

HIST3840 : THE OTTOMAN EMPIRE 1300-1923 W 15

Instructor: **Dr. Renée Worringer**
TTh 1:00-2:20pm, ANNU 204

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Office Hours: 2:30-3:30 TTh or by appt.

COURSE DESCRIPTION

This course will examine the rise of the Ottoman Empire in the 14th century in its historical context as the inheritor of Turco-Mongolian, Perso-Islamic, and Byzantine imperial legacies, situated strategically in both Europe and the Middle East. We will trace the evolution of this empire from its inception as a frontier principality, through its many struggles and transformations in the course of 600 years as a world empire, until its demise in the 20th century, after the end of World War One. Using a thematic, comparative approach, we will delve into the historical specificities of the Ottoman Empire and the diverse peoples that allowed its existence to be sustained for centuries, and the later breakdown of some of these internal governing mechanisms (i.e. the rise of nationalism in the Empire). Students will also investigate the historiographical debates surrounding various aspects of writing Ottoman history, for example the scholarly views of the empire as a nomadic *Ghazi* state on a constant quest to expand territory and acquire new sources of material wealth, versus the Islamic warrior thesis of the empire as engaged in *jihad* for the faith.



Familiarize yourself with the e-learning Courselink (D2L) site which will have a variety of course materials posted here, as well as announcements and other relevant information at <http://www.uoguelph.ca/courselink/index.html>

Textbooks

Required: *Both required books are available online through our Course Reserve in the Library*

Daniel Goffman, *The Ottoman Empire And Early Modern Europe* (Cambridge University Press, 2002).
Donald Quataert, *The Ottoman Empire 1700-1922* (Cambridge University Press 2000).

Recommended:

Caroline Finkel, *Osman's Dream: The Story of the Ottoman Empire 1300-1923* (John Murray, 2005).
Leslie Peirce, *Imperial Harem: Women and Sovereignty in the Ottoman Empire* (Oxford University Press, 1993)
Kate Fleet & Ebru Doğan, *A Social History of Ottoman Istanbul* (NY: Cambridge U Press, 2010).
L. Carl Brown, *Imperial Legacy: The Ottoman Imprint on the Balkans and the Middle East* (Columbia University Press, 1996)
M. Şükrü Hanioglu, *A Brief History of the Late Ottoman Empire* (Princeton: Princeton University Press, 2008).

I also recommend students make use of Colin Imber's *The Ottoman Empire, 1300-1650: The Structure of Power* (2002). This book has a detailed Ottoman chronology stretching from pre-Ottoman times to 1650 that elaborates upon names, dates, and places. Subsequent chapters provide good overviews of some of the critical institutions behind the Ottoman rise to power: the dynasty and reproductive politics, recruitment through the *devşirme* system, the palace, provincial organization, Ottoman religious and secular law, and the Ottoman military (land and sea).

Halil İnalcık's *The Ottoman Empire: The Classical Age 1300-1600* (1973) is quite dated but it is another general overview that might be useful for gaining insight into Ottoman state & society. Again the 1st chapter is a chronology, followed by chapters on aspects of the state, economic and social life, religion and culture.

*There are other readings assigned during the semester that I will make available to students online and/or at the Reserve desk of the library.

Students are required to read the relevant chapters of any readings listed in the lecture schedule **BEFORE** each lecture. Other suggested texts are provided at the end of this course outline in the select bibliography.

ASSESSMENT

Item	Length	Due	Weight
Quizzes or response papers	Varied	Ongoing	20%
Take-home Midterm Essay	1200-1500 words	Feb 12 (Wk 6)	25%
Review Assignment	700-750 words	March 5 (Wk 8)	20%
Take-home Final Essay Exam	1800 words	April 8	35%

Quizzes or Responsa

Several short quizzes or response essays on a week's readings and/or a primary source may be administered either in-class or as take-home assignments at the lecturer's discretion. They will be worth a total of 20% of your final grade. Quizzes are **INDEPENDENT ASSESSMENT** – any collaboration between students on these amounts to academic misconduct and will be dealt with accordingly!

