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## Term Information

Effective Term Spring 2024

## General Information

Course Bulletin Listing/Subject Area Turkish  
Fiscal Unit/Academic Org Near East S Asian Lang/Culture - D0554  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3797  
Course Title Virtual Education Abroad in Istanbul, Turkey  
Transcript Abbreviation VirtTurkishAbroad  
Course Description The course offers a virtual education abroad experience that includes immersive opportunities such as virtual reality visits to important sites in Istanbul, online conversations and collaborations with students in Turkey, and workshops and demonstrations with Turkish scholars and artists in cooking, music and dance, language, and more.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 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  
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, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

Prerequisites/Corequisites None  
Exclusions  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 05.0108  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior

## Requirement/Elective Designation

General Education course:  
Citizenship for a Diverse and Just World

## Course Details

### Course goals or learning objectives/outcomes

- Developing intercultural awareness
- A general understanding of Turkish culture
- Completion of the Global Competence Certificate

### Content Topic List

- Turkish culture
- Turkish music
- Turkish dance
- Turkish history
- Turkish geography

### Sought Concurrence

No

## Attachments

- TURK3797 - Online approval asc cover sheet August 2021.pdf: ASC Tech Checklist  
*(Other Supporting Documentation. Owner: Carmichael, Phoebe Cullen)*
- TURK3797\_Citizenship\_Course Schedule\_Schoon.pdf: Course Schedule  
*(Other Supporting Documentation. Owner: Carmichael, Phoebe Cullen)*
- TURK3797\_Citizenship\_Syllabus\_Schoon.pdf: Syllabus  
*(Syllabus. Owner: Carmichael, Phoebe Cullen)*
- submission-doc-citizenship\_Schoon\_TURK3797.pdf: GE Rationale  
*(Other Supporting Documentation. Owner: Carmichael, Phoebe Cullen)*
- TURK3797\_Story Map Guidelines\_Schoon.pdf: Example assignment  
*(Other Supporting Documentation. Owner: Carmichael, Phoebe Cullen)*

## Comments

- Resubmitting revisions based on panel feedback *(by Carmichael, Phoebe Cullen on 04/28/2023 11:46 AM)*
- Please see Panel feedback e-mail sent 12/06/22. *(by Cody, Emily Kathryn on 12/06/2022 03:14 PM)*
- The pdf credit hour rationale is unreadable. Michael Hilty had managed to obtain the original Excel sheet for that document. Please upload that & remove the pdf. *(by Vankeerbergen, Bernadette Chantal on 10/17/2022 04:05 PM)*

**COURSE REQUEST**  
3797 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
05/01/2023

**Workflow Information**

| Status             | User(s)                                                                                                                           | Date/Time           | Step                   |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------------|
| Submitted          | Carmichael, Phoebe<br>Cullen                                                                                                      | 10/17/2022 01:38 PM | Submitted for Approval |
| Approved           | Liu, Morgan Yih-Yang                                                                                                              | 10/17/2022 02:07 PM | Unit Approval          |
| Revision Requested | Vankeerbergen, Bernadette<br>Chantal                                                                                              | 10/17/2022 04:05 PM | College Approval       |
| Submitted          | Carmichael, Phoebe<br>Cullen                                                                                                      | 10/18/2022 10:12 AM | Submitted for Approval |
| Approved           | Liu, Morgan Yih-Yang                                                                                                              | 10/18/2022 10:23 AM | Unit Approval          |
| Approved           | Vankeerbergen, Bernadette<br>Chantal                                                                                              | 10/18/2022 01:40 PM | College Approval       |
| Revision Requested | Cody, Emily Kathryn                                                                                                               | 12/06/2022 03:14 PM | ASCCAO Approval        |
| Submitted          | Carmichael, Phoebe<br>Cullen                                                                                                      | 04/28/2023 11:46 AM | Submitted for Approval |
| Approved           | Liu, Morgan Yih-Yang                                                                                                              | 04/28/2023 08:25 PM | Unit Approval          |
| Approved           | Vankeerbergen, Bernadette<br>Chantal                                                                                              | 05/01/2023 11:25 AM | College Approval       |
| Pending Approval   | Jenkins, Mary Ellen Bigler<br>Hanlin, Deborah Kay<br>Hilty, Michael<br>Vankeerbergen, Bernadette<br>Chantal<br>Steele, Rachel Lea | 05/01/2023 11:25 AM | ASCCAO Approval        |

# SYLLABUS

## TURK 3797

Virtual Education Abroad in Istanbul, Turkey  
Spring 2024  
3 credit hours

### COURSE OVERVIEW

**Instructor:** [Danielle V. Schoon](#)

I prefer to be called Dr. Schoon (pronounced “scone”). My pronouns are she, her, hers

Email address: [schoon.2@osu.edu](mailto:schoon.2@osu.edu) (preferred contact method)

My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your notification preferences ([go.osu.edu/canvas-notifications](https://go.osu.edu/canvas-notifications)) to be sure you receive these messages.

Office hours: TBA

Class Time and Location: Twice a week for 80 minutes; TBA

#### **Prerequisites**

None. The language of this course is English.

#### **Course description**

This course examines the histories, lived experiences, and contestations of citizenship in Turkey with a particular focus on urban citizenship in Istanbul. We will explore a range of perspectives on citizenship in Turkey and how it differs across communities. For example, we will consider the differences between secularism and *laicite* (*laiklik* in Turkish) and how religion and citizenship intersect in Turkey; what it might mean to be a linguistic or religious minority in a country that defines citizenship according to language and religion; and how to define diversity and inclusion in a country that does not officially recognize ethnic or racial differences. What are the legacies of Ottoman conceptions of citizenship in Turkey today? What are the influences of NATO and the European Union on Turkish approaches

to diversity and inclusion? What are the implications and consequences of these different approaches to citizenship? Who has a right to the city, and how has urban citizenship been contested in Istanbul via music, architecture, the visual arts, fashion, food, and other social justice interventions? How do advocates for social change interact with structures of power in Istanbul?

In order to engage in an in-depth, advanced, scholarly exploration of what constitutes citizenship in Turkey and compare that to the United States and other contexts, the course will involve readings (scholarly books, articles, and web resources), audio-visual materials, and class discussions and activities. Some of the course materials and assignments will be shared with students at Istanbul Technical University (ITU) taking a course in urban studies. In collaboration with them, students will research an aspect of the city of Istanbul and create story maps in small groups. This will culminate in a public virtual presentation for OSU and ITU students and faculty.

