

From Constantinople to Istanbul: A City and Its Monuments

REL 503/ HIS 514

Spring 2015

Mondays and Wednesdays 2-3:15

Foust 111

Derek Krueger, Joe Rosenthal Excellence Professor

Department of Religious Studies and Program in Women's and Gender Studies

Office: 109 Foust Building

Office Hours: Wednesdays at 3:15 and by appointment

Dept. Phone: 334-5762

E-mail: D_KRUEGE@uncg.edu (or KruegerD@uncg.edu)

Asa Eger, Assistant Professor

Department of History

Office: MHRA 2113

Office Hours: MW 1-2

Office Phone: 334-5203

Email: aaeger@uncg.edu

COURSE DESCRIPTION

This course introduces students to the religious and cultural history of Constantinople/Istanbul in the Byzantine and Ottoman periods through its topography and monuments. We will read primary and secondary sources for the city in its various historical phases, focusing on the integration of key churches, mosques, secular buildings, and public works into the fabric of the city. We will also reflect on the contemporary meaning of these historic monuments in the modern urban landscape and the ways these structures engage with cultural heritage and national identity. The course includes a field trip to Istanbul over Spring Break that is required of all students.

Students will be included by application only and interviewed by the professors. Students from the Honors Program are welcome to apply for an Honors Contract for this course.

This course is designed for upper-level undergraduate History or Religious Studies majors, as well as Archaeology, Art History, and Classics majors, and for Graduate students with a strong interest in the history of Byzantium and the Ottoman Empire and/or the history of Orthodox Christianity and Islam, as well as Museum Studies and Public History.

Class will be run as a seminar discussion with everyone expected to contribute to our common task of interpreting and applying the assigned texts. Reading assignments will average 100-150 pages per week. Students should expect to spend 6 hours a week preparing for class meetings and 2.5 hours in class each week, for an average of 8.5 hours per week. The professors take pride in—and expect to maintain—their reputation for delivering challenging, focused, and demanding courses.

Over Spring Break, students will have nine days in Istanbul, touring key sites with the professors

and with local experts.

In college seminars, students develop critical thinking skills by verbalizing their ideas in speech and writing, over and over, and improving with time. They learn to model patterns of inquiry and analysis provided by professors, by other scholars, and by their fellow students. You cannot master these skills by being a passive student. It is therefore crucial that students come to class having done the assigned readings critically and carefully, that they discuss these readings in class aloud, and that they produce thoughtful and innovative papers and oral presentations.

STUDENT LEARNING OUTCOMES

Upon successful completion of the course,

1. Students will be able to analyze historical duration, succession, and innovation in terms of human agency and larger systems and structures, specifically in two categories: 1) have knowledge and understanding of the topography and major monuments of Istanbul that survive from the Byzantine and Ottoman periods, 2) have an understanding of urban transformation in light of political and religious change over time.
2. Students will have knowledge and understanding of at least two major religious traditions and be able to relate those traditions to their historical and cultural contexts, specifically have an understanding of the public practices of Christianity and Islam, their utilization of space, and the demands that religious practices place on architecture and the urban fabric.
3. Students will be able to use historical thinking to contextualize and analyze primary and secondary texts and material culture and other interdisciplinary approaches (such as religious studies, history, archaeology, and art history) from different points of view and be familiar with the methods and methodological problems of integrating text and material culture.
4. Students will explain environmental, historical, social, economic, political and /or cultural factors relevant to understanding a contemporary issue(s) within a global framework. (QEP SLO 1)
5. Students will use evidence-based reasoning to interpret the past coherently, orally, and in writing, construct persuasive written arguments with the use of primary source materials (including texts and material culture from archaeological reports) as supporting evidence, learning to locate, read, and critique primary sources and analyze and synthesize the writings of modern scholars (as historiography).

For their final project, **Undergraduate** students will investigate and interpret primary and secondary sources to conduct original research by producing a **10-12 page** research paper, learning the stages of researching (including library work, note-taking, and source criticism) and critiquing the written work of peers in constructive ways.

