

SYLLABUS TURK 3797

Global and Intercultural Learning and Citizenship in Istanbul, Turkey

Autumn 2024
4 credit hours

COURSE OVERVIEW

Instructor: [Danielle V. Schoon](#)

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

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

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

Office hours: TBA

Class Time and Location: In-person class meeting twice a week for 125 minutes, location TBA

[Prerequisites](#)

None. The language of this course is English.

This course is worth 4 credits and satisfies the GE requirements for the Theme: Citizenship in a Just and Diverse World.

[Course description](#)

This is a Global and Intercultural Learning course that examines the histories, lived experiences, and contestations of citizenship in Turkey (Türkiye)* with a particular focus on urban citizenship in Istanbul. Through experiential explorations of Istanbul, we will learn

about a range of perspectives on citizenship in Turkey and how it differs across communities. For example, we will consider how religion and citizenship intersect in Turkey; what it might mean to be a linguistic or religious minority in a country that defines citizenship according to language and religion; and how to define diversity and inclusion in a country that does not officially recognize ethnic or racial differences. What are the legacies of Ottoman conceptions of citizenship in Turkey today? What are the influences of NATO and the European Union on Turkish approaches to diversity and inclusion? What are the implications and consequences of these different approaches to citizenship? Who has a right to the city, and how has urban citizenship been contested in Istanbul via music, architecture, the visual arts, fashion, food, and other social justice interventions? How do advocates for social change interact with structures of power in Istanbul?

In order to engage in an in-depth, advanced, scholarly exploration of what constitutes citizenship in Turkey and compare that to the United States and other contexts, the course will involve readings (scholarly books, articles, and web resources), audio-visual materials, and class discussions, activities, and assignments. As a 4-credit High Impact Practice course, students will engage in critical thinking and analysis of the course materials, interact with scholars and scholarly materials from Turkey, consider and evaluate diverse perspectives, and extend their understanding of course content to apply it to contemporary real-world issues. Immersive experiences include interactive activities with expert scholars and artists in or from Turkey that allow students to develop a deep understanding of the local cultural context; virtual reality visits to important sites in Istanbul; workshops and demonstrations with Turkish scholars and artists in cooking, music and dance, language; and real-time discussions and collaborations with students at a university in Turkey.

The High Impact Practices (HIPs) of use in the course are 1) ePortfolios and 2) COIL, or Collaborative Online International Learning. In both of these practices, students engage in intensive reflective learning processes, which is a key feature of HIPs. In the ePortfolios, students will reflect on their experiences, make sense of them by connecting class activities and academic knowledge to their interactions with people and places in Turkey,

and assess their own development and learning experiences over time. Via the ePortfolios, students will engage in intercultural learning activities aimed at self-awareness and empathy. They will have opportunities to recognize themselves and others as cultural beings and develop their intercultural competence in preparation for the COIL experience.

COIL is:

collaborative between students and teachers at two different institutions
using **online** technology and interactions
with **international** and intercultural dimensions
and integrated into the **learning** process.

In this course, the COIL experience utilizes key HIP features including undergraduate research, engagement with diversity and global learning, and collaborative assignments and projects. Halfway through the semester, we will begin to share many of our materials and assignments with students at our partner institution, Istanbul Technical University (ITÜ), who are enrolled in a course in urban studies. Icebreaker activities will allow students to build meaningful connections and reflect on their perspectives in conversation with others. Then a scaffolded collaborative project that involves original research in small groups will focus on an aspect of the city of Istanbul that can be compared to Columbus, OH. Research will culminate in a “signature assignment,” the collaborative creation of story maps that will be public facing and shared in a virtual presentation for OSU and ITU students and faculty. The timeline for our COIL is:

Weeks 8-9: Icebreaker Activities and Facilitated Discussions & Reflections
Weeks 10-14: Collaborative Project and Reflections
Week 15: Group Debrief and Reflection

*Note: In 2021, Turkey changed its name to Türkiye. Our course materials use both names and I will use them interchangeably. You may choose which name to use.

Course goals and expected learning outcomes

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

1. Discuss the histories, lived experiences, and contestations of citizenship in Turkey with a particular focus on urban citizenship in Istanbul.
2. Describe a range of perspectives on citizenship in Turkey and how it differs across communities, and the implications and consequences of different approaches to citizenship in Turkey in comparison with other places.
3. Define the 'right to the city' with examples of how urban citizenship has been contested in Istanbul and explain how advocates for social change interact with structures of power in Istanbul.
4. Analyze the political, social, and cultural power of belonging/inclusion and exclusion as expressed in different forms of media, narrative, and discourse.
5. Examine how their own sense of belonging in their communities reflects on their lived experiences and their assessment of other cultures/people.
6. Present an in-depth, advanced scholarly project in collaboration with students at Istanbul Technical University (ITÜ).
7. Demonstrate self-awareness, an ability to engage with difficult differences, and intercultural empathy.
8. Fulfill the COIL course requirement of OSU's Intercultural Competence Certificate <https://cllc.osu.edu/undergraduate/interculturalcompetence>.

Goals and Expected Learning Outcomes for GE Citizenship in a Just and Diverse World/ Global and Intercultural Learning (Virtual):

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

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

1.1.a Critical thinking: Clearly state and comprehensively describe the issue or problem under consideration, delivering all relevant information necessary.

1.1.b Analysis: Interpret and evaluate information from multiple sources to develop a comprehensive analysis or synthesis, and

thoroughly question the viewpoints of experts and professionals.

1.1.c Critical thinking & analysis: Systematically and methodically analyze their own and others' assumptions and carefully evaluate the relevance of contexts when representing a position.

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

1.2.a Scholarly engagement: Articulate a thorough, complex, and scholarly understanding of the issues, resources, assets, and cultures of the culture and location in which they are working.

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

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

2.1.a Integration of knowledge: Connect, analyze, and extend knowledge (facts, theories, etc.) from course content to contemporary global issues and contexts and their experience away.

2.1.b Multiple perspectives: Evaluate and apply diverse perspectives to complex subjects from multiple cultural lenses.

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

2.2.a Cultural self-awareness: Engage in intercultural learning and reflect on their own cultural values and seek to understand how their actions affect and are affected by both local and global communities they live in.

2.2.b Intercultural empathy: Interpret and explain intercultural experience from the perspectives of their own and at least one other worldview and demonstrate intercultural empathy towards culturally different others.

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

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

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

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

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

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

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

assignments, and in-class discussions, students will recognize how our perceptions of self and others rely on categories that we belong to, by choice or by necessity. In both in-class activities and collaborative projects, students will come to understand and evaluate their own positions within various social categories and hierarchies, recognizing themselves and others as cultural beings. Towards the goals of the High Impact Practice, students will explore cultures, life experiences and worldviews different from their own, particularly “difficult differences” including racial, ethnic and gender inequality, and continuing struggles in Turkey for human rights, freedom, environmental justice, power, and other issues. They will practice critical thinking and analysis skills in conversation with peers in Turkey in order to consider multiple perspectives and develop their own cultural self-awareness and intercultural empathy.