This Collaborative Online International Learning (COIL) course utilizes integrative practices that include: interactive virtual activities with expert scholars and artists in Turkey that allow students to develop a deep understanding of the local cultural context; immersive and experiential opportunities such as virtual reality visits to important sites in Istanbul, workshops and demonstrations with Turkish scholars and artists in cooking, music and dance, language, and more; scaffolded collaborative assignments that allow students to build meaningful connections with their peers at ITU; real-world applications of course content to contemporary global issues and contexts; and an ePortfolio in which students will reflect on their experiences, make sense of them by connecting class activities and academic knowledge to their interactions with people and places in Turkey, and assess their own development and learning experiences over time.

This course is intended to satisfy the GE requirements for the Theme: Citizenship in a Just and Diverse World.

## Course goals and expected learning outcomes

By the end of this course, students should be able to:

1. Discuss the histories, lived experiences, and contestations of citizenship in Turkey with a particular focus on urban citizenship in Istanbul.
2. Describe a range of perspectives on citizenship in Turkey and how it differs across communities, and the implications and consequences of different approaches to citizenship in Turkey in comparison with other places.
3. Define the 'right to the city' with examples of how urban citizenship has been contested in Istanbul and explain how advocates for social change interact with structures of power in Istanbul.
4. Analyze the political, social, and cultural power of belonging/inclusion and exclusion as expressed in different forms of media, narrative, and discourse.
5. Examine how their own sense of belonging in their communities reflects on their lived experiences and their assessment of other cultures/people.

## **Goals and Expected Learning Outcomes for GE Citizenship in a Just and Diverse World:**

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.

**ELO 1.1** Engage in critical and logical thinking about the topic or idea of the theme.

**ELO 1.2** Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.

**Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

**ELO 2.1** Identify, describe, and synthesize approaches or experiences as they apply to the theme.

**ELO 2.2** Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

**Goal 3:** Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.

**ELO 3.1** Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

**ELO 3.2** Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.

**Goal 4:** Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

**ELO 4.1** Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.

**ELO 4.2** Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

**How the course fulfills these goals:** Students will learn at an advanced level how citizenship has been conceived and contested in Turkey over time, and how urban citizenship frames, enhances, and challenges these conceptions. The study of citizenship will begin with the Ottoman Empire where students will learn what it meant to be a citizen in an imperial context. Their study of citizenship will continue with the role that citizenship played in nation-building with the emergence of the Republic of Turkey as well as the ways in which minorities were officially defined. Finally, students will consider this history in understanding how citizenship is conceived in Turkey today in a global context. Through an analysis of different aspects of citizenship, students will understand the social, political, cultural, and linguistic stakes of being a member of a national community and what this means in the contemporary world. Through readings, assignments, and in-class

discussions, students will realize how our own perceptions of self and others relies on categories that we belong to, by choice or by necessity. In both in-class activities and collaborative projects, students will come to understand and evaluate their own positions within various social categories and hierarchies, recognizing their own and others' conceptions of citizenship.

## HOW THIS COURSE WORKS

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State bylaws, credits work on a 1 to 3 ratio. Every 1 credit hour assigned to the class equates to total of 3 hours of work per week for a “C” grade (1 hour of instruction and 2 additional study hours per week). Therefore, a 3-credit hour course during a 14-week term should have 3 hours of direct instruction and 6 hours of indirect instruction (homework/study time) per week, for a total of 9 hours per course per week, for the student to earn a C grade.

**Attendance and participation requirements:**

Absences: To do well in this class, you need to attend class sessions unless there are circumstances that make it impossible. If you miss class, you are responsible for all material. Make sure you have the contact information (email, phone number) for one or two other students in class so that you can get the information that you need. Do not email the instructor to ask what you missed. If you need to miss several classes, especially if you miss more than one class in a row, please let the instructor know via email what's going on so that arrangements can be made for you to make up participation points. Keep in mind that attendance and participation equal 15% of your overall grade – if you aren't in class regularly, your grade will suffer.



# COURSE MATERIALS AND TECHNOLOGIES

## Required:

1. Article PDFs and links through our Carmen site.
2. Schoon, Danielle and Melinda McClimans, eds. *Windows into Turkish Culture* (open access eBook) <https://ohiostate.pressbooks.pub/windowsintoturkishculture/>

## Course technology

### Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

### Technology skills needed for this course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- Navigating the Moodle discussion board
- Completing the GCC Modules

### Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

## Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help).

## Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](https://go.osu.edu/add-device)).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application ([go.osu.edu/install-duo](https://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

# GRADING AND FACULTY RESPONSE

[How your grade is calculated](#)

| ASSIGNMENT CATEGORY                               | POINTS |
|---------------------------------------------------|--------|
| Attendance and Participation                      | 15     |
| 6 Online Discussions with ITU students x 5 pts ea | 30     |
| 6 ePortfolio Reflections x 5 pts ea               | 30     |
| Story Map Collaborative Project with ITU          | 25     |
| Total                                             | 100    |

**See Course Schedule for assignment details and due dates.**

[Descriptions of major course assignments](#)

## **Attendance and Participation (15 points)**

You will earn these points by attending and participating in class. We have 15 class sessions, and you get 1 point for each class in which you attend and fully participate. Full participation means that you are adding to the class discussion and activities.

## **6 Online Discussion Posts and Replies (30 points)**

Six times this session, you will be asked to post a substantial question or comment to our online discussions with students at Istanbul Technical University (ITU), following the provided prompts. You can earn 3 points for your original post (300 words); you can earn another 2 points for a substantial response you make on another student's post (200 words). The discussion board provides the opportunity to interact directly with people in Istanbul. Two of these discussions will be connected to your collaborative activity in small groups.

## 6 ePortfolio Reflections (30 points)

The instructor will schedule six ePortfolio reflections that are worth 5 points each. Each reflection should be 2 pages long (500 words double-spaced). Each assignment will have its own prompt. Be sure to address each part of the prompt. These assignments will ask you to reflect on the course material as it relates to the Citizenship theme of this course and consider how you can apply what you are learning.

## Story Map Collaborative Project with ITU (25 points)

Students will be assigned to small groups that include both OSU and ITU students. These groups will choose a site in Istanbul to research and explore virtually. Students will be assigned particular roles that define their contribution to the project. Together, students will create a Story Map of their chosen site (10 points), write a summary report or record a summary video (10 points), and present their project to the classes and faculty (5 points). The Guidelines for this project are in a separate document.

## Extra Credit Opportunities

Attendance at any relevant outside event (in person or online) can earn you 1 extra credit point in this class, up to 2 points total. Simply submit a 1-page description of the event that includes what you learned at the event and how it connects to the topics of this course. The instructor will regularly announce relevant outside events.

## Academic integrity and collaboration policy for all assignments

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. You may ask a trusted person to proofread your assignments before you turn them in, but no one 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 your instructor. You may also not submit the same work to more than one class.

