

Term Information

Effective Term Spring 2020
Previous Value Spring 2019

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We are adding the option to offer this as a distance learning course and also changing the course to better fit the Social Science: Individuals and Groups GE ELOs. We have included both the classroom and online syllabi in this submission and made sure our GE Assessment Plans for this course can be carried out in either format.

What is the rationale for the proposed change(s)?

We believe this course would attract more student enrollments if offered as an online course and that this will lead to a growth in the overall Turkish program. We also believe the course content better suits the Social Science GE than the previously approved Culture and Ideas GE.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

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 an introduction to contemporary issues in Turkey. Our understanding of current events will be grounded in deep historical, social, and geographic analyses, informed by both local and global dynamics. Most of the class focuses on political, economic, and social issues to help us contextualize current events and issues.

Previous Value 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? Yes
Is any section of the course offered 100% at a distance
Previous Value 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:

Individual and Groups; Global Studies (International Issues successors)

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

Previous Value

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

- TURK 3350_Syllabus -Online.docx: Online Syllabus
(Syllabus. Owner: Smith,Jeremie S)
- TURK 3350_Syllabus _Classroom.docx: Classroom Syllabus
(Syllabus. Owner: Smith,Jeremie S)
- GE Social Science Rationale.docx: GE Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Smith,Jeremie S)
- Rationale_Diversity Global Studies.docx: GE Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Smith,Jeremie S)
- GE Assessment Plan for Social Sciences.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)
- Turk 3350 Distance Learning Technical Review Checklist.pdf: Technical Review Checklist
(Other Supporting Documentation. Owner: Smith,Jeremie S)
- Turkish:Persian 3350 Concurrence Requests.pdf: Concurrence Request
(Concurrence. Owner: Smith,Jeremie S)
- History Dept Concurrence - Turkish 3350.pdf: Concurrence
(Concurrence. Owner: Heysel,Garett Robert)

Comments

- Given the emphasis on politics, economics, and history I would recommend that the department seek concurrence from the SBS/NMS curricular dean and History. It might avoid it being returned later. *(by Heysel,Garett Robert on 04/08/2019 08:29 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith,Jeremie S	04/08/2019 11:34 AM	Submitted for Approval
Approved	Holub,Robert Charles	04/08/2019 11:36 AM	Unit Approval
Revision Requested	Heysel,Garett Robert	04/08/2019 08:29 PM	College Approval
Submitted	Smith,Jeremie S	04/19/2019 07:58 AM	Submitted for Approval
Approved	Holub,Robert Charles	04/19/2019 09:55 AM	Unit Approval
Approved	Heysel,Garett Robert	04/22/2019 08:18 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	04/22/2019 08:18 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

TURK 3350 CONTEMPORARY ISSUES IN TURKEY SPRING 2020

An 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.

Instructor

Instructor: Dr. Danielle V. Schoon*

Location: carmen.osu.edu

Office Hours: Carmen Chat by appointment

Section: TBA

Email: schoon.2@osu.edu

Credits: 3

*I prefer to be called Dr. Schoon (pronounced “scone”). My pronouns are: She, Her, Hers. Please let me know how you would like me to address you in your introductory videos.

Course description

Most of the class focuses on political, economic, and social issues to help us contextualize current events and issues: the ongoing civil war with the Kurds, 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, and Turkey’s rapidly declining economy, among others. The course includes explorations into how these events and issues are portrayed in the media, and how their dynamics are manifested and contested in the visual and performing arts within youth

and social movements. We will read texts from the humanities and social sciences and keep up with the latest news about Turkey.

Given this initial overall description, the course is intended to be flexible to student 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 discussions and activities. We will utilize Carmen to create an online environment conducive to collaboration and participation, and connect to university students in Istanbul, Turkey, to get their local perspective.

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 GE requirements for Social Sciences: Individuals and Groups and Diversity: Non-Western or Global. This course also meets the requirements for the minor in Turkish and Central Asia Studies (Department of NELC).

Course learning outcomes

- 1) To understand how society, culture, and institutions work in contemporary Turkey through the study of religion, 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.

This course is designed to provoke students into thinking about how human thought develops and is materialized in different cultures. The course material, lectures, and

discussions will help students understand how culture and representation work and guide students to develop their thought processes and assumptions about Turkey.

