SEMESTER AT SEA COURSE SYLLABUS

Voyage: Summer 2013  
Discipline: History  
HIST 3559-102: War, Trade, and Empire in the Mediterranean World, 1500-1800  
Division: Upper  
Faculty Name: Jessica Harland-Jacobs

Pre-requisites: none

COURSE DESCRIPTION
This course asks students to think outside the traditional box into which history is typically squeezed – the nation state – and explore the past from an oceanic perspective. It examines key events, people, and developments in the history of the Mediterranean world between the sixteenth and early nineteenth centuries. We will focus on the ambitions, and intersections, of the Ottoman, Iberian, Habsburg, British, and French Empires, especially as they affected the histories of the countries we will be visiting. Topics include trade, colonization, piracy, war, imperial governance, islands, and imperial cultures.

COURSE OBJECTIVES
Students enrolled in this course will:
- be exposed to the practice of oceanic history and the concept of the Mediterranean world
- learn the broad outlines of Mediterranean history between the 16th and 19th centuries
- practice historical thinking and analyze both primary and secondary sources
- hone their critical thinking and oral and written communication skills

REQUIRED TEXTBOOK
AUTHOR: Roger Crowley  
TITLE: Empires of the Sea: The Siege of Malta, the Battle of Lepanto, and the Contest for the Center of the World  
PUBLISHER: Random House  
ISBN #: 978-0-8129-7764-6  
DATE/Edition: 2009

TOPICAL OUTLINE OF COURSE

C1- June 19: Course introduction/overview

C2- June 20: Oceanic history
What is historiography? What is oceanic history? How does it differ from traditional ways of practicing history?

“How to Read a Document”

→ Reading journal

C3- June 21: The Mediterranean world; English Tangier
What is (was) the Mediterranean? How have historians approached the history of the Mediterranean region? What were the English doing in Tangier in the second half of the seventeenth century?


→ Reading journal

C4- June 22: Barbary captives
What kinds of captivity did the British experience at the hands of Barbary corsairs? How did the relationship between Barbary and the British state change over time?


→ Reading journal
→ Map and timeline quiz

June 23-June 26: Casablanca
[Start reading Crowley, Empires of the Sea]

C5- June 27: The trading empires of the Italian maritime republics; Portuguese exploration
How were the Genoese and Venetians involved in the early modern Mediterranean world? How were the Mediterranean and Atlantic experiences of the Portuguese connected? What technologies advanced Portuguese exploration?


→ Reading journal (analyze one or more documents in the chapter using the strategy discussed in “How to Read a Document” [link])
→ Selection of island for final project

C6- June 28: The rise of the Ottomans
What are the origins of the Ottoman Empire? How and why did the empire expand (when did
Antalya become incorporated into the empire)? Compare Henry the Navigator and Selim I, as well as Portuguese and Ottoman claims to universal sovereignty. What “argument” does the 1513 world map make?


Piri Reis’s world map [link]

Steven Dutch, “The Piri Reis Map” [link]

→ Reading journal

C7- June 29: Iberian state building; Habsburg quest for universal empire
How did a “composite monarchy” emerge in Spain? What were the Mediterranean dimensions of the Habsburg Empire? What were Isabella and Ferdinand’s policies toward Jews and Muslims? How were the Mediterranean and Atlantic experiences of the Spanish related?

Reading: Roger Crowley, Empires of the Sea: The Siege of Malta, the Battle of Lepanto, and the Contest for the Center of the World (NY: Random House, 2009), Parts I and II

→ Reading journal (extended entry on Crowley)

June 30: no classes

C8- July 1: Discussion of Crowley, Empires of the Sea
Why was Malta of such strategic importance to the Mediterranean’s competing powers? Compare Crowley’s portrayals of Charles V and Suleiman. Is the notion of a “clash of civilizations” useful for understanding the past (as well as the present)? What are the strengths and weaknesses of this book?

Reading: Crowley, Part III

→ Reading journal (extended entry on Crowley)

C9- July 2: Governing the Ottoman Empire
How did the Ottomans govern their empire during the seventeenth and eighteenth centuries? What were their goals and priorities? How did the Ottomans manage the empire’s religious minorities?

