SEMESTER AT SEA COURSE SYLLABUS

Voyage: Summer 2013
Discipline: History
HIST 3559: War, Trade, and Empire: 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 eighteenth 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 18th 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 oceanic history? How does it differ from traditional ways of practicing history?

C3- June 21: The Mediterranean world; English Tangier
What is (was) the Mediterranean?


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?


C5- June 27: The trading empires of the Italian maritime republics; Portuguese exploration
What were the characteristics of the Genoese and Venetian empires? Why did the Portuguese avoid the Mediterranean and start exploring the eastern Atlantic? What technologies advanced Portuguese exploration?

Reading: “How to Read a Primary Source” + documents tba

C6- June 28: The rise of the Ottomans
What are the origins of the Ottoman Empire? How and why did the empire expand? Compare Henry the Navigator and Selim I, as well as Portuguese and Ottoman claims to universal sovereignty.

**C7- June 29: Iberian state building; Habsburg quest for universal empire**

How did a national monarchy emerge in Spain? What were Isabella and Ferdinand’s policies toward Jews and Muslims? What were the Mediterranean dimensions of the Habsburg Empire?

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; the 17th-century Mediterranean**

Why was Malta of such strategic importance to the Mediterranean’s competing powers? Compare Crowley’s portrayals of Charles V and Suleiman. . . .

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 OR documents

→ 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 the Topkapi Palace? Who was Sinan and what did he create?
Reading: tba

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 are the origins 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?*


→ Reading journal

July 14-17: Piraeus

**C14- July 18: Smyrna and Livorno**

*What explains the rise of Smyrna and Livorno in the 17th century? What were the main communities living in these cities during the 18th century? How did they experience life in the Ottoman Empire?*


**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? How did Britain govern the Minorcans?*


→ 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?


→ 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?

Reading: tba

→ 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?


→ Reading journal

July 29-31: Malta

C19- August 1: France’s strengthening position
How did France going from being a relatively minor to a major Mediterranean power in the eighteenth century? What were the ambitions of the House of Bourbon? How did Marseille and other port cities contribute to France’s rise?


C20- August 2: Napoleon’s Mediterranean dream
How did the Mediterranean influence Napoleon? Once Napoleon seized power, what was his
imperial vision? How did the Mediterranean factor into Napoleon’s empire?

Reading: documents

→ Reading journal

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: tba

**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?

Reading: tba

August 11-13: Cadiz

August 14-16: Lisbon

**C23- August 17: island presentations**

August 18: Study Day

**C24-August 19: island presentations**

August 20: Reflection/Reentry

August 21: Convocation/Packing

August 22: Southampton

**FIELD WORK**

**FIELD LAB**
In the morning, the class will tour and participate in a scavenger hunt at the Topkapi Palace in Istanbul. In the afternoon, we will tour Istanbul’s Karakoy neighborhood, which was a Genoese trading colony between the 13th and 15th centuries and then became the banking
and commercial center of the Ottoman Empire. Sites include the Galata Tower, the Camondo Stairs, the Ottoman Bank Museum, and the Jewish Museum of Turkey. The neighborhood is also home to many historic churches, synagogues, and mosques.

Alternatively, the class will tour and study historical objects in the following sites in Malta:

- The Palace Armoury and Throne Room and the National Museum of Fine Arts, Valletta
- The Malta Maritime Museum and the Inquisitor’s Palace, Birgu

Students will be expected to take notes and pictures during the Field Lab. They will also submit extended journal entries (details TBA).

FIELD ASSIGNMENTS

TBA [Example A: Locate the Quattro Mori statue in Livorno. Take or sketch a picture. Write a supplemental journal entry in which you briefly 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. Example B: Take the attached walking tour of the Kuzguncuk neighborhood of Istanbul (where many Jews settled after being expelled from Spain in the late 15th c, followed, in subsequent centuries, by Armenians and Greeks). Write a supplemental journal entry in which you 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.]

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 in an electronic format or in a notebook; feel free to include pictures, maps, timelines, etc. I will collect and grade the journals regularly throughout the term.

- Field lab [20%]: extended journal entry (including pictures, timelines, summaries and reflections).

- Field assignments [choose 2, 5% each]: supplemental journal entry

- 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 16th century)? who has governed the island and how? what are the main events in the island’s history between the 16th 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.

- 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.

RESERVE LIBRARY LIST
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: Donald Quataert
TITLE: The Ottoman Empire, 1700-1922
PUBLISHER: Cambridge University Press
DATE/Edition: 2005

Additional reserve titles TBA.

ELECTRONIC COURSE MATERIALS

AUTHOR: Jerry Bentley
ARTICLE/CHAPTER TITLE: “Sea and Ocean Basins as Frameworks of Historical Analysis”
JOURNAL/BOOK TITLE: Geographical Review
VOLUME: 89
DATE: April 1999
PAGES: 215-224
Additional electronic course materials TBA.

**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].”