GE Course Information

Social Sciences: Individuals and Groups

Goals: Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes:

- 1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.*
- 2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.*
- 3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.*

Diversity - Global Studies

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.*

Course materials

Required

You are required to purchase the following text (available on Amazon or at OSU Barnes and Nobles): Öktem, Kerem. *Angry Nation: Turkey since 1989*.

Required supplemental materials

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

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can

install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.

- Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
- Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Grading and faculty response

Grades

Quizzes (5 x 2 points each)	10%
Podcast (1 x 20 points)	20%
Editorial (1 x 10 points)	10%
Written Responses (5 x 2 points)	10%
A city I researched (1 x 10 points)	10%
Discussions (5 x 2 points)	20%
Final exam (1 x 20 points)	20%
<hr/>	
Total	100%

I do not generally round up final grades more than half a percentage point.

See course schedule, below, for due dates

Assignment information

Quizzes

There will be six quizzes given at regular intervals throughout the semester to measure your understanding of the course materials. Each quiz is worth 2 points, and the quiz with the lowest score will be dropped at the end of the semester.

Podcast

Students are required to make a podcast. Students can pick topics related to current events, historical events, issues specific to Turkey as a whole or any region that once belonged to the Ottoman Empire, and issues with implications unique to Turkey or the Ottoman Empire. Students MUST check if their topic is appropriate for the class.

Podcasts are not just about facts, they can also be about opinions. You will use the app Anchor to make podcasts. If you use a different means to record your podcasts, you should make sure that you are able to upload it on Carmen for me and your classmates to listen. Check the schedule for dates when podcasts will be due.

Editorial

Students will write one editorial in the course of the semester. We will discuss how to write the editorial during lectures. Students will be given a list of newspapers and news stories from Turkey to use as resources for editorials.

Written Responses

Students will have opportunities to write up to 5 responses to the class readings or other prompts in the course of the semester. The 5 responses are chosen by the student from all the opportunities offered (see the Course Schedule for *Reading Response* or *Writing Assignment* and choose five). Students may choose to do more than 5 responses for up to 2 points in extra credit.

A city I researched

This assignment will be done with the app Spark Page. You will choose a city in historical or contemporary Turkey and write a travel blog post as if you have been to the city and are telling a tale of what the city has to offer. We will discuss this more as we get closer to the due date.

Discussions

Five times this semester, you will be 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). Sometimes the discussion will be with students in Istanbul, Turkey.

Final Exam

The comprehensive final exam will consist of essay questions based on readings, lectures, and discussions the students have familiarized themselves with during the semester. Students will have one week to write the final exam.

Late assignments

Late assignments will not be graded unless the student has an excused absence.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL OR FLEXIBLE**
All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums: 4+ TIMES PER WEEK**
As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Academic integrity policy

Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **[MLA/APA/?]** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Ohio State's academic integrity policy

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/>.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

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

Accessibility accommodations for students with disabilities

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. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

Course schedule

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

PART I. GEOGRAPHICAL AND HISTORICAL OVERVIEW

Week 1 Course Introduction
Syllabus and Introductions

Reading: <http://blogs.lse.ac.uk/europpblog/2017/01/02/contemporary-turkey-in-conflict/> (no reading response)

Assignments: Take Assessment, Syllabus Quiz, and Upload Intro Video

Week 2 Turkey: A Bridge Between East and West?
Readings:

1. Nicole and Hugh Pope. *Turkey Unveiled*
2. Mango, Andrew. *Prologue*.

Reading Response optional

Week 3 The Origins of Turkish Identity

Film: *The Ottoman Empire*

Reading from Zurcher, Erik. *Turkey: A Modern History*

Reading Response or Film Response optional

Quiz 1

Week 4 Late Ottoman Reforms and Imperial Dissolution
 Reading from Zurcher, Erik. *Turkey: A Modern History*
Online Discussion 1

PART II. ATATÜRK and the REPUBLIC OF TURKEY

Week 5 The Founding of a Nation: Treaty of Sevres, Treaty of Lausanne
 Reading: Oktem, Kerem. *Angry Nation* – Introduction and Chapter 1
 Film: *Biography of a Nation*
Reading Response or Film Response optional

Week 6 Greek and Armenian Subjects: The Politics of Public Memory
 Reading: Muge Cocek article
Quiz 2
Writing Assignment optional: Reflection on Interpretations of History

