

Term Information

Effective Term

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 East S Asian Lang/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
<i>Previous Value</i>	<i>No</i>
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
12/23/2022

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)
- TURK2241_AU19 12-19-2022.pdf: In person syllabus 12/22
(Syllabus. Owner: Carmichael, Phoebe Cullen)
- Turk 2241 DL_revised_Schoon_12-19-2022.pdf: DL syllabus updated 12/22
(Syllabus. Owner: Carmichael, Phoebe Cullen)

Comments

- Please see Panel feedback email sent 06/01/2022. *(by Hilty, Michael on 06/01/2022 11:08 AM)*
- 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
Revision Requested	Hilty, Michael	06/01/2022 11:08 AM	ASCCAO Approval
Submitted	Carmichael, Phoebe Cullen	12/19/2022 02:19 PM	Submitted for Approval
Approved	Liu, Morgan Yih-Yang	12/20/2022 03:25 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/23/2022 12:12 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	12/23/2022 12:12 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

Legacy GE categories:

Cultures and Ideas

GOALS

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

EXPECTED LEARNING OUTCOMES

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

RATIONALE

Students will develop capacities for aesthetic and historical response and judgment of significant Turkish cultural works. At the end of the course, students will be able to recognize particular Turkish cultural works (i.e. a painting, film, poem, or piece of music); and to evaluate particular Turkish cultural works according to their aesthetic qualities (beauty, skill, techniques) and historical context (origins, reception, uniqueness, meaning, and intent).

Diversity – Global Studies

GOALS

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

EXPECTED LEARNING OUTCOMES

GLOBAL STUDIES

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

RATIONALE

Students will develop a functional understanding of the pluralistic nature of Turkish institutions, society, and culture across time and space. At the end of the course, students will be able to differentiate between various Turkish subcultures and the cultural manifestations of various times and places in Ottoman/Turkish history, and to identify some Ottoman/Turkish cities, products and goods, cultural zones, and borders on a map.

GE Foundation: Cultural Studies

GOALS

Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation and evaluation.

EXPECTED LEARNING OUTCOMES

Successful students are able to:

- 1.1B Analyze and interpret selected major forms of human thought, culture, ideas or expression.
- 1.2B Describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies.
- 1.3B Use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs and behaviors.
- 1.4B Evaluate social and ethical implications in cultural studies.

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 (class content, Global Circles, and Carmen activities) in addition to 10.5 hours of homework (reading, class preparation, and written assignments) 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 and a sample week that demonstrates the expectations for time spent on direct and indirect instruction:

- **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.

- **Sample Week**

- Direct Instruction (315 minutes/week):

- Meet on Monday and Wednesday in Zoom for 80 minutes (160 minutes total).
- In Carmen, post to the Discussion Board following the provided prompt (approx. 45 minutes)
- In Carmen, read the post of another student and reply to it following the instructions for word count and content (approx. 30 minutes)

- Using the Soliya platform, participate in the live session for Global Circles (80 minutes)
- Indirect Instruction (630 minutes/week):
 - Complete the required readings and take notes to prepare for class discussions (approx. 180 minutes)
 - Watch the required video or film and take notes to prepare for class discussions (approx. 120 minutes)
 - Based on the readings and viewings, write and submit the Reflection assignment in Carmen (approx. 120 minutes)
 - Do research for your Exploration Activity or complete a related assignment (approx. 120 minutes)
 - Using the Soliya platform, complete the asynchronous online activities for Global Circles (approx. 90 minutes)

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). 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 (15 points):

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

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

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

Presentation (5 points):

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

Content (slides, audiovisual material): /3

TOTAL: 20 points

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

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:

- ❖ Direct Instruction: Attend class
- ❖ Indirect Instruction: Read: Syllabus and Course Schedule
- ❖ Direct Instruction: 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:

- ❖ Direct Instruction: Attend class
- ❖ Indirect Instruction: Read:
 1. *Windows into Turkish Culture*, Preface and Introduction:
<https://ohiostate.pressbooks.pub/windowsintoturkishculture/>
 2. *Turkey*: <https://mesc.osu.edu/turkey>
- ❖ Indirect Instruction: 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