- **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 group work:** The course includes opportunities for collaboration with your classmates during in-class activities and the Story Map Project. Each student is expected to fulfill their role in the group and contribute evenly. If you struggle with verbal contributions, please discuss alternative options with the instructor. Group projects 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 or concerns.

### Late assignments

Late submissions will be accepted for reduced credit up to 1 week past the final deadline. I do not accept make-up work after that period because it puts a burden on the grader, and it derails the flow of the course plan. Students should focus on working ahead toward assignments coming due, rather than working backwards and falling even further behind. SLDS accommodations will utilize the Default Flex Plan which provides registered students with a 3-day extension of assignments that are not collaborative (online discussions and the story map assignment are exempt from this accommodation). Please plan to submit your assignments on time.

### Grading scale

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

### Instructor 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 **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For assignments, you can generally expect feedback and grading within **1 week**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

## OTHER COURSE POLICIES

### 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 online discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality is fine for non-academic topics.
- **Formatting:** All written assignments for this class, with the exception of the online discussions, should be double-spaced, 12 pt font, with 1” margins.
- **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:** In all writing assignments, please cite your sources. Use credible, scholarly sources. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.) You may use any citation style you are familiar with, as long as you are consistent. You can access OSU library resources remotely: <https://library.osu.edu/site/labs/2011/03/28/osu-library-labs-off-campus-sign-in-bookmarklet/>
- **Backing up your work:** Consider composing your discussion posts in a word processor, where you can save your work, and then copying into the discussion.

**A new menu item in CarmenCanvas courses highlights academic policies and syllabus statements. This Academic Policies link will direct you to a webpage that lists policies that are typically found in the syllabus. They are also copy/pasted below.**

### Academic integrity policy

See above for my specific guidelines about collaboration and academic integrity in the context of this class.

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/>.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- *Ten Suggestions for Preserving Academic Integrity* ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

### Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here:

<http://advising.osu.edu>

### Copyright for instructional materials

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 at [titleix@osu.edu](mailto:titleix@osu.edu)

## Commitment to a diverse and inclusive learning environment

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.

## Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land. More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

## 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](http://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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.



# ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

## Requesting accommodations

**The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.**

# GE Theme course submission worksheet: Citizenship for a Just & Diverse World

## Overview

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Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

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In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

*(enter text here)*

## Connect this course to the Goals and ELOs shared by *all* Themes

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Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

**Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

|                                                                                                                                                                                                      | Course activities and assignments to meet these ELOs |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| <b>ELO 1.1</b> Engage in critical and logical thinking.                                                                                                                                              |                                                      |
| <b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.                                                                                       |                                                      |
| <b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.                                                                                                                         |                                                      |
| <b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. |                                                      |

*Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):*

|                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ELO 1.1</b> Engage in critical and logical thinking. | <i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through:<br/>Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration;<br/>Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions;<br/>Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i> |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                             | <p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>                                                                                                                         | <p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u><br/> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u><br/> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u><br/> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p> |
| <p><b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p> | <p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites:<br/> The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Goals and ELOs unique to Citizenship for a Just & Diverse World**

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Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**GOAL 3:** Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

**GOAL 4:** Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

|                                                                                                                                                                                                               | Course activities and assignments to meet these ELOs |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| <b>ELO 3.1</b> Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.            |                                                      |
| <b>ELO 3.2</b> Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.                                                              |                                                      |
| <b>ELO 4.1</b> Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.                                              |                                                      |
| <b>ELO 4.2</b> Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. |                                                      |

*Example responses for proposals within “Citizenship” (Hist/Relig. Studies 3680, Music 3364; Soc 3200):*

|                                                                                                                                                   |                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ELO 3.1</b> Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, | <i>Citizenship could not be more central to a topic such as immigration/migration. As such, the course content, goals, and expected learning outcomes are all, almost by definition, engaged with a range of perspectives on local, national, and global citizenship.</i> |
|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>national, global, and/or historical communities.</i></p>                                                                                                                 | <p><i>Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.</i></p> <p><i>The course content addresses citizenship questions at the global (see weeks #3 and #15 on refugees and open border debates), national (see weeks #5, 7-#14 on the U.S. case), and the local level (see week #6 on Columbus). Specific activities addressing different perspectives on citizenship include Assignment #1, where students produce a demographic profile of a U.S.-based immigrant group, including a profile of their citizenship statuses using U.S.-based regulatory definitions. In addition, Assignment #3, which has students connect their family origins to broader population-level immigration patterns, necessitates a discussion of citizenship. Finally, the critical reading responses have the students engage the literature on different perspectives of citizenship and reflect on what constitutes citizenship and how it varies across communities.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>ELO 3.2</b> <i>Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</i></p>                 | <p><i>This course supports the cultivation of "intercultural competence as a global citizen" through rigorous and sustained study of multiple forms of musical-political agency worldwide, from the grass-roots to the state-sponsored. Students identify varied cultural expressions of "musical citizenship" each week, through their reading and listening assignments, and reflect on them via online and in-class discussion. It is common for us to ask probing and programmatic questions about the musical-political subjects and cultures we study. What are the possibilities and constraints of this particular version of musical citizenship? What might we carry forward in our own lives and labors as musical citizens Further, students are encouraged to apply their emergent intercultural competencies as global, musical citizens in their midterm report and final project, in which weekly course topics inform student-led research and creative projects.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>ELO 4.1</b> <i>Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</i></p> | <p><i>Through the historical and contemporary case studies students examine in HIST/RS 3680, they have numerous opportunities to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, as well as a variety of lived experiences. The cases highlight the challenges of living in religiously diverse societies, examining a range of issues and their implications. They also consider the intersections of religious difference with other categories of difference, including race and gender. For example, during the unit on US religious freedom, students consider how incarcerated Black Americans and Native Americans have experienced questions of freedom and equality in dramatically different ways than white Protestants. In a weekly reflection post, they address this question directly. In the unit on marriage and sexuality, they consider different ways that different social groups have experienced the regulation of marriage in Israel and Malaysia in ways that do not correspond simplistically to gender (e.g. different women's groups with very different perspectives on the issues).</i></p> <p><i>In their weekly reflection posts and other written assignments, students are invited to analyze the implications of different regulatory models for questions of diversity, equity, and inclusion. They do so not in a simplistic sense of assessing which model is</i></p> |

