

HIST643

Course Summary

Course : HIST643 **Title :** The Ottoman Empire

Length of Course : 8 **Faculty :**

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description:

This course investigates the roots of the Ottoman people, the development of their empire, the spread of their culture and their impact on early modern Europe. Students examine the reasons why the Ottoman Empire was one of the most successful empires in the history of the world. Starting in a corner of Anatolia with Byzantine and Seljuk lands in the 13th century, the emphasis is on how the Ottomans managed to expand their authority until they controlled territory on three continents: Asia, Europe and Africa until its demise after World War I.

Course Scope:

The Ottoman Empire was one of the most successful empires in the history of the world. Starting in a corner of Anatolia with Byzantines and Seljuks as their neighbors in the thirteenth century, the Ottomans managed to expand their authority until they controlled territory on three continents: Asia, Europe and Africa. At their height, they were the strongest power in the Mediterranean Sea, the Red Sea, and the Black Sea. By the time the empire ceased to exist following World War I, they had been a major factor in European history for centuries. In this course, we will investigate the roots of the Ottoman people, the development of their empire, the spread of their culture and their impact on early modern Europe.

Objectives

After successfully completing this course, you will be able to:

- Discuss the roots of the Ottoman Empire
- Analyze the slow success of the Ottomans as they filled a gap created by the weaknesses of the Byzantine Empire and the Seljuk Sultanate of Rum
- Examine how the broader western world reacted to the firm planting of Ottoman power in the Mediterranean after the fall of Constantinople in 1453
- Consider how the reactions of the European powers to that takeover influenced Ottoman- European relations for centuries
- Discuss how the rise of the Ottoman Empire was influenced by contacts with the European powers as both entered the modern era
- Analyze how the fall of the Ottoman Empire was influenced by changing political realities at home and in Europe prior to World War I

Outline

Week 1: Introduction

Learning Outcomes

- Introductions and Acknowledgment of Honor Code
- Background of the arrival of the Seljuks, the Crusades, and the Mongol Invasion.
- The start of the formation of the Ottoman/Osmanli state.

Required Readings

- [Osman's Dream](#)
 - Preface & Chapter 1

Assignments and Discussions

- Introductions
- AMU and APU Student and Faculty Honor Code
- Week 1 Discussion

Week 2: The Early Ottoman Empire

Learning Outcomes

- Analyze the effect of Tamerlane's arrival and revival of a nascent Ottoman state.
- Analyze the Fall of Constantinople and the further expansion of the Ottoman Empire.

Required Readings

- [Osman's Dream](#)
 - Chapters 2 & 3

Assignments and Discussions

- Week 2 Discussion

Week 3: Mehmed II & his successors

Learning Outcomes

- Understand the development of the empire's administrative structure and their implementation under Mehmed II's successors

Required Readings

- [Osman's Dream](#)
 - Chapter 4

Assignments and Discussion

- Week 3 Discussion
- Research Proposal Due

Week 4: Suleiman the Magnificent

Learning Outcomes

- Examine the expansion of the Ottoman Empire in all directions.
- Examine the centralization of Ottoman government.

Required Readings

- [Osman's Dream](#)
 - Chapter 5

Assignments and Discussions

- Week 4 Discussion

Week 5: Seeds of Decline

Learning Outcomes

- Analyze the changing role of the sultan and the attendant problems
- Read the struggles for power by various governmental and non-governmental groups

Required Readings

- [Osman's Dream](#)
 - Chapters 6 - 9

Assignments and Discussions

- Week 5 Discussion

Week 6: The Sick Man of Europe

Learning Outcomes

- Read the Treaty of Karlowitz.
- Continuing struggles for power, with particular attention to the relationship with Russia and Austria-Hungary.
- Identify the Eastern Question.
- Analyze the impact of the world economy on the Ottoman Empire.

Required Readings

- [Osman's Dream](#)
 - Chapters 10 – 12

Assignments and Discussions

- Week 6 Discussion

Week 7: The Era of Reforms

Learning Outcomes

- Learn the impact of nationalism
- Read the era of reforms
- Analyze the impact of the world economy on the Ottoman Empire.

Required Readings

- [Osman's Dream](#)
 - Chapters 13 – 15

Assignments and Discussions

- Week 7 Discussion

Week 8: World War I

Learning Outcomes

- Analyze the Ottoman role in World War I and the effects on the Empire.
- Dissolution of the Ottoman Empire and the creation of the Republic of Turkey.

Required Readings

- [Osman's Dream](#)
 - Chapter 16

Assignments and Discussions

- Week 8 Discussion
 - Research Paper Due
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Evaluation

A. Discussions (40 percent):

Questions and issues for your consideration will be posted in the discussions. You should post comments on the assignment as if you were in a face-to-face seminar, responding intelligently to the readings and the instructor's remarks. The minimum number of posts per discussion is **three posts**—your initial post and replies to two of your classmates' posts. Reply posts should be substantive (meaning that you should grapple with the questions, issues, previous responses, and use critical thinking skills that reach far beyond the simple "I agree" or "good post"), and engage the topics and challenge colleagues critical thinking skills. **The initial post must contribute additional outside scholarly research** beyond the assigned text.