Reading: Donald Quataert, “Ottoman Methods of Rule,” in The Ottoman Empire, 1700-1922 (Cambridge: Cambridge University Press, 2005), 90-110.

selected documents from the Islamic History Sourcebook [link]:
Government section
-Ogier Ghiselin de Busbecq (1522 - 1592): The Turkish Letters, excerpts, 1555-1562
The Status of Jews and Christians in Muslim Lands, 1772 CE
A question on the position of
Jews in Islam, and the answer of the Shaikh Hasan Al Kafrawi, The Shafiite [Professor of canon law in Cairo, d. 1788 CE]

→ Reading journal

July 3-5: Antalya

**C10- July 6: Pirates**

*Define privateer, corsair, pirate.* In what ways were Mediterranean pirates distinct from Atlantic pirates? What role did Malta and Livorno play in the history of Mediterranean piracy? How did the conflict between merchants and pirates reflect and contribute to religious conflict in the Mediterranean world?


→ Reading journal

**C11- July 7: Imperial capital: Istanbul**

What were the Ottoman sultans’ conceptions of Istanbul? What were the functions of complexes such as the Topkapi Palace and the Süleymaniye Mosque? Who was Sinan and what did he create?


→ Reading journal

July 8-11: Istanbul

**C12- July 12: Ottoman Greece**

*How did Greeks experience life in the eighteenth-century Ottoman Empire? What were the empire’s policies toward Greece? What were Russia’s interests in Greece and the wider Mediterranean? What was the role of the Orlov Revolt in the emergence of modern Greek nationalism?*


→ Reading journal
C13- July 13: European rivalries
What are the origins of the House of Bourbon, and how did it come to control both France and Spain? What were the Mediterranean dimensions of the War of the Spanish Succession? What were Britain’s first modern Mediterranean colonies, and what was their role in the empire?


excerpts from the Treaty of Utrecht [link]

→ Reading journal

July 14-17: Piraeus

C14- July 18: Smyrna and Livorno
What explains the rise of Smyrna and Livorno in the seventeenth century? What were the main communities living in these cities during the eighteenth century? How did they experience life in the Ottoman Empire? What does the history of Jewish community of Livorno tell us about the Mediterranean world?


C15- July 19: The rise of Britain
How did Britain go from being an Atlantic to a global power in the eighteenth century? What was the place of Minorca and Gibraltar in Britain’s new empire? What was Britain’s approach to governing Minorca, and how did Minorcans experience life in the eighteenth-century British Empire?


document tba

→ Reading journal

C16- July 20: The New Smyrna experiment
What opportunities did winning the Seven Years’ War present to the British? Who was Andrew Turnbull? What was his vision for a Mediterranean settlement in British East Florida? How did Livorno factor into Turnbull’s scheme?


selected documents from “Smyrna: Dr. Andrew Turnbull and the Mediterranean Settlement at New Smyrna and Edgewater, Florida, 1766-1777,” Florida History Online, Section II: The
Peopling Plan [link]

→ Reading journal

July 21-23: Livorno

July 24-26: Civitavecchia

**C17 - July 27: Malta’s masters**

*What can islands tell us about the broader history of sea and ocean basins? Who controlled Malta between the sixteenth and nineteenth centuries? How did the Maltese experience life under so many different powers?*


See also recommended reading for final project on Mediterranean islands.

→ Reading journal

**C18 - July 28: British Malta**

*How did the British acquire and govern Malta? How did being a part of the British Empire influence Maltese society and culture over time?*


Captain Ball to Henry Dundas, *HMS Alexander*, Malta, 6 March 1801

→ Reading journal

July 29-31: Malta

**C19 - August 1: Great power rivalry and revolution in the Mediterranean world**

*What were the interests and activities of great powers such as France, Britain, and Russia in the Mediterranean at the turn of the nineteenth century? How did Marseille and other port cities contribute to France’s growing dominance? What was the impact of the French Revolution in the Mediterranean world?*


→ **C20- August 2: Napoleon’s Mediterranean dream**
*What were the Mediterranean dimensions of Napoleon’s personal history? Once Napoleon seized power, what was his imperial vision? How did the Mediterranean factor into Napoleon’s empire?*

Reading:
Documents on Napoleon’s invasion of Egypt [link]

Napoleon and the Scientific Expedition to Egypt [link]

→ Field lab extended journal entry due
→ Reading journal (two discussion questions based on the above websites)

August 3-5: Marseille

August 6-8: Barcelona

→ **C21- August 9: Anglo-Spanish rivalry and the battles for Cadiz**
*What was the significance of Cadiz to Mediterranean history between the sixteenth and early nineteenth centuries? What were English designs on the port over time? In what ways did Cadiz function as a lynchpin between the Mediterranean and Atlantic worlds?*

Reading:
Francis Drake, map of Cadiz, 1587 [link]

(For context: Sir Francis Drake and the English Raid on Cadiz [link])

