

Winter 2014
History 105B
Middle East, 1100-1700:
From the Crusades and Mamluks to the Age of the Gunpowder Empires
Professor Sebouh D. Aslanian

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Time: Tu/Th 12:30PM - 1:45PM (ROYCE 190)

Office Hours Tu/Th: 11:00-12:00 PM or by appointment.

Beginning with the emergence of the Crusades and the Seljuk Turkic Migration into the Middle East during the twelfth century, the course will examine the formation of Islamic states and societies in the years 1100 through 1700. It focuses in particular on the three Muslim “Gunpowder” Empires of the Ottomans, Safavids, and Mughals that came to flourish during the latter period. Topics to be studied include frontier warriors (ghazi) and the Turkic slave-soldier system; the creation of Sunni and Shi ʿi Muslim empires; the flowering of public architecture and imperial cities; the role of outsiders, merchants, the economy, and long-distance trade in all three empires; and finally, the place of coffee and coffeehouses. The course will pay attention to the ways in which early modern empires sought to create and manage hierarchical difference while ruling over heterogeneous populations before the transformations of the nineteenth century and the rise of nation states. In addition to the assigned textbooks, there will be a number of essay-length readings made available to students in pdf format and marked by an asterisk on the syllabus.

THE SIGNIFICANCE OF THE SYLLABUS

Enrollment in this course implies acceptance of all rules, policies and requirements of this class. I reserve the right to make small changes to this syllabus in accordance with the specifics of the class dynamic.

NOTES, CAUTIONARY AND OTHERWISE:

- I encourage you to come to my office hours, to discuss any questions about the issues raised, or to talk about assignments and/or problems you might be having (or just to give us an opportunity to get to know each other better), so that we can work together in providing sufficient explanations to questions and resolutions to problems. For most of you, this course covers unfamiliar regions and periods and will involve learning new concepts; please do not wait until the end of the quarter to see me.

- Students are expected to express themselves openly and participate in creating a non-intimidating classroom environment that contributes to open discussion. They are expected to think objectively and historically and to listen respectfully to others’ remarks.

- In this course, as in others, each student is in charge of and responsible for his/her own education. In other words, what one gets out of this course depends on what one puts into it. This includes grades. Grades are not negotiable. All grades are earned; if you want an A and not an A-, then earn it. If you have an issue with a grade on an assignment and can explain in writing why your assignment deserves a different grade, I am willing to take a second look. Please be forewarned, however, that I will look at the assignment with a fresh eye; that means grades may be raised, lowered, or remain the same.

This is an upper-division course. The written work you submit should be of the highest quality. All essays should be free of grammatical, spelling, typographical, and form errors. All papers should follow a standard format (typed, black ink, 12 font such as Times Roman, double-spaced, 1" margins), and have a title, bibliography, and footnotes. No late papers will be accepted (unless your absence falls under university regulations concerning excused absences). Paginate your essays (page numbers) and staple pages together. Your essays should have a title, an introduction, a thesis, supporting paragraphs, and a conclusion. You should consult a style manual for correct citation form; papers submitted without correct citation form will not receive credit. Historians use the *University of Chicago Manual of Style*, which is condensed in books by Kate Turabian, such as *A Manual for Writers of Research Papers, Theses, and Dissertations* (Chicago: University of Chicago Press, 2007, 7th edition). You may also find the following helpful: Purdue Online Writing Lab (<https://owl.english.purdue.edu/owl/>) and Chicago Manual of Style Online (<http://www.chicagomanualofstyle.org/home.html>).

- All assigned readings for the day must be completed before you come to class. You should be prepared to discuss the readings and participate in all the class discussions.
- All assignments are due at the beginning of class on the day assigned. I will not accept an assignment if the student has not attended class that day. Exceptions may be made in rare cases. If I permit the late submission of an assignment, **I will deduct points 5 points per day.**
- Electronic submission and late assignments will not be accepted without prior agreement.
- Students are required to be present at **every** class session and to be prepared for class. Unexcused absences will be penalized. Students must contact the instructor if a conflict arises that will prevent them from attending class. Only students who have excused absences and approval from the instructor will be able to make up a missed assignment. I am not obligated to consider other absences except the following excused absences: illness or injury to the student; death, injury, or serious illness of an immediate family member or the like; religious reasons (California Education Code section 89320); jury duty or government obligation; university sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips.) **Please contact me immediately if a situation arises that forces your absence from class. If I do not hear from you, I will consider your absence unexcused.**

- Consistent tardiness will not be acceptable and will result in a grade deduction. You need to let me know ahead of time if you are going to be late. If you are late to class beyond twenty minutes of class time, I will consider you absent for the day.
- Some class sessions will be discussion focused. Please bring appropriate readings and texts to class with you. Give yourself sufficient time to complete the reading and prepare **before coming to class**. **Moreover, give yourself sufficient time to understand assignment guidelines, complete writing assignments accordingly, and seek help** early if you are having difficulties.
- **Classroom etiquette:** please abide by the etiquette guidelines established on the first day of class.
 - **NO** recording of class sessions;
 - **NO** reading of extraneous material in class;
 - **NO** radios, headsets, iPods, or any other distractions;
 - **NO** conversations other than those directed at the class;
 - **NO** cell phones, no texting. If you must have one for any reason, see me before class.
 - **NO** packing up before class is dismissed.

