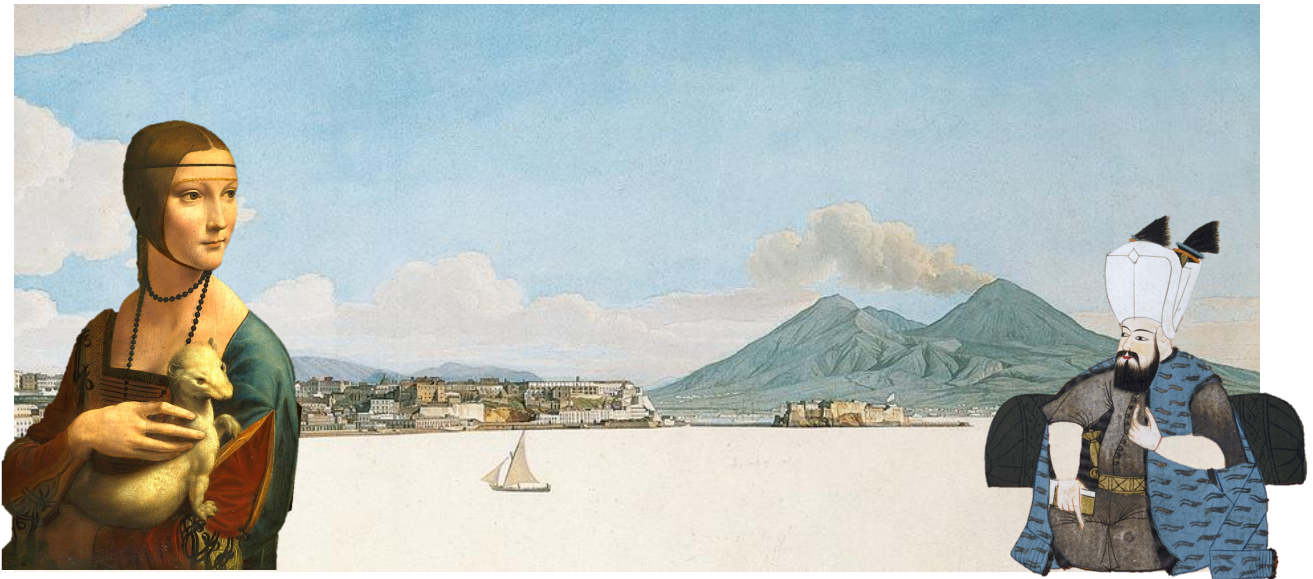


BODIES, SCIENCE, AND GOODS: EXCHANGES IN THE EARLY MODERN MEDITERRANEAN



HIST 322J – HSHM 441

SHORT TITLE: MEDITERRANEAN BODIES SCIENCE GOODS

INSTRUCTOR: BARBARA DI GENNARO SPLENDORE

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SPRING 2020 THURSDAY 3:30-5:20

COURSE DESCRIPTION

The Mediterranean is the liquid surface that facilitated constant exchanges of knowledge, people, and goods between Europe, Africa, and Asia and, at the same time, the sea that constituted a barrier between religions and cultures. This seminar explores the Mediterranean in the Early Modern period. We will approach the Middle Sea from two main perspectives. First, through scientific knowledge about the sea itself and its inhabitants, such as cartography, medicine, and theories about human diversity. Secondly, we will study the experiences of men and women moving across shores because they chose to do so or were forced to: merchants, converts, pirates, and slaves. The contradictory essence of the Mediterranean in this period (16th-18th centuries) emerges from the interplay of constraints—geographic and political boundaries, epidemics and poverty—and possibilities, such as commercial and maritime practices, or malleable religious and social identities.