Week 7 The Nation and the Folk: “How Happy is the One who calls Himself a Turk”
Podcasts Due
Online Discussion 2

Week 8 After Atatürk: A Multi-Party System; Migration in and out of Turkey
 Film: Introduction to *Ecumenopolis*
Online Discussion 3

Week 9 A Tale of Three Coups
Quiz 3

Week 10 **Spring Break**

PART III. THE 1980's: NEOLIBERALISM AND GLOBALIZATION

Week 11 Turgut Özal and Turkey's Opening
 Reading: *Angry Nation* – Chapter 2
Reading Response optional
A City I Researched Due

Week 12 The 1980s in Global Context
Quiz 4
Writing Assignment: 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 13 New Identities: Islamic, Kurdish, Alevi, Roma, Youth, LGBTQAI
 Readings: *Angry Nation* – Chapters 3 and 4
 Film: *Crossing the Bridge*
Online Discussion 4
Reading Response or Film Response optional

Week 14 Neo-Ottomanism and Istanbul: Cultural Capital of EuropeReading: *Angry Nation* – Chapter 5**Editorials Due****Quiz 5*****Reading Response optional******PART V: TURKEY, 2016-2020***Week 15 Terrorism, Censorship, Authoritarianism... What Next?Film: *Coffee Futures*Reading: MERIP issue "Confronting the New Turkey" edited by Ayca Alemdaroglu, Nabil Al-Tikriti <https://merip.org/magazine/288/>**Online Discussion 5*****Reading Response or Film Response optional******Writing Assignment optional: What do you project will happen in Turkey in the coming years?*****Finals****Week****Final Exam**

TURK 3350
Contemporary Issues in Turkey



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

Class Time: TBA

Location: TBA

Section:

Credits: 3

*I prefer to be called Dr. Schoon (pronounced “scone”), in person and in emails. My pronouns are: She, Her, Hers. Please let the class and me know how you would like us to address you.

Course Description: An 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. Most of the class focuses on political, economic, and social issues to help us contextualize the ongoing civil war with the Kurds, 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, and Turkey’s rapidly declining economy, among other current events and issues. The course includes explorations into how these events and issues are portrayed in the media, and how their dynamics are manifested and contested in the

visual and performing arts within youth and social movements. We will read texts from the humanities and social sciences and keep up with the latest news out of Turkey.

Given this initial overall description, the course is intended to be flexible to student 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 cultural activities. We will utilize the Active Learning Classroom to create an environment conducive to collaboration and participation, and connect online to university students in Istanbul, Turkey, to get their perspective.

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 GE requirements for Category 2. Breadth: Section C. Arts and Humanities (3) Cultures and Ideas; and for Category 4. Diversity: (2) International Issues: Non-Western or Global. 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.

Social Sciences: Individuals and Groups

Goals: Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

Diversity - Global Studies

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 (available on Amazon or at OSU Barnes and Nobles):

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

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

Graded Assignments:

Attendance and Participation (1 point/week)

15

Reading Responses (2 points x 5 total)	10
Quizzes (5 points x 2)	10
Online Discussion Posts (2 points x 5 total)	10
Discussion Leader (1 time)	5
Writing Assignments (1 point x 5 total)	5
Midterm Proposal and Bibliography	15
Class Presentation	10
Final Project	20
<hr/>	
TOTAL POINTS POSSIBLE	100

(Extra Credit may be earned by attending outside events, up to 5 points possible)

****Please check 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 are present and participating, 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. Especially with a small class size, engagement with the material and each other is crucial.

Reading Responses (10)

Every week, the instructor will assign several readings. For your reading response, choose one of the readings and write a 1.5-2 page response. After a brief summary of

the reading, the rest of the response should entail your analysis. You may choose 10 readings to respond to during the semester.

Quizzes (2)

Two short essay quizzes will be given this semester, to assess student understanding and improvement with respect to our learning objectives. Student answers will be evaluated on a scale of Excellent-Good-Satisfactory-Poor.

Online Discussion Posts (5)

Five times this semester, you will be 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). Sometimes the discussion will be with students in Istanbul, Turkey, at Kadir Has University.

Discussion Leader

One time this semester (we'll schedule it at the beginning), each student will lead the class discussion of that day's reading(s). The student should submit a reading response that week ahead of time, for comments from the instructor, and then lead the class in a discussion about the main points of the reading and answer student questions.

