

# HIST 143C: OTTOMAN STATE AND SOCIETY

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## In Workflow

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## Approval Path

1. Mon, 15 Apr 2019 23:22:26 GMT  
Khal Schneider (schneider): Approved for HIST Committee Chair
2. Mon, 15 Apr 2019 23:25:42 GMT  
Jeffrey Wilson (jkwilson): Approved for HIST Chair
3. Tue, 07 May 2019 17:05:04 GMT  
Robin Fisher (rfisher): Rollback to HIST Chair for ALS College Committee Chair
4. Tue, 28 May 2019 20:45:42 GMT  
Jeffrey Wilson (jkwilson): Approved for HIST Chair
5. Wed, 04 Sep 2019 18:35:58 GMT  
Robin Fisher (rfisher): Approved for ALS College Committee Chair
6. Thu, 05 Sep 2019 22:45:25 GMT  
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

## New Course Proposal

Date Submitted: Mon, 15 Apr 2019 22:24:10 GMT

**Viewing: HIST 143C : Ottoman State and Society**

**Last edit: Tue, 28 May 2019 20:45:32 GMT**

Changes proposed by: Serpil Atamaz-Topcu (219695061)

**Contact(s):**

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**Catalog Title:**

Ottoman State and Society

**Class Schedule Title:**

Ottoman State and Society

**Academic Group: (College)**

ALS - Arts & Letters

**Academic Organization: (Department)**

History

**Will this course be offered through the College of Continuing Education (CCE)?**

No

**Catalog Year Effective:**

Spring 2020 (2019/2020 Catalog)

**Subject Area: (prefix)**

HIST - History

**Catalog Number: (course number)**

143C

**Course ID: (For administrative use only.)**

TBD

**Units:**

3

**In what term(s) will this course typically be offered?**

Fall, Spring

**Does this course require a room for its final exam?**

No, final exam does not require a room

**Does this course replace an existing experimental course?**

Yes

**This course replaces the following experimental course:**

HIST 196A - The Ottoman Empire

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

The Ottoman Empire is one of the longest lasting empires in history, which ruled over millions of people from different ethnic and religious backgrounds in three continents for more than six centuries. At its peak, it stretched from Central Europe to Indian Ocean and was both feared and admired by its contemporaries for its military strength, economic power and cultural achievements. Rising in the late 13th century and surviving until the early 20th century, the Ottoman Empire facilitated population movements, trade, and interaction between different societies and cultures in addition to influencing political and social institutions, everyday practices, architecture, music, cuisine, fashion, arts, and languages in the areas it controlled. Despite its importance and relevance for understanding the modern Middle East, North Africa, and even the Balkans as well as the contemporary issues and problems between the West and the Muslim world, the Ottoman Empire has remained one of the less-studied and less-understood empires, leading to many misconceptions and misinterpretations, especially about Muslims and Islam. That is why history students in general and those who are doing a minor in Middle East and Islamic Studies in particular will highly benefit from a course on the Ottoman Empire.

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**

Overview of the Ottoman Empire from its rise in the late 13th century to its demise in the early 20th century. Topics include Ottoman administration, military, economy, legal system, society, culture, and legacy.

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Does this course have prerequisites?**

No

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Lecture

**Lecture Classification**

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

**Lecture Units**

3

**Is this a paired course?**

No

**Is this course crosslisted?**

No

**Can this course be repeated for credit?**

No

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."**

Students who successfully complete this course will be able to

1. Identify the main events, themes, figures, and concepts in Ottoman history
2. Explain the mixed legacy of the Ottoman Empire in Europe and the Middle East
3. Describe the factors that enabled the Ottomans to successfully rule an ethnically and religiously diverse society for more than six centuries
4. Show familiarity with the main debates in Ottoman historiography
5. Analyze primary and secondary sources related to Ottoman history
6. Demonstrate critical thinking, research, writing, and oral communication skills