The Early Modern period is especially interesting from a modern perspective because the economic and military balance of power between the Mediterranean shores was different from what it were to become in the nineteenth and twentieth centuries. For centuries, the Ottoman Empire maintained military hegemony in the Mediterranean and posed a constant threat over Eastern Europe. States and individuals deployed acts of oppression, exploitation, and coercion from the shores of the Christian North to the Islamic South as well as from South to North. Boundaries between knowledge, religion, and politics were fluid so that sharing, learning, and choosing were also at play. Within the power dynamics of the time we will analyze how and if notions of science, law, religion, gender, and race influenced mobility across the Mediterranean. We will inquire into how quotidian experience was shaped by the flow of knowledge, which sometimes traveled with greater

freedom than humans. Some of the questions we will consider include: How did science and medical knowledge effect mobility? How was slavery constructed in relation to citizenship? How was human difference understood in relation to religion and race?

In conversation with histories of geography and medicine, politics and science, trade and religion, gender and social groups, we will explore boundaries, identities, and exchanges that characterized the Mediterranean in the Early Modern period. While this course does not attempt a comprehensive survey of this vast area, it touches upon some relevant features and events of the early modern period constituting a useful frame of reference for further studies in this field. From a methodological perspective, this class will offer a historical laboratory to compare concrete human experiences with systems of knowledge.

ASSIGNMENTS & GRADING

Attendance and Participation (15%) All readings are on Canvas. They are mandatory, as is attendance and active participation in each week's discussion. Any absences must be approved in advance, barring exceptional circumstances; excused absences may be made up with the completion of a writing assignment as requested by the instructor.

Sources-based in-class Presentation (10%) Each student will choose one source from Yale's repositories and present it offering an insightful 10 minutes presentation. Students may choose from a list of possible sources but it is highly recommended to look beyond the list with the help of Yale librarians. Students will meet individually with the instructor during office hours to discuss their presentation choices by week 3. Presenters will also submit a written comment on the source (3-4 pages) via email.

Midterm Primary Source Essay (30%) For the midterm assignment, each student will pick at least one primary source about a relevant topic and discuss it in a 10-pages critical essay. The Midterm Primary Source Essay may or may not develop from the in-class presentation. The essay will contextualize the source and give insights as to its possible historical uses applying ideas developed during the seminar. The Midterm Essay is due by February 28, 2020.

Research Paper (45%) The research paper may or may not develop from the Midterm Essay. The 15-pages final project (plus bibliography) will be based on primary sources and secondary sources. Topics have to be agreed upon with the instructor by the last day of March. An outline of the final project will be discussed in class in a final workshop review when students comment on one another's papers.

DEADLINES

By Week 3: Meet with the instructor to discuss your presentation choice (primary source).
(January 31)

Week 3 to 5: Meet with the instructor to discuss your primary source for the Midterm Essay
(February 14)

End of week 7 Midterm paper due **(February 28)**

End of week 9 Topic for the final paper due **(March 31)**

End of week 12 Outline of the final research paper to discuss in class due **(April 23)**

May 6 Research Paper due **(May 6)**

DISABILITIES

If you have a documented disability that will impact your participation in the course, please contact me by the end of Shopping Period so that we can make accommodations.

ACADEMIC DISHONESTY AND PLAGIARISM

Please take a moment to familiarize yourself with Yale's Policies on academic dishonesty and plagiarism; they will be of use through your entire career.

<https://poorvucenter.yale.edu/writing/using-sources/understanding-and-avoiding-plagiarism>

“The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Plagiarism is the use of someone else's work, words, or ideas as if they were your own. Here are three reasons not to do it:

- By far the deepest consequence to plagiarizing is the detriment to your intellectual and moral development: you won't learn anything, and your ethics will be corrupted.

- Giving credit where it is due but adding your own reflection will get you higher grades than putting your name on someone else's work. In an academic context, it counts more to show your ideas in conversation than to try to present them as *sui generis*.

- Finally, Yale punishes academic dishonesty severely. The most common penalty is suspension from the university, but students caught plagiarizing are also subject to lowered or failing grades as well as the possibility of expulsion.

Please be sure to review [Yale's Academic Integrity Policy](#).”

Source: <http://writing.yalecollege.yale.edu/advice-faculty/addressing-plagiarism/example-plagiarism-warning-might-appear-syllabus>

BOUNDARIES

WEEK 1(1/16) EUROPE AND THE MEDITERRANEAN

Filippo de Vivo, “Crossroads Region: The Mediterranean,” in Jerry H. Bentley, Sanjay Subrahmanyam, and Merry E. Wiesner-Hanks eds., *The Cambridge History of the World* (Cambridge: Cambridge University Press, 2015), 415–444 (30).

Peregrine Horden, “Introduction,” in Peregrine Horden and Sharon Kinoshita eds., *A Companion to Mediterranean History* (Chichester: Wiley-Blackwell, 2014), 1–7 (7).

Molly Green, “The Early Modern Mediterranean,” in Peregrine Horden and Sharon Kinoshita eds., *A Companion to Mediterranean History* (Chichester: Wiley-Blackwell, 2014), 91–106 (16).

Peter Burke, “Did Europe Exist Before 1700?” *History of European Ideas*, 1 1980 (1): 21–29 (9).

WEEK 2(1/23) GEOGRAPHICAL KNOWLEDGE IN THE MEDITERRANEAN AND BEYOND

CLASS MEETS AT BEINECKE LIBRARY

Emily Savage-Smith, “Cartography,” in Peregrine Horden and Sharon Kinoshita eds., *A Companion to Mediterranean History* (Chichester: Wiley-Blackwell, 2014), 184–199 (15).

Palmira Brummett, “Visions of the Mediterranean: A Classification,” *Journal of Medieval and Early Modern Studies* 37:1 (Winter 2007): 9–46 (37).

M. Pinar Emiralioglu, Chapter 3 “Charting the Mediterranean: the Ottoman Grand Strategy,” in *Geographical Knowledge and Imperial Culture in the Early Modern Ottoman Empire, Transculturalisms, 1400-1700* (Burlington, VT: Ashgate, 2014) 57–89 (32).

WEEK 3 (1/30) PLAGUE AND PUBLIC HEALTH

Mary Lindemann, Chapter 2 “Plague and People,” in *Medicine and Society in Early Modern Europe* (Cambridge: Cambridge University Press, 2010) 50-66 (16)

Monica H. Green, “Editor's Introduction to Pandemic Disease in the Medieval World: Rethinking the Black Death,” in Monica H Green et al., “Pandemic Disease in the Medieval World: Rethinking the Black Death,” *The Medieval Globe* 1 (2014) 9–26 (15).

Nükhet Varlik, Chapter 2 “Plague in Ottomanist and Non-Ottomanist Historiography,” in *Plague and Empire in the Early Modern Mediterranean World: The Ottoman Experience, 1347-1600* (New York, NY: Cambridge University Press, 2015) 55–89 (34).

END OF WEEK 3 (JANUARY 31) MEET WITH INSTRUCTOR TO DISCUSS PRIMARY SOURCE FOR PRESENTATION

IDENTITIES

WEEK 4 (2/6) WHO IS A CITIZEN? WHO IS A SUBJECT?

Maarten Prak, “Introduction: World of Citizenship,” *Citizens without Nations Urban Citizenship in Europe and the World, c.1000–1789* (Cambridge: Cambridge University Press, 2018), 1–25

Eric Dursteler, “The Venetian Nation in Constantinople,” in *Venetians in Constantinople: Nation, Identity, and Coexistence in the Early Modern Mediterranean* (The Johns Hopkins University Press, 2006), 23–41 (18).

Francesca Trivellato, Chapter 3 “A New City, a New Society? Livorno, the Jewish Nation, and Communitarian Cosmopolitanism,” *The Familiarity of Strangers: The Sephardic Diaspora, Livorno, and Cross-Cultural Trade in the Early Modern Period* (New Haven, CT: Yale University Press, 2009) 70–102 (32).

