

Term Information

Effective Term Spring 2023
Previous Value Autumn 2022

Course Change Information

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

Updating to DL

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

Offering flexibility in how the course is offered

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

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

N/A

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

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Turkish
Fiscal Unit/Academic Org Near Eastern Languages/Culture - D0554
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2241
Course Title Beyond Harems and Belly Dancers: Turkish Culture
Transcript Abbreviation Turkish Culture
Course Description An introduction to Turkish culture through reading of literature and criticism, and listening and viewing of films, slides, and performances arranged for the class.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Previous Value No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

General Education course:

Culture and Ideas; Global Studies (International Issues successors); Historical and Cultural Studies

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

Course Details

Course goals or learning objectives/outcomes

- Students will evaluate significant Turkish cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment, and interpretation and evaluation.
- Students will understand the pluralistic nature of institutions, society, and culture

Content Topic List

- Brief Survey of Turkish History
- Emergence of Modern Turkish Nation
- Urban and rural world of Turkey
- Family
- Folk literature
- Folklore: Music and Dance
- The culture of Coffee and Coffee Houses
- Cuisine

Sought Concurrence

No

Previous Value

COURSE CHANGE REQUEST
2241 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/26/2022

Attachments

- Turk 2241 DL.docx: DL Syllabus
(Syllabus. Owner: Blacker, Noah)
- asc-distance-approval-cover-sheet_Schoon_TURK2241DL.pdf: DL Cover Sheet
(Cover Letter. Owner: Blacker, Noah)
- Turkish 2241.pdf: Original in-person Syl
(Syllabus. Owner: Blacker, Noah)

Comments

- Updating to DL *(by Blacker, Noah on 03/29/2022 08:06 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Blacker, Noah	03/29/2022 08:06 AM	Submitted for Approval
Approved	Levi, Scott Cameron	04/13/2022 01:13 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/26/2022 01:43 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/26/2022 01:43 PM	ASCCAO Approval



SYLLABUS

TURK2241DL

BEYOND HAREMS AND BELLY DANCERS: TURKISH CULTURE

Spring 2023 Second Session

3 credit hours

Online

COURSE OVERVIEW

Instructor

Instructor: Dr. Danielle V. Schoon (she/her)

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

Office hours: TBA

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

Course description

A survey of Turkish culture through brief forays into history, geography, language, literature, visual and performing arts, food, sports, fashion, media, religion, politics and society. These forays will provide opportunities for deeper explorations of issues of contemporary relevance and central importance to the study of Turkey, including the legacy of the Ottoman Empire, Islam and secularism, the East/West divide, nationalism, the role of the arts in society and social movements, minority and human rights, identity politics, and more. Activities include online discussions, guest speakers, individual projects, and a virtual dialogue exchange. Learning objectives focus on cultural literacy and a broad understanding of Turkish culture.

This is a synchronous online course delivered in CarmenCanvas. Carmen Zoom will be used for weekly class sessions as well as optional office hours – you must log in to Zoom through Carmen with your OSU ID and password (authenticated users only).

General education goals and expected learning outcomes

Goal A: Students will develop capacities for aesthetic and historical response and judgment of significant Turkish cultural works.

- **Learning Outcome A1:** At the end of the course, students will be able to evaluate Turkish cultural works according to their aesthetic qualities (beauty, skill, techniques) and historical context (origins, reception, uniqueness, meaning, and intent).

Goal B: Develop a functional understanding of the pluralistic nature of Turkish institutions, society, and culture across time and space.

- **Learning Outcome B1:** ... to differentiate between various Turkish subcultures and the cultural manifestations of various times and places in Ottoman/Turkish history.
- **Learning Outcome B2:** ... to identify some Ottoman/Turkish cities, products and goods, cultural zones, and borders on a map.

Goal C: Develop and demonstrate intercultural competence by critically evaluating Turkish norms and ideas, and their own cultural perspective in comparison.

- **Learning Outcome C1:** ... to compare Turkish cultural phenomena and ideas to other Middle Eastern and European cultures.
- **Learning Outcome C2:** ... to explain how Turkish culture compares to their own.

Goal D: Study the global context of Turkish culture and society and how Turkey fits into the world at large today.

- **Learning Outcome D1:** ... to articulate the role that Turkey has played in the world at large.
- **Learning Outcome D2:** ... to explain Turkish cultural phenomena and ideas within broader historical and spatial circumstances.