**Attach a list of the required/recommended course readings and activities:**

HIST 143C Reading and Activity List.pdf

**Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.**

1. Annotated Bibliography: Using the resources at the library, particularly the Tsakopoulos Collection, students will prepare and submit an annotated bibliography on a specific topic in Ottoman history at the end of the semester. This assignment will enable students to gain familiarity with the scholarly literature and debates on the Ottoman Empire, and help them improve their research and writing skills. (ELOs 4, 5, 6)
2. Quizzes: Students will take four online or in class quizzes, in which they will be expected to define/describe and explain the main events, themes, figures, and concepts in Ottoman history. The quizzes will consist of multiple choice, true or false, and short answer questions, which will be based on both readings and class lectures. This assignment will allow students to both test and improve their knowledge of the course material. (ELOs 1, 2, 3)
3. Take-Home Exam: In the exam, students will be expected to write comprehensive and analytical essays that have an argument, supported by specific examples from the readings and lectures. The essay questions will require students to think about and discuss the transformation of Ottoman state and society, the reasons behind the Ottomans' success in creating a long-lasting empire, their place in world history, and their legacy. The take-home exam will help students advance their writing and critical thinking skills, and allow them to develop an argument based on historical evidence. (ELOs 1, 2, 3, 4, 6)
4. Short Papers (Single-spaced, 500-600 words): Students are required to write a total of five short papers on scholarly articles written about different topics by different scholars. In their response papers, students are not only expected to present the authors' arguments, but also assess these arguments and the evidence that they are based on. The purpose of these papers is to familiarize students with various aspects of the Ottoman Empire, to help them analyze secondary sources on Ottoman history, and to improve their critical thinking and writing skills. (ELOs 1,4,5,6)

**For whom is this course being developed?**

Majors in the Dept  
 Minors in the Dept  
 General Education  
 Majors of other Depts

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

No

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

No

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

## **University Learning Goals**

**Undergraduate Learning Goals:**

Competence in the disciplines  
Knowledge of human cultures and the physical and natural world  
Intellectual and practical skills

**Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

## **GE Course and GE Goal(s)**

**Is this a General Education (GE) course or is it being considered for GE?**

Yes

**In which GE area(s) does this apply?**

D. The Individual and Society

**Which GE objective(s) does this course satisfy?**

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.  
Read, write, and understand relatively complex and sophisticated English prose.  
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.  
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.  
Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.

**Attach Course Syllabus with Detailed Outline of Weekly Topics:**

HIST 143C Ottoman State and Society.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

**Will more than one section of this course be offered?**

No

## **General Education Details - Area D: The Individual and Society**

Section 1.

**Please provide a statement indicating the means and methods for evaluating the extent to which the objectives of Area D, the cultural diversity requirements, and writing requirements are met for all course sections.**

The course is designed to meet the objectives of Area D, the cultural diversity requirements, and writing requirements, and its author is committed to upholding these standards. The class will have only one section and the author of this course proposal is the only person who will teach it.

**What steps will the department take to ensure that instructors comply with the category criteria (and who is responsible)? Before a course can be offered in multiple sections, a designated person in the department must provide a description of what would be common to all sections and what might typically vary between sections.**

The department chair (Jeffrey Wilson, History Department) will make sure that the instructor teaching the course will comply with the Area D criteria.

Section 2.

**Indicate in written statements how the course meets the following criteria for Area D. Relate the statements directly to the course syllabus and outline. Be as succinct as possible.**

**Describes and evaluates ethical and social values in their historical and cultural context.**

This course will discuss and analyze the ethical and social values in Ottoman society in connection with the historical conditions in which they were adopted and implemented. For instance, it will demonstrate how and why the Ottomans often employed controversial methods that clearly went against established traditions and religious rules to meet certain needs, such as enslaving and converting Christian boys to recruit them in the army. Examining various examples of Ottoman pragmatism, the course will show how the Ottoman dynasty sometimes chose to ignore ethical, social, and religious values for practical reasons, and justified it in the eyes of its people. Covering the history of the empire between 13th and the 20th centuries, the course will also demonstrate how these values changed over time and why.

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**Explains and applies the principles and methods of academic disciplines to the study of social and individual behavior.**

This course will introduce students not only to Ottoman history but also to historiography, and familiarize them with the sources and methods historians use to study various issues related to Ottoman state and society. As a history course, it will particularly emphasize critical thinking, reading, research, and writing skills, and help the students learn how to construct strong arguments based on evidence. Assigning and discussing scholarly articles on specific topics, it will enable them to evaluate the reliability and credibility of the sources scholars use as well as the validity of their arguments. Studying an “unfamiliar”, diverse, and non-Western society over a long period of time, the course will also draw attention to how customs, values, institutions, and practices change from one area and time period to another.