Graduate students will do the same, producing a **20-25 page** research paper that is comparative.

REQUIRED READING

A. BOOKS

The books for this course are available for purchase at the UNCG Bookstore in the section for HIS 514. Books for this course are also on 2-hour reserve in Jackson Library to be used in case of emergencies.

Required:

1. John Freely & Ahmet Çakmak, *Byzantine Monuments of Istanbul* (Cambridge, 2004)
2. Hilary Sumner-Boyd and John Freely, *Strolling Through Istanbul: A Guide to the City*, rev. ed. (Tauris, 2010)
3. Richard Yeomans, *The Art and Architecture of Ottoman Istanbul* (Garnet Publishing, 2012)

Recommended purchase:

4. Linda Safran, ed., *Heaven on Earth: Art and the Church in Byzantium* (Pennsylvania State, 1998)

Other books that you might find useful:

Istanbul:

Philip Mansel, *Constantinople: City of the World's Desire, 1453–1924* (Murray, 2006)
Blue Guide to Istanbul (Blue Guides, 2011)

Byzantine Architecture and Art:

Robin Cormack, *Byzantine Art* (Oxford, 2000)

Nevra Necipoğlu, ed. *Byzantine Constantinople: Monuments, Topography and Everyday Life* (Brill, 2001).

Ottoman Architecture:

Doğan Kuban, *Ottoman Architecture* (Antique Collectors, 2010)

John Freely, *A History of Ottoman Architecture* (WIT Press, 2011)

Godfrey Goodwin, *A History of Ottoman Architecture* (Thames and Hudson, 1971)

B. ELECTRONIC COURSE DOCUMENTS

These readings will be posted to Blackboard. To open them, you will need the Adobe Acrobat Reader. The readings are in .pdf format. You can **print** them either at home or at a campus computer bank. You are required to print out a **hard copy** for each **primary** source reading and to bring it to class on the day it is assigned.

C. WEB READINGS

The URLs for these readings are indicated on the days for which they are assigned. You may access them most easily from the online copy of the syllabus on Blackboard.

D. RESERVE READINGS

These readings are from books on reserve in Jackson Library. They are on 2-hour reserve. You will need to plan ahead for all of you to get your reading done.

COURSE REQUIREMENTS

1. Strict adherence to the **Academic Integrity Policy**. This policy can be read online at: <http://sa.uncg.edu/handbook/academic-integrity-policy/>. We strongly encourage you to review this policy. The policy applies strict sanctions to plagiarism—including intentional and obvious failure to cite sources.

2. Regular attendance. Students are permitted no more than 3 absences regardless of excuse. After the third absence, a student's final grade will be reduced by 1/3 of a letter for each additional absence. After the sixth absence, the professors reserve the right to drop the student from the course. Students are strongly advised that without regular attendance, it is *highly unlikely* that they will grasp conceptually difficult material and demonstrate in their written and spoken work understanding sufficient to pass the course.

Class begins at 2:00 and ends at 3:15. Avoid disturbing our sessions by entering late or by leaving early. Turn your cell phone off before class starts. No texting during class. No chattering. No recording devices are permitted. You may use your laptop or iPad to take notes and engage in other course related activities. If, however, any student is discovered engaging in unrelated activities on computer during class, all electronic devices will be forbidden for the remainder of the semester. Don't ruin it for everybody else.

3. Informed participation in class discussions. Informed participants have done the reading carefully and are prepared to discuss it. You will be called upon regularly to read and interpret the primary sources and images. You should try to contribute to our discussion at least once each session and should always be prepared to lead your classmates through your reasoning or your confusion. Don't be shy! Your thoughts and ideas matter! You are always welcome to ask questions during class, not only of the professors, but also (perhaps especially) of your fellow students. The professors (and your fellow students) can almost always tell if you haven't done your work. You will be graded on your participation in class discussions; this evaluation will be based on the development of your habits of inquiry, your understanding of the material, and your ability to express your ideas clearly in speech.