Students’ intercultural development will be measured using the Intercultural Development Inventory (IDI). A pre-assessment will be given at the beginning of the semester, followed by a group debrief of the overall results and individual meetings with the instructor to discuss individual results. A post-assessment will be given at the end of the semester, followed by a group debrief of the overall results and optional individual meetings. Through their full participation in and successful completion of this course, every student has the opportunity to earn Ohio State’s Intercultural Competence Certificate (<https://cllc.osu.edu/undergraduate/interculturalcompetence>).

HOW THIS COURSE WORKS

Credit hours and work expectations: This is a **4-credit-hour course**. According to Ohio State bylaws, credits work on a 1 to 3 ratio. Every 1 credit hour assigned to the class equates to total of 3 hours of work per week for a “C” grade (1 hour of instruction and 2 additional study hours per week). Therefore, a 4-credit hour course during a 14-week term should have 4 hours of direct instruction and 8 hours of indirect instruction (homework/study time) per week, for a total of 12 hours per course per week, for the student to earn a C grade.

Attendance and participation requirements:

This class takes place both in person and virtually. To do well, you need to attend bi-weekly class sessions in person unless there are circumstances that make it impossible. If you miss class, you are responsible for all material, which will be available in Carmen. Make sure you have the contact information for one or two other students in class so that you can get the information that you need. Do not email the instructor to ask what you missed. If you need to miss several classes, especially more than one class in a row, please let the instructor know via email what's going on so that arrangements can be made for you to make up participation points.

Along with in-person class meetings, you will also spend at least 20 minutes per week in virtual synchronous interactions with your small group, formed of students at OSU and ITU. These virtual interactions are required and count towards your attendance and participation grade.

COURSE MATERIALS AND TECHNOLOGIES

Required:

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

Course technology

Technology support

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

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

Technology skills needed for this course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- Social media apps used for international communication and collaboration

Required equipment

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

Required software

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

Carmen access

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

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text**

me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

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

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

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

ASSIGNMENTS AND GRADING

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Attendance and Participation	10
10 Reading Summary and Analysis x 3 pts ea	30
10 ePortfolio Reflections x 2 pts each	20
5 Online Discussions with ITÜ students x 3 pts ea	15
Story Maps Collaborative Project with ITÜ	25
Proposal	(2)
Bibliography	(3)
2 Story Maps	(5 x 2 = 10)
Report/Video	(5)
Presentation	(5)
Total	100

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

[Descriptions of course assignments](#)

Attendance and Participation (10 points)

You will earn these points by attending and participating in class. We have 28 class sessions scheduled and you must attend and fully participate in class from beginning to end for 25 of those sessions. I do not differentiate between excused and unexcused absences and there is no need to provide doctor's notes, etc. You may miss 3 class sessions for any reason (no excuse necessary, but I appreciate an email), and after that you will lose half a point for every absence, the only exception being an emergency. Arriving late to class or leaving early constitutes a tardy. Three tardies are equal to one absence.

Full participation means that you are adding to the class discussions and activities. For example, when readings are assigned, we will discuss their content in class. Full participation means that you show evidence of having done the readings and come to class with notes and questions that demonstrate critical thinking and analysis. If you struggle to speak in front of large groups, please let me know at the beginning of the semester so that we can work out an alternative method of participation. Most class activities will take place in small groups.

Once we begin our COIL, you will meet in small groups of OSU and ITÜ students for 20 minutes a week outside of class time, following guided discussion topics provided by the instructor. These sessions are required and essential to the success of your collaboration, so missing them will result in a deduction of 2 attendance and participation points per session. Participation in these sessions involves scheduling the meeting, attending the meeting on time and for the full session, and fully contributing to the discussion and collaboration.

10 Reading Summary and Analysis (30 points)

Students will have the opportunity to complete a Reading Summary and Analysis 15 times this semester and must choose 10 of them to submit to Carmen for points. These assignments should be 2 full double-spaced pages (500 words), concise (very close to 500 words, not much more or less), free from spelling and grammar errors, thoughtful, and comprehensive.

The Reading Summary and Analysis includes two parts: 1) a brief summary of EACH assigned reading and 2) an analysis of the main themes that connect the readings to each other and to the topic being addressed in class that day. While the summary section should not include expressions of opinion or analysis and simply reflect the main arguments and evidence presented by the author(s), the analysis section should demonstrate a synthesis of the materials and critical thinking about their function in the day's lesson and broader course context.

The Reading Summary and Analysis should include internal citations of the readings (author, page number). There is no need for a bibliography or works cited page. No outside sources should be used or referenced in the assignment.

A note on effective reading:

1. Read actively, not passively.

You read because you are trying to **mine the text** for insights. You are *not* reading because you have to get through it. Take an **active posture** while reading: you are trying to take something away from the reading.

2. Before you begin, ask yourself: what is my purpose for reading this?

First ask yourself: What topic is the course covering this week? What are the active issues and recurrent themes? What sorts of insights do I hope to get out of the reading?

3. Do not always read from start to finish.

Read the introduction or opening paragraphs. Then skip to the back and read the conclusion to see where the thing is going. Flip through the article/book and take note of the section or chapter titles. Read the beginning & end of each section to see what they're about.

Stop. Think about what this article/book is trying to accomplish and how it will get there. **Get a sense** of the overall arguments first, and how the author will develop them. Then step back, close your eyes and think, what are the most important parts that I must read? What can I skim over for now?

4. Read selectively.

Do not read every word in the text. Read the most important parts first and see what else you need to read as you go. You can always go back. You have my permission to skip the less important parts – no guilt, really!! But you need to be thoughtful to figure out what those are. *Better to read the most important parts thoughtfully than try to get through the entire thing like a zombie.*

5. Stop frequently and ask yourself: what did I just learn?

Make notes as you go. Write down questions. Don't get bogged down in unimportant details. If your mind starts to wander, stop and refocus on the big picture: what's been happening in the text, and where is it going?

Each reading summary and analysis can earn up to 3 points and I use the Critical Thinking Value Rubric created by the AAC&U to grade them (see below). Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

These assignments are graded for mastery. In other words, students may revise and resubmit an assignment that did not receive full points. This can only be done **ONE TIME** to increase the points awarded and must be resubmitted within a week of receiving a grade the first time. In order to increase points awarded, the revision must address the instructor's comments and demonstrate improvement.