- **Learning Outcome D3:** ... to recognize how culture intersects with other domains, such as politics, economics, and society.
- **Learning Outcome D4:** ... to interpret current events having to do with Turkey.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online and synchronous. You must be logged in to Carmen Zoom at the scheduled class time every week.

Pace of online activities: This course is divided into **weekly modules** in Carmen. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour 8-week course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 5.25 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 10.5 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Class Sessions: TWICE A WEEK**
We will meet for class in Zoom twice a week for 80 minutes. Attendance is required.
- **Logging in: DAILY**
Be sure you are logging in to the course in Carmen each day, including days with minimal online course activity. If you have a situation that might cause you to miss an entire day of class, discuss it with me *as soon as possible*.
- **Online Discussions: WEEKLY**
You will have a discussion post plus a reply due on a weekly basis. Plan to post at least twice a week to our discussion board in Carmen.
- **Office hours: OPTIONAL**
My office hours are optional, but you should plan to attend regularly if you are struggling with the class or need any accommodations. I hold office hours in my Zoom personal meeting room.

COURSE MATERIALS AND TECHNOLOGIES

Required Course Materials

Required course readings & other materials come from two sources:

1. Article PDFs and links through our Carmen site
2. eBook: *Windows into Turkish Culture*

<https://ohiostate.pressbooks.pub/windowsintoturkishculture/>

Course technology

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (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 do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- 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.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on 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 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

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)
- Creating a PowerPoint slide presentation

Technology Support:

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

Self Service and Chat: go.osu.edu/it

Phone: [614-688-4357 \(HELP\)](tel:614-688-4357)

Email: servicedesk@osu.edu

GRADING

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Attendance and Participation	15
Global Circles	15
6 Online Discussions (5 points each)	30
4 Reflections (5 points each)	20
Exploration Activity	20
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

1. Attendance and Participation (15%)

We will meet for class 15 times this session (including one session during Final Exams Week). You can earn 1 point for every class you attend and participate in, for a total of 15 possible points. As an 8-week session moves quickly, it is important to plan on attending every class. If you must be absent, you can make up the lost point by attending my office hours to catch up on the missed material. (COVID-19 related absences are excused; see the COVID-19 statement below.) Participation in class means actively contributing to class activities and discussions. Please turn your cameras on unless you have a good reason not to, but stay muted until an appropriate time to speak, or use the chat function.

2. Global Circles (15%)

This class has been chosen for a unique opportunity. We will participate in a virtual, cross-cultural dialogue exchange with Turkish and other students facilitated by Soliya's Global Circles program (<https://youtu.be/MIZFJRn1cPk>). The topic of this program will be "Social media: A blessing or a curse?" You will engage in a facilitated virtual dialogue about the following issues: How important are social media platforms in your life? How do you think the artificial intelligence (AI) algorithms behind these platforms are affecting your behavior? What risks and rewards do they offer to society? How can users exercise more responsibility on these platforms? You are required to participate in this program from March 21st – April 1st, with two live sessions occurring on March 25th and April 1st (2.5 hours each session, at 9am or noon EST). Active participants who complete the entire program, including all live sessions and associated activities, will earn 15 points as well as a certificate of completion.

Students may choose to opt out of this program and will not be registered. In that case, the student will complete an alternative assignment about media in Turkey in consultation with the instructor, for a total of 15 points possible.

3. 6 Online Discussions (30%)

Six times this semester, you will engage in online discussions with the other students in this class. Prompts will be provided. First, you will submit a substantial (at least 300 words) post to the discussion board in Carmen (3 points). Then, you will post a substantial (at least 200 words) and respectful reply to another students' post (2 points). The total possible for each discussion is 5 points.

Your posts do not need to be written in a formal or academic voice. Rather, the discussion board is a place for students to think through the material in dialogue with your peers. However, posts must be thoughtful, relevant, and respectful. Remember that sarcasm doesn't always come across well online. If you disagree or need clarification, be sure to approach that in a cautious and kind way. Posts that follow these guidelines, meet the word count, and are posted by the due dates will receive full points.