Writing Assignment

Students are expected to write a short review essay on one piece of writing of their choosing about Ottoman history. The piece must be a **peer-reviewed** article, a chapter of a book, a book, etc. Sources from the internet are NOT acceptable for this assignment. **Selections must be cleared with the Course Coordinator before the student proceeds.**

You cannot use the textbooks for this assignment, nor articles **assigned** as class readings; if you choose to review a book listed in the course outline as part of a week's *suggested* readings, you must review THE ENTIRE BOOK. Otherwise you can select a chapter of a monograph we haven't read. This response essay is worth 20% of the final grade.

Assignment help with writing reviews is posted on our online site

You may write your review essay and turn it in any time during the semester, but the **final due date is the beginning of class, March 5, in Week 8. NO REVIEW ESSAYS WILL BE ACCEPTED AFTER THIS DATE.**

Essay Exams

Note that essay exams are designed to test your ability to think critically about particular issues raised in the course. In framing examination questions I assume that you have **attended lectures, read and thought about the required readings, attended tutorials, and participated in discussions. The essay exam topic will be distributed to students about a week in advance of the due date.**

Essay exams and the review assignment must use the Chicago Manual of Style citation method and a final works cited bibliographical page must be included in the submission.

ESSAY/EXAM SUBMISSION POLICY

No extensions will be granted unless proof is provided of a medical or emotional reason for late submission, or of an emergency - either a medical certificate or a counselor's certificate. Extensions can only be given **before** the due date and (in the interests of consistency for all students) **not** for any of the following reasons:

- Computer or printer problems
- Assignments are due at the same time in other courses
- You have to do an extra shift in your job that week
- You will be away that week

All late essays will be subject to automatic penalty of 4/100 points for the assignment for each day they are late. This adds up quickly; you are better off to get it in on time. Please see Dept. policy concerning late submissions on a following page. Your paper will be considered late up to the point when it is physically in my hands – regardless of WHEN you submitted it in my mailbox or under my door. I do not accept emailed papers.

GUIDE TO LIBRARY SOURCES

Daniel Goffman's text has useful footnotes and a good bibliography for further study of early Ottoman history. Donald Quataert's text has good select bibliographies at the end of each chapter pertaining to various topics on late Ottoman history. Both are very user-friendly for pursuing additional reading on topics that interest you. If you choose a selection from one of these bibliographies for your review essay, you do not have to clear it with the Course Coordinator beforehand.

One of the most useful references on Islamic and Middle East history is the ***Encyclopedia of Islam***. The multi-volume set is **online** and also in the reference section of the Library. I recommend that you refer to these volumes as a starting point for any research. Please consult with me if you are having trouble finding sources; I have many books and photocopies of articles on Ottoman history that may not be available in the Library.

Journal Articles

The best reference tool for finding journal articles on Islamic and Middle East History is the ***Index Islamicus***, a periodical reference just for this purpose. Do not hesitate to ask for assistance from the library personnel in using this invaluable tool. The *International Journal of Middle East Studies*

(IJMES) and the *Bulletin of the School of Oriental and African Studies, University of London (BSOAS)* are prominent journals in our field that the library has online through JSTOR, except for the last 5 years, which are on the shelves. Familiarize yourself with the computerized library catalogue and resources available in the libraries for this class.

Internet Sources

There is an ever-growing amount of material on the Internet relating to Middle East and Islamic history, though it should be utilized carefully. While you are encouraged to explore these sites, please note that there are conventions about how to cite them.

University of Guelph 2012 Learning Outcomes

Critical and Creative Thinking

(Inquiry and Analysis, Problem Solving, Creativity, Depth and Breadth of Understanding)

Critical and creative thinking is a concept in which one applies logical principles, after much inquiry and analysis, to solve problems in with a high degree of innovation, divergent thinking and risk taking. Those mastering this outcome show evidence of integrating knowledge and applying this knowledge across disciplinary boundaries. Depth and breadth of understanding of disciplines is essential to this outcome.

Literacy (Information Literacy, Quantitative Literacy, Technological Literacy, Visual Literacy)

Literacy is the ability to extract information from a variety of resources, assess the quality and validity of the material, and use it to discover new knowledge. The comfort in using quantitative literacy also exists in this definition, as does using technology effectively and developing visual literacy.

