

## Term Information

Effective Term Autumn 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\_Classroom.docx: Classroom Syllabus  
*(Syllabus. Owner: Smith,Jeremie S)*
- Rationale\_Diversity Global Studies.docx: GE Rationale  
*(GEC Model Curriculum Compliance Stmt. 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)*
- TURK 3350\_Syllabus -Online.docx: Syllabus  
*(Syllabus. Owner: Smith,Jeremie S)*
- GE Social Science Rationale.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)*

**Comments**

- Updated Online syllabus, Social Science GE Rationale, and GE Social Science Assessment Plan have been uploaded. These address all contingencies and feedback of the Arts and Humanities & Social AND Behavioral Sciences Panels that were communicated to NELC on 10-4-19. *(by Smith,Jeremie S on 02/03/2020 12:13 PM)*
- See panel feedback sent to dept on 10-4-19. *(by Vankeerbergen,Bernadette Chantal on 10/04/2019 02:51 PM)*
- 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
Revision Requested	Vankeerbergen,Bernadette Chantal	10/04/2019 02:51 PM	ASCCAO Approval
Submitted	Smith,Jeremie S	02/03/2020 12:14 PM	Submitted for Approval
Approved	Holub,Robert Charles	02/03/2020 03:40 PM	Unit Approval
Pending Approval	Heysel,Garett Robert	02/03/2020 03:40 PM	College Approval

**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](mailto: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](mailto: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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> 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**  
**Spring 2020**



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

**Instructor:** Dr. Danielle V. Schoon\*

**Location:** carmen.osu.edu

**Office Hours:** Carmen Chat by appointment

**Section:** TBA

**Email:** [schoon.2@osu.edu](mailto: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:** 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 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 Goals**

- 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.

### **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 in contemporary Turkey.*
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.*

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.

**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.

## Course Technology

There is no in-person component of this course. All course content will be delivered online.

- Lectures will be delivered in two to four 15-20 minutes videos per week through Carmen. Lectures will be prerecorded, and students will have access to lectures from current and previous weeks. Unlike face-to-face classrooms which are built on class discussions, group work, and questions from students, this class will have lectures which will cover the content of the readings. Due to the distance education format, there will be no face-to-face discussions of reading material.
- You will actively participate in the course by posting to the Carmen tools.
- Assignments will be administered through Carmen.
- The instructor will be available in her office, via email and on Carmen Chat.
- Quizzes will be administered via Carmen. You will use Carmen to take quizzes, review results, view instructor feedback, and view class statistics.
- For help with Carmen, email: [carmen@osu.edu](mailto:carmen@osu.edu)
- General information about accessing and using Carmen is available here: <https://resourcecenter.odee.osu.edu/carmen>
- If you have general questions or problems using technology services at OSU, contact the IT Service Desk at 614-688-HELP or by email at [8help@osu.edu](mailto:8help@osu.edu).
- Students can obtain MS OFFICE 365 through the university. Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found at: [ocio.osu.edu/kb04733](https://ocio.osu.edu/kb04733).

**Necessary equipment and technology:**

- It is assumed that students are able to operate a computer comfortably.
- Computer: current Mac or PC
- Internet Browser: Internet Explorer 6 or later, or Firefox
- Robust high-speed internet connection
- Students can find the privacy guidelines for YouTube here:  
[https://www.youtube.com/static?template=privacy\\_guidelines](https://www.youtube.com/static?template=privacy_guidelines)
- The technical support resources for YouTube can be found here:  
[https://www.youtube.com/t/contact\\_us](https://www.youtube.com/t/contact_us)
- Help with accessibility of YouTube can be found here:  
<https://www.google.com/accessibility/products-features.html>
- It is assumed that all students have access to Adobe Reader (to view PDF files: <http://get.adobe.com/reader/>) and to the MS Office Suite (in order to use Word and Excel). You should also have Adobe Flash Player installed (<http://get.adobe.com/flashplayer/>).

**Student participation requirements:**

This is a distance learning course and your attendance is based on your online activity and participation. You are expected to log in at least four times every week.