Your comments do not have to be negative, but should be academically critical. If you are unsure what I mean, contact me. There is no harm in admitting that you do not know something and you can ask questions.

I will reply to some of your postings; those replies will be visible to all students. I may also make comments to you through the grade book, which are for you alone. You must provide shortened citations in your postings and put quoted material in quotations marks. However, you **MUST** use correct citations and formats in your essay and term paper! Also, if outside readings are referenced, let us know where you get your information

It is expected that everyone to meet the posted deadlines and late posts will be subject to a reduction in grade according to the published late policy.

B. Research Proposal (24 percent):

Your research proposal serves an "advance draft"/planning document that will get you started toward completing your final research paper due Week Eight. For planning purposes, read the assignment instructions for the final Research Paper; to include realizing that your final paper should be between ten and twelve pages (body length, not shorter or longer; which does NOT include your title page [required] and your bibliography [also required]). Key elements to develop in your proposal include: a focused thesis statement;

draft structure including issues or lines of support that you intend to research, and a working bibliography of seven to ten scholarly resources.

The proposal is due Sunday night of Week Three at 11:55 p.m.

C.Research Paper (36 percent):

The paper will be 10 -12 text pages and will include proper citations and bibliography. It must follow Chicago Manual of Style formatting. If you have question, please consult with the instructor regarding your topic and sources.

The paper is due by Sunday night of Week 8 at 11:55 p.m.

Grading:

Name	Grade %
Research paper	60.00 %
Research Paper	36.00 %
Research Proposal	24.00 %
Discussions	40.00 %
Week 1: The Beginning	5.00 %
Week 2: Early Struggles	5.00 %
Week 3: Mehmed II and his successors	5.00 %
Week 4: Suleyman the Magnificent	5.00 %
Week 5: The Seeds of Decline	5.00 %
Week 6: The Sick Man of Europe	5.00 %
Week 7: The Age of Reform	5.00 %
Week 8: World War I and the dismantling of the Ottoman Empire	5.00 %

Materials

Book Title: Osman's Dream: The History of the Ottoman Empire (Ebook available through the APUS Online Library)

Author: Finkel, Caroline

Publication Info: Basic Books, Inc. Lib

ISBN: 9780465023974

Finkel, Caroline. *Osman's Dream: The History of the Ottoman Empire*. Basic Books, 2007.

Kasaba, Resat. *The Ottoman Empire and the World Economy: The Nineteenth Century*. State University of New York Press, 1988.

Lord Kinross. *The Ottoman Centuries: The Rise and Fall of the Turkish Empire*. Perennial, 1977.

WEB-BASED READINGS

Pamuk, Sevket. *Monetary History of the Ottoman Empire*. Cambridge U.P., 2000. (Available in the online library's Ebrary.)

Faroqhi, Suraiya. *Approaching Ottoman History: An Introduction to the Sources*. Cambridge U.P., 2000. (Ebrary)

Halsall, Paul, ed. *Internet Islamic History Sourcebook*. 2007.
<http://www.fordham.edu/Halsall/islam/islamsbook.asp> (Sept. 3, 2011).

A Country Study: Turkey. Federal Research Division, Library of Congress. 2011.
<http://lcweb2.loc.gov/frd/cs/trtoc.html> (Sept. 3, 2011).

Other online sources may be made available as appropriate throughout the term.

Course Guidelines

Writing Expectations: Graduate education in history at APUS is intended to prepare students for professional and scholarly success by training them in the various aspects of the discipline of history. In contrast to undergraduate education, graduate students are expected to undertake significant research that is original and of more breadth and depth. Student writings should be grammatically correct, and logically structured and organized. Their work should employ critical thinking and viable evidence that is cited correctly using *The Chicago Manual of Style*.

Citation and Reference Style: History and Military History students should become familiar with the Chicago Manual of Style (CMS) format for citations and the bibliography. The CMS is the standard format for historians. As such, it is our responsibility to ensure that you use this format so that you become comfortable with it during your undergraduate years. Non-history majors can use APA or MLA as the citation and reference style used in written work submitted for this course.

Late Assignments

Students are expected to submit assignments by the due dates listed in the classroom. Late assignments may not be accepted after the course end date. Submitting an assignment late may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum of 50% (5 days late). The amount of the penalty is at the faculty member's discretion. Faculty recognize that students have limited time, and may be more flexible if potential delays are communicated ahead of time.*

*Programs with specialty accreditation may have different late policies;

**Students with DSA accommodations may have different late policies applied.

Turnitin

It is required that assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. Typically the course professor will establish a Turnitin.com access code for his/her classes. If the code has not been established, those who wish to use Turnitin.com may ask their professor to establish the code.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.