John Rocque (HM Cartographer), A Plan of the City of Cadiz and the environs with the Harbour, Bay and Soundings at Low Water…, 1794 [link]

→ **C22- August 10: Portugal and the Mediterranean world**
*What were Portugal’s primary Mediterranean activities? Why were the Portuguese more oriented toward the Atlantic and Indian Oceans than the Mediterranean? What are the broad outlines of the Portuguese slave trade, and how is it remembered in Portugal today?*

August 11-13: Cadiz

August 14-16: Lisbon

→ **C23- August 17: island presentations [final projects due]**
August 18: Study Day

**C24-August 19: island presentations [final projects due]**

August 20: Reflection/Reentry

August 21: Convocation/Packing

August 22: Southampton

**FIELD WORK**

*FIELD LAB: Malta at the Crossroads of Empires*

Held for nearly three centuries by the Knights of Saint John, besieged by the Ottomans, seized by the French and eventually occupied by the British, Malta stood astride the great Mediterranean empires of the early modern and modern periods. As a class, we will explore and study the historic sights and landscapes of Malta’s capital, Valletta and adjacent city, Birgu. The day begins with a viewing of Valletta Living History, a 35-minute high-definition documentary that overviews the island’s fascinating history. We will then tour the Grand Masters’ Palace and Armoury, seat of government of the Knights, the British, and contemporary Malta. We will see its ornate staterooms, priceless artistic treasures (including Gobelins tapestries and frescoes commemorating the Great Siege), and massive collection of armor and weapons. In the afternoon, we will journey around the Grand Harbour to Birgu. Our first stop: a bakery off the main square that offers freshly baked Maltese bread. Next we will visit the Malta Maritime Museum, housed in a former British naval bakery and presenting enlightening exhibitions on both the early modern and British periods. We will end the day at the Freedom Monument, which commemorates the departure of the British from Malta in 1979.

Dress code: respectable casual

**Academic Objectives:**

- Introduce students to the historical sights representing both the early modern and British periods of Maltese history, paying particular attention to how the Maltese remember and represent these periods of history.
- Explore how the themes explored in the course play out in the landscape and sights of Malta.
- Analyze and interpret non-textual primary sources, such as urban landscapes, buildings, material culture, and maps.

Students will be expected to take notes and pictures and ask questions of museum guides during the Field Lab. After the field lab, you will compose an extended journal entry (at least 1200 words), which will be submitted on August 2 and included in your reading/travel...
journals. In the entry, you will discuss how the early modern and British periods of Maltese history are remembered and presented in contemporary Maltese society. Also include your reflections on the field lab experience. You are encouraged to make reference to the readings and to include pictures, timelines, documents, etc.

**FIELD ASSIGNMENTS**

Choose two and write a supplemental journal entry for each field assignment:

- **Istanbul** (due July 12): Visit the Topkapi Palace or the Süleymaniye mosque complex. Identify and discuss ways in which these sights illustrate the themes and issues discussed so far in the class. How are the Ottomans’ imperial ambitions and strategies reflected in the architecture and material culture of these sights?

- **Istanbul** (due July 12): Visit the library in the Süleymaniye mosque complex. Identify, describe, and discuss at least one map or manuscript (such as Piri Reis’ “Book of the Sea”) that sheds light on Ottoman expansion and imperial governance.

- **Istanbul** (due July 12): Take this walking tour [link] of the Kuzguncuk neighborhood of Istanbul (where many Jews settled after being expelled from Spain in the late fifteenth century, followed, in subsequent centuries, by Armenians and Greeks). Briefly summarize the area’s history, discuss how it illustrates some of the topics we’ve covered in class, and offer your reaction to seeing it.

- **Livorno** (due July 27): Locate the Quattro Mori statue. Take or sketch a picture. Summarize the statue’s history, discuss how it illustrates some of the topics we’ve covered in class, and offer your reaction to seeing it.

- **Marseille** (due August 8): visit the brand new Musée des Civilisations de l’Europe et de la Méditerranée (MuCEM) and describe one exhibit or object that illustrates one or more themes of the course. Also address the question of how the museum portrays the relationship between the Mediterranean world and Europe today.

- **Barcelona** (due August 8): visit the Museo Maritim. The museum is built on the site of the royal shipyards (Drassanes Reals). Make observations on the architecture, functions, and capacity of the shipyards. Find the replica of Juan de Austria’s galera. In what famous battle did this vessel fight? Describe what it would have been like to be on board this ship during the sixteenth century. [On your way to or from the museum, check out the Columbus monument. In what ways, if any, does it represent Columbus’ Mediterranean connections as well as his Atlantic exploits?]

