

Term Information

Effective Term Spring 2019

General Information

Course Bulletin Listing/Subject Area Turkish
Fiscal Unit/Academic Org Near Eastern Languages/Culture - D0554
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3350
Course Title Contemporary Issues in Turkey
Transcript Abbreviation ContemporaryTurkey
Course Description This course provides a multi-disciplinary introduction to contemporary issues in Turkey. Our understanding of current events will be grounded in deep historical and geographic analyses, informed by both local and global dynamics. The course includes explorations into how these dynamics are manifested and contested in the visual and performing arts, particularly within youth and social movements.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.1501
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Culture and Ideas; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- To understand how society works in contemporary Turkey through the study of religion, culture, history, economy, and politics.
- To recognize how Turkey impacts and is impacted by current global politics.
- To develop an appreciation for studying a new culture and the diversity that one nation represents.
- To develop a deep understanding of how our own attitudes and values are shaped.

Content Topic List

- Politics in Contemporary Turkey
- Society in Contemporary Turkey
- Religion in Contemporary Turkey
- Economy in Contemporary Turkey

Sought Concurrence

No

Attachments

- Rationale_Culture and Ideas.pdf: GE Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Smith,Jeremie S)
- Rationale_Diversity Global Studies.pdf: GE Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Smith,Jeremie S)
- Contemporary Issues in Turkey.pdf: Syllabus
(Syllabus. Owner: Smith,Jeremie S)
- -GE Assessment Plan for Culture and Ideas.docx: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Smith,Jeremie S)
- -GE Assessment Plan for Diversity.docx: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Smith,Jeremie S)

Comments

- All contingencies have been addressed. *(by Smith,Jeremie S on 09/25/2018 02:49 PM)*
- See 9-17-18 feedback email. *(by Vankeerbergen,Bernadette Chantal on 09/17/2018 03:54 PM)*

COURSE REQUEST
3350 - Status: PENDING

Last Updated: Heysel,Garett Robert
09/28/2018

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith,Jeremie S	04/05/2018 04:49 PM	Submitted for Approval
Approved	Holub,Robert Charles	08/27/2018 12:43 PM	Unit Approval
Approved	Heysel,Garett Robert	08/27/2018 08:37 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/17/2018 03:54 PM	ASCCAO Approval
Submitted	Smith,Jeremie S	09/25/2018 02:49 PM	Submitted for Approval
Approved	Holub,Robert Charles	09/25/2018 03:41 PM	Unit Approval
Approved	Heysel,Garett Robert	09/28/2018 07:14 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	09/28/2018 07:14 PM	ASCCAO Approval

TURK 3350
Contemporary Issues in Turkey
Spring 2019



Photo by Mstyslav Chernov. Post-coup attempt pro-Erdoğan demonstration, 2016

Instructor: Dr. Danielle V. Schoon

Office: 371 Hagerty Hall

Office Hours: TBA

Email: schoon.2@osu.edu

Course Description: A multi-disciplinary introduction to contemporary issues in Turkey. Our understanding of current events will be grounded in deep historical and geographic analyses, informed by both local and global dynamics. The second half of the class focuses on political, economic, and social issues from the 1980 coup d'état up to today. This will help us contextualize the ongoing civil war with the Kurds, the Syrian migration, the AK Party's censorship of journalists and academics, the Occupy Gezi movement, the failed coup attempt and shifting relations with the Gülen (Hizmet) movement. The course includes explorations into how these dynamics are manifested and contested in the visual and performing arts, particularly within youth and social movements.

Given this initial and overall description, the course is intended to be flexible to student research and interests in specific topics related to Turkey. This course is

designed as a collaborative learning experience, which will involve not only reading books, articles, audio-visual material, and web resources, but also student presentations, discussions and debates, and events.

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or that exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course.

This course is intended to satisfy the requirements for 2 GE categories: Cultures and Ideas and Diversity - Global Studies. This course also meets the requirements for the minor in Turkish and Central Asian Studies (Department of NELC).

Course Goals

- 1) To understand how society works in contemporary Turkey through the study of religion, culture, history, economy, and politics.
- 2) To recognize how Turkey impacts and is impacted by current global politics.
- 3) To develop an appreciation for studying a new culture and the diversity that one nation represents.
- 4) To develop a deep understanding of how our own attitudes and values are shaped.