4. 4 Reflections (20%)

The instructor will schedule four reflection assignments (see Course Calendar) that are worth 5 points each. Each written reflection should be 2 pages long (double spaced). It should demonstrate that you have engaged with the course reading and viewing materials and can apply new knowledge and information to your own understanding or experiences. The writing should be less informal than the discussion posts, and the submitted assignment should be proofread and properly formatted. The grading rubric for these assignments is:

Followed instructions (2 full pages, formatting, submitted on time): /1

Content (references course materials, applies knowledge to examples): /3

Proofreading (few grammatical and spelling errors, cites sources): /1

Total: /5

5. Exploration Activity (20%)

You will choose a topic that is not covered in this class that you would like to learn more about. Topics include: food, sports, fashion, film, theatre, dance, visual arts, architecture, contemporary politics, or another topic pre-approved by the instructor. You will research and explore the topic – this must include something participatory (like trying an art form or dance; reading a poem, short story, or novel; watching a film or TV show; trying Turkish food; etc.). Then, you will write a 4-page summary of what you experienced and discovered and how that relates to what we learned in this class. These will be presented to the class and submitted during Finals Week. The grading rubric for this assignment is:

Paper:

Followed instructions (length, formatting, submitted on time): /1

Research (relevant, credible sources and citations): /4

Writing (proofread, creative, applies knowledge to examples): /10

Total: /15

Presentation:

Well-prepared (organized, time limit): /2

Content (slides, audiovisual material): /3

Total: /5

TOTAL: /20

Late assignments

Late submissions will be accepted within a week of the deadline, with reduced points. Please refer to Carmen for due dates.

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-HELP** at any time if you have a technical problem):

- Grading and feedback: For weekly assignments, you can generally expect feedback within **7 business days**.
- E-mail: I will reply to e-mails within **24 hours on business days**.
- I will communicate with you regularly via the Carmen Announcements tool.

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 class 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 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, be sure to cite your sources to back up what you say. 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.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online 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)
- Ten Suggestions for Preserving Academic Integrity (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/>

FOR UNDERGRAD COURSES: 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

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 learn, 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

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

Accessibility of course technology

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

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

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

Part I: What is 'Turkish'?

Week 1 – INTRODUCTION TO THE COURSE

Wednesday 3/2:

- ❖ Read: Syllabus and Course Schedule
- ❖ Do: Discussion 1 Introduce yourself on our Carmen discussion board. Include answers to the following questions in your post: A) What did you already know about Turkey/ Turkish culture? B) What did you learn from these readings? C) What do you hope to learn more about in this class? **Post to Carmen by midnight; Post Reply by Friday 3/4 midnight**

Friday 3/4:

- ❖ Read:
 1. *Windows into Turkish Culture*, Preface and Introduction:
<https://ohiostate.pressbooks.pub/windowsintoturkishculture/>
 2. *Turkey*: <https://mesc.osu.edu/turkey>
- ❖ Do: Reflection 1 The Preface to the eBook discusses the use of the term 'Windows' in the title. Why might it be important to approach a new subject with an open mind? What role does self-reflection play in that? What are some of the assumptions you have about Turkey, the Middle East, Islam, or other aspects of the subject of this course? In what ways might those assumptions serve you well, or possibly hinder your learning? **Submit to Carmen by midnight**

Week 2 – HISTORICAL LEGACIES

Wednesday 3/9

- ❖ Watch: *Islam: Empire of Faith* Part 3, The Ottomans <https://youtu.be/ggd53dbOSEQ>
- ❖ Do: Discussion 2 Have you ever learned about the Ottomans before? If so, in what context? Do you think that Ottoman history should be taught as part of European

history? Why or why not? In what ways are Islam's legacies intertwined with the West?

Post to Carmen by midnight; Post Reply by Friday 3/11 midnight

1.

Friday 3/11:

- ❖ Read: excerpt from Edward Said, *Orientalism*
- ❖ Do: Reflection 2 Answer each of these questions in order and label each answer with the corresponding letter: A) Where does the West end and the East begin? What are the connotations of being Eastern or Western? B) Is Turkey in the East or the West? C) Is the East/West divide a useful construct? How else might we situate Turkey? What are the consequences of describing Turkey as Eastern or Western? **Submit to Carmen by midnight**

OSU SPRING BREAK: MARCH 14-18 NO CLASSES

Week 3 – THE TURKISH REPUBLIC

Wednesday 3/23:

- ❖ Watch: video lecture with Dr. Nathan Young
- ❖ Do:
 1. Global Circles
 2. Discussion 3 Make some comparisons between Turkey and your own country (the U.S. or other) regarding nostalgia for the rural, pride in national identity, stories about the nation's founders, the use of songs or pledges to inspire unity and belonging, early state reforms, or anything else having to do with national origins? **Post by midnight; Reply by Friday 3/25 midnight**

Friday 3/25 (no class):