**Submitting Assignments:** All assignments must be submitted on Carmen.

**Graded Assignments:**

Quizzes (5 x 2 points each)	10%
Podcast (1 x 20 points)	20%
Editorial (1 x 10 points)	10%

Written Responses (5 x 4 points)	20%
A city I researched (1 x 10 points)	10%
Discussions (5 x 2 points)	10%
Final exam (1 x 20 points)	20%
<hr/>	
Total	100%

**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)

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

**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.

**Explanation of assignments (*Please check class schedule for when assignments are due*):**

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 write 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 4 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 and feedback:** You can expect feedback within two weeks.

**Email:** I respond to emails 8.00am-6.00pm on weekdays. I do not check emails over the weekend. During a weekday, you can expect a response within 24 hours.

Please contact 614-688-HELP for technical problems with Carmen.

**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: Remember to write using good grammar, correct spelling, and punctuation. Informality is okay to some extent but in general write as if you are writing an email to a professor.

Citing your sources: When we have academic discussions, please cite your sources to back up what you say. Personal anecdotes tell us a lot and I am happy to read them but remember that personal experiences are not evidence for academic arguments and discussions. Cite academic references as evidence for your arguments. For course material, list the title and page; for online sources, include a link.

**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/>).

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](mailto: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.

### **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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

**TURK 3350**  
**Course Calendar**  
**Spring 2020**  
**Schoon**

*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 Europe  
Reading: *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***  
**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 Diversity: Global Studies. TURK 3350 Contemporary Issues in Turkey**

<p><b>GE Expected Learning Outcomes</b></p>	<p><b>Methods of Assessment</b>  <i>*Direct methods are required. Additional indirect methods are encouraged.</i></p>	<p><b>Level of student achievement expected for the GE ELO.</b>  <i>(for example, define percentage of students achieving a specified level on a scoring rubric</i></p>	<p><b>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</b></p>
<p><b><u>ELO 1</u></b></p> <p>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)</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” 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><b><u>ELO 2</u></b></p> <p>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)</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” 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>



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:**

**TURK 3350**  
**CONTEMPORARY ISSUES IN TURKEY**  
**GE Rationale – 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.

In this course, our understanding of current events is grounded in deep historical and geographic analyses, informed by both local and global dynamics. A focus on political, economic, and social issues contextualizes 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. 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 read texts from the humanities and social sciences, particularly ethnographies of contemporary Turkey, and we are guided by theoretical approaches from the fields of anthropology and sociology.

**Individuals and Groups**

Expected Learning Outcomes will be met in (a) the course objectives, (b) the readings, (c) the topics, (d) the written assignments, and (e) class discussions and activities.

1. Students understands the theories and methods of social scientific inquiry as they apply to the study of individuals and groups in contemporary Turkey.
  - 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.
    - a. In week 1, we use a critical approach to maps and mapping to discuss contested borders when we ask: "When and where is Turkey?" Informed by prevalent theories in cultural geography, we do not consider the physical environment to be determinative; instead, we consider how physical and social borders and boundaries are constructed and the work that they do in the world.
    - b. In week 2, we discuss narratives and discourses, particularly the common trope of Turkey as a bridge between East and West. Is Turkey in the East or the West? What are the repercussions of our answer? Edward Said's concept of Orientalism guides this week's theoretical framework for understanding how conceptions of East versus West are inextricably linked to the power dynamics of imperialism and colonialism. We read the Pope article with a critical lens on common representations of Turkey as an "in-between" (liminal) place.
    - c. In weeks 3-6, we discuss the politics of identity, particularly related to the transition from Ottoman to Turkish nationalism, nation-building, and minority politics. How is the past remembered? What is strategically 'forgotten'? We

compare the nation-building process in Turkey to that of the United States (see ELO 2 below) and discuss the central role of origin stories in the formation of national identity. Benedict Anderson's theory of "imagined communities" informs our reading of the top-down reforms imposed by Atatürk and their impacts on Turkish identity today. Minorities are discussed in terms of inclusion/exclusion and the politics of belonging, informed by Roland Barthes' work on ethnic boundaries and Rogers Brubaker's work on "ethnicity without groups." State formation is understood as tied to violence and sovereignty (see Charles Tilly).