▪ ***Academic Integrity and Honesty:***

Cheating and plagiarism are serious offenses and will not be tolerated. They are violations of university regulations. All students will be held to a high standard of academic integrity, which is defined as "the pursuit of scholarly activity free from fraud and deception." Academic dishonesty includes, but is not limited to, the following: cheating; plagiarizing; fabricating of information or citations; facilitating acts of academic dishonesty by others; having unauthorized possession of examinations; submitting work of another person or work previously used without informing the instructor; tampering with the academic work of other students; the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions with rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming. Acknowledgement of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. All acts of academic dishonesty will be subject to disciplinary action. All take-home written assignments for the course must be submitted electronically through Turnitin. in order to ensure the authenticity of the presented written work. **A single act of cheating or plagiarism by an undergraduate student will result in a failing grade on that assignment. A single act of cheating or plagiarism by a graduate student will result in a failing grade in the course, regardless of other graded course assignments.**

Grading:

	A = 93 – 100	A- = 90 – 92
B+ = 87 – 89	B = 83 – 86	B- = 80 – 82
C+ = 77 – 79	C = 73 – 76	C- = 70 – 72
D+ = 67 – 69	D = 63 – 66	D- = 60 – 62
	F = 0 – 59	

COURSE REQUIREMENTS/ASSESSMENT

I. WRITTEN ASSIGNMENTS:

- 1) 2 MAP QUIZZES (20% TOTAL)
- 2) TAKE-HOME MID-TERM EXAM (8 PP., 35%)
- 4) FINAL EXAM (8 PP., 35%)

All written assignments must be typed, double-spaced, paginated, in black ink, 12-point font, and with one-inch margins.

II. CLASS PARTICIPATION AND DISCUSSION (10%)

This includes coming to class on time having read and thought about the week's material and prepared to discuss it. Knowledge and understanding of readings will enable us to have productive class discussions when necessary as well as help you be prepared for other assignments. Attendance without participation will be insufficient and will be reflected in grades.

REQUIRED TEXTS:

- William Ochsenswald and Sydney N. Fisher, *The Middle East: A History*, 6th Edition (New York: McGraw-Hill, 2004)
- Stephen Dale, *The Muslim Empires of the Ottomans, Safavids, and Mughals* (Cambridge: Cambridge University Press, 2010).

The textbooks will be available for purchase at the bookstore.

Other readings will be available on electronic reserve in pdf. format and are marked with an asterisk below.

WEEK 1 (JAN. 7 AND 9): INTRODUCTION TO THE COURSE AND RECAP TO THE ELEVENTH CENTURY

Readings:

- Ochsenswald & Fisher, 1-81.
- Albert Hourani, *A History of the Arab Peoples* (New York: Warner Books, 1992), 1-59*

WEEK 2 (JAN. 14 AND 16): BETWEEN CRUSADERS AND SELJUK TURKS: THE MIDDLE EAST IN AN ERA OF TURMOIL

Tuesday: The Seljuk Wave

Readings:

- Claude Cahen, *Pre-Ottoman Turkey: A General Survey of the Material and Spiritual Culture and History, c. 1071-1330* (New York: Taplinger Publishing Company, 1967), 1-55*
- Ochsenswald & Fisher, 125-128*

Thursday: The Crusades and the Pax Mongolica

Readings:

- P. M. Holt, *The Age of the Crusades: The Near East from the Eleventh Century to 1517* (New York: Routledge, 1986), 1-67

- Ochsenswald & Fisher, 128-132; 135-145*

Recommended Reading:

- David Christian, “Part V: The Mongol Empire, 1200-1260,” in *A History of Russia, Central Asia, and Mongolia, Volume 1: Inner Eurasia from Prehistory to the Mongol Empire* (Malden, MA. and Oxford: Wiley-Blackwell, 1998), 383-430*

WEEK 3 (**JAN 21 & 23**): THE MAMLUK SULTANATE AND ITS INSTITUTIONS

Tuesday: MAMLUKS, AN OVERVIEW

Readings:

- Holt, *The Age of the Crusades*, 82-130, 138-167, and 178-203*

Thursday: THE MAMLUK MILITARY AND SLAVE SOLDIERS

Readings:

- David Ayalon, “Aspects of the Mamlūk Phenomenon: The Importance of the Mamlūk Institution,” in David Ayalon, *The Mamlūk Military Society* (London: Variorum Reprints, 1979), 196-225*

WEEK 4 (**JAN 28 AND JAN 30**): THE RISE OF THE GUNPOWDER EMPIRES

Tuesday: Common Heritage and Historical Background

Readings:

- Stephen F. Dale, *The Muslim Empires of the Ottomans, Safavids, and Mughals* (Cambridge: Cambridge University Press, 2011), 1-76*

Thursday: Definitional issues and comparative overview

Readings:

- Sanjay Subrahmanyam, “Written on Water: Design and Dynamics in the Portuguese *Estado da Índia*,” in *Empires: Perspectives from Archeology and History*, eds. S.E. Alcock, et al. (Cambridge: Cambridge University Press), 42-69*
- Chris Bayly, “Political and Social Change in the Muslim Empires,” in C.A. Bayly, *Imperial Meridian: The British Empire and the World, 1780-1830* (London and New York: Longman, 1989), 16-34*
- Stephen Blake, “Safavid, Ottoman, and Mughal Empires,” in Stephen Blake, *Time in Early Modern Islam: Calendar, Ceremony, and Chronology in the Safavid, Mughal, and Ottoman Empires* (Cambridge and New York: Cambridge University Press, 2013), 21-47.*

Recommended Reading:

- Jane Burbank and Frederick Cooper, “Imperial Trajectories,” in *Empires in World History: Power and Politics of Difference* (Princeton: Princeton University Press, 2011), 1-22*

Thursday: FIRST IN-CLASS MAP QUIZ FEB. 2 [Jan. 30?] (20 minutes)

WEEK 5 (**FEB 4 AND 6**): OTTOMANS AND SAFAVIDS

Tuesday: Ottoman origins and expansion

Readings:

- Ochsenswald & Fisher, 141-214

Thursday: Safavid Empire

Readings:

- Ochsenswald & Fisher, 215-230
- Kathryn Babayan, "The Safavids in Iranian History (1501-1722)," in Touraj Daryace, *The Oxford Handbook of Iranian History*, (Oxford and New York: Oxford University Press, 20012), 285-305*
- Andrew Newman, "Monumental Challenges and Monumental Responses: The Reign of Abbas I (1587-1629)," in Andrew Newman, *Safavid Iran: Rebirth of a Persian Empire* (London: I.B. Tauris, 2008), 50-73*

Recommended Reading:

- Rudi Matthee, "Was Safavid Iran an Empire?" *Journal of the Social and Economic History of the Orient* 52 (2009): 840-873*

WEEK 6 (**FEB 11 AND 13**): MUGHALS AND THE SPLENDOR OF IMPERIAL CAPITALS

Tuesday: Mughal Survey

Readings:

- Catherine B. Asher and Cynthia Talbot, *India Before Europe* (Cambridge: Cambridge University Press, 2006), 25-52, 115-152*

Thursday: Palace Architecture and the Splendor of Imperial Capitals

Readings:

- Gulru Necipoglu, "Framing the Gaze in Ottoman, Safavid, and Mughal Palaces," *Ars Orientalia*, 23 (1993): 303-342*
- Stephen Blake, "Comparison and Conclusion," in Stephen Blake, *Shahjahanabad: The Imperial City in Mughal India, 1639-1739* (Cambridge and New York: Cambridge University Press, 1991), 183-211.*
- Stephen F. Dale, *The Muslim Empires of the Ottomans, Safavids, and Mughals* (Cambridge: Cambridge University Press, 2011), 208-246.

MID-TERM EXAM DUE FEB. 13 THROUGH TURNITIN AND IN HARDCOPY IN CLASS (Questions will be provided two weeks in advance)

WEEK 7 (**FEB 18 AND FEB 20**): MERCHANTS AND LONG-DISTANCE TRADE

Tuesday: The Safavid silk trade

Readings:

- Sebouh Aslanian, "Trade Diaspora vs. Colonial State: Armenian Merchants, the East India Company and the High Court of Admiralty in London, 1748-1752," *Diaspora: A Journal of Transnational Studies* 13, 1 (2006): 37-100*

- Edmund Herzig, “The Rise of the Julfa Merchants in the Late Sixteenth Century,” *Pembroke Papers* 4 (1996): 305–22*

Thursday: Ottoman-Safavid Trade and European Trading Companies in Mughal India

Readings:

- Suraiya Faroqhi, “Trade Between the Ottomans and Safavids: The Acem Tüccari and others,” in *Iran and the World in the Safavid Age*, edited by Edmund Herzig and Willem Floor (London: I.B. Tauris, 2013), 237-253*
- John F. Richards, “The Economy, Societal Change, and International Trade,” in John F. Richards, *The Mughal Empire* (Cambridge: Cambridge University Press, 1995), 185-204*