|                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                             | <p><i>"right" or "best" but in considering how different possible outcomes might shape the concrete lived experience of different social groups in different ways. The goal is not to determine which way of doing things is best, but to understand why different societies manage these questions in different ways and how their various expressions might lead to different outcomes in terms of diversity and inclusion. They also consider how the different social and demographic conditions of different societies shape their approaches (e.g. a historic Catholic majority in France committed to laicite confronting a growing Muslim minority, or how pluralism *within* Israeli Judaism led to a fragile and contested status quo arrangement). Again, these goals are met most directly through weekly reflection posts and students' final projects, including one prompt that invites students to consider Israel's status quo arrangement from the perspective of different social groups, including liberal feminists, Orthodox and Reform religious leaders, LGBTQ communities, interfaith couples, and others.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>ELO 4.2</b> <i>Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</i></p> | <p><i>As students analyze specific case studies in HIST/RS 3680, they assess law's role in and capacity for enacting justice, managing difference, and constructing citizenship. This goal is met through lectures, course readings, discussion, and written assignments. For example, the unit on indigenous sovereignty and sacred space invites students to consider why liberal systems of law have rarely accommodated indigenous land claims and what this says about indigenous citizenship and justice. They also study examples of indigenous activism and resistance around these issues. At the conclusion of the unit, the neighborhood exploration assignment specifically asks students to take note of whether and how indigenous land claims are marked or acknowledged in the spaces they explore and what they learn from this about citizenship, difference, belonging, and power. In the unit on legal pluralism, marriage, and the law, students study the personal law systems in Israel and Malaysia. They consider the structures of power that privilege certain kinds of communities and identities and also encounter groups advocating for social change. In their final projects, students apply the insights they've gained to particular case studies. As they analyze their selected case studies, they are required to discuss how the cases reveal the different ways justice, difference, and citizenship intersect and how they are shaped by cultural traditions and structures of power in particular social contexts. They present their conclusions in an oral group presentation and in an individually written final paper. Finally, in their end of semester letter to professor, they reflect on how they issues might shape their own advocacy for social change in the future.</i></p> |

## **GUIDELINES**

### **Story Map Collaborative Project with ITU**

#### **25 points**

Students will be assigned to small groups of about 5 people, that include both OSU and ITU students. These groups will choose a site in Istanbul to research and explore virtually. Students will be assigned particular roles that define their contribution to the project. Together, students will create a Story Map (<https://storymap.knightlab.com/>) of their chosen site (10 points), write a summary report or record a summary video (5 points), and present their project to the classes and faculty (10 points). All written assignments for this project should be double-spaced, 1" margins, using a 12pt font like Times New Roman or Helvetica, and proofread for spelling and grammar errors.

#### Learning Objectives:

1. Students will collaborate with their peers at OSU and ITU, using intercultural communication skills.
2. Students will research the histories, lived experiences, and contestations of citizenship associated with a particular place in Istanbul, Turkey.
3. Students will be exposed to a range of perspectives on urban citizenship in Istanbul and how it differs across communities.
4. Students will learn about how urban citizenship has been contested in Istanbul and how advocates for social change interact with structures of power in Istanbul.
5. Students will compare the results of their research with their sense of belonging in their own communities.



## **List of 10 Scaffolded Assignments and Due Dates (see Course Schedule)**

1. Discussion 3: Use our online discussion forum to find ITU students who share similar interests and send a list of possible small group members and your chosen site for the Story Map to the instructor by February 13<sup>th</sup>.
2. Receive instructor and library support on Story Map research in class on February 20<sup>th</sup>.
3. Discussion 4: In your small groups, contribute a summary of your own research so far to the discussion board. Read and comment on the posts by the other members of your group. Decide on roles for each member of your group in the Story Map project and send them to the instructor by February 22<sup>nd</sup>.
4. Story Map proposal (1.5-2 pages) due February 27<sup>th</sup>.
5. Story Map bibliography (10 sources) due March 5<sup>th</sup>.
6. Optional Story Map Report/Video rough draft due March 26<sup>th</sup>.
7. Small group peer reviews of Story Map Projects in class on April 2<sup>nd</sup>.
8. **Link to Story Map and final Summary Report/Video Due due April 11<sup>th</sup>.**
9. Discussion 6: Wrap up your collaborative Story Map with the members of your small group. Tell each other what you found rewarding and challenging about the project. Summarize what you learned. Exchange contact information. Would you like to visit Istanbul in person? What places would you be sure to see? Due by the last day of class.
10. **Student Presentations:** Tuesday, April 16: Presentations by groups 1-10;  
Thursday, April 18: Presentations by groups 10-20

## Explanation of Assignments

### 1. Story Map (10 points):

- Small groups of students from OSU and ITU will be formed with support from the instructors, based on shared interests. Students will communicate regularly via the shared Discussion Board (Discussion 3, 4, & 6) and may also use other communication tools of their choosing.
- Each student will take on a particular role defined by the group (i.e. group scheduling and organization; research; final editing and submission; author of report; etc.)
- Each small group will collaboratively create a Story Map (<https://storymap.knightlab.com/>) of a topic/place in Istanbul, Turkey.
- Each Story Map will cover the following:
  1. What are the social, architectural, cultural, historical, economic, and artistic characteristics of the place?
  2. What is the function and significance of the area now and in the past?
  3. How did the location, function, importance (cultural, political, economic, religious, spiritual, civic/urban), value, or meaning (for the city and the people) of the area change throughout time?
  4. What does this particular place reveal about urban citizenship or contestations of citizenship?
  5. How does what you learned about this place compare to your own experiences of belonging in a place or community?
- Story Map Proposal:
  - In 1.5-2 pages, the small group will collaboratively write a proposal that includes: 1) the full names and email addresses of each group member; 2) the topic/place to be researched; and 3) what the group hopes to learn by choosing this topic/place.

- This is due February 27<sup>th</sup> and is not worth any points but must be submitted for instructor approval before the group can move on with their project.
- Story Map Bibliography:
  - Students will use at least 10 online resources and scholarly books for their research and reference them properly. (In class on February 20<sup>th</sup>, the instructor and Middle East Librarian will help students get started on this research.)
  - A list of these sources along with a brief annotation for each source is due March 5<sup>th</sup>. It is not worth any points but must be submitted for instructor approval before the group can move on with their project.
- Story Map Peer Review: in class on April 2<sup>nd</sup>, students will have the opportunity to get informal feedback on their projects from classmates.
- **Link to Story Map due due April 11<sup>th</sup> to Carmen and ePortfolio.**

2. Summary Report/Video (5 points):

- Along with the video, each small group will write up and submit a short report of 3 pages that summarizes the Story Map process and product; OR the group may opt to create a short video report (5 minutes) that summarizes the Story Map process and product.
- The summary must include:
  - Who were the group members?
  - Why did you choose this particular place/topic?
  - What did you hope to learn?
  - What did you actually learn?
  - What is the significance/importance of what you learned to others?
  - How might you connect what you learned to our class readings and discussions of urban citizenship?
  - How might you apply this knowledge to something in the future?

- Students may submit a rough draft of their Story Map Report/Video by March 26<sup>th</sup> for instructor feedback (optional, no points).
- **The Summary Report/ Video is due April 11<sup>th</sup> to Carmen and ePortfolio.**

3. Project Presentation (10 points):

- After the Story Map and summary reports are submitted, OSU and ITU students will gather during the last week of classes to present their work to the class and instructors.
- Each group will give a lightning presentation of no more than 3 minutes, in which the project is briefly described.
- All members of the group should contribute to the planning and organization of the presentation, but each group may choose which students give the presentation.

## Grading Rubrics

### Story Map Rubric:

#### Content (5 points)

Students contribute multiple ideas / arguments to the items in the Story Map.

Students incorporate some analytical perspectives.

#### Organization (2 points)

The story is ordered in a way that is logical, clear, and easy to follow.

Each item has a central idea.

#### Grammar and style (1 point)

There are no grammatical or spelling problems.

The writing style is clear: word choice is simple, academic, and straightforward.

Sentences are cohesive.

Proper formatting is used.

#### Sources (2 points)

At least 10 sources are cited

Proper referencing (including visual resources)

TOTAL: 10 points possible

Summary Report/Video Rubric:

Content and Formatting (5 points)

All questions (see above) are answered fully and thoughtfully

Paper is 3 full pages or Video is 5 full minutes (not more or less)

There are no grammatical or spelling problems.

The writing style is clear: word choice is simple, academic, and straightforward.

Sentences are cohesive.

Proper formatting is used.

TOTAL: 5 points possible

Presentation Rubric:

Presentation (5 points)

Story Map is adequately and effectively described and explained

Presentation stays within the time limit (3 minutes)

Audiovisual materials are appropriate and effective

Presentation appears well-organized and prepared

Average of Group Assessment (5 points)

Each member of the group will privately assess the contributions of the other members of their group to the entire project, and give them a score of 1-5. These points will be averaged and awarded to each individual group member.

TOTAL: 10 points possible

# COURSE SCHEDULE

January 8 – April 22, 2024

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

PLEASE FOLLOW THE MODULES IN ORDER ON OUR CARMEN SITE TO ACCESS ALL READINGS AND ASSIGNMENTS AND THE MOST UP-TO-DATE CALENDAR

Students are expected to complete the day's readings before we meet for class.

## Week 1: Introductions

**Goal for the week:** Students will be introduced to the diverse peoples and cultures of Turkey; the early history of Istanbul; and the concepts of intercultural competence and global citizenship.

Tuesday, Jan 9: Introductions

### **Readings:**

1. Course Syllabus and Schedule
2. OSU Middle East Studies Center: *Turkey*: <https://mesc.osu.edu/turkey>
3. *Windows into Turkish Culture*, Preface and Introduction:  
<https://ohiostate.pressbooks.pub/windowsintoturkishculture/>

### **In-class Activities:**

- Get to know each other
- Introduce Istanbul, Turkey
- Introduce ePortfolios
- Intercultural Development activity (story of your name)

## Thursday, Jan 11: Istanbul's History from Early Settlements to a Capital City

### **Readings:**

1. Mehmet Özdoğan (2010). "Prehistoric Istanbul" and "Byzantium: Colony-City-Capital," from *Byzantium to Istanbul 8000 Years of a Capital*, Istanbul: Sabancı Museum Publications, pp. 36-59.
2. Paul Magdalino (2002). "Medieval Constantinople: Built Environment and Urban Development" in *The Economic History of Byzantium* ed. Angeliki E. Laiou. Washington. pp: 529-537.

**Viewing:** Watch documentary *Modern Marvels: Cities of the Underworld* (2006)

<https://www.youtube.com/watch?v=m9uVbq6tPRA>

### **In-class Activities:**

- Short lecture on Prehistoric Istanbul
- Explore the 2010 "Legendary Istanbul" exhibition

<https://www.youtube.com/watch?v=CQLGsEI9g8s>

**Assignment:** ePortfolio Reflection 1 (due before we meet for class next

**Tuesday):** In one page, summarize what you learned about Istanbul's history this week in your own words. Then in another one page, situate this history in a broader context according to what you know generally about world history. How was Istanbul connected to other ancient cities? Why might we consider it a 'global city'? What might 'citizenship' have referred to in pre-national contexts?

## **Week 2: Differing Perspectives on Istanbul**

**Goal for the week:** Students will be introduced to different perspectives on Istanbul and conflicting approaches to its history and meaning: social, political, spatial. We will ask: who does Istanbul belong to? How have historical communities left their marks on the city? How do outside representations impact the city? What are the repercussions of stereotyping?



## Tuesday, Jan 16: Istanbul, Capital of the Ottoman Empire

### **Readings:**

- Doğan Kuban (2010). “Ottoman Society in the Capital” in *Istanbul: An Urban History: Byzantion, Constantinopolis, Istanbul*, İstanbul: İş Bankası, pp. 352-372.

### **In-class Activities:**

- Discuss Reflection 1
- Short lecture on Ottoman legacies in Istanbul
- 360 VR visits to Hagia Sofia and Topkapi Palace with small group explorations into particular aspects of these sites
- Introduce online discussion forum with students at Istanbul Technical University (ITU)

### **Assignment:** Listen to:

- “Social Histories of Ottoman Istanbul” with Ebru Boyar & Kate Fleet, *Ottoman History Podcasts* Episode No. 214:  
<https://www.ottomanhistorypodcast.com/2015/12/social-history-istanbul.html>
- “Transportation and Public Space in Ottoman Istanbul” with James Ryan, *Ottoman History Podcasts* Episode No. 96:  
<https://www.ottomanhistorypodcast.com/2013/03/public-transport-rail-tram-istanbul.html>.

**Takes notes on the main points of these podcasts and your questions and be prepared to discuss them deeply in class on Thursday.**

## Thursday, Jan 18: Outside/Inside Perspectives on Istanbul

### **Readings:**

1. Pope, Nicole and Hugh (2000). “Introduction” and “Tangled Roots” in *Turkey Unveiled: A History of Modern Turkey*. Woodstock & New York: Overlook Press, pp. 1-20.
2. Temelkuran, Ece (2016). “Introduction” in *Turkey: The Insane and the Melancholy*. Zed Book, pp. 3-25.

**In-class Activities:**

- Class discussion about assigned *Ottoman History Podcasts*
- Short lecture on Orientalism (Western representations of the East)
- Small-group Activity: Insider/Outsider Perspectives

**Assignment: ePortfolio Reflection 2 (due before we meet for class next**

**Tuesday).** Is Istanbul in the East or the West? What are the connotations of being Eastern or Western (i.e. what stereotypes are associated with each)? Is the East/West divide a useful construct? How else might we situate Istanbul? What are the consequences of describing Istanbul as Eastern or Western for the people who live there today? Does situating Istanbul as a 'global city' address any of these difficulties? Does the concept of 'global citizenship' address any of these difficulties?

**Week 3: Imperial versus National Citizenship**

**Goal for the week:** Students will learn about how the concept of citizenship shifted from the imperial to the national context in Turkey; which minorities were officially recognized and which were excluded from the national narrative of citizenship under the Republic of Turkey and how this relates to language. Students will learn some basic Turkish and use it in discussions with students at ITU.

**Tuesday, Jan 23: Republican Istanbul****Readings:**

1. Zürcher, Erik (2017). "The Kemalist One-Party State" in *Turkey: A Modern History*. London and New York: I.B. Tauris, pp. 177-207.
2. Keyder, Çağlar (2008). "A brief history of modern Istanbul" in *The Cambridge History of Turkey* ed by Reşat Kasaba. Cambridge: Cambridge University Press, pp. 504–523.

**Viewings:** *The Great Courses* “Mustafa Kemal Atatürk” (30 min) and “The Emergence of the Turkish Republic” (30 min) (library.osu.edu)

**In-class Activities:**

- Discuss Reflection 2 in small groups
- Short lecture on citizenship in the Republic of Turkey: recognition and exclusion
- Class discussion of *The Great Courses*

Thursday, Jan 25: Minorities in Istanbul

**No Readings**

**In-class Activities:**

- Turkish language lesson: greetings and introductions
- Short lecture on minorities in Turkey
- Discussion 1

**Assignments:**

1. Discussion 1: Introduce yourself in our ITU discussion forum using some Turkish greetings. Tell the story of your name, where you are from, what you like to do, and what you are studying in college.
2. ePortfolio Reflection 3 (due before we meet for class next Tuesday): Is the Turkish language at all familiar to you? Why might learning another language also give you cultural information or knowledge? Do you know any languages other than English (incl. computer programming, sign language, slang, music, etc.)? What cultural insights have you gained from language learning? In what ways might people who speak the same language communicate differently? Is English central to American citizenship? Is Turkish central to Turkish citizenship? Explain.

## Week 4: Urban Citizenship

**Goal for the week:** Students will recognize that there are multiple Istanbuls, depending on one's experiences and access to different parts of the city; they will learn about peripheral urban communities and urban rights activism from an activist in Turkey; they will read some Turkish literature about marginalized people in Istanbul to discuss with peers at ITU, practicing intercultural competence.

### Tuesday, Jan 30: Istanbul's Peripheries

#### **Readings:**

1. Tekin, Latife (1984; 2000). *Berji Kristin: Tales from the Garbage Hills*. Marion Boyars Publishers, pp. 1-80.
2. Pamuk, Orhan (2014). "The enterprising individual who builds a house on empty land" & "Mevlüt begins a work as a street vendor" in *A Strangeness in My Mind*. New York: Alfred A. Knopf. pp. 52-60 & 61-69.

#### **In-class Activities:**

- Discuss Reflection 3
- Short lecture on the history of rural-to-urban migration in Istanbul
- Virtual visit to Istanbul neighborhood with guest urban activist

**Assignment:** Take notes on the assigned novel to **bring with you to class ready to discuss on Thursday.**

### Thursday, Feb 1: *Tales from the Garbage Hills*

**Reading:** Finish *Berji Kristin: Tales from the Garbage Hills*, pp. 81-160. **Take notes**

#### **In-class Activities:**

- Watch the introduction to the film *Ecumenopolis: City Without Limits* (2011) <https://vimeo.com/493023602>
- Discuss the assigned novel in small groups

**Assignment:** Discussion 2: Discuss the novel with ITU students in the discussion forum. How would you summarize the story and the main point of the novel? How

does your individual experience and knowledge inform your interpretation of the book? Can you make any comparisons to a similar story in a different context?

### **Week 5: Conflicting Narratives of Urban Development in Istanbul**

**Goal for the week:** Students will begin to consider issues of contemporary relevance to Istanbul and planning for their final collaborative project; they will critically engage with the narrative of Istanbul as a ‘global city’; they will see how cities change over time via two guest scholar presentations.

#### **Tuesday, Feb 6: Contemporary Istanbul: Urban Development**

**Reading:** Keyder, Çağlar (2010). “Istanbul into the Twenty-First Century” in *Oriental Istanbul: Cultural Capital of Europe?* Ed. By Deniz Göktürk, Levent Soysal and İpek Türeli. London: Routledge, pp. 25-35.

**Viewing:** Documentary film *Kedi* (2018). View in Kanopy at library.osu.edu

#### **In-class Activities**

- Guest lecture: 50 Years of Sinop and Istanbul by Kevin Reichley
- Discuss film *Kedi*

#### **Thursday, Feb 8: Istanbul 2010, European Capital of Culture**

#### **Readings:**

1. Aksoy, Asu and Zeynep Enlil (2010). “Cultural economy of Istanbul” in *Cultural Economy Compendium: İstanbul*. İstanbul: İstanbul Bilgi University Publications, pp. 96-158.
2. Pamuk, Orhan (2003; 2017). “Huzun” in *Istanbul: Memories of the City*. New York: Knopf. pp. 154-183.

#### **In-class Activities:**

- Watch and analyze Istanbul Capital of Culture promotion videos
- Guest lecture on “Nostalgia for the Village” by Dr. Nathan Young

**Assignment:** Discussion 3: Use our online discussion forum to find ITU students who share similar interests and send a list of possible small group members and your chosen site for the Story Map to the instructor **before we meet for class next Tuesday.**

### **Week 6: Music, Sports, and Urban Contestations**

**Goal for the week:** Students will learn about the history of music and sports in Turkey up to today and see a live performance of classical Ottoman music; they will discuss the roles that music and sports play in creating urban citizenship and belonging, as well as how they can be taken up as tools of social justice activism; in discussion with their peers at ITU and utilizing their intercultural communication skills, they will learn about the Gezi Park protests that occurred in Istanbul in 2013 and make some comparisons with the Black Lives Matter movement and other contexts.

#### Tuesday, Feb 13: Music and Sports in Turkey

**Readings:** chapters on Classical Music, Contemporary Music, and Sports in *Windows into Turkish Culture*

**Viewing:** Documentary film *Crossing the Bridge: The Sound of Istanbul* (2005)

**In-class Activity:**

- Classical Ottoman concert by guest musicians, Hans Utter and Hakan Kaya

#### Thursday, Feb 15: Music, Sports, and the Gezi Park Protests

**Readings:**

1. Bianchi, Rafaella (2018). "Istanbul Sounding Like a Revolution" in *Popular Music*. Cambridge University Press, vol. 37/2, pp. 212-236.
2. McManus, John (2013). "Been There, Done That, Bought the T-shirt: Beşiktaş fans and the commodification of football in Turkey" in *International Journal of Middle East Studies* 45(01), pp.

**Viewing:** *MTV Rebel Music* “Turkey: Flowers of Gezi Park” (2013)

<https://vimeo.com/538120002>

**In-class Activities:**

- Short lecture on Gezi Park protests in the context of the Arab Spring, etc.
- Discuss documentaries
- Small group discussions about music, sports, and social justice activism

**Assignment:** ePortfolio Reflection 4 (due before we meet for class next

**Tuesday):** What do music and sports have to do with politics? How have they been used in social justice movements in Turkey? Choose a comparable example from the United States, like the Black Lives Matter movements, and describe it in detail. Why might music and sports be effective forms of citizen engagement, and how does this compare to other forms of social justice work?

### **Week 7: Islam and Identity in Istanbul**

**Goal for the week:** Students will learn about the role that religion plays in the contexts of national and global citizenship and identity politics, and make comparisons between Islam in Turkey and religion in their own context; they will learn about the differences between secularism and *laicite* (*laiklik* in Turkish); with a guest scholar, they will analyze religion as a practice rather than an ideology, and differing religious expressions in fashion and architecture in Istanbul.

Tuesday, Feb 20: Introduction to Islam in Turkey

**No Readings**

**In-class Activities:**

- Share Reflection 4 in small groups
- Short lecture on Islam in Turkey
- Receive instructor support on Story Map research
- Visit from Middle East Librarian Specialist, Magda El-Sherbini

**Assignment:**

Discussion 4: In your Story Map group, contribute a summary of your own preliminary research on the site so far to the discussion board. By next week, read and comment on the posts by the other members of your group. Decide on roles for each member of your group in the Story Map project and send them to the instructor **before we meet for class on Thursday.**

Thursday, Feb 22: Islamic Architecture and Fashion in the City

**Reading:** chapters on Architecture and Fashion in *Windows into Turkish Culture*

**In-class Activities:**

- Small group discussions of Islamophobia and stereotypes of Muslims
- Guest lecture on Islam: Building and Dress by Dr. Timur Hammond – religion as a practice rather than an ideology

**Assignment:** Story Map proposal (1.5-2 pages, described in Story Map Guidelines) **due before we meet for class next Tuesday.**

**Week 8: Gender and the Visual Arts in Turkey**

**Goal for the week:** Students will learn about the history of visual arts in Turkey up to today; with a guest artist, they will explore the role of physical practice in learning an art form from another culture (*ebru*) and consider how practicing art together fosters intercultural empathy; with a guest scholar, they will recognize how art can intervene in social and political issues such as gender roles and identity in Turkey.

Tuesday, Feb 27: Visual Arts in Turkey

**Reading:** chapter on Turkish Arts in *Windows into Turkish Culture*

**In-class Activity:**

- Ebru workshop with guest artist, Melin Young



- Small group discussions about the experience of learning about culture through art

**Assignment:** ePortfolio Reflection 5: (due before we meet for class on

**Thursday)** Have you ever learned to play a musical instrument? To sing? To dance? To draw, paint, or another art form? How does your physical body get involved in learning something like music, dance, or art? What parts of your body do you use? Do you think that we learn some things through our bodies first, and then our minds? Can we learn some things better by doing them rather than reading or hearing about them? What can we learn about another culture through the arts?

Thursday, Feb 29: Gender and Sexuality in the Visual Arts in Turkey

**No Readings**

**In-class Activities:**

- Share Reflection 5 in small groups
- Guest lecture on the folk arts and women's rights in Turkey by Dr. Hazal Gumus Ciftci
- Small group discussions about gender politics in Turkey in comparison to the U.S. and other contexts

**Assignment:** Story Map bibliography (10 sources, described in Story Map Guidelines) **due before we meet for class next Tuesday.**

### **Week 9: Continuity and Change in the Performing Arts in Turkey**

**Goal for the week:** Students will learn about the history of the performing arts in Turkey up to today; they will discuss the issue of conservation and the role of innovation in the arts; they will learn a Turkish folk dance; they will talk to a Turkish-German choreographer about citizenship in diaspora and continuity and change in his work; they will consider their positionality in relation to structures of power and privilege and relate this to what we've learned about citizenship.

Tuesday, March 5: Performing Arts in Turkey

**Reading:** chapter on Turkish Theatre in *Windows into Turkish Culture*

**In-class Activity:** Folk dance workshop with instructor

**Assignment:** familiarize yourself with the work of Kadir “Amigo” Memis in preparation for his virtual visit on Thursday

Thursday, March 7: Continuity and Change in Turkish Folk Dance

**No Reading**

**In-class Activities:**

- Virtual discussion with professional Turkish dancer and choreographer in Berlin, Kadir “Amigo” Memis
- Small group activity: What should be conserved and what should change?

**No Assignments**

**Week 10: Spring Break (March 11-15) – NO CLASSES**

## **Week 11: Citizenship and Culture in Diaspora**

**Goal for the week:** Students will learn about the various communities from Turkey in Columbus and be introduced to some of their members; they will recognize how social and political conflicts are negotiated in new contexts; they will consider how citizenship is impacted by diasporic communities; they will learn about different foodways in Turkey, visit a Turkish restaurant in Columbus, and attempt to cook a recipe from Turkey.

### **Tuesday, March 19: Food, Family, and Holidays**

**Readings:** chapters on Turkish Cuisine and Family and Kinship in *Windows into Turkish Culture*

#### **In-class Activities:**

- Read and analyze Café Istanbul menu – what’s included and what isn’t?
- Turkish cooking demo

**Assignment:** Using Refika’s Iskender Kebab Inspired Cauliflower Recipe, attempt some Turkish cooking at home: [https://youtu.be/Cb\\_qQvVrBh0](https://youtu.be/Cb_qQvVrBh0). Take notes on the experience of cooking and eating the dish, to discuss in class on Thursday.

### **Thursday, March 21: Turkish Culture in Columbus**

#### **No Readings**

**In-class Activity:** Meet at Karavan in the Short North to talk to the owner, Bülent Bekcioglu

**Assignment:** Optional Story Map Report/Video rough draft (see Guidelines) **due before we meet for class next Tuesday.**

## **Week 12: TV and Film Representations in Turkey**

**Goal for the week:** Students will learn about the role of media representation in shaping local versus global conceptions of belonging; they will consider how media creates

imagined communities that cross national borders; they will recognize what constitutes propaganda and debate the pros and cons of private versus public media in Turkey and their own context; they will discuss issues like fake news, cancel culture, freedom of speech, and other issues that are central to debates about global citizenship with their peers at ITU, managing differences of opinion and recognizing differing value systems at play in their conversation.