- d. In week 7, we consider the role of folk culture in nation-building, and particular ways of telling history. What is culture? How does it intersect with other domains, particularly politics and society? Geertz's conception of culture as "webs of significance" offers insights into the development of a Turkish culture and the role that language and visual culture played in building a new nation. We visit the Cartoon Library on campus in order to analyze the visual material that circulated in the late Ottoman and early Republican periods, and discuss these according to representations of race, gender, sexuality, and the politics of difference.
- e. In weeks 8 & 9, we discuss urbanization and migration and their socio-political role in the emergence of unstable democracy in Turkey. This is informed by work like that of Amy Mills, which ties the social memory of minority groups to particular spaces in the city and how narratives of closeness/distance are disrupted by the encroachment of internal 'others' on these spaces. We watch the film, *Ecumenopolis*, which begins with an overview of the history of rural-to-urban migration in Turkey and then interviews several influential Turkish urban studies scholars about the concerns of rapid urbanization, including environmental and social issues. The work of Turkish sociologist, Caglar Keyder, informs our critical approach to distinctions between the local and the global so that we see the growth of Turkish cities within the larger context of global urbanization in this period. We also contextualize this by considering the global politics of the 1960s-1980s, particularly the Islamic Revolution in Iran and the end of the Cold War and fall of the Berlin Wall, which leads into the next segment:
- f. In weeks 11 & 12, I introduce the concepts of globalization and neoliberalism through contemporary Turkish music. We are guided here by David Harvey's conception of neoliberalism as an economic model that has come to inform all other aspects of life, so that everyday life and subjectivity take on the logic of the market. We ground this theoretical perspective in an ethnography by anthropologist Martin Stokes, *The Arabesk Debate*, which traces Turkish music and musicians of the genre arabesk in order to offer insights into the politics of gender and the representations of emotion in Turkey.
- g. In week 13, we discuss the anthropology of Islam and secularism, informed by the work of Esra Ozyurek on the politics of "nostalgia for the modern" and the work of Yael Navaro-Yashin on the production of state-revering culture in Turkey and the interface between secularism and Islamism as their co-construction. We consider this via an analysis of Islamic fashion.
- h. In week 14, we ask: What is the role of youth culture in contemporary social movements in Turkey? We contextualize this by considering the Arab Spring and Occupy Wall Street movements. We read the work of Christiane Gruber in order

to discuss the symbolic framings and functions of martyrs in the Gezi Park Movement, whose contours were largely shaped by a desire to preserve a secular, representative democracy in the face of increasing authoritarianism displayed by the ruling Islamist AK Party.

- i. In week 15, students watch the ethnographic film by anthropologist Zeynep Gursel, *Coffee Futures*, and discuss what is next for Turkey. This film juxtaposes the promises and predictions made by politicians with the rhetorics and practices of coffee fortune telling in order to critically engage with the politics of Turkey's exclusion from the European Union and the "West," taking us back to the discussions from the beginning of the semester about the repercussions of ideological boundaries.
  - b) Along with these theoretical approaches, students will be encouraged to read/ watch, analyze, and interpret ethnographies of contemporary Turkey for their methodological frames. For example, in *Coffee Futures*, Zeynep Gursel toggles between the micro and macro perspectives of contemporary Turkish politics in order to trace how "Europeaness" functions in a discursive way to either include or exclude Turks. Similarly, Stokes in *The Arabesk Debate* uses music as a lens on broader social and political issues in Turkey. This gives students the opportunity to learn how ethnographies function to observe what people actually do in order to interpret and analyze the feedback loop between everyday life and the force of larger structures (i.e. the relationship between structure and agency, individuals and groups).
  - c) Quizzes, reading responses, short presentations, and final research projects will serve to help me analyze student understanding and their ability to use the theoretical concepts listed above in order to interpret the 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 United States (see ELO 1: c).
  - b) Students will analyze the emergence of "Turkishness" as an inclusive/exclusive category (see ELO 1: b-d).
  - c) 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 (see ELO 1: e).
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.
- a) Students will consider the perspectives of Turkey's minorities and the contours of their political participation (see ELO 1: c-d). The required textbook, *Angry Nation*