- ❖ Watch: The Great Courses "Mustafa Kemal, Atatürk"
<https://osu.kanopy.com/video/mustafa-kemal-atatuerk>
- ❖ Read: excerpt from Erik Zürcher, *Turkey: A Modern History*
- ❖ Do:
 1. Global Circles

2. Reflection 3: First, take some short Turkish language lessons (complete the free trial here: <https://www.turkishlanguagehouse.com/>). Then, answer each of these questions in order and label each answer with the corresponding letter: A) Is the Turkish language at all familiar to you? Why might learning another language also give you cultural information or knowledge? B) Do you speak any languages other than English (incl. computer programming, sign language, slang, etc.)? What cultural insights have you gained from language learning? C) Why is the Turkish language central to Turkey's national identity? (2 pages) **Submit to Carmen by midnight**

Week 4 – RELIGION(S)

Wednesday 3/30:

- ❖ Watch: *Ethos* Episode 1 (Netflix)
- ❖ Do:
 1. Global Circles
 2. Discussion 4: What role does religion seem to play in the Turkish TV series, *Ethos*? Did you enjoy this episode? Share one personal experience you have had with religious belief or practice, or a religious institution. How has it shaped your worldview? **Post to Carmen by midnight; Post Reply by Friday 4/1 midnight**

Friday 4/1 (no class):

- ❖ Do: Global Circles

Part II: What is 'Culture'?

Week 5 – FOLKLORE AND GENDER

Wednesday 4/6:

- ❖ Watch: video lecture with Dr. Hazal Gumus Ciftci
- ❖ Do: Discussion 5 Why have some traditional skills, crafts, and trades in rural Turkey mostly disappeared? Can you think of any comparable examples in a different context? Why might it be important to maintain folk cultures? In what ways can art help society

address important social issues related to race and gender? Please share an example of a piece of art, a song, a play, etc. that you think addresses an important social issue.

Post to Carmen by midnight; Post Reply by Friday 4/8 midnight

2.

Friday 4/8: Individual Meetings with Instructor

- ❖ Do: Choose a topic for your Exploration Activity and inform the instructor; begin your research!

Week 6 – ISTANBUL: FASHION AND ARCHITECTURE

Wednesday 4/13:

- ❖ Watch: video lecture with Dr. Timur Hammond
- ❖ Read: excerpt from *Istanbul* by Orhan Pamuk
- ❖ Do: meet instructor in office hours this week to discuss the progress of your Exploration Activity

Friday 4/15: Guest Speaker Kevin Reichley

- ❖ Do: optional to submit a Rough Draft of your Exploration Activity paper **by Friday 4/22 midnight**

Week 7 – MUSIC AND SOCIAL MOVEMENTS

Wednesday 4/20:

- ❖ Read:
 1. “The Visual Emergence of Gezi Park”
 2. “Istanbul Sounding like Revolution”
- ❖ Do:
 - 3.** Discussion 6: What does music have to do with politics? How has it been used in social movements in Turkey? Choose a comparable example from the United States and describe it in detail. **Post to Carmen by midnight; Post Reply by Friday 4/22 midnight**

Friday 4/22:❖ Do:

1. SEIs and NELC Department Evaluations (for extra credit!)
2. Reflection 4: Consider what you have learned in this class. Then, answer each of these questions in order and label each answer with the corresponding letter: A) List 3 or 4 things you have learned and how you learned them. B) Compare Turkey to your own country or culture. What is similar and what is different? C) Does Turkey seem less foreign to you now than it did at the beginning of this class? Are you interested in learning more about Turkey? **Submit to Carmen by midnight**

Final Exam Week: Wednesday, April 27th, 10-11:45am

Exploration Activity: (also see assignment guidelines) Choose a topic that was not covered in this class that you would like to learn more about. You will research and explore the topic (including something participatory) and write a short (4 pages) summary of what you discovered. Be sure to cite your sources and describe your experiences. **Submit to Carmen by Friday, April 29th at midnight**

TURKISH CULTURE

TURKISH 2241 - 10

CLASS SCHEDULE
The Ohio State University

Instructor:

Meeting Time:

Meeting Location:

Course Website:

Office Hours:

Most weeks, we'll spend the first few minutes of class on Mondays discussing Turkey in the News. Mondays will consist of student presentations or guest lectures. On Wednesdays, I will present course materials using lectures and films. Fridays will be for class discussions of the week's readings. By Friday each week, you should have read ALL the course readings for the week and be prepared to discuss them. Come with questions.