	Capstone	Milestones		Benchmark
	3 points	2.5 points	2 points	.5-1.5 points
Explanation of Issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of Context and Assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's Position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated but is simplistic and obvious.
Conclusions and Related Outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

10 ePortfolio Reflections (20 points)

The instructor will schedule ten ePortfolio reflections to be posted in Pebblepad. These are worth 2 points each. Each reflection should be 350 words. Writing less than 350 words will result in a loss of points, as will writing too much – please stay under 500 words max. Being concise is a writing skill to be developed with this assignment. Each assignment will have its own prompt. Be sure to address each part of the prompt. These assignments will ask you to reflect on either the assigned reading/viewing materials as they relate to the Citizenship theme of this course and consider how you can apply what you are learning; or to reflect on your COIL experiences and intercultural development; or both.

ePortfolios are a mechanism for collecting, curating, and sharing work with others. They involve 1) reflective practice, 2) metacognition, 3) integrative learning, and 4) folio thinking.

1) Reflective practice refers to the act of reflecting on your own experiences, making meaning of those experiences, and how you will apply what you learned to future experiences. 2) Metacognition refers to the process of ‘thinking about one's thinking.’

ePortfolios provide a space and dedicated time to think about your experiences, skills, and knowledge - in other words, engage in metacognitive practice. When you upload a file or photo and choose how to tag it, you are situating your work within the broader context of your learning and starting to make connections. As you plan and develop your ePortfolios, you are making goals and self-monitoring your own progress, another essential aspect of metacognitive practice. 3) Integrative learning refers to making connections across contexts and fields to new situations. Our ePortfolios and COIL will provide an authentic context for integrative learning. Finally, 4) folio thinking entails a purposeful pedagogical approach that situates ePortfolios as a mechanism for developing a habit of mind as you critically reflect on your learning. If the ePortfolio is the product, folio thinking is the process. Our ePortfolio and COIL experiences connect when we reflect on our intercultural interactions, how to deal with difficult differences, how to communicate and resolve conflicts in intercultural situations, and consider the social and cultural contexts that shape power dynamics, language barriers, differing styles of working in a group, and more.

Each ePortfolio reflection can earn up to 2 points and I use the Integrative Learning Value Rubric created by the AAC&U to grade them (see below). Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

	Capstone 2 points	Milestones		Benchmark .5 point
		1.5 points	1 point	
Connections to Experience <i>Connects relevant experience and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences as well as similarities and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to Discipline <i>Sees (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Independently adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	In a basic way, uses skills, abilities, theories, or methodologies gained in one situation in a new situation.
Integrated Communication	Fulfills the assignment by choosing a format, language, or graph (or other visual representation) in a way that enhances meaning , making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form , demonstrating awareness of purpose and audience.	Fulfills the assignment by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment in an appropriate form.
Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts</i>	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

5 Online Discussion Posts and Replies (15 points)

Five times this session, you will be asked to post a substantial question or comment to our online discussions with students at Istanbul Technical University (ITÜ) in Microsoft Teams, following the provided prompts. You can earn 2 points for your original post (350 words); you can earn another 1 point for a relevant and respectful reply to another student's post (150 words).

The discussion board will occur as part of our COIL experience to provide the opportunity to interact asynchronously with students at ITÜ (due to the 8-hour time difference). These will occur in the same small groups you will be working with on the Story Maps. The first couple of discussions will serve as icebreakers to help you get to know each other and feel comfortable working together. More substantial discussions will follow, in which you practice working together on interpreting and analyzing a Turkish novel and share thoughts and experiences with social justice movements. These discussions are meant to augment your intercultural development. Your final discussion will be an opportunity to reflect with your small group on the COIL experience.

I use the Intercultural Knowledge and Competence Value Rubric created by the AAC&U to grade your discussions (see below). Intercultural knowledge and competence is “a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts” (Bennett, 2008).

	Capstone 2 points	Milestones		Benchmark .5 point
		1.5 points	1 point	
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g., seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).	Recognizes new perspectives about own cultural rules and biases (e.g., not looking for sameness; comfortable with the complexities that new perspectives offer).	Identifies own cultural rules and biases (e.g., with a strong preference for those rules shared with own cultural group and seeks the same in others).	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group[s]) (e.g., uncomfortable with identifying possible cultural differences with others).
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others but is unaware of own judgment.

Signature Assignment: Story Maps Collaborative Project with ITÜ (25 points)

Students will be assigned to small groups of about 5 OSU students and 3 ITÜ students. These groups will choose comparable sites in Istanbul and Columbus to research and explore. These sites should offer insights into some aspect of history, culture, society, politics, the economy, or a combination thereof. They should also be of some importance to a local community or society at large. Examples of possible sites include:

- A religious building (church, mosque, synagogue, etc)
- A historic building (movie theatre, government building, bank, etc.)
- A public indoor space (museum, library, store, etc)
- A public outdoor space (playground, square, bus stop, fountain, farmer's market, etc)
- A street or neighborhood (a historic neighborhood, pedestrian zone, etc)
- A natural space (park, forest, water, etc)
- A landmark (statue, bridge, monument, etc)
- An archaeological site

Each student will choose a role that defines their contribution to the project. Roles may include:

- Project coordinator
- Researchers
- Site visits
- Report Authors
- Editors
- Presenters

The assignments for this collaborative project are scaffolded and due at even intervals throughout the second half of the semester. Each small group will submit a proposal (2 points) and bibliography (3 points) of their project. Then they will create and submit two Story Maps (<https://storymap.knightlab.com/>) of their chosen sites in Istanbul and

Columbus (5 points ea. = 10 points total) and present their project to the classes and faculty (5 points). Each OSU student will also write a summary report or record a summary video of the collaboration experience (5 points). It is important that these assignments are submitted within one week of their due dates (for late credit) and will not be accepted for points after that window closes. Each small group must have their proposal and bibliography approved by OSU and ITÜ instructors before moving on with their project. These assignments will be graded according to a combination of AAC&U criteria according to the skills students practice for each assignment. Combined, the assignments that make up the collaborative project will give students the opportunity to develop skills in 1) research, 2) collaboration and teamwork, 3) intercultural learning, and 4) written and 5) oral communication.

- 1) Research involves inquiry and analysis. Inquiry means you will explore the issues, objects, and works related to your chosen sites through the collection and analysis of evidence, and analysis means you will break complex topics or issues into parts to gain a better understanding of them. All of this should result in informed conclusions. Research of the chosen sites should include 1) collection and analysis of relevant and scholarly written sources as well as primary materials (pamphlets, postcards, maps, photographs, etc), 2) interviews with local people related to the site, and 3) visual descriptions, photographs, and/or drawings of the site and written observations of how the site is used on a daily basis. ITÜ students will lead the in-person site visits and interviews in Istanbul; OSU students will lead the in-person site visits and interviews in Columbus. Information gathered from each site will be shared and discussed with the whole group. Once site-specific materials have been collected and shared in the small group, everyone should contribute to situating them within the concepts being explored in this class, namely citizenship. Course materials should be used as secondary sources, along with outside sources collected by the group. The research should demonstrate skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for this assignment.

