows logically. Paper makes effective use of paragraphs.					
Introduction and Conclusion (10%) [I/C] Paper introduces object of study and provides all information necessary for understanding the paper. Conclusion appropriately wraps up paper.					
Readability & Form (10%) [R/F] Paper reads well and is free from errors. Paper adheres to the conventions outlined on the assignment (Chicago, MLA, etc.).					

Final Grade:

Revisions* [all papers may be revised for a 5% increase in the grade until the day of the term paper submission].

For specific additional criteria, please see the full rubric provided with the assignment.

COURSE SCHEDULE | FALL 2022

Week 1

7 September 2022 – Lecture | Why study the early modern Mediterranean?

8 September 2022 – Discussion | What is a primary source?

Assignment: Finish reading 'Three Sources on the Early Modern Mediterranean'

Week 2

12 September – Lecture | Was the early modern Mediterranean a bazaar or a battlefield?

Assignment: Read Eric Dursteler, 'On Bazaars and Battlefields.'

14 September – Workshop | How do I read like a historian?

Assignment: Read Nowak and Ramos, 'The Guts of a Historical Article.'

15 September – Discussion | Discuss Dursteler

Assignment: Prelim Assignment # 1 (Due through Canvas before class) - Read Dursteler's 'On Bazaars and Battlefields.' In 250 words (approximately 1 page) summarize Dursteler's argument. Do not analyze or interpret, simply summarize.

Week 3

19 September – Lecture | Did trade build trust?

Assignment: Read Sources on Early Modern Trade

21 September – Workshop | How do I group primary sources? How do I weigh primary sources against each other?

Assignment: N/A (Sign up for Professor meetings in Weeks 4-6 before end of class)

22 September – Discussion | Discuss your primary source

Assignment: Prelim Assignment # 2 (Due through Canvas before class) - Choose one of the sources from 'Sources on Early Modern Trade' and analyze it using the Primary Source Rubric. Write 2-3 sentences each describing the source's Authorship, Argument, Audience, Type, Scholarly Use, and Limitations/Biases.

Week 4

26 September – Workshop | What’s an archive? How do I find/prioritize archival sources?

Assignment: Bring your laptop to class for in-class exercises.

28 September – Lecture | How did early modern authorities regulate religious difference?

Assignment: Read Sources on Fondaco dei Tedeschi & Fondaco dei Turchi

Discussion Section 314 (R: 9:55 – 10:45) individual meetings with Professor Martoccio during extended office hours (11:00 AM – 3:00 PM)

29 September – Discussion | Discuss your archival examination and search terms

Assignment: Prelim Assignment # 3 (Due through Canvas before class) – Using the archival descriptions discussed on Monday, organize at least 7 individual sources into an archival triage: a list of each source prioritized from most important to least important. Then, explain the logic of your list in 250 words or less.

Week 5

3 October – Lecture | Did diplomatic rituals unit or divide the Mediterranean?

Assignment: Read Two Venetian Ambassadorial Reports (Selections)

5 October – No Class!

Discussion Section 315 (R: 11:00 – 11:50) individual meetings with Professor Martoccio during extended office hours (11:00 AM – 3:00 PM)

6 October – Discussion | Discuss historical questions assignment

Assignment: Prelim Assignment # 4 (Due through Canvas before class) – Write ONE historical question drawing from the ‘Two Venetian Ambassadorial Reports’ reading. Explain briefly (two-three sentences) why you believe this to be a good question.

Week 6

10 October – Lecture | Mediterranean pirates: predators or prey?

Assignment: Read Molly Greene, *An Age of Piracy*

12 October – Workshop | How can I ‘mine’ secondary sources for primary sources?

Assignment: N/A

Discussion Section 316 (R 12:05 -12:55) individual meetings with Professor Martoccio during extended office hours (11:00 AM – 3:00 PM)

13 October – Discussion | Captivity Narratives

Assignment: Read and discuss your assigned captivity in preparation for debate next week.

Section 314: Elizabeth Marsh

Section 315: Richard Hasleton

Section 316: Thomas Phelps

Week 7

17 October – In Class Debate | Captivity Narratives

Assignment: Skim Baepler, 'The Barbary Captivity Narrative,' and read other sections captivity narratives in preparation for in class debate.

19 October – Workshop | What is plagiarism? How do I avoid it?

Assignment: Prospectus (Due through Canvas before class): Write a work plan for your final term paper. It should include two elements: 1) an Abstract of 1 page (250 words) that provides an outline of the key questions of your paper, the types of sources you plan to use, and any possible limitations; and 2) an Archive Triage: 3-6 sources you will use with a brief (50 word) description of each. These sources MUST INCLUDE AT LEAST ONE PRIMARY SOURCE.

20 October – Discussion | Oral Presentations # 1

Assignment: Oral Presentation # 1 – Present a 4-5 minute Powerpoint presentation on your research proposal. Each presentation should include a discussion of your key questions as well as your archive triage. Students should follow good presentation practice. Students should not make slides containing too much text, they should not run over the allotted time, and they should maintain a professional standard during the presentation.

Week 8

24 October – Lecture | Was there an 'economy' of ransom in the Mediterranean?

Assignment: Daniel Hershenzon, 'The Political Economy of Ransom in the Early Modern Mediterranean'

26 October – Workshop | How do I use/access online library resources?

Assignment: Bring your laptop to class for in-class exercises.

27 October – Discussion | Oral Presentations # 1 (cont.)

Assignment: Oral Presentations # 1 (cont.)

Week 9

31 October – Lecture | Was religious conversion real or forced? How did people *experience* conversion?

Assignment: Read selections from Dursteler's *Renegade Women*

2 November – Workshop | What makes a good quote?

Assignment: N/A

3 November – Discussion | Quote Outline Small Group Exchange

Assignment: Quote Outline (Due through Canvas before class) – Group together quotes from the primary source(s) you have been reading for the Research Paper. You can group these thematically, chronologically, or any other logical way. This assignment must be at least 5 pages long, double-spaced. You do not need to analyze the quotes, just group/organize them.

Please bring with either a laptop or hard copy of your assignment to class!

Week 10

7 November – Lecture | Were mercenaries moral? Why did some fight for the opposite faith?

Assignment: Readings on Early Modern Mercenaries

9 November – Workshop | How do I critique a secondary source?

Assignment: Skim before class Fancy, 'Theologies of Violence'

10 November – Discussion | Middle Out Small Group Exchange

Assignment: Middle Out Writing (Due through Canvas before class) – Good writing should begin from the Middle (that is the most important idea) out, to the introduction, conclusion etc. For this project, write 2-3 paragraphs (~1000 words) in the Middle of your Rough Draft.

Please bring with either a laptop or hard copy of your assignment to class!

Week 11

14 November – Lecture | Was Mediterranean slavery faith slavery or race slavery?

Assignment: Read Davis, 'Faith Slavery v. Race Slavery'

16 November – Workshop | How do I 'hook' the reader?

Assignment: N/A

17 November – Discussion | Hook Small Group Exchange

Assignment: Hook/Thesis (Due through Canvas before class) – Write a captivating introduction to your essay of 150-200 words that sets up the stakes of your essay.

Please bring with either a laptop or hard copy of your assignment to class!

18 November – Rough Draft Due @ 10:00 AM through Canvas

Week 12 (Thanksgiving Week)

21 November – No class

Assignment: Mandatory Conferences on drafts with Prof. Martoccio Online (Zoom)

22 November (Tuesday) – No Class

Assignment: Mandatory Conferences on drafts with Prof. Martoccio Online (Zoom)

23 November – No Class

Assignment: Mandatory Conferences on drafts with Prof. Martoccio Online (Zoom)

Week 13

28 November – Lecture | The Northern Invasion, Orientalism, and the Clash of Civilizations

Assignment: Read Genoa on the Grand Tour

30 November – Workshop | Revisions workshop # 1: Paragraph transitions and essay flow

Assignment: Email Professor Martoccio or Patrick to volunteer to have the whole course help edit your paragraphs/flow. You will receive a 1% bonus on your Final Paper if you volunteer!

1 December – No Discussion Sections (Individual meetings with TA available to discuss Rough Draft feedback)

Assignment: N/A

Week 14

5 December – Guest Lecture by Patrick-William Travens

Assignment: TBD

7 December – Workshop | Revisions workshop # 2: Sentences, grammar, and syntax

Assignment: Email Professor Martoccio or Patrick to volunteer to have the whole course help edit your sentences, grammar, and syntax. You will receive a 1% bonus on your Final Paper if you volunteer!

8 December – Discussion | Oral Presentations # 2 (Prof. Martoccio Attends)

Assignment: Oral Presentation # 2 – Present a 4-5 minute Powerpoint presentation on your research. Each presentation should have the following elements. 1) A cover slide with your name, paper title, date, and course title. 2) At least 5 slides covering the key elements of your essay. These can include your thesis, research methods, primary sources, historiographic debates, or any other pieces of pertinent information.

Students should follow good presentation practice. Students should not make slides containing too much text, they should not run over the allotted time, and they should maintain a professional standard during the presentation.

Week 15

12 December – So what?: History, memory, and the politicization of the Mediterranean past

Assignment: Read Claudio Fogu, 'From Mare Nostrum to Mare Aliorum'

14 December – Workshop | How do I write a good conclusion?

Assignment: Email Professor Martoccio or Patrick to volunteer to have the whole course help edit your conclusion. You will receive a 1% bonus on your Final Paper if you volunteer!

15 December – Discussion | Oral Presentations # 2 (Prof. Martoccio Attends)

Assignment: Oral Presentations # 2 (cont.)

19 December – Final Papers Due @ 10:00 AM through Canvas