#### Tuesday, March 26: TV and Film in Turkey

##### **No Readings**

**Watch:** episode 1 of *Ethos* on Netflix (Basic membership \$9.99 for 1 month)

##### **In-class Activities:**

- Discuss *Ethos* and prepare for discussion with ITU students
- Guest scholar presentation by Dr. Josh Carney on Yesilcam history and representations of masculinity in Turkish film

#### Thursday, March 28: Social Media

**Reading:** Vitrinel, Ece (2019). "Forced Politicization of TV Celebrities in Turkey" in *Journal of Balkan and Near Eastern Studies*. Vol. 21:2, pp. 222-233.

**Watch:** recorded UC Berkeley panel discussion about *Ethos*, "Netflix in Turkey: Polarization on Demand" [https://gws.berkeley.edu/news\\_story/cmcs-panel-discussion-with-minoo-moallem/](https://gws.berkeley.edu/news_story/cmcs-panel-discussion-with-minoo-moallem/)

##### **In-class Activities:**

- Minute paper: Brainstorm about some specific celebrities in your own context who have been involved in politics or have been politicized.
- Small group discussions: How has society reacted to celebrities who get involved in politics? Do you think that celebrities should get involved, or not? What kind of influence or impact do they have? What repercussions do they face?

**Assignments:** Discussion 5: Referencing the class materials and your own examples and ideas from your brainstorm and small groups discussion, hold a

robust online discussion with students at ITU about Video on Demand platforms' content as a new venue for discussing politics and society, especially via social media. For example, shows on Netflix often generate important discussions on Twitter and other social media platforms about social issues and current political concerns, affording the opportunity of the masses to engage in discussions with celebrities, politicians, and other known figures. What kinds of influence do such public figures have on public opinion? Be sure to make comparisons between Turkey and the U.S. **Due before we meet for class next Tuesday.**

### **Week 13: Media and Censorship in Turkey**

**Goal for the week:** Students will consider if there are any globally shared values and, if so, what they are or should be; they will discuss the concept of human rights and consider whether these can be protected in non-democratic contexts; they will continue their discussion of fake news, cancel culture, and freedom of speech; they will analyze the role of freedom of speech in Turkey and the U.S., and the limits of freedom.

#### **Tuesday, April 2: Islamic Television in Turkey**

**Reading:** TBA by guest scholar

**In-class Activity:**

- Guest lecture by Dr. Hikmet Kocamaner about Islamic television in Turkey
- Small group peer reviews of Story Map Projects

**Assignment:** Consider the feedback received on your Story Map Project from the peer reviews and make appropriate revisions.

#### **Thursday, April 4: Media and Censorship**

**Reading:** “Turkey’s Changing Media Landscape” (2020)

<https://www.americanprogress.org/issues/security/reports/2020/06/10/485976/turkeys-changing-media-landscape/>

**Watch:** *Turkey: Breaking the Silence* (Voice of America)

<https://projects.voanews.com/turkey-breaking-the-silence/?fbclid=IwAR0s71uA2qVCCdn8x7Biy2weOb5tTxL-CbY0OM7WStH0qarrYuOW4dna3Ys>

**In-class Activities:**

- View and discuss interview with documentary filmmakers:  
<https://mediasite.osu.edu/Mediasite/Play/a8b122b2eab6483996b50dae284671971d>
- Small group activity: What is Freedom of Speech? What are its limits? Does democracy depend on it?

**Assignment:** ePortfolio Reflection 6: (due before we meet for class next Tuesday) Spend some time doing online research into issues being debated in the United States right now about freedom of speech in social media, fake news, and “cancel culture.” Then write your reflection. In one page, summarize the assigned viewing and reading materials. In another page, analyze the situation in Turkey in comparison to the U.S. Should people be allowed to say anything they want? If not, what are the limits? What kinds of restrictions are reasonable, and who should enforce them?

**Week 14: 100 Years of the Republic of Turkey**

**Goal for the week:** Students will utilize what they have learned about citizenship and Turkey in this class to critically think about and analyze Turkey’s current political and social situation and make educated predictions about what the future of citizenship in Turkey might look like, and more specifically the future of Istanbul.

Tuesday, April 9: Turkey 2023

**Reading:** Gürsel, Zeynep Devrim (2012). “Following Coffee Futures: Reflections on Speculative Traditions and Visual Politics” in *Image Complex: Visual Cultures of*

*Nongovernmental Politics* ed. By Yates McKee and Meg McLagan. Zone Books: MIT Press, pp. 373-393.

**In-class Activities:**

- View and analyze documentary film *Coffee Futures* (2009)
- Short lecture on Turkey 2023: 100 Year Anniversary of the Republic of Turkey

**Assignment: Link to Story Map and final Summary Report/Video due before we meet for class on Thursday!**

Thursday, April 11: Imagining the Future of Istanbul

**Reading:** Sassen, Saskia (2009). “The Immutable Intersection of Vast Mobilities” in *Istanbul City of Intersections in LSE UrbanAge Istanbul Newspaper*, pp. 5-7.

**In-class Activities:**

- Discuss the Story Map experience
- Small group activity: imagine Istanbul’s future

**Assignments:**

1. Prepare Story Map presentation to present during Week 15 in class
2. Discussion 6: Wrap up your collaborative Story Map Project with the members of your group. Tell each other what you found rewarding and challenging about the project. Summarize what you learned. Exchange contact information. Would you like to visit Istanbul in person? What places would you be sure to see? **Due by the last day of classes.**

## **Week 15: Story Map Student Presentations**

**Goal for the week:** Students will demonstrate to themselves and each other a deep scholarly understanding of the site they researched in their groups; students will learn from each other and offer each other constructive feedback.

Tuesday, April 16: Presentations by groups 1-10

Thursday, April 18: Presentations by groups 10-20



# Distance Approval Cover Sheet

## For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

### Carmen Use

Please consider using [ASC's distance learning course template](#). For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

Enter additional details if you responded no

### Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

### Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor

Regular participation in class discussion, such as in Carmen discussions or synchronous sessions

Regular opportunities for students to receive personal instructor feedback on assignments



Please comment on this dimension of the proposed course (or select/explain methods above):

## Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies.

Course tools promote learner engagement and active learning.

Technologies required in the course are current and readily obtainable.

Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

## Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully.

Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

## Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments:

## Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating:

Additional comments:

## Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation

Variety of assignment formats to provide students with multiple means of demonstrating learning

Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

## Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

Opportunities for students to interact academically with classmates through regular class discussion or group assignments



Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum

Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):

## Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

Instructor explanations about the learning goals and overall design or organization of the course

Context or rationale to explain the purpose and relevance of major tasks and assignments

Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools

Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting

Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress

Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):

## Additional Considerations

Comment on any other aspects of the online delivery not addressed above:

**Syllabus and cover sheet reviewed by Jeremie Smith on 8/19/21.**

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.