Cultures and Ideas GE

Goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

1. *Students analyze and interpret major forms of human thought, culture, and expression.*

2. *Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.*

Diversity - Global Studies GE

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. *Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.*
2. *Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.*

Readings:

You are required to purchase the following text:

Öktem, Kerem. *Angry Nation: Turkey since 1989.*

Other required readings will be posted to our Carmen course site.

Graded Assignments:

Attendance and Participation	15%
Weekly Assignments (10)	20%
Online Discussion Posts (5)	10%
Midterm Proposal and Bibliography	20%
Class Presentation	10%
Final Research Project	25%

Please check assignment and class schedule for when assignments are due.

Grading scale:

A (94-100) A- (90-93) B+ (87-89) B (83-86) B- (80-82) C+ (77-79) C (73-76) C- (70-72)
D+ (67-69) D (60-66) E (below 60)

Explanation of assignments:

Attendance and Participation

As with anything, your presence and full engagement make all the difference. Please do not miss class on a regular basis. When you are in class, please be fully present. For each week of classes that you do so, you will earn a point. For every absence after 2 (excused or unexcused), you will lose a point. Three tardies (arriving late or leaving early) is equal to one absence. Please talk with me about extenuating circumstances. The policy is not meant to be punitive; it is meant to encourage you to get the most out of the class.

Weekly Assignments (10)

Every week, the instructor will assign one of the following kinds of assignments: a reading response, a quiz, a class debate or other in-class group activity, a written reflection on the material or discussion, a brief analysis of a current new story. Each of these assignments is worth 2 points. Details regarding the requirements of the assignment will be distributed in advance.

Online Discussion Posts (5)

Five times this semester, you are asked to post a question or comment about the course material to the online discussion board in Carmen. For every post, you can earn up to 1 point; for every substantial response you make on another student's post, you can earn up to 1 more point (2 points total).

Midterm Proposal and Bibliography

Every student will choose a topic of interest to research and write about. The midterm proposal will summarize the topic, what you hope to learn about it, and the sources you will use. More detailed information about this assignment will be distributed and

discussed in class. NOTE: If you feel that you would get more out of this assignment by creating an artistic or other kind of project instead of a written paper, please discuss your idea with me and we will work it out.

Class Presentation

At the end of the semester, students will present their final research project (topic, sources, and findings) to the class. The presentation should last around 15 minutes (with time for a Question and Answer session) and include some audio/visual materials.

Final Research Project

The final research project is a 12-15 page research paper, including the bibliography. More detailed information about this assignment will be distributed and discussed in class. NOTE: If you feel that you would get more out of this assignment by creating an artistic or other kind of project instead of a written paper, please discuss your idea with me and we will work it out.

Supplementary Statements

I do not generally round up final grades more than half a percentage point. You are welcome to increase your grade by taking advantage of several Extra Credit opportunities that will be presented throughout the semester.

Incompletes: I prefer to avoid incompletes when possible, but sometimes you need one. You are required to request it before final exam week, be passing the course, and give good reasons.

Plagiarism is the representation of another's works or ideas as one's own. It includes the unacknowledged word for word use and/or paraphrasing of another person's work and/or the inappropriate unacknowledged use of another person's ideas. Please ask me if you have any questions about this. All suspected cases are reported to the Committee on Academic Misconduct, in accordance with university rules. Substantiated cases

would mean a failing grade in the course and possibly expulsion, according to university rules. I use anti-plagiarism software to check for undocumented source material.

Collaboration and sharing ideas from others, however, is a good thing. We learn by building on each other's ideas. Just make sure you acknowledge your sources. Also, do something with the ideas of others: evaluate them, relate them to other ideas, argue for or against them, give your own examples illustrating them.

ACADEMIC MISCONDUCT: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://studentlife.osu.edu/csc/>).

FOR YOUR SAFETY, the OSU Student Safety/Escort Service is available after 7 p.m. by dialing 292---3322.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu"

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our

community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

CAVEATS AND DISCLAIMERS

I am an anthropologist with training and expertise in Turkish Studies, Dance Studies, and Romani Studies. My work is in contemporary Turkey; I am not an Ottomanist or a historian. I am not a native speaker of Turkish. I have not studied theatre or music except in the context of performance and cultural studies. I may not always have the answers, but I will always help you seek them out. Our [5 Questions and Answers](#) exercises are precisely to serve that purpose; utilize the knowledge and experience of your peers, as well. I am open to your input in class, to supplement or even (politely) contradict my own.