- ❖ Direct Instruction: Attend class
- ❖ Indirect Instruction: Watch: *Islam: Empire of Faith* Part 3, The Ottomans
<https://youtu.be/ggd53dbOSEQ>

- ❖ Direct Instruction: 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**

Friday 3/11:

- ❖ Direct Instruction: Attend class
- ❖ Indirect Instruction: Read: excerpt from Edward Said, *Orientalism*
- ❖ Indirect Instruction: 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:

- ❖ Direct Instruction: Attend class
- ❖ Indirect Instruction: Watch: video lecture with Dr. Nathan Young
- ❖ Direct and Indirect Instruction: Do:
 1. Global Circles asynchronous work and attend live session
 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):

- ❖ Indirect Instruction:

- Watch: The Great Courses “Mustafa Kemal, Atatürk”
<https://osu.kanopy.com/video/mustafa-kemal-atatuerk>
 - Read: excerpt from Erik Zürcher, *Turkey: A Modern History*
- ❖ Direct and Indirect Instruction: Do:
1. Global Circles asynchronous work and attend live session
 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:

- ❖ Direct Instruction: Attend class
- ❖ Indirect Instruction: Watch: *Ethos* Episode 1 (Netflix)
- ❖ Direct and Indirect Instruction: Do:
 1. Global Circles asynchronous work and attend live session
 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):

- ❖ Direct and Indirect Instruction: Do: Global Circles asynchronous work and attend live session

Part II: What is 'Culture'?

Week 5 – FOLKLORE AND GENDER

Wednesday 4/6:

- ❖ Direct Instruction: Attend class
- ❖ Indirect Instruction: Watch: video lecture with Dr. Hazal Gumus Ciftci
- ❖ Direct Instruction: 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**

Friday 4/8: Individual Meetings with Instructor

- ❖ Direct Instruction: Attend individual meetings with the instructor
- ❖ Indirect Instruction: Do: Choose a topic for your Exploration Activity and inform the instructor; begin your research!

Week 6 – ISTANBUL: FASHION AND ARCHITECTURE

Wednesday 4/13:

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

Friday 4/15: Guest Speaker Kevin Reichley

- ❖ Direct Instruction: Attend class

- ❖ Indirect Instruction: 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:

- ❖ Direct Instruction: Attend class
- ❖ Indirection Instruction: Read:
 1. “The Visual Emergence of Gezi Park”
 2. “Istanbul Sounding like Revolution”
- ❖ Direct Instruction: Do:
 1. 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:

- ❖ Direct Instruction: Attend class
- ❖ Indirect Instruction: 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

Direct and Indirect Instruction: Exploration Activity: Present your research during our final exam period, and **Submit your final paper to Carmen by Friday, April 29th at midnight.**

BEYOND HAREMS AND BELLY DANCERS: TURKISH CULTURE TURKISH 2241 – 10

*fulfills GE Cultures and Ideas, and GE Diversity: Global Studies;
also fulfills Turkish Minor Program requirements in NELC*

COURSE SYLLABUS
The Ohio State University
Autumn 2019

Meeting Time:	Wednesdays and Fridays, <u>12:45PM - 2:05PM</u>
Meeting Location:	Enarson Classroom Building, Room 015
Course Website:	carmen.osu.edu
Instructor:	Danielle V. Schoon
Contact:	schoon.2@osu.edu
Office Hours:	Tuesdays and Thursdays <u>10am-Noon</u> or by appointment
Office Location:	Townshend Hall, room 108
Mailbox:	300 Hagerty Hall (NELC Department Office)

My pronouns are she, her, hers. You may call me Dr. Schoon (pronounced “scone”) in person and in emails. Please let me know how to address you.

I respond to emails during business hours only and try to respond within 48 hours.

Please take the name and contact information of at least one other student in the class:

Name: _____ **Email:** _____

Name: _____ **Email:** _____

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 politics of translation, the role of the arts in society and social movements, minority and human rights, identity politics, and more. Activities include in-class presentations, discussions, and group activities, as well as online communication with Turkish peers at a university in Istanbul. Parallel content focuses on developing a college-level ability to read critically and express oneself in speech and writing, and intercultural development. Learning objectives focus on cultural literacy and a broad understanding of Turkish culture.

