

# Attention!

This is a representative syllabus. The syllabus for the course you are enrolled in will likely be different.

Please refer to your instructor's syllabus for more information on specific requirements for a given semester.

**TURK 3350**  
**Contemporary Issues in Turkey**  
**Spring 2019**



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

Instructor:

Office:

**Office Hours: TBA**

Email:

**Course Description:** A multi-disciplinary introduction to contemporary issues in Turkey. Our understanding of current events will be grounded in deep historical and geographic analyses, informed by both local and global dynamics. The second half of the class focuses on political, economic, and social issues from the 1980 coup d'état up to today. This will help us contextualize the ongoing civil war with the Kurds, the Syrian migration, the AK Party's censorship of journalists and academics, the Occupy Gezi movement, the failed coup attempt and shifting relations with the Gülen (Hizmet) movement. The course includes explorations into how these dynamics are manifested and contested in the visual and performing arts, particularly within youth and social movements.

Given this initial and overall description, the course is intended to be flexible to student research and interests in specific topics related to Turkey. This course is

designed as a collaborative learning experience, which will involve not only reading books, articles, audio-visual material, and web resources, but also student presentations, discussions and debates, and events.

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

This course is intended to satisfy the requirements for 2 GE categories: Cultures and Ideas and Diversity - Global Studies. This course also meets the requirements for the minor in Turkish and Central Asian Studies (Department of NELC).

### **Course Goals**

- 1) To understand how society works in contemporary Turkey through the study of religion, culture, history, economy, and politics.
- 2) To recognize how Turkey impacts and is impacted by current global politics.
- 3) To develop an appreciation for studying a new culture and the diversity that one nation represents.
- 4) To develop a deep understanding of how our own attitudes and values are shaped.

### **Cultures and Ideas GE**

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 that guide human behavior.*

### **Diversity - Global Studies GE**

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

Expected Learning Outcomes:

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

### **Readings:**

You are required to purchase the following text:

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

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

### **Graded Assignments:**

Attendance and Participation	15%
Weekly Assignments (10)	20%
Online Discussion Posts (5)	10%
Midterm Proposal and Bibliography	20%
Class Presentation	10%
Final Research Project	25%

***Please check assignment and class schedule for when assignments are due.***

### **Grading scale:**

A (94-100) A- (90-93) B+ (87-89) B (83-86) B- (80-82) C+ (77-79) C (73-76) C- (70-72)  
D+ (67-69) D (60-66) E (below 60)

## **Explanation of assignments:**

### Attendance and Participation

As with anything, your presence and full engagement make all the difference. Please do not miss class on a regular basis. When you are in class, please be fully present. For each week of classes that you do so, you will earn a point. For every absence after 2 (excused or unexcused), you will lose a point. Three tardies (arriving late or leaving early) is equal to one absence. Please talk with me about extenuating circumstances. The policy is not meant to be punitive; it is meant to encourage you to get the most out of the class.

### Weekly Assignments (10)

Every week, the instructor will assign one of the following kinds of assignments: a reading response, a quiz, a class debate or other in-class group activity, a written reflection on the material or discussion, a brief analysis of a current new story. Each of these assignments is worth 2 points. Details regarding the requirements of the assignment will be distributed in advance.

### Online Discussion Posts (5)

Five times this semester, you are asked to post a question or comment about the course material to the online discussion board in Carmen. For every post, you can earn up to 1 point; for every substantial response you make on another student's post, you can earn up to 1 more point (2 points total).

### Midterm Proposal and Bibliography

Every student will choose a topic of interest to research and write about. The midterm proposal will summarize the topic, what you hope to learn about it, and the sources you will use. More detailed information about this assignment will be distributed and

discussed in class. NOTE: If you feel that you would get more out of this assignment by creating an artistic or other kind of project instead of a written paper, please discuss your idea with me and we will work it out.

### Class Presentation

At the end of the semester, students will present their final research project (topic, sources, and findings) to the class. The presentation should last around 15 minutes (with time for a Question and Answer session) and include some audio/visual materials.

### Final Research Project

The final research project is a 12-15 page research paper, including the bibliography. More detailed information about this assignment will be distributed and discussed in class. NOTE: If you feel that you would get more out of this assignment by creating an artistic or other kind of project instead of a written paper, please discuss your idea with me and we will work it out.

## **Supplementary Statements**

I do not generally round up final grades more than half a percentage point. You are welcome to increase your grade by taking advantage of several Extra Credit opportunities that will be presented throughout the semester.

**Incompletes:** I prefer to avoid incompletes when possible, but sometimes you need one. You are required to request it before final exam week, be passing the course, and give good reasons.

**Plagiarism** is the representation of another's works or ideas as one's own. It includes the unacknowledged word for word use and/or paraphrasing of another person's work and/or the inappropriate unacknowledged use of another person's ideas. Please ask me if you have any questions about this. All suspected cases are reported to the Committee on Academic Misconduct, in accordance with university rules. Substantiated cases

would mean a failing grade in the course and possibly expulsion, according to university rules. I use anti-plagiarism software to check for undocumented source material.

Collaboration and sharing ideas from others, however, is a good thing. We learn by building on each other's ideas. Just make sure you acknowledge your sources. Also, do something with the ideas of others: evaluate them, relate them to other ideas, argue for or against them, give your own examples illustrating them.

**ACADEMIC MISCONDUCT:** It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://studentlife.osu.edu/csc/>).

**FOR YOUR SAFETY, the OSU Student Safety/Escort Service is available after 7 p.m. by dialing 292---3322.**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our

community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## **CAVEATS AND DISCLAIMERS**

I am an anthropologist with training and expertise in Turkish Studies, Dance Studies, and Romani Studies. My work is in contemporary Turkey; I am not an Ottomanist or a historian. I am not a native speaker of Turkish. I have not studied theatre or music except in the context of performance and cultural studies. I may not always have the answers, but I will always help you seek them out. Our [5 Questions and Answers](#) exercises are precisely to serve that purpose; utilize the knowledge and experience of your peers, as well. I am open to your input in class, to supplement or even (politely) contradict my own.

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

## **Disability policy:**

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

### **Course Calendar**

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

#### **PART I. GEOGRAPHICAL AND HISTORICAL OVERVIEW**

Week 1 Course Introduction  
“Geography means destiny” – Ibn Khaldun  
Reading: <http://blogs.lse.ac.uk/euoppblog/2017/01/02/contemporary-turkey-in-conflict/>

- Week 2 Turkey: A Bridge Between East and West?  
Readings:  
1. Nicole and Hugh Pope. *Turkey Unveiled* -- Front Matter, Intro, and Chapter 1 (Carmen)  
2. Temelkuran, Ece. "Introduction" in *Turkey: The Insane and the Melancholy*, pp. 3-25. (Carmen)

**Assignment 1 Due: Reflection on Representations of Turkey**

- Week 3 Historical Overview: The Origins of Turkish Identity  
Film in class: *The Ottoman Empire*  
Reading: Zurcher, Erik. *Turkey: A Modern History* – Part I

**Assignment 2 Due: Film Response**

- Late Ottoman Reforms and Imperial Dissolution  
Week 4 Reading: Zurcher, Erik. *Turkey: A Modern History* – Part II

**Assignment 3 Due: Quiz**

## **PART II. ATATÜRK and the REPUBLIC OF TURKEY**

- Week 5 The Founding of a Nation: Treats of Sevres, Treaty of Lausanne  
Reading: Oktem, Kerem. *Angry Nation* – Introduction and Chapter 1  
**Assignment 4 Due: Reflection on Perspectives of History**

- Week 6 Greek and Armenian Subjects; The Politics of Public Memory  
Film in class: TBA  
**Midterm Proposal and Bibliography Due**

- Week 7 The Nation and the Folk: "How Happy is the One who calls Himself a Turk"  
Readings: from Kandiyoti and Saktanber, *Fragments of Culture*:  
1. Arzu Öztürkmen, "I Dance Folklore"  
2. Şerif Mardin, "Playing Games with Names"

**Assignment 5 Due: Reading Response**

- Week 8 After Atatürk: A Multi-Party System; Migration in and out of Turkey  
Readings:  
1. Nalbantoğlu, "Silent Interruptions: Urban Encounters with Rural Turkey"  
2. Özyeğin, "The Doorkeeper, the Maid and the Tenant"

Film in class: Introduction to *Ecumenopolis*

**Assignment 6 Due: Personal Geographies**

- Week 9 A Tale of Three Coups  
**Visit the OSU Cartoon Library**

### **PART III. THE 1980's: NEOLIBERALISM AND GLOBALIZATION**

Week 10 Turgut Özal and Turkey's Opening (to the sound of *arabesk* music)

Readings:

1. *Angry Nation* – Chapter 2
2. Gürbilek, Introduction to *Living in a Shop Window*

Week 11 The 1980s in Global Context

**Assignment 7 Due: Putting Turkey in Context – The Cold War, the Berlin Wall, and the Islamic Revolution**

### **PART IV. ISLAMISM AND THE RISE OF THE AK PARTY**

Week 12 New Identities in the 1990s and early 2000s: Islamic, Kurdish, Alevi, Roma, Youth, LGBTQ

Film in class: *Crossing the Bridge*

Readings:

1. *Angry Nation* – Chapters 3 and 4
2. Navaro-Yashin, "The Market for Identities"

**Assignment 8 Due: Class Debate – the Veil**

Week 13 Neo-Ottomanism and Istanbul: Cultural Capital of Europe

Readings:

1. Keyder, Introduction to *Istanbul: Between the Global and the Local*
2. TBA (Yildirim, Kevin OR Kocamaner, Hikmet.)

**Assignment 9 Due:** Flipped classroom; students choose one *Jadaliyya* article, read and present in class discussion

### **PART V: TURKEY AFTER 2016**

Week 14 Terrorism, Censorship, Authoritarianism... What Next?

Film: *Coffee Futures*

Readings:

1. *Angry Nation* – Chapter 5
2. Zurcher – Chapter 17

**Assignment 10 Due: Read and analyze a current news story; discuss in class**

Week 15

**Final Student Presentations**

Final  
Exam  
Week

***Final Research Projects Due***