Global Understanding

(Global Understanding, Sense of Historical Development, Civic Knowledge and Engagement, Intercultural Competence)

Global understanding encompasses the knowledge of cultural similarities and differences, the context (historical, geographical, political and environmental) from which these arise, and how they are manifest in modern society. Global understanding is exercised as civic engagement, intercultural competence and the ability to understand an academic discipline outside of the domestic context.

Communicating

(Oral Communication, Written Communication, Reading Comprehension, Integrative Communication)

Communicating is the ability to interact effectively with a variety of individuals and groups, and convey information successfully in a variety of formats including oral and written communication.

Communicating also comprises attentiveness and listening, as well as reading comprehension. It includes the ability to communicate and synthesize information, arguments, and analyses accurately and reliably.

Professional and Ethical Behaviour

(Teamwork, Ethical Reasoning, Leadership, Personal Organization and Time Management)

Professional and ethical behaviour requires the ability to accomplish the tasks at hand with proficient skills in teamwork and leadership, while remembering ethical reasoning behind all decisions. The ability for organizational and time management skills is essential in bringing together all aspects of managing self and others. Academic integrity is central to mastery in this outcome.

UNIVERSITY OF GUELPH
Department of History

DEPARTMENT AND COLLEGE POLICIES

Resources

The Undergraduate Calendar is the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate programs. It can be found at: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/>

If you find yourself in difficulty, contact the undergraduate advisor in your program, or the BA Counselling Office: <http://www.uoguelph.ca/baco/contact.shtml>

1. When you cannot meet a course requirement

When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise the course instructor (or other designated person) in writing, with name, address and e-mail contact. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date, and certainly no longer than one week later. See the Undergraduate Calendar for information on regulations and procedures for Academic Consideration. <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

2. Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Student Accessibility Services (SAS) as soon as possible. For more information, contact SAS at 519-824-4120 ext. 56208 or emailcsd@uoguelph.ca or see the website: <http://www.csd.uoguelph.ca/csd/>

3. Student Rights and Responsibilities

Each student at the University of Guelph has rights which carry commensurate responsibilities that involve, broadly, being a civil and respectful member of the University community. The Rights and Responsibilities are detailed in the Undergraduate Calendar: <https://www.uoguelph.ca/registrar/calendars/undergraduate/2014-2015/c01/index.shtml>

4. Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and enjoins all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. Included in this category are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission. Students are expected to be familiar with the section on Academic Misconduct in the Undergraduate Calendar, and should be aware that expulsion from the University is a possible penalty. Students should also familiarize themselves with the concept of plagiarism and take the tutorials to learn what plagiarism means, and how to avoid it, at: <http://www.academicintegrity.uoguelph.ca/>. If an instructor suspects that academic misconduct has

occurred, that instructor has the right to examine the student orally on the content or any other facet of submitted work. Moreover, in the College of Arts it is expected that unless a student is explicitly given a collaborative project, all submitted work will have been done independently. Students have the responsibility to familiarize themselves with the Undergraduate Calendar, including Section VIII “Undergraduate Degree Regulations and Procedures” which includes a sub-section addressing academic misconduct: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>.

Instructors have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion, can be imposed. Hurried or careless submission of work does not exonerate students of responsibility for ensuring the academic integrity of their work. Similarly, students who find themselves unable to meet course requirements by the deadlines or criteria expected because of medical, psychological or compassionate circumstances should review the university’s regulations and procedures for Academic Consideration in the calendar and discuss their situation with the instructor and/or the program counsellor or other academic counsellor as appropriate.

5. Classroom Etiquette and Useful Tools

To avoid distraction, the History Department requests that you turn off wireless connections during class unless requested by the instructor to do otherwise. The Department maintains a web site <http://www.uoguelph.ca/history> that will be helpful in various ways to students in History courses - such as conveying names of student award winners, information on undergraduate and graduate programs at Guelph, and news of the Department. There are useful links to on-line resources that include A Guide to Writing History Research Essays which will be valuable to students in all History courses. The University of Guelph History Society operates a number of programs to assist History undergraduates, and information about these programs can be accessed through the Department website or <http://www.uoguelph.ca/~histsoc>.