4. Regular checking of your UNCG e-mail account. E-mail is the best way to get in touch with the professors outside of the classroom and office hours, and it is also their only way to get in touch with you outside the classroom if there are any changes to course readings and schedules, or if they have questions about your work on an assignment. The instructors assume responsibility for e-mails sent from UNCG accounts ONLY. Please treat all emails with the professors (and with all your professors at UNCG) as professional correspondence, as you might have with an employer, using proper grammar, spelling, and punctuation. Professors appreciate when you address them with their proper names and titles.

ASSIGNMENTS

1. **Essay #1**, due on the date indicated on the syllabus. The first essay will be a short study that compares the functions of two monuments in their various religious/cultural/political contexts. It will be **5-7 pages**. (SLOs 1, 2, 3, 5)

2. **Essay #2**, due on the date indicated on the syllabus. For undergraduates, the second essay will be **10-12 pages**. Graduate students will write a research paper for the second essay of **20-25 pages**. For the second essay, each student will select a monument as the main subject of research and are expected to write a paper synthesizing its historical and religious context and significance (including any primary textual sources), conducting formal analysis of its architecture and associated art, incorporating on-site observations, providing parallels from other

monuments, assessing its role and importance within the urban fabric during its entire history including the significance of the monument in the modern city today. (SLOs 1, 2, 3, 4, 5)

*Late papers are unacceptable except by previously granted extension. If you have a dire and documentable emergency, let the professors know. Students are encouraged to consult with the professors and with the Writing Center at any stage of the writing process.

3. One Oral On-site presentation Students will be assigned a monument in Istanbul. They will research and deliver a short introduction to prepare us to visit that site. Presentations are a maximum of 10 minutes. Notes for preparing your presentation are to be handed in. You are encouraged to consult with the professors about these presentations well in advance. Students are expected to also observe the monument in its modern urban context (SLOs 1, 2, 3, 4)

4. In-class examination of the monuments of Istanbul. Test on general knowledge of the major monuments with slides and readings. (SLOs 1, 2, 3)

5. Final Oral Presentations to be coordinated with your second essay. **You are required to discuss your topic with the professor in advance.** (SLOs 1, 2, 3, 4, 5)

GRADING

Final grades will be determined by the following components.

- 1) Class participation: 20%
- 2) Essay #1: 20%
- 3) On-site presentation: 10%
- 4) In-class Exam: 10%
- 5) Essay #2: 30%
- 6) Final oral presentation: 10%
- 7) You must pass each component of the course (1-5 above) in order to pass this course.**

This course follows the UNCG Grading System that appears in the Undergraduate Bulletin on line at: <http://uncg.smartcatalogiq.com/en/2013-2014/Undergraduate-Bulletin/Academic-Regulations-Policies/Grading/Grading-System-for-Undergraduates>.

CLASS SCHEDULE

Reading assignments are to be completed prior to the class for which they are assigned. **Always bring the assigned texts with you to class.**

Week 1: Foundations

M January 12: Course Introductions and Geography of the Byzantine and Ottoman Middle East

W January 14: Overview of Byzantine and Ottoman History until c. 1920; Foundations of Constantinople

Readings:

Primary Sources:

Selections in Cyril Mango, *The Art of the Byzantine Empire 312-1453* (University of Toronto, 1986), 3-4, 7-10 (**COURSE DOCS**)

Secondary Sources:

Freely and Çakmak 1-22; Sumner-Boyd & Freely 1-18
Joseph Alchermes, "Constantinople and the Empire of the New Rome," in Safran,
Heaven on Earth, 13-38 (**COURSE DOCS**)

Supplemental Reading:

N. Necipoğlu, "Introduction," in Necipoğlu, ed., *Byzantine Constantinople*

*****THURSDAY, JANUARY 15, THIRD PROGRAM PAYMENT DUE IN THE STUDY
ABROAD OFFICE**

Week 2: The City from Constantine to Theodosius II

M January 19: **NO CLASS: Martin Luther King Day**

W January 21: Hagia Eirene; Church of the Holy Apostles; Column of Constantine; Obelisk of
Theodosius; Hippodrome; City Walls of Theodosius I