Week 1 – August 24 and 26: INTRODUCTION TO THE COURSE

- ❖ Syllabus and Class Calendar
- ❖ What is 'Culture'? What is 'Turkish'?
- ❖ Choose a topic for class presentation
- ❖ **Reading for Friday:** 'Culture' from *Keywords* by Raymond Williams and "How to Read an Academic Book or Article" (Carmen)
- ❖ **Assignment:** Order/Buy *Angry Nation* – you must complete your first reading by class on Sept. 7th!

Week 2 – August 29 and 31 and September 2: OTTOMAN EMPIRE

- ❖ Monday: Language, Geography and History, A Basic Introduction
- ❖ Wednesday: Film, *BBC Documentary* <https://youtu.be/ZRpm-VL43SE>
- ❖ Friday: Guest Panel, "Turkey in Columbus"
- ❖ **Assignment:** Order/Buy *Angry Nation* – you must complete your first reading by class on Sept. 7th!

Week 3 – September 7 and 9: LITERATURE

- ❖ **Monday: NO CLASSES on Sept. 5th for Labor Day**
- ❖ Wednesday: Student Presentation on Turkish Literature
- ❖ **Reading for Friday:** *Angry Nation*, pgs. 1-55 (plus front matter)
- ❖ **Assignment:** Use Reading Questions to be prepared for class discussion/quiz

Week 4 – September 12, 14, and 16: ART AND ARCHITECTURE

- ❖ Monday: Turkey in the News; Student Presentations in Art and Architecture
- ❖ Wednesday: Late Ottoman Modernity and Orientalism
- ❖ **Reading for Friday:** pgs. 3-14 and 136-153 from *Rethinking Modernity and National Identity in Turkey* by Bozdoğan and Kasaba (Canvas)
- ❖ **Assignment:** Use Reading Questions to be prepared for class discussion/quiz; **Be sure you have a copy of *Fragments of Culture* for next week's reading!**

***Optional 9/12 Special Event:** MESC talk with Dr. Christiane Gruber, Professor of Art History at Michigan University, and Guggenheim Fellow. "They Are Among Us': Gezi Martyrs, Affective Incarnation, and Resistance in Contemporary Turkey" on Monday, September 12, 2016 at 3:00pm in the Research Commons (18th Ave. Library, 175 W 18th Ave, OSU Campus) <https://mesc.osu.edu/events/they-are-among-us-gezi-martyrs-affective-incarnation-and-resistance-contemporary-turkey>

Week 5 – September 19, 21, and 23: EMPIRE TO NATION

- ❖ Monday: Turkey in the News
- ❖ Wednesday: Turkey from 1923 to 1950; Film: *Ataturk: Birth of a Republic* <https://youtu.be/yeabqplcsFQ>
- ❖ **Reading for Friday:** *Angry Nation*, pgs. 56-83
- ❖ **Assignment:** Use Reading Questions to be prepared for class discussion/quiz
- ❖ **Recommended:** Start reading *A Strangeness in My Mind*

Week 6 – September 26, 28 and 30: DANCE AND THEATRE

- ❖ Monday: Turkey in the News; Student Presentations in Dance and Theatre
- ❖ Wednesday: Turkey from the 1950s-80s
- ❖ **Readings for Friday:** "Following Ataturk's Lead" (Carmen); AND *Angry Nation*, pgs. 84-121
- ❖ **Assignment:** Use Reading Questions to be prepared for class discussion/quiz

Week 7 – October 3, 5 and 7: GLOBALIZATION

- ❖ Monday: Turkey in the News; Students Presentation in Sports
- ❖ Wednesday: Economic and Political Reform, Turkey in the 1980s
- ❖ **Readings for Friday:** *The New Cultural Climate in Turkey: Living in a Shop Window* by Nurdan Gürbilek, pgs. 1-15 (Ebook at library.osu.edu); AND "Been There, Done That, Bought the T-Shirt" (Carmen)

Week 8 – October 10 and 12: ISLAM AND SECULARISM

- ❖ Monday: Student Presentation in Fashion; Lecture on Turkey in the 1990s
- ❖ **Reading for Wednesday:** "The Market for Identities: Secularism, Islamism, Commodities" by Yael Navaro-Yashin, in *Fragments of Culture*
- ❖ ALSO ON WEDNESDAY: In-class Review for Midterm Exam (bring your questions!); Midterm course evaluations
- ❖ **Friday: NO CLASSES on October 14th for Autumn Break**

MIDTERM EXAMS DUE TO CANVAS BY OCTOBER 19TH at midnight!!!