**Demonstrates an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.**

Discussion of diversity (particularly in terms of race, ethnicity, class, sexual identity, gender, and gender expression) is a recurring theme in this course, since the Ottoman Empire not only ruled a racially, ethnically, and linguistically diverse population but also employed people from various racial and ethnic groups in its administration as long as they adopted Islam. In fact, the Ottoman sultans themselves were ethnically mixed since their mothers were often slave girls brought to the empire from different parts of the world. The understanding of class was very different in the Ottoman Empire than in the Western world, since there was no private ownership of property and all the land belonged to the state, at least in theory, until the nineteenth century. Ottoman society was divided into two groups as the ruling and ruled class, and the former consisted of slaves who were exempt from paying taxes, had a lot of power, influence, and wealth, but were still considered the property of the sultan. The ruled class, however, had significantly lower standards of living but enjoyed various freedoms the ruling class did not. This was also a gender-segregated society in which men and women who were not related had limited interactions, which had a big impact on gender relations, and led to fluid definitions of gender, different from the Western world. The issue of diversity will be examined specifically in weeks 5,6,7, 10, 12, and 13.

**Explains and critically examines social dynamics and issues in their historical and cultural contexts.**

Contextualizing social dynamics and issues is an essential part of this course, since it studies how Ottoman state and society had evolved over six centuries. It places the issues in their historical and cultural context by analyzing them in connection to the specific circumstances of the time and place in which they developed and demonstrates their transformation over time in accordance with the changing circumstances. For instance, the course discusses the Ottoman practice of fratricide and explain the reasons why early sultans often killed their half-brothers (and sometimes even their own sons and grandsons) after taking the throne while those that came to power in later periods ended this practice. The course also evaluates certain issues in the Ottoman Empire, such as slavery and treatment of religious minorities, in comparison to its contemporaries, putting them in a broader regional or global context.

**Includes a writing component described on course syllabus**

- 1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.
- 2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

There are three different types of writing assignments in the course: short response papers (500-600 words), a take-home exam, and an annotated bibliography. Students are required to write a total of five short papers (which make up the 15 % of the grade) on scholarly articles about different topics and will have the chance to have their lowest score dropped by submitting a sixth paper. The students will receive feedbacks on their response papers, so that they can improve their performance in the upcoming assignments. In their response papers, students are expected to present and assess the authors' arguments and provide a critical response to it. The purpose of these papers is to familiarize students with various aspects of Ottoman history and the scholarly debates in Ottoman historiography as well as to improve their critical thinking and writing skills.

Take-Home Exam, which is worth 20 % of the grade, will consist of essay questions. Students' essays will need to be comprehensive, analytical, and have an argument (thesis), which is supported by specific examples from the readings and the class lectures.

Annotated Bibliography is worth 15 % of the grade. Using the resources at the library, particularly the Tsakopoulos Collection, students will prepare and submit an annotated bibliography on 8-10 academic sources about a specific topic in Ottoman history towards the end of the semester. Students who want to receive feedback before they turn in their final assignments can submit a draft of their work two weeks in advance of the due date. This assignment will enable students to gain familiarity with the scholarly literature and debates on the Ottoman Empire, and help them improve their research and writing skills.

Section 3.

**If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.**

This course would be a great fit for the G.E. program, since it helps students to improve their reading, writing, and critical thinking skills; to learn how to formulate strong arguments; to find and work with appropriate sources; to develop an acquaintance of different cultures; and to gain an understanding of the experiences of minorities.

**Reviewer Comments:**

**Patrick Ettinger (ettinger) (Thu, 02 May 2019 21:55:50 GMT):**The Committee is ready to approve this, but please make the following changes before this goes up to the next level: 1. Vary the verb choice in your learning objectives; the university committee likes to see this. 2. Provide attachments in pdf format; the system will not open other formats, so the syllabus was not visible to the committee. 3. Please show a stronger connection between the particular Expected Learning Outcomes and the Assessment Strategies

**Robin Fisher (rfisher) (Tue, 07 May 2019 17:05:04 GMT):**Rollback: Dear Jeff, Please see the requested edits from the AL Committee. We are supposed to connect ELOs to Assessment Strategies by indicating the number of the ELOs next to the pertinent AS. Thank you, Robin Fisher.

Key: 13718