This class takes place in an Active Learning Classroom (<https://odee.osu.edu/innovative-spaces>). Important aspects of your coursework will occur in online cross-cultural conversations with students at Kadir Has University in Istanbul, Turkey. You will have the option of completing an Intercultural Development Inventory assessment (fee waived for participants in this class), involving a survey (pre and post) and a short interview. You will use an ePortfolio to track achievements and reflect upon your learning, and for your instructors to give you feedback. You have the option to earn the [Global Community Building](#) Buckeye Badge for successfully demonstrating your ability to take on a different perspective on a class topic. Once validated by Dr. McClimans, this badge can be kept in your ePortfolio and added to your resume.

This course is part of a University Institute of Teaching and Learning (UITL) Research Implementation project. You have the option of participating in the research. The benefits and risks of your involvement in this study will be described in person and all students will be required to sign a consent form in order to participate.

The language of this course is English.

READINGS:

Required course readings & other materials come from three sources:

1. Article PDFs and links through our Carmen site.
2. eBook: *Windows into Turkish Culture*
<https://ohiostate.pressbooks.pub/windowsintoturkishculture/>
3. Books for purchase **REQUIRED**:
 - a. Tekin, Latife. *Berji Kristin: Tales from the Garbage Hills*. 1984.
 - b. Kassabova, Kapka. *Border: A Journey to the Edge of Europe*. 2017.

These books can be purchased on Amazon or at OSU Barnes and Noble.

TECHNOLOGY:

Students will use several online learning tools, some of which are accessed through our Carmen course homepage and others that must be accessed separately. Online conversations with Turkish students will take place in Moodle – your name and email address will be shared with the instructor at Kadir Has University so that you will be added to Moodle for the sake of online conversations. You will also be using Porfolio as your ePortfolio tool (or another tool of your choice). Finally, you will be provided links to complete the Intercultural Development Inventory (IDI) survey online twice this semester.

Parallel Instructors:

Melinda McClimans	mcclimans.2@osu.edu
Cindy Jiang	jiang.533@osu.edu
Suncem Kocer	suncem.kocer@khas.edu.tr

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 recognize particular Turkish cultural works (i.e. a painting, film, poem, or piece of music.)
- **Learning Outcome A2:** ... students will be able to evaluate particular 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: Demonstrate perspective-taking skills by critically evaluating Turkish norms and ideas, and your own cultural perspective in comparison. Consider Turkish perspectives (i.e. as expressed in the online discussions or in a Turkish source) and understand the background for particular perspectives and how they might differ.

- **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 their 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.

REQUIREMENTS AND GRADING:

Attendance and Participation		15%
15 weeks x 1 point/ week		
Intercultural Development Inventory		10%
Complete pre and post surveys	5%	
Complete mid-semester interview	5%	
Short Written Assignments		10%
10 ePortfolio reflections x 1 point/each		
Global Community Building Discussion Posts		15%
5 original posts x 2 points/ each	10%	
5 responses x 1 point/each	5%	
Semester Project		50%
Midterm Proposal and Outline	5%	
Annotated Bibliography	10%	
Rough Draft	5%	
Class Presentation	10%	
Final Project	20%	
<hr/>		
TOTAL		100%

EXPLANATION OF ASSIGNMENTS:

Attendance and Participation (15%)

As with anything, your presence and full engagement make all the difference. Please do not miss class on a regular basis. When you are in class, please be fully present. For each week of classes that you are present and participating, you may earn a point. Up to two absences may be excused for any reason. There is no need to let me know why you will be absent. Please get notes and updates from a classmate. For every absence after 2, you will lose half a point. Three tardies (arriving late or leaving early) is equal to one absence. Please talk with me about extenuating circumstances. The policy is not meant to be punitive; it is meant to encourage you to get the most out of the class. Especially with a small class size, engagement with the material and each other is crucial.