PowerPoint and/or other visual materials are allowed but not required.

Other Written Assignments (5)

The instructor will schedule short writing assignments every week that are worth 1 point each. Students may choose up to 5 of these to complete during the semester, for up to 5 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 project (topic, sources, and findings) to the class. The presentation should last around 20 minutes (with time for a Question and Answer session) and include some audio/visual materials.

Final Research Project

The final research project is a 10-12 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 may not always have the answers, but I will always help you seek them out. Our online discussions are precisely to serve that purpose; utilize the knowledge and experience of your peers. 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

Notes:

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

Possible guest lectures and activities may be scheduled during the semester.

PART I. GEOGRAPHICAL AND HISTORICAL OVERVIEW

Week 1 Course Introduction

Syllabus and Introductions – schedule discussion leaders
Where and when is Turkey?

“Geography is destiny” – Ibn Khaldun

Reading (no reading response this week):

<http://blogs.lse.ac.uk/europpblog/2017/01/02/contemporary-turkey-in-conflict/>

Week 2

Turkey: A Bridge Between East and West? (Guest: Nathan Young)

Readings:

1. Nicole and Hugh Pope. *Turkey Unveiled* -- Front Matter, Intro, and Chapter 1 (Carmen)
2. Mango, Andrew. *Prologue*. (Carmen)

Reading:

Temelkuran, Ece. “Introduction” in *Turkey: The Insane and the Melancholy*, pp. 3-25. (Carmen)

Week 3

The Origins of Turkish Identity

Film: *The Ottoman Empire*

Reading from Zurcher, Erik. *Turkey: A Modern History* (Carmen)

Assignment 2 Due: Film Response

Week 4

Late Ottoman Reforms and Imperial Dissolution

Reading from Zurcher, Erik. *Turkey: A Modern History* (Carmen)

Online Discussion 1

PART II. ATATÜRK and the REPUBLIC OF TURKEY

Week 5

The Founding of a Nation: Treaty of Sevres, Treaty of Lausanne

Reading: Oktem, Kerem. *Angry Nation* – Introduction and Chapter 1

Film: *Biography of a Nation*

Week 6 Greek and Armenian Subjects: The Politics of Public Memory

Reading: TBA

Assignment 3 Due: Reflection on Interpretations of History

Week 7 The Nation and the Folk: “How Happy is the One who calls Himself a Turk”

Reading: TBA

Midterm Proposal and Bibliography Due

Week 8 After Atatürk: A Multi-Party System; Migration in and out of Turkey

Film: Introduction to *Ecumenopolis*

Readings:

1. Nalbantoğlu, “Silent Interruptions: Urban Encounters with Rural Turkey”
2. Özyeğin, “The Doorkeeper, the Maid and the Tenant”

Week 9 A Tale of Three Coups

Online Discussion 2

Visit the OSU Cartoon Library

Quiz 1

Week 10 **Spring Break**

PART III. THE 1980's: NEOLIBERALISM AND GLOBALIZATION

Week 11 Turgut Özal and Turkey's Opening (to the sound of *arabesk* music)
Reading: *Angry Nation* – Chapter 2

Migration and Music

Reading: from Martin Stokes, *The Arabesk Debate* (Carmen)

Online Discussion 3

Week 12 The 1980s in Global Context
Reading: TBA

Assignment 4 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 13 New Identities: Islamic, Kurdish, Alevi, Roma, Youth, LGBTQAI
Readings: *Angry Nation* – Chapters 3 and 4

Film: *Crossing the Bridge*

Assignment 5 Due: Film Response

Online Discussion 4

Week 14 Neo-Ottomanism and Istanbul: Cultural Capital of Europe
Reading: *Angry Nation* – Chapter 5

Quiz 2

Occupy Gezi Movement and the Arab Spring

Assignment 6 Due: Choose one *Jadaliyya* article to read and present in class

PART V: TURKEY, 2016-2020

Week 15 Terrorism, Censorship, Authoritarianism... What Next?

Film: *Coffee Futures*

Readings:

1. Zurcher – Chapter 17 (Carmen)
2. MERIP issue "Confronting the New Turkey" edited by Ayca Alemdaroglu, Nabil Al-Tikriti <https://merip.org/magazine/288/>

Assignment 7 Due: What do you project will happen in Turkey in the coming years?

