

DEDICATION

It is with considerable pleasure, and humility, that we dedicate this volume to Andreas Tietze, who was our teacher when we were graduate students at the University of California, Los Angeles, during the 1960s and 1970s. Each of us idiosyncratically had found our way west to this center of Turkish and Ottoman studies, oddly-located amongst the surfers and the lotus eaters. Years later, each one of us left immeasurably enriched and forever changed from our encounters with this extraordinary human being and teacher.

His openness to students still seems remarkable, particularly, perhaps, for such a prolific scholar. Did he ever fail to greet the knock at the entry of his office/library with genuine pleasure and warmth, with a delight to see the student-visitor? Most often, in the memory of these authors, it was we who broke off the visit while the teacher seemed reluctant to lose the guest.

In those halcyon days of Ottoman and Turkish studies, Andreas Tietze directed graduate seminars of six-eight students, on topics that ranged from Ottoman chroniclers to the 1402 battle of Ankara to modern Turkish literature. Whatever the particular topic, each seminar became an open door to the entire Ottoman and Turkish historical experience. As we struggled to master these new scripts and texts, Andreas Tietze would present us with one new source after the next, showing us how to resolve the historiographic or paleographic problem of the moment. In the end, almost casually, we had been introduced to a vast range of research materials in our fields of study. These discussions truly were open-ended. Along the way, willingly or not, we also encountered European history, literature and art as integral parts of the Ottoman Turkish universe. He taught us that Maria Montessori and Rosa Luxembourg belonged to the world of Evliya Çelebi and Mustafa Ali just as surely as did Kanuni Suleyman and the Tanzimat.

Gently, but nevertheless relentlessly, he insisted on excellence and thoroughness of preparation. We still recall the apprehension and trepidation with which we approached the seminar meetings. It really was impossible to arrive for one without having prepared to the utmost of our individual abilities. It was not a question of a reprimand since failure to respond only meant that another student would be asked. Rather, we each felt that unpreparedness would be a disappointment for the teacher.

Heath W. Lowry and Donald Quataert