- **Cadiz** (due August 17): climb the Torre Tavira. What is the history of this and
other such towers? What were the functions of the tower? What did you observe from the top of the tower?

METHODS OF EVALUATION / GRADING RUBRIC

- Map and timeline quiz [5%]
- Reading and travel journal [25%]: for every assigned reading, you will offer a short but thoughtful response (2-4 paragraphs). Sometimes you will be asked to respond to specific questions and prompts; most of the time you will determine the content of your entry (options include summaries, reactions, discussion points, etc.). Journals will be graded according to the following criteria: number of entries completed; level of engagement with reading; connections drawn between the readings; clarity of expression and attention to detail. You may keep your journal on a thumb drive or in a notebook; feel free to include pictures, maps, timelines, etc. I will collect and grade the journals regularly throughout the term. You may have two “free passes,” one before July 12 and one after.
- Field lab [20%]: extended journal entry (see below)
- Field assignments [choose 2, 5% each]: supplemental journal entry (see above)
- Final project [5% + 15%]: Islands of the Mediterranean World – Early in the semester, each student will choose one major Mediterranean island to study for the duration of the voyage (e.g. Sardinia, Crete, Cyprus, Minorca, Gibraltar…). All students working on a particular island will work together to create a 8-10-minute group presentation to be delivered in the final days of the term. The group presentation will address the following:
  - what is the island’s basic geographic profile?
  - who has populated the island over time (since the sixteenth century)?
  - who has governed the island and how?
  - what are the main events in the island’s history between the sixteenth century and the present?

Each student will also submit a 5-7-page paper on August 19 in which they examine the island’s history in light of the main themes of the course. The papers will be graded according to the following criteria:
- argument (does the paper analyze rather than just describe?)
- evidence (does the paper discuss specific readings and examples? does the paper use correct documentation format (Chicago style)?)
- expression (is the paper clearly written, grammatically sound, and proofread?).

Please note that the SAS Writing Center is available to help at any stage of the writing process. The Center is open daily (18:10-19:25).

Recommended reading:


- **Participation [20%]**
  
  Note on participation grades: I grade participation according to a point system; it is based on ATTENDANCE and level of engagement in the discussion. For each discussion, you will receive points as follow:
  
  → 3 points: sustained engagement
  → 2 points: limited contribution
  → 1 point: in attendance but no contribution; limited contribution but tardy
  → 0 points: absent
  
  At the end of the semester, I will average your points and assign grades based on the spread between 0 and 3.

  In addition to attending class, you are required to attend at least six Union Seminars and/or Cultural Preports. If you attend additional seminars, you will receive extra credit toward your participation grade.

**RESERVE LIBRARY LIST**

**AUTHOR:** Donald Quataert  
**TITLE:** *The Ottoman Empire, 1700-1922*  
**PUBLISHER:** Cambridge University Press  
**DATE/EDITION:** 2005

**AUTHOR:** John Jules Norwich  
**TITLE:** *The Middle Sea: A History of the Mediterranean*  
**PUBLISHER:** Doubleday  
**ISBN #:** 978-0-385-51023-3  
**DATE/EDITION:** 2006

**AUTHOR:** David Abulafia  
**TITLE:** *The Great Sea: A Human History of the Med*  
**PUBLISHER:** Oxford University Press  
**ISBN #:** 978-0-19-532334-4  
**DATE/EDITION:** 2011
AUTHOR: Robert Holland
TITLE: *Blue-Water Empire: The British in the Mediterranean Since 1800*
PUBLISHER: Allen Lane
ISBN#: 978-184614108
DATE/EDITION: 2012

**ELECTRONIC COURSE MATERIALS**
AUTHOR: Rod Edmond and Vanessa Smith (eds)
ARTICLE/CHAPTER TITLE: Introduction
JOURNAL/BOOK TITLE: *Islands in History and Representation*
VOLUME:
DATE: 2003
PAGES: 1-18

AUTHOR: John Gillis
ARTICLE/CHAPTER TITLE: “Islomania” and “Island Empires”
JOURNAL/BOOK TITLE: *Islands of the Mind: How the Human Imagination Created the Modern World*
VOLUME:
DATE: 2004
PAGES: 1-5, 87-90

**HONOR CODE**
Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University’s honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager’s Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: “On my honor as a student, I pledge that I have neither given nor received aid on this assignment.” The pledge must be signed, or, in the case of an electronic file, signed “[signed].”