6. E-mail Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: email is the official route of communication between the university and its students.

7. Handing in and Getting Back Assignments

Unless the course instructor says so, all History papers and assignments are to be handed in at class and returned at class. LATE PAPERS may ONLY be placed through the open slots in the mailboxes of faculty members and Graduate Teaching assistants at the student’s own risk. Mailboxes for regular faculty members are located in Room 2009 Mackinnon Extension and are accessible 8.30 a.m. – 4.00 p.m. Mon.-Fri. Mailboxes for graduate students and other instructors are located in the hallway at the 2nd floor entrance to the MacKinnon Extension building from the old MacKinnon building office tower (second floor). Late papers will not be date stamped. The History department and its instructors bear no responsibility whatsoever for late papers. **Under no circumstances should the wire baskets outside professors’ offices be used to deposit student papers.**

6. Recording of Materials

Presentations in relation to course work – including lectures – cannot be recorded in any electronic media without the permission of the presenter. Material recorded with permission is restricted to use for that course unless further permission is granted.

7. Drop Date

The last date to drop a one-semester course, without penalty, is the 40th class day of the semester which is Friday, March 6, 2015.

For regulations and procedures for Dropping Courses, see the Undergraduate Calendar.
<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

8. Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

9. Final Exam Date

Your Final Exam due date is Wednesday, April 8 by 4 pm.

COURSE SCHEDULE AND READINGS

Week 1 (Jan 6, 8): Course requirements and themes. Introduction to Ottoman historiography and the dilemmas of our field. Chronologies, maps and genealogies. Who is Kubad? Periodization of Ottoman History. **Video: Ottoman Empire Part I [8.5 min]**

Week 2 (Jan 13, 15): Historical context of the rise of the Ottoman Empire as frontier society.

Reading: Goffman, *The Ottoman Empire And Early Modern Europe*, 1-20;

*L.Carl Brown, *Imperial Legacy: The Ottoman Imprint on the Balkans and the Middle East*, 1-

15

*Donald Quataert, "Ottoman History Writing at a Crossroads," in Quataert & Sabri Sayari (eds.), *Turkish Studies in the United States* (Indiana University, 2003), 15-30.

*Murgescu & Berktaç (eds.), *The Ottoman Empire Workbook*, 23-24 – why study Ottoman history?

Suggested: Heath Lowry, *The Nature of the Early Ottoman State*, Introduction.

Cemal Kafadar, "The Ottomans and Europe," in Thomas Brady, Heiko Oberman & James Tracy (eds.), *Handbook of European History 1400-1600: Late Middle Ages, Renaissance and Reformation* Vol. I (1994), 589-635. **Call # D203.H36 2nd F reference**

Week 3 (Jan 20, 22): Origins and 4 theories of the Ottoman emergence: *gazi* thesis vs. nomadic expansionism; religious conversion in Anatolia; the Byzantine frontier and Ottoman rivals; the early role of women.

Reading: Goffman, 23-37; Quataert, 13-20;

*Leslie Peirce, *Imperial Harem: Women and Sovereignty in the Ottoman Empire*, preface vii-x, 3-27.

*Murgescu & Berktaç (eds.), *The Ottoman Empire Workbook*, 37-38.

Suggested: *Cemal Kafadar, *Between Two Worlds: The Construction of the Ottoman State*,

Intro.

H.A.R. Gibb and Harold Bowen, *Islamic Society and the West*, 2 Vols., selections.

Paul Wittek, [Colin Heywood (ed.)], *The Rise of the Ottoman Empire: Studies on the History of Turkey, 13th-15th Centuries*, excerpts.

Lowry, *Nature of the Early Ottoman State*, Ch. 1 (5-13), Ch. 4 (45-54), Ch. 8 (131-143).

These may be of use to you from this point in the course onwards:

Colin Imber, *The Ottoman Empire, 1300-1650: The Structure of Power*

Halil İnalçık, *The Ottoman Empire: The Classical Age, 1300-1600*

Week 4 (Jan 27, 29): Structures of early Ottoman power; the move to Europe; Islamic mysticism (Sufism) in Ottoman society; rivalry in Asia, Timur and Ottoman defeat in 1402; wives and concubines

Reading: Goffman, 37-54; Quataert, 20-31; *Peirce, 28-56.

*Murgescu & Berktaç (eds.), *The Ottoman Empire Workbook*, 39-43, 47

Suggested: *Ira Lapidus, "Sufism and Ottoman Islamic Society," 15-32 and *John R. Barnes, "The Dervish Orders in the Ottoman Empire," 33-38 in Raymond Lifchez (ed.), *The Dervish Lodge*.

*Ahmet Karamustafa, *God's Unruly Friends*, Intro & Ch. 5-7.

Metin Kunt & Christine Woodhead (eds.), *Süleymân the Magnificent and His Age*, 3-29; Lowry, *Nature of the Early Ottoman State*, Ch. 5 (55-94).

*Halil İnalcık, "The Ottoman Succession and its Relation to the Turkish Conception of Sovereignty," in his *The Middle East and the Balkans under the Ottoman Empire*, 37-69.

***Mid-term Take-Home Exam distributed ***

Week 5 (Feb 3, 5) : Ottoman re-emergence and Mehmed II conquers Constantinople 1453; Ottoman society and elites, the Imperial household; Selim I's conquest of Islamic heartlands and Sunni-Shi'i rivalries

Reading: Goffman, 55-92; Quataert, 89-100 (new ed. 90-102); Palmira Brummett, *Ottoman Seapower and Levantine Diplomacy in the Age of Discovery*, 1-26

*Murgescu & Berktaç (eds.), *The Ottoman Empire Workbook*:

p. 51-52 on reactions to fratricide

p. 49-50 intro to Ottoman institutional development

p. 45-46, 72, 75-76 on the conquest of Constantinople, 1453

p. 55- 57 devşirme system

p. 58-59 timars & sipahis

p. 87-88 images of akıncıs, sipahis and janissaries (if you keep looking at the pages after this you will see images of other members of Ottoman society)

Suggested: Lowry, *Nature of the Early Ottoman State*, Ch. 7 (115-130)

Brummett, *Ottoman Seapower*, 27-121 [see esp 92-121, Ch 4: "Ottoman Naval Development"]

Halil İnalcık, "The Policy of Mehmed II Toward the Greek Population of Istanbul and the Byzantine Buildings of the City," *Dumbarton Oaks Papers* 23/24(1969/1970): 231-249.

William McNeill & Marilyn Waldman (eds.), *The Islamic World* (1973): Kritovoulos, "History of Mehmed the Conqueror," 312-336; "Letters from Selim and Ismail," 337-344.

Avigdor Levy, *Jews, Turks, Ottomans: A Shared History, Fifteenth through the Twentieth Century*, Ch 1

Week 6 (Feb 10, 12): The "Golden Age": Süleymân the Magnificent and his time

Film: Either "Süleymân the Magnificent" or Part 2, "Islam: Empire of Faith" on the Ottomans

Reading: Goffman, 93-115; Peirce, 57-112;

*Murgescu & Berktaç (eds.), *The Ottoman Empire Workbook*:

p. 53 a diagram of Ottoman imperial administration.

Suggested: Selections, Kunt and Woodhead (eds.), *Süleymân the Magnificent...*;

*Halil İnalcık, "State and Ideology under Süleyman I," in his *The Middle East and the Balkans under the Ottoman Empire*.

*Cornell Fleischer, "The Lawgiver as Messiah: The Making of the Imperial Image in the Reign of Süleyman," in Gilles Veinstein (ed.), *Soliman le Magnifique et Son Temps* (1992), 159-177.

McNeill & Waldman (eds.), *The Islamic World* (1973): Busbecq, "The Turkish Letters," 344-352.

***Midterm Exam due in class, Feb 12**

Winter Break, no classes Feb 16-20

Week 7 (Feb 24, Feb 26): Changes in Balance of Power at home and abroad; Ottoman-European relations and a shift to diplomacy; Venice and Imagining the Oriental Despot; Capitulations
[Ottoman Empire Part II show 1st 4 min]

Reading: Goffman, 115-127, 131-164; Quataert, 31-34; Peirce, 113-248.

*Virginia Aksan, "Theoretical Ottomans," *History Compass* (2008).

Andrew C. Hess, "The Battle of Lepanto and Its Place in Mediterranean History,"
Past and Present No. 57 (Nov., 1972), pp. 53-73 [Avl online thru JSTOR]

*Murgescu & Berktaý (eds.), *The Ottoman Empire Workbook*:
p. 59-66 on justice in the Empire

Suggested: Cornell Fleischer, *Bureaucrat and Intellectual in the Ottoman Empire...*, 3-10;
Lucette Valensi, *Birth of the Despot*

Week 8 (March 3, 5): Muslims and non-Muslims; Life in the Empire; environmental effects and disease

→FINAL DUE DATE FOR BOOK REVIEW, BEGINNING OF CLASS MARCH 5←

Reading: Goffman, 165-188; Quataert, 140-148(new ed.142-151), 161-171(new ed.162-173);
Aron Rodrigue, "Difference and Tolerance in the Ottoman Empire: Interview by Nancy Reynolds,"
Stanford Humanities Review 5:1(1995), AVL ONLINE @
<http://www.stanford.edu/group/SHR/5-1/text/rodrigue.html>

*Sam White, "The Little Ice Age Crisis of the Ottoman Empire: A Conjunction in Middle East Environmental History," in Alan Mikhail (ed.), *Water on Sand: Environmental Histories of the Middle East and North Africa* (OUP, 2012).

*Sam White, "Rethinking Disease In Ottoman History," *International Journal of Middle East Studies* 42:4(Nov. 2010), p.549-567.

*Murgescu & Berktaý (eds.), *The Ottoman Empire Workbook*:

p. 77-84, 97-106, 111-115 on Ottoman society and community, Muslims/non-Muslims, women

Suggested: Lowry, *Nature of the Early Ottoman State*, Ch. 6 (95-114)

Benjamin Braude & Bernard Lewis (eds.), *Christians and Jews in the Ottoman Empire*, 2 Vols. (NY: Holmes and Meier Publishers, 1982), "Introduction," pp.10-34.

Bruce Masters, *Christians and Jews in the Ottoman Arab World* (Cambridge University Press, 2001), Ch 1-2, pp. 16-67.

Avigdor Levy, *Jews, Turks, Ottomans...*

Molly Greene (ed.), *Minorities in the Ottoman Empire* (Markus Wiener Publishers, 2003).

Week 9 (March 10, 12): The Rise of Europe and Ottoman defeats, 17th/18th Centuries; The Paradigm of Decline, World-Systems Perspective, "The Eastern Question" and the "Sick Man of Europe"

Reading: Goffman, 189-234; Quataert, 1-11, 37-88; Peirce, 248-285; Brown, 246-260.

Suggested: Itzkowitz, “18th Century Ottoman Realities,” *Studia Islamica* 16(1962):73-94;
Bernard Lewis, *The Emergence of Modern Turkey*
*Murgescu & Berktaş (eds.), *The Ottoman Empire Workbook*:
p.117-125 crises in the Empire

Week 10 (March 17, 19): The “long” 19th Century: European colonialism, the Era of Reforms and National Awakenings; Population Migrations in and out of the Empire
[video Ottoman Empire Pt II, 2nd ½]

Reading: Quataert, 149-160(new ed.151-162).

M. Şükrü Haniöđlu, *A Brief History of the Late Ottoman Empire* (Princeton: Princeton University Press, 2008) is useful from this week onwards.

Suggested: Lewis, *Emergence of Modern Turkey*;
Şerif Mardin, *Genesis of Young Ottoman Thought*;
Justin McCarthy, *The Ottoman Peoples and the End of Empire*, Ch.3 “The Balkans,” (38-62).
Bruce Masters, “The 1850 Events in Aleppo: An Aftershock of Syria's Incorporation into the Capitalist World System,” *International Journal of Middle East Studies* 22:1 (Feb., 1990), pp. 3-20
Leila Fawaz, *An Occasion for War ~ Civil Conflict in Lebanon and Damascus in 1860* (UC Press, 1994), pp.8-30(Ch 1);
Ussama Makdisi, *The Culture of Sectarianism: Community, History, and Violence in Nineteenth Century Ottoman Lebanon* (2000);
Dimitri Gondicas & Charles Issawi (eds.), *Ottoman Greeks in the Age of Nationalism: Politics, Economy, and Society in the Nineteenth Century* (Darwin Press, 1999); Introduction, pp. 1-16; pp. 161-167.

Week 11 (March 24, 26): Center-periphery relations, the Arab provinces, the Young Turk Movement and Sultan Abdülhamid II; Pan-Islamism; Armenian nationalism intro

Reading: Quataert, 100-109(new ed.102-110), 172-191(new ed.174-194); Brown, 100-128.

Suggested: M. Şükrü Haniöđlu, *The Young Turks in Opposition*, Ch.1-2 (3-32), Ch. 9-10 (200-216) and *Preparation for a Revolution*, Ch.1-2 (3-27), Ch. 10-11 (289-318);
Hasan Kayalı, *Arabs and Young Turks: Ottomanism, Arabism, and Islamism in the Ottoman Empire, 1908-1918*;
John R. Barnes, “The Dervish Orders in the Ottoman Empire,” 38-48 in Raymond Lifchez (ed.), *The Dervish Lodge*.

Week 12 (March 31, April 2): The 20th Century Ottoman Empire: Revolution, Centralization and Wars; World War I and the Armenian Genocide
[video Ottoman Empire PtIII – WWI 4.5 min]

Films: “The Armenian Genocide” and “The Armenian Revolt”

Reading: Quataert, 110-139(new ed. 111-141), 192-197(new ed.195-202); Brown, 17-77;

McCarthy, *Ottoman Peoples*, 66-73, 106-112

* Stephan Astourian, "The Armenian Genocide: An Interpretation (in Historiography)," *The History Teacher* 23:2 (Feb., 1990), pp. 111-160. [also AVL online from JSTOR]

Robert Melson, "A Theoretical Inquiry into the Armenian Massacres of 1894-1896 (in Genocide)," *Comparative Studies in Society and History* 24:3 (Jul., 1982), pp. 481-509.

Ronald Grigor Suny, "Empire and Nation: Armenians, Turks, and the End of the Ottoman Empire," *Armenian Forum* 1:2(Summer 1998) pp.17-51.

***Turkish Embassy in Canberra, Australia refutation of the Armenian Genocide**

<http://www.turkishembassy.org.au/makale/armenian.htm>

(this website seems to have been removed, therefore you will only find this on the Courselink site)

Donald Bloxham, "Three imperialisms and a Turkish nationalism: international stresses, imperial disintegration and the Armenian genocide," *Patterns of Prejudice* 36:4(2002), pp. 37-58.

Suggested: Eric Zürcher, *Turkey: A Modern History*, 97-137.

Taner Akçam, *From Empire to Republic: Turkish Nationalism & the Armenian Genocide* (London: Zed Books, 2004);

Taner Akçam, *A Shameful Act: The Armenian Genocide and the Question of Turkish Responsibility* (Metropolitan Books, 2006).

Taner Akçam, *The Young Turks' Crimes Against Humanity: Ther Armenian Genocide and Ethnic Cleansing in the Ottoman Empire* (Princeton, 2012).

Donald Bloxham, *The Great Game of Genocide: Imperialism, Nationalism, and the Destruction of the Ottoman Armenians* (Oxford University Press, 2005).

Dadrian, Vahakn N., *The History of the Armenian Genocide: Ethnic Conflict from the Balkans to Anatolia to the Caucasus* (Berghahn Books, 1997, c1995);

Richard Hovannisian, *Remembrance and Denial*

R. Suny, F.M. Göçek & N. Naimark (eds.), *A Question of Genocide...*

***Final Take-Home Essay Exam distributed ***

Ottoman Legacies in the Middle East and Balkans; Final thoughts and Review

Reading: Brown, 129-173

Suggested: Brown, 261-283.

***Final Take-Home Exam Due Wednesday April 8**