Online Discussion 5

Finals

Week Final Student Presentations and Final Projects Due

TURK 3350
CONTEMPORARY ISSUES IN TURKEY
GE Rationale – Social Sciences

COURSE DESCRIPTION

An 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. We will read texts from the humanities and social sciences, particularly ethnographies of contemporary Turkey, and discuss useful theoretical approaches from the fields of anthropology and sociology.

Social Sciences

Expected Learning Outcomes:

1. Students understands the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
 - a) This course is a unique opportunity for students to read and discuss theoretical perspectives on contemporary Turkey from the fields of anthropology and sociology, particularly regarding modernity, identity, the politics of social and collective memory, nationalism, migration, neoliberalism, globalization, and Islamism.
 - b) Along with theoretical approaches, students will be encouraged to read, analyze, and interpret ethnographies of contemporary Turkey for both their theoretical and methodological frames.
 - c) Quizzes, reading responses, short presentations, and final research projects will equip students with the tools to understand and analyze major currents of contemporary Turkey from a social scientific perspective.

2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
 - a) Students will examine differences and similarities between the social and cultural contexts of contemporary Turkey and the Unites States.
 - b) Students will participate in class debates and discussions related to contemporary lived experiences as informed by the history of Turkey in global and international context.
 - c) Students will analyze the function of social groups and individuals in post-1980 Turkey from a sociological perspective.
 - d) The assignments and class discussions will ask students to compare and describe major historical, social, and intellectual trends in post-1980 Turkey in a global context.

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 Social Sciences: Individuals and Groups
Turkish 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 the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.</p>	<p><u>Direct:</u> Embedded questions on writing assignments, quizzes, and the final research paper (classroom version) or final exam (online version). <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” 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, and then less frequently in line with other GE assessments. 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>
<p><u>ELO 2</u> Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.</p>	<p><u>Direct:</u> Embedded questions on writing assignments, quizzes, and the final research paper (classroom version) or final exam (online version). <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” 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, and then less frequently in line with other GE assessments. 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>

<p><u>ELO 3</u></p> <p>Students comprehend and assess individual and group values and their importance in social problem solving and policy making.</p>	<p><u>Direct:</u> Embedded questions on writing assignments, quizzes, and the final research paper (classroom version) or final exam (online version).</p> <p><u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students</p> <p><u>Indirect:</u> We expect 85% or more “agree” from students at the end of the semester</p>
--	---	--

Appendix: Assessment Rubric for Proposed Turkish 3350 course

Two examples of direct measures:

1. **Students will be given writing assignments and long answer quizzes throughout the semester to assess their understanding and improvement with respect to ELO 1, ELO 2, and ELO 3. Student answers will be evaluated on a scale of Excellent-Good-Satisfactory-Poor. Example questions include:**

- a. *ELO 1 Students understands the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.*

Sample question: According to Bozdogan and Kasaba, what has been the post-Ottoman relationship of Turkey to the project of modernity?

- b. *ELO 2 Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.*

Sample question: What are the ‘unofficial histories’ of Turkey’s minority groups, such as the Kurds, Alevis, and Roma?

- c. *ELO 3 Students comprehend and assess individual and group values and their importance in social problem solving and policy making.*

Sample question: What were the characteristics of the liberalizing reforms under Prime Minister Turgut Ozal in the post-1980 coup period?

2. **Final research papers (in person) or a final exam (online) will be used to assess achievement of ELO 1, ELO 2, and ELO 3. These will be assessed on a scale of Excellent-Good-Satisfactory-Poor.**

- a. *ELO 1 Students understands the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.*

Possible topic for research project or exam essay question: Compare the reforms of Turgut Ozal in the 1980s to the reforms implemented by the AK Party after 2001.

- b. *ELO 2 Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.*

Possible topic for research project or exam essay question: Research the role of women in establishing new social norms in the early years of the Turkish Republic.

- c. *ELO 3 Students comprehend and assess individual and group values and their importance in social problem solving and policy making.*

Possible topic for research project or exam essay question: Research the differences and similarities between Islamist and secular approaches to proper governance in contemporary Turkey.

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.