Recommended Reading:

- Suraiya Faroqhi, “Trade: Regional, inter-regional and international,” *An Economic and Social History of the Ottoman Empire*, vol. 2, ed. Suraiya Faroqhi, Bruce McGowan, Donald Quataert, and Şevket Pamuk. (Cambridge: Cambridge University Press), 474-531*

WEEK 8 (FEB 25 AND FEB 27): THE USE OF SLAVES, OUTSIDERS, AND SERVICE NOMADS

Tuesday: Ottoman Janissaries

Readings:

- Lewis Coser, “The Alien as a Servant of Power: Court Jews and Christian Renegades,” *The American Sociological Review* 37 (1972): 574-581*
- V. L. Ménage, “Some notes on the Devshirme,” *Bulletin of the School of Oriental and African Studies* 29 (1966): 64-78*
- Colin Imber, “Recruitment,” in Colin Imber, *The Ottoman Empire, 1300-1650: The Structure of Power*, 2nd edition (London: Palgrave MacMillan, 2009), 116-130.*
- S. Vryonis, “Seljuk Gulams and Ottoman Devshirme,” *Der Islam*, 41 (1965): 224-252*

Thursday: Safavid Ghulams

Readings:

- Sussan Babaie, et al. *Slaves of the Shah: New Elites of Safavid Iran* (London: I.B. Tauris, 2004), 1-48*
- Hirotake Maeda, “Exploitation of the Frontier: The Caucasus Policy of Shah ‘Abbas I,” in *Iran and the World in the Safavid Age*, edited by Edmund Herzig and Willem Floor, (London: I.B. Tauris, 2013), 471-491*

WEEK 9 (MARCH 4 AND 6): COFFEEHOUSES, RELIGIOUS AND OTHER MINORITIES, AND THE MANAGEMENT OF DIFFERENCE

Tuesday: Coffee and Coffeehouses in the Ottoman Empire and Safavid Iran

Readings:

- Ralph S. Hattox, *Coffee and Coffeehouses: The Origins of a Social Beverage in the Medieval Near East* (Seattle and London: University of Washington Press, 1988), 3-45, 112-136*

- Rudi Matthee, “Coffee in Safavid Iran: Commerce and Consumption,” Rudi Matthee, *The Pursuit of Pleasure: Drugs and Stimulants in Iranian History, 1500-1900* (Princeton: Princeton University Press, 2009), 144-176*

Recommended Reading:

- Eminegül Karababa and Güliz Ger, “Early Modern Coffeeshouse Culture and the Formation of the Consumer Subject,” *Journal of Consumer Research* 37, 5 (2011): 737-760*

Thursday: Religious and other Minorities and the Management of difference

Readings:

- Benjamin Braude and Bernard Lewis, ‘Introduction,’ in Benjamin Braude and Bernard Lewis (eds), *Christians and Jews in the Ottoman Empire*, vol. I: The Central Lands (New York: Holmes and Meier, 1982), 1-34*
- Vera B. Moreen, “Status of Religious Minorities in Safavid Iran, 1617-1661,” in *Journal of Near Eastern Studies* 40, 2 (1981): 119-134*

Recommended Reading:

- Aron Rodrigue, “Difference and tolerance in the Ottoman Empire, interview with Nancy Reynolds,” *Stanford Electronic Humanities Review*, February 27, 1996. (available online at <http://www.stanford.edu/group/SHR/5-1/text/rodrigue.html>)

SECOND IN-CLASS MAP QUIZ, MARCH 6 (20 minutes).

WEEK 10 (MARCH 11 AND 13): THE TRANSFORMATION OF EMPIRE AND THE QUESTION OF “DECLINE”

Readings:

- Jane Hathaway, “Crisis and Change in the Seventeenth Century,” in Jane Hathaway, *The Arab Lands under Ottoman Rule, 1516-1800* (Harlow, England; New York: Pearson Longman, 2008), 59-78*
- Chris Bayly, “Crisis and Reorganization in Muslim Asia,” in C.A. Bayly, *Imperial Meridian: The British Empire and the World, 1780-1830* (London and New York: Longman, 1989), 35-74*
- Martin Dickson, “The Fall of the Safavi Dynasty,” *Journal of the American Oriental Society*, 82, 4 (1962), 503-517*
- Rudi Matthee, “From Stability to Turmoil: The Final Decades, 1700-1722,” in Rudi Matthee, *Persia in Crisis: Safavid Decline and the Fall of Isfahan* (London: I.B. Tauris, 2012), 197-242*

FINAL EXAM DUE MARCH 17 BY ELECTRONIC SUBMISSION

(Questions Will Be Provided to You Two Weeks in Advance)