Intercultural Development Inventory (10%)

As part of your experience in the class this semester, you will participate in activities for intercultural development, as well as assignments that help us assess your development over the course of the semester. These include two surveys (pre and post) that take up to 20 minutes to complete, as well as a mid-semester interview that will last up to 30 minutes. More information will be provided.

Short Written Assignments (10%)

There will be ten short (1-2 pages) written assignments throughout the semester in addition to the written portions of your semester project. These will be short reflections in your ePortfolio in response to readings or other course materials/ activities (please post final versions in Carmen to be graded).

Global Community Building Posts (15%)

You will be expected to post to our online discussion board in Moodle five times this semester. The discussion will be with students at Kadir Has University in Istanbul, Turkey. **A post includes an initial entry as well as at least one response to someone else.**

Semester Project (50%)

By the middle of the semester, you will propose a project that you would like to work on in this class and submit an outline and annotated bibliography. The project can be a research paper, an art project, a community engagement project, a book review, or something else pre-approved by the instructor. It can be independent or collaborative. Whatever project you choose to pursue, it will culminate in a written response of some kind, with relevant scholarly sources, and a class presentation. Each aspect of this project will be discussed and workshopped in class.

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)

POLICIES:

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

Incompletes: I don't like to give incompletes, but if you must have one, you need to request it before final exam week, be passing the course, and give good reasons.

Class Cancellation: In the unlikely event of an unplanned class cancellation due to emergency, I will contact you via email and request that a note be placed on the classroom door. Afterwards, I'll email you about what I expect you to do for the following class. It is a good idea to always check your email the morning before each class.

Cheating & Plagiarism: Plagiarism is the representation of another's works or ideas as one's own. It includes the unacknowledged word for word use and/or paraphrasing of another person's work and/or the inappropriate unacknowledged use of another person's ideas. Please ask me if you have any questions about this. I use anti-plagiarism software to check for undocumented source material. Collaboration and sharing ideas from others, however, is a good thing. We learn by building on each other's ideas. Just make sure you acknowledge your sources. Also, *do something* with the ideas of others: evaluate them, relate them to other ideas, argue for or against them, give your own examples illustrating them, etc.

In-class Conduct: I expect we will treat each other with respect in the classroom. I also expect your full, thoughtful attention. Digital devices are permitted ONLY for note taking. If it's a true emergency, step outside. (Just like at the movies.) No texting, email, websites, etc. during class. I will post my PowerPoint lectures on Canvas for your reference, so there is no need to copy lectures word for word. Take note only of the most important points and your questions, for future reference.

Disclaimer

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

UNIVERSITY STATEMENTS:

Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct

(<http://studentlife.osu.edu/csc/>) and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct", defined by the Ohio State University's Code of Student Conduct (Section 3335-23-04) as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so I recommend that you review it. 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 committed academic misconduct, the sanctions 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, please contact me.

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises are encouraged to contact the OSU Counseling and Consultation Service (614-292-5766; www.ccs.osu.edu) for assistance, support and advocacy. This service is free and confidential.

Disability policy

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

COURSE SCHEDULE
Autumn 2019
08/21/2019 – 12/04/2019

This schedule is subject to change with prior notice from the instructor. Please complete readings before the class period in which they are assigned.

Week 1 – August 21 and 23: INTRODUCTION TO THE COURSE

- ❖ Wednesday: Syllabus and Course Schedule
 - What is 'Culture'? w/ Dr. McClimans
 - Choose topics for our class
- ❖ Friday:
 - Logistics:
 - Buckeye Badges and ePortfolios with Melinda McClimans
 - IDI with Cindy Jiang
 - Online discussions with Kadir Has University (Suncem Kocer)
 - **Readings:**
 1. *Windows into Turkish Culture*, Preface and Introduction:
<https://ohiostate.pressbooks.pub/windowsintoturkishculture/>
 2. Nicole and Hugh Pope. *Turkey Unveiled* -- Intro and Chapter 1 (Carmen)
 - **Short Written Assignment 1, ePortfolio reflection w/ Dr. McClimans:**
Reflect on the readings: What did you already know about Turkey/ Turkish culture? What did you learn from these readings? What do you hope to learn more about in this class?

Week 2 – August 28 and 30: OTTOMAN LEGACIES

- ❖ Wednesday: Who were the Ottomans?
 - Lecture and short film viewed in class: *Empire of Faith, Part 3*
<https://youtu.be/CRMqZrjGNd8>
- ❖ Friday: Orientalism
 - **Reading:** excerpt from Edward Said, *Orientalism* (Carmen)

- **Short Written Assignment 2, ePortfolio reflection w/ Dr. McClimans:**
Reflect on the film and reading: Where does the West end and the East begin? Is Turkey in the East or the West? Is the East/West divide a useful construct? Explain.
- **Complete the IDI survey by the end of Week 4 (link to be provided)**

Week 3 – September 4 and 6: THE TURKISH REPUBLIC

- ❖ Wednesday: Turkey from 1923 to 1950
 - Lecture and short film in class: *Father of the Turks*, Al-Jazeera
<https://youtu.be/vabCXdiN5kA>
- ❖ Friday: Nationalism (and language reform)
 - **Reading:** excerpt from Erik Zürcher, *Turkey: A Modern History* (Carmen)
 - **Short Written Assignment 3, portfolio reflection w/ Dr. McClimans:**
Turkish language lessons (complete the free trial here: <https://www.turkishlanguagehouse.com/>) and reflection: Is the Turkish language at all familiar to you? Why might learning another language also give you cultural information or knowledge? Do you speak any languages other than English (incl. computer programming, sign language, slang, etc.)? What cultural insights have you gained from language learning?

Week 4 – September 11 and 13: Religion(s)

- ❖ Wednesday:
 - Introduction to Islam and other religions in Turkey
- ❖ Friday:
 - **Short Written Assignment 4, portfolio reflection w/ Dr. McClimans:** How is religion connected to culture? What did you learn about the religion of Islam that you did not already know? Can you share one personal experience you have had with religion?
 - **IDI Survey Due**

Week 5 – September 18 and 20: VISUAL ARTS AND ARCHITECTURE

- ❖ Wednesday:
 - Possible ebru workshop
 - **Online Discussion 1:** Icebreaker assignment in Moodle (autobiography w/ Dr. McClimans; personal geography w/ Dr. Schoon)
- ❖ Friday: Library Visit w/ Magda El-Sherbini
 - **Meet at 1pm in the Thompson Library, room 204**
 - **Online Discussion Response:** Respond to at least one discussion post.
 - **Recommended:** Start reading *Berji Kristin*

Week 6 – September 25 and 27: PERFORMING ARTS

- ❖ Wednesday:
 - Learn the Butcher's Dance
 - **Reading:** excerpts from Metin And, Turkish dance and folk theatre (Carmen)
 - **Online Discussion 2:** TBA, in Moodle.
- ❖ Friday: Academic writing workshop w/ Dr. McClimans
 - **Online Discussion Response:** Respond to at least one discussion post.

Week 7 – October 2 and 4: TURKISH LITERATURE

- ❖ Wednesday: from Ottoman to Republican literature
 - **Reading:** "The Turkish Peasant Novel, or the Anatolian Theme," Guzine Dino and Joan Grimbert (Carmen)
- ❖ Friday: Cartoon Library Visit
 - **Meet in the Billy Ireland Cartoon Library (Sullivant Hall) at 1pm**
 - **Online Discussion 3:** Cartoon analysis and interpretation, in Moodle.

Week 8 – October 9: PREP FOR MMI WEEK

- ❖ Wednesday: Migration in Europe
 - Excerpts from film, *The Good Postman*

- **Optional Readings:**
 - <http://origins.osu.edu/article/refugees-or-immigrants-migration-crisis-europe-historical-perspective>
 - <https://www.bbc.com/news/magazine-34061097>
- **MIDTERM PROPOSAL AND OUTLINE DUE TO CARMEN at midnight**
- **Online Discussion Response:** Respond to at least one discussion post from last week.
- **Be sure to give yourself enough time for the Kassabova reading!**
- ❖ Friday: NO CLASS on October 11th for Autumn Break

Week 9 – October 16 and 18: MMI WEEK

- ❖ Wednesday: Migration and the Borders of Turkey
 - Group discussion with History and Slavic classes
 - **Reading:** up to page 215 of Kapka Kassabova, *Border: A Journey to the Edge of Europe*
 - **Assignment:** Prepare 2 questions to ask the author on Friday
- ❖ Friday: Kapka Kassabova Book Talk
 - **Meet in Sullivant Hall Collaboratory at 12:30pm**
 - **Short Written Assignment 5, portfolio reflection, on your own:** What did you learn from this book and the book talk? Should state sovereignty and security be prioritized over global connections?

Week 10 – October 23 and 25: ISTANBUL AND URBANIZATION

- ❖ Wednesday: Rural-to-Urban Migration
 - **Reading:** excerpt from Martin Stokes, *The Arabesk Debate* (Carmen)
- ❖ Friday: Watch film *Ecumenopolis* on your own (no class meeting)
 - **Short Written Assignment 6, portfolio reflection on your own:** Are there any Turks in Columbus? What can you find out about them? What impacts have they made on the city's landscape, economy, and culture?
 - **Finish reading *Berji Kristin* and be prepared to discuss it next week!**

Week 11 – October 30 and November 1: MINORITIES

- ❖ Wednesday: Minority Identity and Politics
 - In-class activities (discuss Ecumenopolis)
 - **Assignment:** Answer questions about *Berji Kristin* to be used in class discussion on Friday (questions in Carmen).
- ❖ Friday: Discuss *Berji Kristin*
 - **Bring your completed assignment to class to use for discussion**
 - **Complete Short Written Assignment 7, portfolio reflection, on your own:** Did you enjoy reading *Berji Kristin*? What do you like/dislike about it? What insights did you gain from the book about Turkey or Turkish culture? Was anything about the story familiar to you?

Week 12 – November 6 and 8: MUSIC

- ❖ Wednesday: Youth Culture and Social Movements
 - **Reading:** “Istanbul Sounding like Revolution” (Carmen)
 - **ANNOTATED BIBLIOGRAPHY DUE TO CARMEN BY MIDNIGHT**
- ❖ Friday:
 - View documentary in class: *Crossing the Bridge*
 - **Assignment:** IDI debriefing interviews (to be scheduled), by Nov 15th

Week 13 – November 13 and 15: Media (Radio, TV, Film)

- ❖ Wednesday:
 - Watch and analyze an episode of *Muhteşem Yüzyıl*
 - **Online Discussion 4:** TBA, in Moodle.
- ❖ Friday:
 - Watch film in class (finish on your own): *The Edge of Heaven*, Fatih Akin
 - **Online Discussion Response:** Respond to at least one discussion post.

Week 14 – November 20 & 22: Contemporary Politics and Economy

❖ Wednesday:

- **Reading:** Zurcher, Chapter 17 (Carmen)
- **Short Written Assignment 8, portfolio reflection w/ Dr. McClimans:** Find a current (last 5 days) news story about Turkey and read it closely. What did you already know? What do you have questions about? (Attempt to find some answers using a Google search, and bring your questions to discuss in class.)

❖ Friday:

- **Online Discussion 5 and Response:** Wrap up, goodbye and thank you.
- **Assignment:** Complete the IDI survey by the end of Week 16
- **ROUGH DRAFTS DUE TO CARMEN BY MIDNIGHT**

Week 15 – NO CLASS MEETINGS Nov 27th and 29th FOR THANKSGIVING

Week 16 – December 4: TURKEY 2020

❖ Wednesday: What's next for Turkey?

- Short film in class: *Coffee Futures*
- **Complete Short Written Assignment 9, portfolio reflection w/ Dr. McClimans:** List 5 things you learned in this course. List 3 things you would still like to learn more about.

❖ Friday: NO CLASS

Final Exam Week

❖ Wednesday, December 9th: Class Presentations, 4-6pm

- **Final Projects due to Carmen by midnight**
- **Complete Short Written Assignment 10, portfolio reflection, by the end of Final Exam Week:** Were these reflections useful for you? What might have improved the experience you had in this course?