Social Sciences: Individuals and Groups ELO 1

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Social Sciences: Individuals and Groups ELO 2

2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain:

Social Sciences: Individuals and Groups ELO 3

3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

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 (in person) or exam (online) <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 brought to the Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</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 (in person) or exam (online) <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></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. **Questions to be embedded in the final research project (in person) or final exam (online) 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 or exam essay question: 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 or exam essay question: 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:

Diversity: Global Studies 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:

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: TURK 3350

Instructor: Danielle V. Schoon

Summary: Contemporary Issues in Turkey

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> Video lectures via Carmen Carmen Chat
6.2 Course tools promote learner engagement and active learning.	X			Posting on Carmen discussion boards is a requirement.
6.3 Technologies required in the course are readily obtainable.	X			Software is all available for free via OSU site license.
6.4 The course technologies are current.	X			All applications are web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			Links are provided to You Tube's privacy and accessibility guidelines.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links are provided to 8Help resources
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b Please include this statement (can be found at bottom of document).
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c Please include this statement (can be found at bottom of document)
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			Links to YouTube's accessibility policy is present.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and

				access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information

- Date reviewed: 3/26/19
- Reviewed by: Mike Kaylor

Notes:

^aThe following statement about disability services (recommended 16 point font): Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.

RE: Concurrence Requests - Persian 3350 and Turkish 3350

Haddad, Deborah

Tue 4/16/2019 4:34 PM

To: Smith, Jeremie S. <smith.12199@osu.edu>;

Cc: Heysel, Garrett <heysel.1@osu.edu>; Brenner, Naomi <brenner.108@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>;

Hi, Jeremie,

Thank you (and Garrett) for checking to see if the online versions of these courses duplicate existing courses offered by the SBS departments. I may have wanted to check with a couple of departments when these courses were first proposed. Now that the in-person versions have been approved in terms of content, these on-line proposals will be reviewed only in terms of whether or not the online versions provide the same content that the in-person versions do – not the content of the courses.

One of the Arts and Humanities curricular Panels will do that and, since duplication of content is no longer in question, none of the SBS departments has a basis for objecting.

Again, thanks for checking.

Deborah



Deborah Haddad, PhD

Assistant Dean, Curriculum, Undergrad Affairs

Social and Behavioral Sciences

Natural and Mathematical Sciences

College of Arts and Sciences

114 University Hall, [234 North Oval Mall, Columbus, OH 43210](#)

614.292.4435 Office / 614.247.7498 Fax

Haddad.2@osu.edu asc.osu.edu

From: Smith, Jeremie S. <smith.12199@osu.edu>

Sent: Tuesday, April 16, 2019 3:42 PM

To: Haddad, Deborah <haddad.2@osu.edu>

Cc: Heysel, Garrett <heysel.1@osu.edu>; Brenner, Naomi <brenner.108@osu.edu>

Subject: Concurrence Requests - Persian 3350 and Turkish 3350

Dr. Haddad,

I write today in hopes that you might consider providing a letter of concurrence for two courses that we have recently submitted to the ASC Curriculum Committee for consideration, Persian 3350 and Turkish 3350.

Both of these courses were approved in the last 18 months. The first offering of the Turkish course is running this semester and the first offering of the Persian course is scheduled for the Fall.

We have submitted requests to add the option of offering these two courses as online courses with hopes of running the online iterations of the courses during the Spring or Summer 2020 semesters.

While we did not seek a concurrence when we originally proposed these courses, Garrett Heysel recommended we reach out to you now to facilitate the ASC approval process. We would appreciate any feedback you can provide on these classes.

I have attached the classroom and online syllabi for both of the courses to this message. Please do let me know if you would like any additional documentation or have questions.

Kindly,

Jeremie Smith
Academic Program Coordinator
[Department of Near Eastern Languages and Cultures](#)
The Ohio State University
1775 College Road, 300 Hagerty Hall
Columbus, OH 43210-1340, U.S.A.
(614) 688-4182
smith.12199@osu.edu



[I am the Pelotonia Team Buckeye-College of Arts and Sciences Peloton Captain](#) -
Ask me how you can join the fight against cancer!

turkish 3350 concurrence

Otter, Christopher

Mon 4/22/2019 9:24 AM

To: Smith, Jeremie S. <smith.12199@osu.edu>;

Hi Jeremie,

The History Department is happy to grant concurrence for Turkish 3350.

Cheers,

Chris

Christopher Otter
Associate Professor
Chair, Undergraduate Teaching Committee
Department of History
263 Dulles Hall
Ohio State University
Columbus OH 43210