by the urban sociologist Kerem Oktem, tells the history of Turkey through the relationship between the state and its 'others.' Instead of repeating the national narrative, Oktem addresses the perspectives of political institutions and ideologies, parties and political leaders, civil society organizations, and individuals. In Week 6, the articles by sociologist Fatma Muge Gocek challenges the students to read the history of Turkey through its violent exclusions, particularly the Armenian Genocide and the Greek-Turkish population exchange.

- b) Students will examine the dynamics between secular and Islamist values in Turkey as they have developed since the early Republican period to today (see ELO 1: g).

**GE Assessment Social Sciences: Individuals and Groups  
Turkish 3350: Contemporary Issues in Turkey**

<p><b>GE Expected Learning Outcomes</b></p>	<p><b>Methods of Assessment</b> <i>*Direct methods are required. Additional indirect methods are encouraged.</i></p>	<p><b>Level of student achievement expected for the GE ELO.</b> <i>(for example, define percentage of students achieving a specified level on a scoring rubric</i></p>	<p><b>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</b></p>
<p><b><u>ELO 1</u></b>  Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups in contemporary Turkey.</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><b><u>ELO 2</u></b>  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><b><u>ELO 3</u></b></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 understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups in contemporary Turkey. Specific theoretical perspectives include the project of modernity; the politics of identity and memory, particularly as they pertain to nation-building and the construction of citizenship; and the role of language and folk culture in state craft. The reading by Bozdoğan and Kasaba referenced in the question critiques the Enlightenment project of modernity by considering Turkey, a country on Europe’s periphery. Answers to this question should reflect ongoing engagement with the materials up to this point in the semester that have introduced students to the concepts of Orientalism (Said), imagined communities (Anderson), and the politics of ethnicity (Barthes; Brubaker).*

*Sample long answer question:* According to the reading by Bozdoğan and Kasaba, what has been the post-Ottoman relationship of Turkey to the project of modernity? What is the social and political impact of situating contemporary Turkey either in the West or in the East?

- 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. Readings, classroom exercises and discussions, and assignments will contribute to this understanding. Specifically, Martin Stokes’ ethnography, The Arabesk Debate, discusses the politics of identity and the role of music in shaping majority and minority identity positions and citizenship in Turkey. Similarly, Fatma Muge Gocek’s articles ask students to consider the unofficial histories of the Armenians and Greeks at the end of the Ottoman Empire and beginning of the Turkish Republic. Answers should reflect ongoing engagement with discussions of culture (Geertz) and the role of society in nation-building (Tilly).*



*Sample long answer question:* Describe one of the ‘unofficial histories’ of Turkey’s minority groups, such as the Kurds, Alevis, or Roma? Why are these histories not included in the official state narrative of Turkish identity and citizenship?

- c. *ELO 3 Students comprehend and assess individual and group values and their importance in social problem solving and policy making. Student answers should reflect ongoing engagement with the concepts of neoliberalism (Harvey) and globalization (Keyder). The post-1980 coup period should be evaluated in its broader global context, including the Islamic Revolution and the end of the Cold War.*

*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. How do these political parties engage with the tensions between secularism and Islam (Ozyurek; Navaro-Yashin).

- 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. What role did visual culture play in challenging old norms and establishing new ones, particularly in political cartoons?

- 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 with references to Ozyurek’s discussion of reverence for Ataturk and Navaro-Yashin’s discussion of Islamist fashion.

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:**

## 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"> <li>• Video lectures via Carmen</li> <li>• Carmen Chat</li> </ul>
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:**

<sup>a</sup>The 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](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add 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>

<sup>c</sup>Add 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](mailto:Haddad.2@osu.edu) [asc.osu.edu](http://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](mailto: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