I have intentionally chosen readings & films that offer a range of different interpretations and viewpoints, some of which argue against each other. The points of view expressed in the course material do not necessarily reflect my views or those of the University. This course is not trying to advocate any particular political or religious point of view, or to evaluate the rightness of official policy. Rather, we are trying to understand Turkey and its people, whom we will listen to but not necessarily agree with. Our common task is to evaluate everything thoughtfully, because an opinion you disagree with is instructive to all of us. You are NOT required to agree with what you read or hear (including from me), but I DO ask that you give every idea careful consideration and respect for those expressing them. You are welcome to argue for your own point of view in a constructive manner. You will be graded not for which side you take, but how well you argue for it (using well-documented facts, materials from our course, methodical argument, etc.). This applies to what you say in class and what you write in your assignments.

Disability policy:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Course Calendar

Note: This schedule is subject to change with notice from the instructor.

PART I. GEOGRAPHICAL AND HISTORICAL OVERVIEW

Week 1 Course Introduction
“Geography means destiny” – Ibn Khaldun
Reading: <http://blogs.lse.ac.uk/euoppblog/2017/01/02/contemporary-turkey-in-conflict/>

Week 2 Turkey: A Bridge Between East and West?
Readings:
1. Nicole and Hugh Pope. *Turkey Unveiled* -- Front Matter, Intro, and Chapter 1 (Carmen)
2. Temelkuran, Ece. "Introduction" in *Turkey: The Insane and the Melancholy*, pp. 3-25. (Carmen)
Assignment 1 Due: Reflection on Representations of Turkey

Week 3 Historical Overview: The Origins of Turkish Identity
Film in class: *The Ottoman Empire*
Reading: Zurcher, Erik. *Turkey: A Modern History* – Part I
Assignment 2 Due: Film Response

Late Ottoman Reforms and Imperial Dissolution
Week 4 Reading: Zurcher, Erik. *Turkey: A Modern History* – Part II
Assignment 3 Due: Quiz

PART II. ATATÜRK and the REPUBLIC OF TURKEY

Week 5 The Founding of a Nation: Treats of Sevres, Treaty of Lausanne
Reading: Oktem, Kerem. *Angry Nation* – Introduction and Chapter 1
Assignment 4 Due: Reflection on Perspectives of History

Week 6 Greek and Armenian Subjects; The Politics of Public Memory
Film in class: TBA
Midterm Proposal and Bibliography Due

Week 7 The Nation and the Folk: "How Happy is the One who calls Himself a Turk"
Readings: from Kandiyoti and Saktanber, *Fragments of Culture*:
1. Arzu Öztürkmen, "I Dance Folklore"
2. Şerif Mardin, "Playing Games with Names"
Assignment 5 Due: Reading Response

Week 8 After Atatürk: A Multi-Party System; Migration in and out of Turkey
Readings:
1. Nalbantoğlu, "Silent Interruptions: Urban Encounters with Rural Turkey"
2. Özyeğin, "The Doorkeeper, the Maid and the Tenant"
Film in class: Introduction to *Ecumenopolis*
Assignment 6 Due: Personal Geographies

Week 9 A Tale of Three Coups
Visit the OSU Cartoon Library

PART III. THE 1980's: NEOLIBERALISM AND GLOBALIZATION

Week 10 Turgut Özal and Turkey's Opening (to the sound of *arabesk* music)

Readings:

1. *Angry Nation* – Chapter 2
2. Gürbilek, Introduction to *Living in a Shop Window*

Week 11 The 1980s in Global Context

Assignment 7 Due: Putting Turkey in Context – The Cold War, the Berlin Wall, and the Islamic Revolution

PART IV. ISLAMISM AND THE RISE OF THE AK PARTY

Week 12 New Identities in the 1990s and early 2000s: Islamic, Kurdish, Alevi, Roma, Youth, LGBTQ

Film in class: *Crossing the Bridge*

Readings:

1. *Angry Nation* – Chapters 3 and 4
2. Navaro-Yashin, "The Market for Identities"

Assignment 8 Due: Class Debate – the Veil

Week 13 Neo-Ottomanism and Istanbul: Cultural Capital of Europe

Readings:

1. Keyder, Introduction to *Istanbul: Between the Global and the Local*
2. TBA (Yildirim, Kevin OR Kocamaner, Hikmet.)

Assignment 9 Due: Flipped classroom; students choose one *Jadaliyya* article, read and present in class discussion

PART V: TURKEY AFTER 2016

Week 14 Terrorism, Censorship, Authoritarianism... What Next?