WEEK 5 (2/13) WOMEN IN SOCIETY

Merry E. Wiesner, “Family, Household, and Community,” in Thomas A. Brady, Jr., Heiko A. Oberman, James D. Tracy eds., *Handbook of European history, 1400-1600: Late Middle Ages, Renaissance, and Reformation* (Grand Rapids, Michigan, 1995) vol. 1, 51–79 (28).

Haim Gerber, “Social and Economic Position of Women in an Ottoman City, Bursa, 1600-1700,” *International Journal of Middle East Studies* 12 (1980): 231–44 (13).

Jutta Sperling and Shona Kelly Wray, “Introduction,” *Across the Religious Divide: Women, Property, and Law in the Wider Mediterranean (ca. 1300-1800)* (London: Routledge, 2009) 1–24.

END OF WEEK 5 (FEBRUARY 14) MEET WITH INSTRUCTOR TO DISCUSS PRIMARY SOURCE FOR THE MIDTERM ESSAY

WEEK 6 (2/20) WHO IS A HUMAN?

Surekha Davies, Chapter 1 “Climate, culture or kinship? Explaining human diversity c.1500,” in *Renaissance Ethnography and the Invention of the Human: new worlds, maps and monsters* (Cambridge New York: Cambridge University Press, 2016), 23–46 (23).

Joan-Pau Rubiés, “Were early modern Europeans Racist?” in *Ideas of ‘Race’ in the History of the Humanities*, edited by Amos Morris-Reich and Dirk Rupnow (Palgrave, 2017) 33–87 (54).

David N. Livingstone, Chapter 1 “BEGINNINGS: Questioning the Mosaic Record,” in *Adam’s Ancestors: Race, Religion, and the Politics of Human Origins* (Baltimore: Johns Hopkins University Press, 2008) 1–25 (24).

WEEK 7 (2/27) SLAVERY IN THE MEDITERRANEAN

Salvatore Bono, “Slave Histories and Memoirs in the Mediterranean World,” in Maria Fusaro, Mohamed-Salah Omri, and Colin Heywood eds., *Trade and Cultural Exchange in the Early Modern Mediterranean: Braudel’s Maritime Legacy* (I.B.Tauris, 2010), 97–115 (19).

Youval Rotman, "Forms of Slavery," in Peregrine Horden and Sharon Kinoshita eds., *A Companion to Mediterranean History* (Chichester: Wiley-Blackwell, 2014), 263–278 (15).
Daniel Hershenzon, "The Political Economy of Ransom in the Early Modern Mediterranean," in *Past & Present*, 231, 1, (2016): 61–95 (34).

END OF WEEK 7 (FEBRUARY 28) MIDTERM PAPER DUE

WEEK 8 (3/5) WHO IS A SLAVE IN THE MEDITERRANEAN?

Ottoman History Podcast, Interview with Leslie Peirce, "Hürrem Sultan or Roxelana, Empress of the East," <https://soundcloud.com/ottoman-history-podcast/roxelana>
Daniel Hershenzon, *The Captive Sea. Slavery, Communication, and Commerce in Early Modern Spain and the Mediterranean* (Philadelphia: University of Pennsylvania Press, 2018), Chapter 1 "The Social Life of Enslaved Captives" 17–40 (23).
Robert C. Davis, *Christian slaves, Muslim masters: white slavery in the Mediterranean, the Barbary Coast, and Italy, 1500-1800* (New York: Palgrave Macmillan, 2003), Chapter 1 "How many slaves?" 3–27 (24).
Primary Source: Emanuel de Aranda, *History of Algiers and its Slavery...*, translated by John Davies, (London, 1666), 109–14, 165–68.

SPRING BREAK

WEEK 9 (3/26) PIRACY

Nabil Matar, "Piracy and Captivity in the Early Modern Mediterranean: the Perspective from Barbary" in Claire Jowitt ed., *Pirates? The politics of Plunder, 1550-1650* (London: Palgrave Macmillan UK, 2007), 56–73 (17).
Molly Green, "The Claims of religion," in *Catholic Pirates and Greek Merchants* (Princeton University Press, 2010), 52–78 (26).
Wolfgang Kaiser and Guillaume Calafat, "Violence, Protection and Commerce: Corsairing and *ars piratica* in the Early Modern Mediterranean," in Stefan Eklöf Amirell and Leos Muller eds., *Persistent Piracy: Maritime Violence and State-Formation in Global Historical Perspective* (Houndmills: Palgrave Macmillan, 2014), 69–92 (23).

END OF WEEK 9 (MARCH 31) TOPIC FOR THE FINAL PAPER DUE

EXCHANGES

WEEK 10 (4/2) DIASPORAS AND COMMERCIAL EXCHANGES

John H. Munro, "Patterns of Trade, Money, and Credit" in Thomas A. Brady, Jr., Heiko A. Oberman, James D. Tracy (eds.), *Handbook of European history, 1400-1600: Late Middle Ages, Renaissance, and Reformation* (Grand Rapids, Michigan, 1995) vol. 1, 147–185 (38).
Daniel Goffman, *The Ottoman Empire and Early Modern Europe* (New York: Cambridge University Press, 2002), "Commerce and Diasporas," 169–188 (19).
Francesca Trivellato, "Jews of Leghorn, Italians of Lisbon, and Hindus of Goa. Merchant Networks and Cross-Cultural Trade in the Early Modern Period," in Diogo R. Curto and Anthony Molho eds. *Commercial Networks in the Early Modern World*. (Badia Fiesolana: European University Institute, 2002), 59–89 (30).

WEEK 11 (4/9) CONVERSIONS

- Eric R. Dursteler, "Fatima Hatun née Beatrice Michiel: Renegade Women in the Early Modern Mediterranean," *The Medieval History Journal* 12 (2009): 355–382 (27).
- Tijana Krstic, "Illuminated by the Light of Islam and the Glory of the Ottoman Sultanate: Self-Narratives of Conversion to Islam in the Age of Confessionalization," *Comparative Studies in Society and History* 51/1 (2009): 35–63 (28).
- "Renegade Jew: Luis de la Ysla" in Richard L. Kagan and Abigail Dyer ed., *Inquisitorial Lives: Brief Lives of Secret Jews and Other Heretics*, (Baltimore: Johns Hopkins University Press, 2004), 23–59 (36).

WEEK 12 (4/16) CULTURAL TRAJECTORIES AND SCIENTIFIC EXCHANGES

- Pamela O. Long, Chapter 4 "Trading Zones. Arenas of Production and Exchange," in *Artisan/Practitioners and the Rise of the New Sciences, 1400-1600* (Corvallis, OR ; Baltimore, MD: Oregon State University Press, Project MUSE, 2011) 94–126 (32).
- Avner Ben-Zaken, Chapter 1 "Trading Clocks, Globes, and Captives in the End Time," in *Cross-Cultural Scientific Exchanges in the Eastern Mediterranean, 1560-1660* (Baltimore: Johns Hopkins University Press, 2010) 8–46 (38).
- Natalie Zemon Davis, Chapter 4 "Between Africa and Europe," in *Trickster Travels: In Search of Leo Africanus, A Sixteenth-Century Muslim Between Worlds* (New York: Hill and Wang, 2006) 109–125 (16).

END OF WEEK 12 (FEBRUARY 28) OUTLINE OF THE FINAL RESEARCH PAPER TO DISCUSS IN CLASS DUE.

WEEK 13 (4/23) WORKSHOP

Workshop review and presentation of final papers.

MAY 6: RESEARCH PAPER DUE.