Readings

Primary Sources:

Zosimus, Malalas, *Chronicon Paschale* (**COURSE DOCS**)

Secondary Sources:

Freely and Çakmak, 23-79

Sumner-Boyd and Freely, 97-101, 120-23, 150-52, 364-74

Sarah Bassett, "The Antiquities in the Hippodrome of Constantinople," *Dumbarton Oaks
Papers* 45 (1991): 87-96 (**COURSE DOCS**)

Supplemental Readings:

Byron C. P. Tsangadas, *The Fortifications and Defense of Constantinople* (Columbia
University Press, 1980) (**RESERVE**)

Marlia Mango, "The Porticoed Street at Constantinople," in Necipoğlu, *Byzantine
Constantinople*, 29-52. (**RESERVE**)

Week 3: Hagia Sophia and the imperial complex; introduction to Orthodoxy

M January 26: Hagia Sophia; Church of SS. Sergius and Bacchus

Readings:

Primary Sources:

Procopius *On the Buildings*; Paul the Silentary, *Ekphrasis on Hagia Sophia* in Cyril
Mango, *The Art of the Byzantine Empire 312-1453*, 55-57, 72-103 (**COURSE DOCS**)

Secondary Sources:

Freely and Çakmak 80-153; Sumner-Boyd & Freely 39-68, 131-35

Supplemental Readings:

Rowland Mainstone, *Hagia Sophia: Architecture, Structure, and Liturgy of Justinian's
Great Church* (Thames and Hudson, 1988), 9-19, 219-35 (**RESERVE**).

*****PAYMENT OF \$1030.50 DUE FOR PLANE TICKET BY CHECK TO STARR
TRAVEL**

W January 28: Orthodoxy and Liturgy

Readings:

Primary Sources

“The *Anaphora* of the Divine Liturgy of St. Basil” in Daniel Sheerin, *The Eucharist* (Glazier, 1986), 356-67 (**COURSE DOCS**)

Glanville Downey, “Empire and Body of Christ: The Divine Liturgy” in *Constantinople in the Age of Justinian*, 114-35 (**COURSE DOCS**)

Secondary Sources:

Robert Ousterhout, “The Holy Space: Architecture and the Liturgy,” in Safran, *Heaven on Earth*, 81-120 (**COURSE DOCS**)

Week 4: The Middle Byzantine City and Macedonian and Comnenian Dynasties

M February 2: Cross-in-Square Churches (Kalenderhane); Church of the Pantocrator; Küçükyalı; Palace of Blachernae

Readings:

Secondary Sources:

Freely and Çakmak, 169-244; Sumner-Boyd and Freely, 210-12, 235-39, 336-39

Paul Magdalino, “Medieval Constantinople: Built Environment and Urban Development,” in *The Economic History of Byzantium: From the Seventh through the Fifteenth Century*, ed. Angeliki Laiou (Dumbarton Oaks, 2002), 529-37 (**COURSE DOCS**)

Cyril Mango, “The Development of Constantinople as an Urban Centre,” in *Studies on Constantinople* (Ashgate, 1993), 1- 20 (**COURSE DOCS**)

Robert Ousterhout, “Constantinople and the Construction of a Medieval Urban Identity,” in Paul Stephenson, ed., *The Byzantine World* (Routledge, 2010), 334-51 (**COURSE DOCS**)

Supplemental Readings:

Cecil Striker, “The Findings at Kalenderhane and Problems of Method in the History of Byzantine Architecture,” in Necipoğlu, *Byzantine Constantinople* (**RESERVE**)

R. Ousterhout, “Architecture, Art and Komnenian Ideology at the Pantokrator Monastery,” in Necipoğlu, *Byzantine Constantinople* (**RESERVE**)

W February 4: The Art of Byzantine Churches to the Crusades

Readings:

Primary Sources:

Glanville Downey, “Nikolaos Mesarites: Description of the Church of the Holy Apostles at Constantinople,” *Transactions of the American Philosophical Society* n.s. 47 (1957): 857-924 (**COURSE DOCS**) (print out pp. 861-97, which is the English trans.)

Secondary Sources:

Freely and Çakmak 245-50

Henry Maguire, “The Cycle of Images in the Church,” in Safran, *Heaven on Earth*, 121-51 (**COURSE DOCS**)

Thomas Mathews, “Religious Organization and Church Architecture,” in *The Glory of Byzantium*, ed. Helen Evans and William Wixom (Metropolitan Museum of Art, 1997), 21-35 and skim intelligently among the catalog entries on 36-81 (**RESERVE**)

Supplemental Reading:

David Jacoby, "The Urban Evolution of Latin Constantinople (1204-1261)," in Necipoğlu, *Byzantine Constantinople* (**RESERVE**)

Week 5: The Late Byzantine City and Palaeologan Dynasty

M February 9: Chora Monastery; Pammakaristos Church; Galata Tower

Readings:

Secondary Sources:

Freely and Çakmak, 251-92; Sumner-Boyd and Freely, 279-81, 291-315, 438-40

Robert Ousterhout, "Contextualizing the Later Churches of Constantinople: Suggested Methodologies and a Few Examples," *Dumbarton Oaks Papers* 54 (2000): 241-50 (**COURSE DOCS**)

Klaus-Peter Matschke, "Builders and Building in Late Byzantine Constantinople," in *Byzantine Constantinople: Monuments, Topography and Every Day Life*, ed. Nevra Necipoğlu (Brill, 2001), 315-28 (**COURSE DOCS**)

Alice-Mary Talbot, "Epigrams in Context: Metrical Inscriptions on Art and Architecture of the Palaiologan Era," *Dumbarton Oaks Papers* 53 (1999): 75-90 (**COURSE DOCS**) (focus on the first half of the essay, esp. 75-81)

Supplemental Reading:

Engin Akyurek, "Funeral Ritual in the Parekklesion of the Chora Church," in Necipoğlu, *Byzantine Constantinople* (**RESERVE**)

First Paper Topic Distributed

W February 11: The Fall of Constantinople 1453 and the Bosphorus Fortresses (Rumeli Hisarı; Anadolu Hisarı)

Readings:

Primary Sources:

Thomas the Eparch and Joshua Diplovatatzes' Account on the Taking of Constantinople (**COURSE DOCS**)

Letter of Shaykh Ak Shams al-Din to Mehmet II (**COURSE DOCS**)

Secondary Sources:

Freely and Çakmak 293-98; Sumner Boyd and Freely 476-78, 493-94

Supplemental Reading:

Steven Runciman, *The Fall of Constantinople 1453* (Cambridge, 1965) (**RESERVE**)

Week 6: The Early Ottoman City

M February 16: Foundations of the Ottoman City; From Mehmet to Süleyman; Complex of Fatih Sultan Mehmet

Readings:

Secondary Sources:

Yeomans 1-34; Sumner-Boyd and Freely 253-62

Çiğdem Kafescioğlu, *Constantinopolis/Istanbul* (Penn State, 2009), TBA (**COURSE DOCS**)

W February 18 Sunni Islam under the Ottomans, *Guest Prof. Alyssa Gabbay, UNCG*

Readings:

Sachiko Murata and William C. Chittick, *The Vision of Islam* (Paragon, 1998), xiv-xxiv
(**COURSE DOCS**)

John Voll and Kazuo Ohtsuka, "Sufism," in *The Oxford Encyclopedia of the Islamic World*, available from Oxford Islamic Studies Online at
<<http://bridgingcultures.neh.gov/muslimjourneys/items/show/196>>

First Paper Due, Thursday, February 19 at 5pm to both professors

Week 7: The Magnificent Century: Constantinople under Süleyman the Magnificent

M February 23: The Mosques of Sinan and his students (Sokullu Mehmet Paşa Camii, Rüstem Paşa Camii, Yeni Camii, Blue Mosque); The Ottoman Complex (Süleymaniye)

Readings:

Primary Sources:

R. Dankoff and S. Kim, *An Ottoman Traveler: Selections from the Book of Travels of Evliya Çelebi* (Eland, 2010), Volume 1 (**COURSE DOCS**)

Secondary Sources:

Sumner-Boyd and Freely 20-27; 115-20, 127-31, 186-87, 215-26; Yeomans 35-78
Gülür Necipoğlu, *The Age of Sinan* (Princeton, 2005) TBA (**COURSE DOCS**)

W February 25: Topkapı Palace; Haseki Hürrem Hamam; Patronage by Royal Women

Readings:

Primary Sources:

TBA

Secondary Sources:

Sumner-Boyd & Freely 69-95, 150

Gülür Necipoğlu, *Architecture, Ceremonial and Power on Topkapı* (Istanbul, 2007) TBA
(**COURSE DOCS**)

Supplemental Reading:

Fanny Davis, *The Palace of Topkapı in Istanbul* (Scribner's, 1970) (**RESERVE**)

Alice-Mary Talbot, "One, Building Activity in Constantinople under Andronikos II: The Role of Women Patrons in the Construction and Restoration of Monasteries," in Necipoğlu, *Byzantine Constantinople* (**RESERVE**)

SECOND PAPER TOPIC DISTRIBUTED; CHOOSE YOUR MONUMENT AND EMAIL THE PROFESSORS YOUR CHOICE BY FRIDAY, FEB 27th, 5pm.

Week 8: Preparation and Minor Arts

M March 2: Preparation for Spring Break trip to Istanbul

W March 4: Arts and Decorative Styles (ceramics, tiles, mosaics, brick work)

Readings:

Secondary Sources:

Yeomans, 79-122

Supplemental Reading:

John Beckwith, *The Art of Constantinople: An Introduction to Byzantine Art, 330-1453* (Phaidon, 1961) (**RESERVE**)

Henry Maguire, "The Medieval Floors of the Great Palace," in Necipoğlu, *Byzantine Constantinople* (**RESERVE**)

Sema Alpaslan, "Architectural Sculpture in Constantinople and the Influence of the Capital in Anatolia," in Necipoğlu, *Byzantine Constantinople*

Week 9: SPRING BREAK TRIP TO ISTANBUL

HAVE ORAL ON-SITE PRESENTATION PREPARED

Week 10: Istanbul De-Briefing

M March 16: **NO CLASS**

W March 18: Istanbul De-Briefing

Week 11: Social and Economic Life; Images and Image Theory

M March 23: Yenikapı; The Harbor of Theodosius; The Grand Bazaar; The Spice Market

Reading:

Secondary Sources:

Sumner-Boyd and Freely, 165-70

Koray Durak, "Through and Eastern Window: Muslims in Constantinople and Constantinople in Early Islamic Sources," in *From Byzantium to Istanbul: Eight Thousand Years of a Capital* (Sakıp Sabancı Müzesi, 2010), 102-11 (**COURSE DOCS**)

Claudia Rapp, "A Medieval Cosmopolis: Constantinople and Its Foreign Inhabitants," in *Alexander's Revenge: Hellenistic Culture Through the Centuries*, ed. John Asgerisson and Nancy van Dusen (University of Iceland Press, 2002), 153-71 (**COURSE DOCS**)

Supplemental Readings:

Nicolas Oikonomides, "The Kommerkiarios of Constantinople," in Necipoğlu, *Byzantine Constantinople* (**RESERVE**)

Angeliki Laiou, "Women in the Marketplace of Constantinople (10th-14th Centuries)," in Necipoğlu, *Byzantine Constantinople* (**RESERVE**)

W March 25: Icon and Iconoclasm

Readings:

Primary Sources:

Selections in Cyril Mango, *The Art of the Byzantine Empire 312-1453* (University of Toronto, 1986), 167-77 (**COURSE DOCS**)

Secondary Source:

Anna Kartsonis, "The Responding Icon," in *Heaven on Earth*, ed. Safran, 58-80 (**COURSE DOCS**)

Week 12: Trade, Commerce, and Infrastructure

M March 30: Processions and Pageantry, *Guest Prof. Cecily Hilsdale, McGill University*

Readings:

Secondary Sources:

Robert S. Nelson, "The Great Church in Ceremony and Censure," in *Hagia Sophia, 1850-1950: Holy Wisdom, Modern Monument* (University of Chicago Press, 2004), 1-27 (**COURSE DOCS**)

Albrecht Berger, "Imperial and Ecclesiastical Processions in Constantinople," Necipoğlu, *Byzantine Constantinople*, 73-87 (**COURSE DOCS**)

W April 1: The Water Supply System of Constantinople; Basilica Cistern; Aqueduct of Valens;

Büyükdere

Readings:

Secondary Sources:

Sumner-Boyd and Freely, 145-46, 242-43, 480-82

James Crow, "The Infrastructures of a Great City: Earth, Walls, and Water," in *Late Antique Constantinople*, in *Technology in Transition, AD 300 to 650*, ed. Luke Lavan, Enrico Zanini, Alexander Sarantis (Brill, 2007), 251-85 (**COURSE DOCS**)

Week 13: The Later Ottoman City:

M April 6: Coffee houses; bath houses (Çemberlitaş and Cağaloğlu Hamams); Smoking

Rooms

Readings:

Secondary Sources:

Sumner-Boyd and Freely, 28-31; Yeomans, 123-75

Nina Cichocki, "Continuity and Change in Turkish Bathing Culture in Istanbul: The Life Story of the Çemberlitaş *Hamam*," *Turkish Studies* 6 (2005): 93-112 (**COURSE DOCS**)

W April 8: European Influence: Nusretiye Camii, Dolmabahçe and Çırağan Palaces

Readings:

Secondary Sources:

Sumner-Boyd and Freely, 453-54, 456-59, 469; Yeomans, 207-42

Zeynep Çelik, *The Remaking of Istanbul* (Univ. of Calif. Press, 1993), pp. TBA (**RESERVE**)

Week 14: The Living City in the 21st Century

M April 13 **EXAM ON THE MONUMENTS OF ISTANBUL**

No make-up exam except in the case of an adequately documented emergency.

W April 15: Historical Preservation, Cultural Patrimony, Nationalism, and Contested Sites

Reading:

Secondary Sources:

Sumner-Boyd and Freely, 429-38

Gavin D. Brockett, "When Ottomans Become Turks: Commemorating the Conquest of Constantinople and Its Contribution to World History," *American Historical Review* 119.2 (April 2014): 399-433 (**COURSE DOCS**)

Gülrü Necipoğlu, ed. *Muqarnas* 24 (2007), **pick two articles (grad students read all):**

-Cemal Kafadar. "Introduction: A Rome of One's Own: Reflections on Cultural Geography and Identity in the Lands of Rum" (pp. 7-25)

-Gülrü Necipoğlu, "Creation of a National Genius: Sinan and the Historiography of 'Classical' Ottoman Architecture" (pp. 141-83)

-Wendy Shaw, "Museums and Narratives of Display from the Late Ottoman Empire to the Turkish Republic" (pp. 253-79)

-Nur Altınyıldız, "The Architectural Heritage of Istanbul and the Ideology of Preservation" (pp. 281-305)

(E-BOOK online, access through WorldCat from the library website)

Locate one current article in the press about preservation and nationalism in Turkey to bring into class.

Week 15: Individual Meetings

M April 20: Individual Meetings

W April 22: Individual Meetings

Week 16: Oral Presentations

M April 27: Oral Presentations

W April 29: (READING DAY): Oral Presentations (Time TBA)

Second Paper Due, Monday, April 27 in class to both professors