Film: *Coffee Futures*

Readings:

1. *Angry Nation* – Chapter 5
2. Zurcher – Chapter 17

Assignment 10 Due: Read and analyze a current news story; discuss in class

Week 15

Final Student Presentations

Final
Exam
Week

Final Research Projects Due

TURK 3350 *Contemporary Issues in Turkey*
GE Rationale – Culture & Ideas

Course Description:

A multi-disciplinary introduction to contemporary issues in Turkey. Our understanding of current events will be grounded in deep historical and geographic analyses, informed by both local and global dynamics. The second half of the class focuses on political, economic, and social issues from the 1980 coup d'état up to today. This will help us contextualize the ongoing civil war with the Kurds, the Syrian migration, the AK Party's censorship of journalists and academics, the Occupy Gezi movement, the failed coup attempt and shifting relations with the Gülen (Hizmet) movement. The course includes explorations into how these dynamics are manifested and contested in the visual and performing arts, particularly within youth and social movements.

Culture and ideas

Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
 - a) Each reading that has been chosen for this course addresses a fundamentally important contemporary issue in Turkey, pertaining to religion, gender, family, ethnicity, and other forms and expressions of culture.
 - b) The topics that students engage with each week cover various social issues pertaining to Turkish history, society, and politics.
 - c) Quizzes, reading responses, online discussions, and a final research project are the written assignments for the course. Each assignment is designed to provoke students to think about how human thought develops and is materialized in different cultures.
 - d) The focus of the assignments, lectures, and discussions during the course is on how human experiences are tied to broader structural influences like imperialism, globalization, and neoliberalism.

2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.
 - a) Students get a sense of how influential history and geography are on daily life in Turkey.
 - b) Students get a sense of what the general public imagination was at particular time periods in Turkish history, and the readings provide tools for students to interpret contemporary lived experiences as informed by the history of the region in global context.
 - c) Students analyze human expressions of various social forces and interpret how these expressions influence contemporary issues.
 - d) The assignments will encourage students to look at their own cultural identities in an informed way.
 - e) The readings guide students to develop their thought processes and challenge their assumptions about Turkey, Islam, and the Middle East. Students will be continually confronted with ideas that are meant to question their existing worldview.

TURK 3350 *Contemporary Issues in Turkey*
GE Rationale - Diversity: Global Studies

Course Description:

A multi-disciplinary introduction to contemporary issues in Turkey. Our understanding of current events will be grounded in deep historical and geographic analyses, informed by both local and global dynamics. The second half of the class focuses on political, economic, and social issues from the 1980 coup d'état up to today. This will help us contextualize the ongoing civil war with the Kurds, the Syrian migration, the AK Party's censorship of journalists and academics, the Occupy Gezi movement, the failed coup attempt and shifting relations with the Gülen (Hizmet) movement. The course includes explorations into how these dynamics are manifested and contested in the visual and performing arts, particularly within youth and social movements.

Diversity: Global Studies

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
 - a) Students learn about Turkish culture, and about how gender, class, ethnicity, discrimination, religion, etc., influence the lives of people in this culture.
 - b) The readings for this course give students the opportunity to engage with social issues as they pertain to a nation with a very diverse history (the Ottoman Empire).
 - c) The topics that students engage with each week cover political, economic, cultural, and social aspects pertaining to Turkey, and their local and global impacts in Europe, the Middle East, and the world.
 - d) Quizzes, reading responses, online discussions, and a final research project are the written assignments for the course. Each assignment is designed to prompt students to think, write, and speak about how human thought develops in a world other than their own, and to make cross-cultural comparisons.

2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.
 - a) Students learn about relevant social categories and their contexts in Turkey.
 - b) The readings give students a perspective on how diversity works differently in different cultures.
 - c) Students analyze human expressions of various social forces and interpret how these expressions influence lived experiences in Turkey today.
 - d) The assignments give students the opportunity to look at their own culture in an informed and comparative way.