- 2) Collaboration and teamwork refer to behaviors under the control of individual group members – the effort they put into group tasks, their manner of interacting with others in the group, and the quantity and quality of contributions they make to group discussions. All members of the small group must contribute to group meetings, complete all tasks by the agreed-upon deadlines, foster a constructive climate, and respond to miscommunication or conflict. If any member of the small group is not contributing their part, the instructor should be notified immediately.
- 3) Students will practice intercultural learning through perspective taking, curiosity, openness and empathy not only for the ITÜ students, but also for themselves and fellow OSU students. Students will recognize themselves as cultural beings and learn how to recognize and respond to cultural differences.
- 4) The writing portion of this project (Proposal, Story Maps, and Report) should demonstrate a thorough understanding of context, audience, and purpose that is responsive to the assigned tasks. All written assignments for this project should be double-spaced, 1” margins, using a 12pt font like Times New Roman or Helvetica, and proofread for spelling and grammar errors. Students should use appropriate, relevant, and compelling content to illustrate mastery of the subject.
- 5) The oral presentation should be well-organized, creative, practiced, and compelling. It should use a variety of supporting materials, such as references, images, charts, and other relevant types of materials. The presentation should not be much more or less than 3 minutes and should convey the overarching insights gained by the research and writing process.

Learning Objectives of the Collaborative Project:

1. Students will research the histories, lived experiences, and contestations of citizenship associated with comparable sites in Istanbul and Columbus.
2. Students will collaborate with their peers at OSU and ITÜ, using intercultural communication and conflict resolution skills.

3. Students will be exposed to a range of perspectives on urban citizenship and how it differs across communities.
4. Students will learn about how urban citizenship has been contested in Istanbul and Columbus and how advocates for social change interact with structures of power in both cities.
5. Students will compare the results of their research with their sense of belonging in their own communities.
6. Students will practice and demonstrate research, critical thinking and analysis, writing, and presentation skills.
7. Students will draw connections between their research and the content of the course materials.

Explanation of Story Maps Assignments and Grading

1. Story Maps Proposal (2 points):

- a. In 1.5-2 pages, the small group will collaboratively write a proposal that includes: 1) the full names and email addresses of each group member; 2) the sites to be researched; and 3) what the group hopes to learn by choosing these sites; 4) the day and time that the group agrees to meet synchronously on a weekly basis for 20 minutes.
- b. The proposal must be approved by the instructors before the group can move on with their project.
- c. This assignment will earn 2 points if it is submitted on time, follows the directions, and demonstrates the teamwork and writing skills defined above.

2. Story Maps Bibliography (3 points):

- a. OSU students will curate a list of 5 sources relevant to their site in Columbus and ITÜ students will curate a list of 5 sources relevant to their site in Istanbul. Sources should include credible, scholarly texts along with films,

websites, and other materials. These will be shared with the small group and read/viewed by everyone in the group.

- b. Students will submit their combined 10 sources in a bibliography and reference them properly in MLA style. Each source should include a brief annotation (3-4 sentences) explaining how the source will be used in the project.
- c. The bibliography must be approved by the instructors before the group can move on with their project.
- d. This assignment will earn 3 points if it is submitted on time, follows the directions, and demonstrates the teamwork and research skills defined above.

3. Story Maps (5 points each x 2 = 10 points):

- Small groups of students from OSU and ITÜ will be formed by the instructors. Students will communicate regularly via weekly synchronous meetings and Microsoft Teams.
- Each student will take on a particular role in the small group.
- Each small group will collaboratively create two Story Maps (<https://storymap.knightlab.com/>) of comparable sites in Istanbul and Columbus.
- Each Story Map will contribute answers to the following questions:
 - What are the social, architectural, cultural, historical, political, economic, and/or artistic characteristics of the site?
 - What is the function, significance, and importance of the site to the local community, the city or country, the society, or the world?
 - How did the location/ function/ importance/ value/ meaning (for the community/ city/ country/ society/ world) of the site change throughout time?
- Each Story Map will earn 5 points if it is submitted on time, follows the directions, and demonstrates the research, teamwork, intercultural learning, and writing skills defined above.

4. Summary Report/Video (5 points):

- Each OSU student will write up and submit a short report of 3 pages that summarizes the Story Maps process; OR the student may opt to create a short video report (5 minutes) that summarizes the Story Maps process.
- The summary must include:
 - Who were the group members?
 - Why did your group choose these particular sites?
 - What did you hope to learn? What did you actually learn?
 - What comparisons can you draw between the sites in Istanbul and Columbus? What insights about urban citizenship come from those comparisons?
 - How does what you learned about this site contribute to your understanding of citizenship?
 - What comparisons can you make to your experiences in a particular place or community?
 - What is the significance/importance of what you learned to others?
 - How might you apply this new knowledge to something in the future?
- This assignment will earn 5 points if it is submitted on time, follows the directions, and demonstrates intercultural learning and writing skills defined above.

5. Project Presentation (5 points):

- After the Story Maps are submitted, OSU and ITÜ students will meet in Zoom to present their work to the class and instructors.
- Each group will give a lightning presentation of no more than 3 minutes, in which the project is briefly described.
- All members of the group should contribute to the planning and organization of the presentation, but each group may choose which students deliver the presentation.

- This assignment will earn 5 points if it is submitted on time, follows the directions, and demonstrates the research, teamwork, intercultural learning and oral and written communication skills defined above.

Extra Credit Opportunities

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

COURSE POLICIES

Academic integrity and collaboration policy for all assignments

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. You may ask a trusted person to proofread your assignments before you turn them in, but no one should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with your instructor.

- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration:** The course includes opportunities for collaboration with your classmates during in-class activities. Remember that using somebody else's answers on an assignment is not permitted. If you're unsure about a particular situation, please ask ahead of time.
- **Group projects:** This course includes a group project, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions or concerns.

Late assignments

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

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in online discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality is fine for non-academic topics.
- **Formatting:** All written assignments for this class, with the exception of the online discussions, should be double-spaced, 12 pt font, with 1" margins.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** In all writing assignments, please cite your sources. Use credible, scholarly sources. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.) You may use any citation style you are familiar with, as long as you are consistent. You can access OSU library resources remotely: <https://library.osu.edu/site/labs/2011/03/28/osu-library-labs-off-campus-sign-in-bookmarklet/>
- **Backing up your work:** Consider composing your discussion posts in a word processor, where you can save your work, and then copying into the discussion.
- **Collaboration:** Students will sometimes collaborate in small groups. Each student should contribute equally to the activity and be responsible for their own work.

A component of our interactions with ITÜ students will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate in Zoom:

- **Technical Issues:** If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at go.osu.edu/it (link is external) or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.
- **Preparation:** Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name, pronouns, and add a picture with your face.
- **Participation:** At the start of our sessions, I will share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If

you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting virtual background. Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.

- **Recordings:** If Zoom sessions are recorded, these recordings are available to all students presently enrolled in the course. Please note that you are not allowed to share these recordings. This is to protect your FERPA rights and those of your fellow students.

If you have any concerns about participating in class over Zoom in this way, please let me know. My goal is to create a safe environment where we can benefit from seeing each other and connecting, but I want to prioritize your safety and well-being.

UNIVERSITY POLICIES

Academic Misconduct

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, 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.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct 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 the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

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.

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Content Warning

Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or Counseling and Consultation Services at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Copyright

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.

Counseling and Consultation Services / Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to

be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

Online reporting form at equity.osu.edu,
Call 614-247-5838 or TTY 614-688-8605,
Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Diversity Statement

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color,

disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

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

<https://odi.osu.edu/racial-justice-resources>

<https://odi.osu.edu/focus-on-racial-justice>

<https://cbsc.osu.edu>

Grievances and Solving Problems

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. (Note: the procedures for grade grievances are explicitly covered in the faculty rules) Typically, a student is advised to resolve any dispute, disagreement, or grievance as directly as possible, engaging with the person or persons most closely involved. The faculty and staff of the departments and colleges are available to work with students in this regard. If this step does not produce acceptable results, the student should follow a logical stepwise progression to address the academic concerns.

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Lyft Ride Smart (Previously Safe Ride Program)

Lyft Ride at Ohio State offers eligible students discounted rides, inside the university-designated service area (opens in new window) and has expanded service to the Short North area along High Street. Service runs from 7 p.m. to 7 a.m. Prices may be impacted by distance, traffic, time of day, special events and prime time surcharges. More information about the service and the Lyft App, and a link to get started using the Lyft Ride Smart services can be found at:

<https://ttm.osu.edu/ride-smart>.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement **and** the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

Weather / Short-Term Closing

Although Ohio State strives to remain open to ensure continuity of services to students and the public, extreme conditions can warrant the usage of the university's Weather or Other Short-Term Closing Policy. Please visit this webpage to learn more about preparing for potential closings and planning ahead for winter weather.

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 Greeneville 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>

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

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 \(go.osu.edu/canvas-accessibility\)](http://go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

AUTUMN 2024 COURSE SCHEDULE

August 20 – December 4, 2024

Important Notes:

- This schedule is subject to change with notice from the instructor.
- Please follow the modules in order on our Carmen site to access all readings and assignments and the most up-to-date calendar.
- Students are expected to complete the day's readings before we meet for class.
- Readings and assignments are expected to take 8 hours a week: 4 hours to complete the readings and 4 hours to complete assignments.
- ITÜ students do not begin their semester until October; therefore, we will use our first 2 months of classes to lay the groundwork for our COIL to begin in Week 8.

Week 1: Introductions

Goal for the week: Students will be introduced to the diverse peoples and cultures of Turkey, insider versus outsider perspectives, and the concept of global citizenship. We will ask how outside representations impact identity in Turkey and address stereotyping.

Tuesday, Aug 20: Introductions

Readings:

1. Course Syllabus and Schedule
2. OSU Middle East Studies Center: *Turkey*: <https://mesc.osu.edu/turkey>
3. *Windows into Turkish Culture*, Preface and Introduction:
<https://ohiostate.pressbooks.pub/windowsintoturkishculture/>
4. "Turkish Culture: Core Concepts" in *Cultural Atlas*:
<https://culturalatlas.sbs.com.au/turkish-culture/turkish-culture-core-concepts#>

In-class Activities:

- Get to know each other: Naming Activity and Identity Flower
- Discuss syllabus, course schedule, and readings

Assignments (due before we meet for class on Thursday):

- Put all due dates from our Course Calendar into your personal calendar
- Put the course ELOs into your own words and link them to your own goals for this class experience
- Complete the Intercultural Development Inventory (IDI) pre-assessment
- **ePortfolio Reflection 1:** 500 words. Using the insights gained from our in-class Naming and Identity Flower activities, write your Cultural Autobiography. First, go through and provide answers to some of the primary demographic categories: Age, Gender, Ethnicity, Religion, Socioeconomic status, Parental status, Marriage status, Sexual orientation, and Education level. Once you have this basic list, begin to consider other elements of your experience and environment that are not usually measured as statistics. Where did you grow up? Where did you go to school? Who was/is in your family? What are some of your favorite places? What was the most important/saddest/happiest moment of your life? In what ways has your culture been taught to you? What objects or artifacts are or have been important to you? What was your first job? How would you describe your style? What's your native language? What's your career goal? How would you define success? Next, put these answers into a short narrative about yourself. (You are not required to reveal anything you don't want to share.)

Thursday, Aug 22: Insider/Outsider Perspectives**Readings:**

1. Pope, Nicole and Hugh (2000). "Introduction" and "Tangled Roots" in *Turkey Unveiled: A History of Modern Turkey*. Woodstock & New York: Overlook Press, pp. 1-20.

2. Temelkuran, Ece (2016). "Introduction" in *Turkey: The Insane and the Melancholy*. Zed Book, pp. 3-25.

In-class Activities:

- Lecture on Orientalism (Western representations of the East)
- Small-group Activity: Insider/Outsider Perspectives
 - Introduce the DEAL model (Describe, Examine, Articulate)
 - Describe contexts in which you feel like an insider. What information do you have that people who are not insiders might not have?
 - Describe a context in which you feel like an outsider. What would it take to become an insider in that context?

Assignments (due before we meet for class next Tuesday):

- Reading Summary and Analysis of Pope and Temelkuran
- **ePortfolio Reflection 2**: 500 words. Is Turkey in the East or the West? What are the connotations of being Eastern or Western (i.e. what stereotypes are associated with each)? Is the East/West divide a useful construct? How else might we situate Turkey? What are the consequences of describing Turkey as Eastern or Western for the people who live there today? Does situating Turkey as a bridge address any of these difficulties? Does the concept of 'global citizenship' address any of these difficulties? Explain.

PART ONE: HISTORICAL BACKGROUND

Week 2: History of Istanbul

Goal for the week: Students will be introduced to the city of Istanbul and conflicting approaches to its history and meaning. We will ask: How have historical communities left their marks on the city? What did 'citizenship' refer to in pre-national contexts?

Tuesday, Aug 27: Istanbul, from Early Settlements to a Capital City

Readings:

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

In-class Activities:

- Guest lecture by Turkish scholar on Prehistoric Istanbul
- Explore the 2010 “Legendary Istanbul” exhibition
<https://www.youtube.com/watch?v=CQLGsEI9g8s>
- Watch documentary *Modern Marvels: Cities of the Underworld* (2006)
<https://www.youtube.com/watch?v=m9uVbq6tPRA>

Assignments (due before we meet on Thursday):

- Reading Summary and Analysis for Özdoğan and Magdalino
- Bring notes and questions from the guest lecture and film to class

Thursday, Aug 29: Istanbul, Capital of the Ottoman Empire

Listen:

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

In-class Activities:

- Lecture on the Ottomans

- Watch *Islam: Empire of Faith* part 3 “The Ottomans” (PBS)
- 360 VR visits to Hagia Sofia and Topkapi Palace with small group explorations into particular aspects of these sites

Assignments (due before we meet for class on Tuesday):

- Summary and Analysis of *Ottoman History Podcasts*
- Bring notes and questions from the film to class
- **ePortfolio Reflection 3:** 500 words. How have historical communities left their marks on Istanbul, both socially and physically? Give specific examples. What did ‘citizenship’ refer to in pre-national contexts? What did belonging and exclusion look like in the imperial Ottoman context? Make comparisons to how you think belonging and exclusion function in society today.

Week 3: The Republic of Turkey

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

Tuesday, Sep 3: From the Ottomans to the Turks

Reading: Zürcher, Erik (2017). “The Kemalist One-Party State” in *Turkey: A Modern History*. London and New York: I.B. Tauris, pp. 177-207.

In-class Activities:

- Lecture on the Republic of Turkey: recognition and exclusion
- Watch *The Great Courses* “Mustafa Kemal Atatürk” and “The Emergence of the Turkish Republic”

Assignments (due before we meet for class on Thursday):

- Reading Summary and Analysis of Zürcher
- Bring notes and questions from *The Great Courses* to class
- **ePortfolio Reflection 4:** 500 words. Make comparisons between Atatürk and figures of national importance in your own context. Describe some of the

ways that people in the U.S. show pride in national identity (i.e. stories about the nation's founders, the use of anthems or pledges, sports traditions, etc). If you have experience with nationalism in other contexts, please include those examples, too.

Thursday, Sep 5: Kurds and Other Minorities in Turkey

Reading: Çolak, Yilmaz. (2004) "Language Policy and Official Ideology in Early Republican Turkey" in *Middle Eastern Studies* 40:6, pp. 67-91.

In-class Activities:

- Lecture on the language reform in Turkey
- Turkish language lesson: greetings and introductions
- IDI Results Debrief

Assignments (due before we meet for class next Tuesday):

- Reading Summary and Analysis of Çolak
- **ePortfolio Reflection 5:** 500 words. Is the Turkish language at all familiar to you? Why might learning another language also give you cultural information or knowledge? Do you know any languages other than English (incl. computer programming, sign language, slang, music, etc.)? What cultural insights have you gained from language learning? In what ways might people who speak the same language communicate differently? Is English central to American citizenship? Is Turkish central to Turkish citizenship? Explain.

PART TWO: TURKISH CULTURE

Week 4: Islam and Identity in Turkey

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

Tuesday, Sep 10: Introduction to Islam in Turkey

Reading: White, Jenny. (2011) “Religion and Politics in the Everyday” in *Islamist Mobilization in Turkey: A Study in Vernacular Politics*. University of Washington Press, pp. 77-102.

In-class Activities:

1. Lecture on Islam and secularism in Turkey
2. Small group discussions of Islamophobia and stereotypes of Muslims

Assignment (due before we meet for class on Thursday):

- Reading Summary and Analysis of White

Thursday, Sep 12: Islamic Architecture and Fashion in the City

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

In-class Activities:

- Guest lecture on “Islam: Building and Dress” by Dr. Timur Hammond – religion as a practice rather than an ideology
- Small groups: how is religion connected to citizenship in Turkey?

Assignments (due before we meet for class next Tuesday):

- Bring notes and questions on guest lecture to class

- **ePortfolio Reflection 6 (due before we meet next week):** Think about the ways that religion might be present in your everyday life experiences. Do you see religious buildings in your neighborhood or pass them on your way somewhere? Do you hear references to religion or religious beliefs in everyday language? Do you see people in religious dress? Consider how religion might be present in ordinary ways that we do not necessarily think about or notice. What impact do you think religion has had on culture, society, and politics in the United States?

Week 5: Gender and the Visual Arts in Turkey

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

Tuesday, Sept 17: Visual Arts in Turkey

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

In-class Activity:

- Ebru (Turkish marbling) workshop with guest artist, Melin Young

Assignments (due before we meet for class on Thursday):

- Bring notes and questions from workshop to class
- **ePortfolio Reflection 7:** 500 words. Have you ever learned to play a musical instrument? To sing, dance, draw, paint, or another art form? How does your physical body get involved in learning something like music, dance, or art? What parts of your body do you use? Do you think that we learn some things through our bodies first, and then our minds? Can we learn some things better by doing them rather than reading or hearing about them? What might we learn about another culture through practicing their art forms?

Thursday, Sept 19: Gender Roles and Identity in Turkey

Reading: Kandiyoti, Deniz. (2002) "Pink Card Blues: Trouble and Strife at the Crossroads of Gender" in *Fragments of Culture: The Everyday of Modern Turkey* ed. by Deniz Kandiyoti and Ayşe Saktanber. Rutgers University Press, pp.

In-class Activity:

- Guest lecture on the folk arts and women's rights in Turkey by Dr. Hazal Gumus Ciftci

Assignments (due before we meet for class next Tuesday):

- Reading summary and Analysis of Kandiyoti
- Bring notes and questions on guest lecture to class

Week 6: Tradition and Innovation in the Performing Arts in Turkey

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

Tuesday, Sept 24: Performing Arts in Turkey

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

In-class Activity:

- Folk dance workshop with instructor
- Lecture on the Turkish diaspora
- Small group discussions about tradition and innovation: What should be conserved and what should change?

Assignment (due before we meet for class on Thursday): Familiarize yourself with the work of Kadir "Amigo" Memis in preparation for his virtual visit on Thursday <https://kadirmemis.com>. Submit notes and questions and bring these to class.

Thursday, Sept 26: Continuity and Change in the Turkish and Kurdish Diaspora

Reading: Solomon, Thomas. (2005) "Listening to Istanbul: Imagining Place in Turkish Rap Music." *Studia Musicologica Norvegica* 31:1, pp. 46-67.

In-class Activities:

- Virtual discussion with professional Turkish dancer and choreographer in Berlin, Kadir "Amigo" Memis

Assignments (due before we meet for class next Tuesday):

- Reading Summary and Analysis of Solomon
- Bring notes and questions on guest artist discussion to class
- **ePortfolio Reflection 8:** 500 words. Reflect on what you learned from Kadir "Amigo" Memis about the Turkish and Kurdish diaspora in Germany. How does Amigo, as an immigrant and an artist, grapple with issues of preserving tradition and creating change? What are some traditions that you hold dear and work hard to preserve? Do you also have any traditions in your culture, society, or family that you would like to let go of or change? Do you think it is more important to preserve the past or to adapt to present conditions? What is the role of the arts in both of these approaches?

Week 7: Turkish Culture in Columbus

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

Tuesday, Oct 1: Food, Family, and Holidays

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

In-class Activities:

- Learn about TASO and TACCO (local Turkish associations)
- Read and analyze Café Istanbul menu – what’s included and what isn’t?
- Make Turkish coffee and read fortunes

Assignment (due before we meet for class on Thursday):

- **ePortfolio Reflection 9:** 250 words. Using Refika’s Iskender Kebab Inspired Cauliflower Recipe, attempt some Turkish cooking at home: https://youtu.be/Cb_qQvVrBh0. Take notes on the experience of cooking and eating the dish. Have you ever eaten Turkish food before? What are some of the flavors that might be new or familiar to you? What was the experience of cooking Turkish food like? Was it difficult to find the ingredients? Did you enjoy the taste of the food? Did you share the food with someone else?

Thursday, Oct 3: Turkish Culture in Columbus**No Readings**

In-class Activity: Meet at Karavan store in the Short North to talk to the owner, Bülent Bekcioglu, about living and working in diaspora

Assignment (due before we meet for class next Tuesday): Bring notes and questions from our field trip to class.

PART THREE: CONTEMPORARY ISTANBUL

and COLLABORATIVE ONLINE INTERNATIONAL LEARNING

Week 8: OSU-ITÜ Introductions

Goal for the Week: OSU and ITÜ students will be introduced to each other; icebreaker activities will lay the groundwork for collaboration; small groups for the collaborative project will be formed.

Tuesday, Oct 8: Online Synchronous Meeting between ITÜ and OSU

Read/Listen: NPR College Podcast Challenge “What’s in a Name” by Aria Young
<https://www.npr.org/2022/04/11/1091407334/college-podcast-challenge-winner>

In-class Activities:

- Greet each other in Turkish
- Naming Activity and Identity Flowers – use the same icebreakers from Week 1 to introduce OSU and ITÜ students
- Discuss naming practices in the U.S. and Turkey
- Arrange small groups for collaborative projects in Microsoft Teams

Assignments (due before we meet for class next Tuesday):

- **Online Discussion 1:** Introduce yourself in the discussion board. Using your Cultural Autobiography, create an Infographic about yourself (directions in the Carmen assignment folder). Share the link to your Cultural Autobiography and Infographic with ITÜ students in your small group in Microsoft Teams.
- Establish an agreed-upon method and schedule of weekly synchronous communication in your small groups

[No Class on Thursday October 10 for Autumn Break]

Week 9: Modern Istanbul

Goal for the week: Students will recognize that there are multiple Istanbuls, depending on one's experiences and access to different parts of the city. Students will be introduced to the concept of the urban periphery and discuss segregation. They will establish rapport with their COIL partners.

Tuesday, Oct 15: Istanbul from a Modern to a Post-Industrial City

Readings:

1. Keyder, Çağlar (2008) 'A brief history of modern Istanbul', in Reşat Kasaba (ed.) *The Cambridge History of Turkey*. Cambridge: Cambridge University Press, pp. 504–523.
2. Keyder, Çağlar (2010). "Istanbul into the Twenty-First Century" in *Orienteering Istanbul: Cultural Capital of Europe?* Ed. By Deniz Göktürk, Levent Soysal and İpek Türeli. London: Routledge, pp. 25-35.

In-class Activities:

- Visit from Middle East Librarian Specialist, Magda El-Sherbini, to discuss research methods and strategies
- Small groups: online research and exploration of the development of Columbus

Assignments (due before we meet for class on Thursday):

- Reading Summary and Analysis of both Keyder chapters
- **Online Discussion 2:** 350 words. Pay close attention to your commute from where you live to campus and collect photographs and notes as you go. How do you get to campus (walk, drive, bike, bus, etc)? What do you see, hear, smell, and feel as you commute? Who do you encounter on your way (friends, strangers, service workers, drivers, etc) and how do you interact with them? Share these photos and observations with your small group in Microsoft Teams. **By Tuesday Oct 22, reply to at least one ITÜ student in your small group** (150 words).

Thursday, Oct 17: The Urban Periphery

Readings:

1. Şükrü Aslan and Tahire Erman (2014) “The Transformation of the Urban Periphery: Once Upon a Time There Were Gecekondus in İstanbul,” in *Whose City Is That? Culture, Design, Spectacle and Capital in İstanbul*, ed. Dilek Özhan Koçak and Orhan Kemal Koçak (Newcastle upon Tyne: Cambridge Scholars Publishing, 2014), pp. 95-113.
2. M. Melih Pınarcıoğlu and Oğuz Işık (2009) *Segregation in Istanbul: Patterns And Processes*, *Tijdschrift voor Economische en Sociale Geografie* 2009, Vol. 100, No. 4, pp. 469–484.

In-class Activities:

- Lecture on rural-to-urban migration
- Instructor workshop on research and writing strategies
- Watch the introduction to the film *Ecumenopolis: City Without Limits* (2011)
<https://vimeo.com/493023602>

Assignments (due before we meet for class next Tuesday):

- Reading Summary and Analysis of Aslan and Erman; Pınarcıoğlu and Işık
- Synchronous meeting with COIL small group for 20 minutes: Discuss your interests and begin considering your Story Map sites.

Week 10: Contemporary Istanbul

Goal for the week: Students will begin to consider issues of contemporary relevance to Istanbul; they will critically engage with the narrative of Istanbul as a ‘global city’; they will be introduced to the concept of nostalgia. They will begin their collaborative projects.

Tuesday, Oct 22: Istanbul 2010, European Capital of Culture

Reading: Aksoy, Asu and Zeynep Enlil (2010). “Cultural economy of Istanbul” in *Cultural Economy Compendium: İstanbul*. İstanbul: İstanbul Bilgi Üniversitesi Publications, pp. 96-158.

In-class Activities:

- Lecture on neoliberalism
- Watch and analyze Istanbul Capital of Culture promotional videos

Assignments (due before we meet for class on Thursday):

- Reading Summary and Analysis of Aksoy and Enlil
- Synchronous meeting with COIL small group for 20 minutes: Formulate your Story Maps proposal

Thursday, Oct 24: Nostalgia and the City

Reading: Pamuk, Orhan (2003; 2017). “Huzun” in *Istanbul: Memories of the City*. New York: Knopf. pp. 154-183.

In-class Activities:

- Guest lecture on “Nostalgia for the Village” by Dr. Nathan Young
- Watch documentary film *Kedi* (2018). View in Kanopy at library.osu.edu

Assignments (due before we meet for class on Tuesday):

- Reading Summary and Analysis of Pamuk
- Bring notes and questions on guest lecture and film to class
- **Story Maps proposal due** (described in Story Maps Guidelines)

Week 11: Literature and Urban Rights Activism in Istanbul

Goal for the week: Students will learn about urban rights activism from an activist in Turkey; they will read some Turkish literature about marginalized people in Istanbul to be analyzed and discussed with their peers at ITÜ.

Tuesday, Oct 29: *Tales from the Garbage Hills***Readings:**

1. Tekin, Latife (1984; 2000). *Berji Kristin: Tales from the Garbage Hills*. Marion Boyars Publishers.

2. Pamuk, Orhan (2014). "The enterprising individual who builds a house on empty land" & "Mevlüt begins a work as a street vendor" in *A Strangeness in My Mind*. New York: Alfred A. Knopf. pp. 52-60 & 61-69.

In-class Activities:

- Discuss the assigned novel in small groups and prepare for discussion with ITÜ peers

Assignment (due before we meet for class on Thursday):

- Bring notes and questions on the novel to class
- **Online discussion 3:** 350 words. Discuss the novel, *Berji Kristin*, with your small group in Microsoft Teams. First, summarize the story and the main point of the novel. Then consider: How does your individual experience and knowledge inform your interpretation of the book? Can you make any comparisons to a similar story in a different context? Ask your group at least one question about the novel. **By Tuesday, Nov 5, reply to at least one ITÜ student in your small group** (150 words).
- Synchronous meeting with COIL small group for 20 minutes: Formulate your Story Map bibliography

Thursday, Oct 31: Urban Rights Activism in Istanbul

In-class Activities:

- Online discussion debrief with instructor
- Virtual visit to Istanbul neighborhood with guest urban rights activist

Assignment (due before we meet for class on Tuesday):

- Bring notes and questions on virtual neighborhood visit to class
- **Story Maps bibliography due** (described in Story Maps Guidelines)

Week 12: Music, Sports, and Urban Contestations

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

Tuesday, Nov 5: Music and Sports in Turkey

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

In-class Activity:

- Guest performance of Turkish music by Hans Utter and Hakan Kaya
- Watch documentary film *Crossing the Bridge: The Sound of Istanbul* (2005)

Assignments (due before we meet for class on Thursday):

- Bring notes and questions on guest performance and film to class
- **Online Discussion 4:** 350 words. What do music and sports have to do with politics? How have they been used in social justice movements in Turkey? Choose a comparable example from the United States, like the Black Lives Matter movement, and describe it in detail. Why might music and sports be effective forms of citizen engagement and how does this compare to other forms of social justice work? **By Tuesday, Nov 12, reply to at least one ITÜ student in your small group** (150 words).
- Synchronous meeting with COIL small group for 20 minutes: Continue work on your Story Maps

Thursday, Nov 7: Music, Sports, and the Gezi Park Protests

Readings:

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

In-class Activities:

- Online discussion debrief with instructor
- Lecture on Gezi Park protests
- Watch *MTV Rebel Music* "Turkey: Flowers of Gezi Park" (2013)
<https://vimeo.com/538120002>

Assignments (due before we meet for class on Tuesday):

- Reading Summary and Analysis of Bianchi and McManus
- Bring notes and questions on film to class
- Optional Story Maps Report/Video rough draft due (see Guidelines)
- Complete the Intercultural Development Inventory (IDI) post-assessment

Week 13: 100 Years of the Republic of Turkey

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

Tuesday, Nov 12: Turkey 2023

Reading: Gürsel, Zeynep Devrim (2012). "Following Coffee Futures: Reflections on Speculative Traditions and Visual Politics" in *Image Complex: Visual Cultures of Nongovernmental Politics* ed. By Yates McKee and Meg McLagan. Zone Books: MIT Press, pp. 373-393.

In-class Activities:

- Lecture on Turkey 2023: 100 Year Anniversary of the Republic of Turkey
- Watch *Coffee Futures* (2009)

Assignments (due before we meet for class on Thursday):

- Reading Summary and Analysis of Gürsel
- Bring notes and questions on film to class
- Synchronous meeting with COIL small group for 20 minutes: Finish Story Maps final report/video and begin preparing presentations

Thursday, Nov 14: Imagining the Future of Istanbul

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

In-class Activities:

- Discuss and reflect on the Story Map experience
- Small group activity: imagine Istanbul's future

Assignments (due before we meet for class next Tuesday):

- Reading Summary and Analysis of Sassen
- **Link to Story Map and final Summary Report/Video Due**
- **Prepare Story Map presentation to present next week in class**

Week 14: Story Maps Presentations

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

Tuesday, Nov 19: Presentations by groups 1-10

Thursday, Nov 21: Presentations by groups 10-20

[Nov 26 & 28: No Classes for Thanksgiving Break]

Week 15: Final Reflections

Goal for the week: Students will have the opportunity to reflect on what they learned in this class and their COIL experience; they will return to the course ELOs and consider if they have met their goals and how.

Tuesday, Dec 3: Last Day of Classes

Reading: Course ELOs

In-Class Activities:

- Revisit and discuss class ELOs
- Reflect on COIL experience
- IDI results debrief

Assignments (due by the end of the day):

- **Online Discussion 5:** 350 words. Wrap up your collaborative Story Maps project with the members of your small group. Tell each other what you found rewarding and challenging about the project and thank each other. Summarize what you learned. Exchange contact information. Would you like to visit Istanbul in person? What places would you be sure to do/see? If ITÜ students visit Columbus, what should they be sure to do/see?
- **ePortfolio Reflection 10:** 500 words. Use the DEAL model to Describe, Examine, and Articulate your COIL experience. First, describe your experiences in an objective and detailed manner. Next, examine each of those experiences in light of the learning objectives in this class, particularly toward intercultural development. Finally, articulate what you learned, including goals for future action that can be taken forward into the next experience for improved practice and further refinement of learning.
 - Describe:
 - When and where did the experience take place?
 - Who was and was not present?
 - What did they and others do and not do?

- Examine
 - In what ways did differentials in power and privilege emerge in this experience?
 - What are the sources of power and privilege in this situation?
 - Who benefits and who is harmed?
- Articulate
 - What did I learn?
 - How did I learn it?
 - Why does it matter?
 - What will I do in light of it?