Week 9 – October 17, 19 and 21: ISTANBUL and URBANIZATION

- ❖ Monday: Turkey in the News; Intro to Film, *Ecumenopolis: City Without Limits*; NPR Story (Elif Shafak)
- ❖ Wednesday: Urbanization in Turkey, 1950s to Gezi Park
- ❖ **Readings for Friday:** “The New Middle Class and the Joys of Suburbia” by Sencer Ayata in *Fragments of Culture*; AND “Summer of Shame” by Öykü Potuoğlu-Cook (Carmen)
- ❖ **Assignment:** Use Reading Questions to be prepared for class discussion/quiz; **Keep reading *A Strangeness in My Mind***

Week 10 – October 24, 26 and 28: MUSIC

- ❖ Monday: Turkey in the News; Student Presentation in Music
- ❖ Wednesday: Clips from Film, *Crossing the Bridge*; Music in the City
- ❖ **Reading for Fridays:** “Arabesk Culture: A Case of Modernization and Popular Identity” by Meral Özbek (Canvas); and news article: <http://theconversation.com/turkeys-coup-and-the-call-to-prayer-sounds-of-violence-meet-islamic-devotionals-63746>
- ❖ **Assignment:** Use Reading Questions to be prepared for class discussion/quiz; **Keep reading *A Strangeness in My Mind***

Week 11 – October 31 and November 4: MINORITIES

- ❖ Monday: Minority Identity and Politics, AKP and the 2000s
- ❖ Wednesday: **CLASS CANCELLED on November 2nd for Conference [No Office Hours this Week]**
- ❖ **Reading for Friday:** *Angry Nation*, pgs. 122-156
- ❖ **Assignment:** Use Reading Questions to be prepared for class discussion/quiz; **Keep reading *A Strangeness in My Mind***

Week 12 – November 7 and 9: GENDER AND SEXUALITY

- ❖ Monday: Turkish Weddings, Circumcisions, and other Gendered Events
- ❖ **Reading for Wednesday:** “Pink Card Blues: Trouble and Strife at the Crossroads of Gender,” in *Fragments of Culture*
- ❖ **FRIDAY: NO CLASSES on Nov. 11th for Veteran’s Day**
- ❖ **Assignment:** Use Reading Questions to be prepared for class discussion/quiz; **Finish reading *A Strangeness in My Mind* and be prepared to discuss it next week!**

Week 13 – November 14, 16 and 18: RADIO AND TELEVISION

- ❖ Monday: Turkey in the News; Student Presentations on Radio and Television, Film
- ❖ Wednesday: The Media and Freedom of Speech in Turkey
- ❖ **Friday: Discuss *A Strangeness in My Mind***
- ❖ **Assignment:** Use Reading Questions to be prepared for class discussion/quiz; **Read: *Angry Nation*, pgs. 157-191 by Week 15**

Week 14 – November 21, 23, and 25: FILM [NO CLASS MEETINGS THIS WEEK FOR THANKSGIVING]

- ❖ **Assignment:** Watch Turkish film, “The Bandit” (drm.osu.edu)
- ❖ **Reading for Week 15:** *Angry Nation*, pgs. 157-191

Week 15 – November 28, 30, and December 2: FOOD

- ❖ Monday: Turkey in the News; Student Presentation in Food; **Discuss Film and Reading**
- ❖ Wednesday: *No Reservations (Anthony Bourdain in Istanbul)*
- ❖ **Readings for Friday:**
<http://www.nytimes.com/2016/08/03/realestate/commercial/the-town-center-regains-significance.html? r=0> and <http://www.cafeistanbuleaston.com/>
- ❖ **On Friday, Dec. 2nd, we will meet during class time for lunch at Café Istanbul (Easton)**

Week 16 – December 5 and 7: NOW WHAT?

- ❖ **Reading for Monday:** “Following Coffee Futures” by Zeynep Gursel (Carmen)
- ❖ ALSO ON MONDAY: Turkey in the News; Course Evaluations; Short Film, *Coffee Futures*
- ❖ Wednesday: Review for Final Exam (bring your questions!); Last Class Meeting
- ❖ **Friday: NO CLASS**

FINAL EXAMS DUE TO CARMEN BY DECEMBER 14th at midnight!!!

Distance Approval Cover Sheet

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

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

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

If no, why not?

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: [About 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: [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 (optional):

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 (optional):

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 (optional):

Academic Integrity

For more information: [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 (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

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: [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: [Supporting Student Learning](#).

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 (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

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