GE Assessment Plan for Culture and Ideas. TURK 3350 Contemporary Issues in Turkey

<p>GE Expected Learning Outcomes</p>	<p>Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i></p>	<p>Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric</i></p>	<p>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</p>
<p><u>ELO 1</u> Students analyze and interpret major forms of human thought, culture, and expression.</p>	<p><u>Direct:</u> Quizzes and Final Research Project <u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students <u>Indirect:</u> We expect 85% or more “agree” or “strongly agree” from students at the end of the semester</p>	<p>The instructor will review the assessment data and if changes are necessary she will meet with the Director of Undergraduate Studies to discuss the course. This will happen annually if necessary for the first two years the course is offered.</p>
<p><u>ELO 2</u> Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.</p>	<p><u>Direct:</u> Quizzes and Final Research Project <u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students <u>Indirect:</u> We expect 85% or more “agree” or “strongly agree” from students at the end of the semester</p>	<p>Where problems appear, issues will be brought to the Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</p>

APPENDIX TO ASSESSMENT RUBRIC FOR PROPOSED TURK 3350

Two examples of direct measures:

- 1. Students will be given quizzes throughout the semester to assess their improvement with respect to ELO 1 and ELO 2. Student answers will be evaluated on a scale of Excellent-Good-Satisfactory-Poor. Example questions include:**

- a. ELO 1 Students analyze and interpret major forms of human thought, culture, and expression.*

Sample question: What role does the concept of modernity play in Turkish politics?

- b. ELO 2 Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.*

Sample question: How does religion play a role in Turkey's election systems?

- 2. Contemporary issues to be evaluated by the students in their final research projects will be used to assess achievement of ELO 1 and ELO 2. These projects will be assessed on a scale of Excellent-Good- Satisfactory-Poor.**

- a. ELO 1 Students analyze and interpret major forms of human thought, culture, and expression.*

Possible topic for research project: How do ethnic, gender, and religious diversity play out in the politics of Turkish identity today?

- b. ELO 2 Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.*

Possible topic for research project: How does migration shape the everyday experiences of life in cities like Istanbul?

Indirect measure:

-

Opinion Survey

At the beginning and the end of the course, students will be asked to fill in an opinion survey. The survey will include self-assessment questions that evaluate their perceived abilities and skills related to the GE learning outcomes at the beginning of the semester and again at the end. The survey will also include several questions that will give students a chance to demonstrate mastery of the GE learning outcomes.

1. Students analyze and interpret major forms of human thought, culture, and expression.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Cultures and Ideas ELO 2

2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain:

GE Assessment Plan for Diversity: Global Studies. TURK 3350 Contemporary Issues in Turkey

<p>GE Expected Learning Outcomes</p>	<p>Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i></p>	<p>Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric</i></p>	<p>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</p>
<p><u>ELO 1</u> Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.</p>	<p><u>Direct:</u> Quizzes and Final Research Project <u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students <u>Indirect:</u> We expect 85% or more “agree” or “strongly agree” from students at the end of the semester</p>	<p>The instructor will review the assessment data and if changes are necessary she will meet with the Director of Undergraduate Studies to discuss the course. This will happen annually if necessary for the first two years the course is offered. Where problems appear, issues will be</p>
<p><u>ELO 2</u> Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.</p>	<p><u>Direct:</u> Quizzes and Final Research Project <u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students <u>Indirect:</u> We expect 85% or more “agree” or “strongly agree” from students at the end of the semester</p>	<p>brought to the Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</p>

APPENDIX TO ASSESSMENT RUBRIC FOR PROPOSED TURK 3350

Two examples of direct measures:

- 1. Students will be given quizzes throughout the semester to assess their improvement with respect to ELO 1 and ELO 2. Student answers will be evaluated on a scale of Excellent-Good-Satisfactory-Poor. Example questions include:**
 - a.** *ELO 1 Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.*

Sample question: How is gender-based discrimination in Turkey tied to notions of masculinity and nationalism?
 - b.** *ELO 2 Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.*

Sample question: How does Islam play a role in election campaigns in Turkey? How is that different from the role religion plays in election campaigns in the United States?

- 2. Contemporary issues to be evaluated by the students in their final research projects will be used to assess achievement of ELO 1 and ELO 2. These projects will be assessed on a scale of Excellent-Good- Satisfactory-Poor.**
 - a.** *ELO 1 Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.*

Possible topic for research project: What role does Islam play in the Syrian migration to Turkey?
 - a.** *ELO 2 Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.*

Possible topic for research project: How do perceptions of rural life in Turkey impact urban identities and their reception of migrants? How is rural versus urban life characterized in the United States?

Indirect measure:

-

Opinion Survey

At the beginning and the end of the course, students will be asked to fill in an opinion survey. The survey will include self-assessment questions that evaluate their perceived abilities and skills related to the GE learning outcomes at the beginning of the semester and again at the end. The survey will also include several questions that will give students a chance to demonstrate mastery of the GE learning outcomes.

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Cultures and Ideas ELO 2

2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain: