

Attention!

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

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



TURKISH 2701 Turkish Literature in Translation

SYLLABUS

TERM:		INSTRUCTOR:
CREDITS:	3	OFFICE:
LEVEL:	Undergraduate	OFFICE EMAIL:
CLASS TIME:		OFFICE HOURS:
LOCATION:		

COURSE DESCRIPTION: A study of Turkish literature and the history of its discourses, genres, and styles.

This course studies Turkish literature from its origins in Anatolian folk traditions through the classical literature of the Ottoman Empire, the prose and poetry of the twentieth century, and up to the present day. The works selected will be studied both for their literary merit and for the light they shed on political, social, and cultural developments in Turkey. The texts represent a variety of literary forms, including epics, songs, rhymed and free-verse poetry, short stories, memoirs, political cartoons, and novels. The first half of the course will focus on folk and classical literature, moving into the development of national literature in the first decades of the twentieth century. The rest of this survey course will include works representing some of the major themes in modern Turkish literature such as the rural world of Anatolia, the urban underworld, the city of Istanbul, religion and politics, minority history and identity, the East/West paradigm, and gender/sexuality. Along the way, there will be opportunities to explore questions about the politics of translation, Turkish identity, religious/secular subjectivities, modernity, globalization, freedom of speech, and the role of the author in politics and society.

Prereq: Not open to students with credit for 372.
All majors welcome. Language of instruction is English.

GENERAL EDUCATION:

This course fulfills the University's GE Literature AND Diversity: Global Studies requirements.

Literature

Goals: Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.



Expected Learning Outcomes:

1. Students analyze, interpret, and critique significant literary works.
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

Diversity: Global Studies

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

Expected Learning Outcomes:

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

LEARNING OBJECTIVES:

Students will evaluate significant Turkish texts in order to develop capacities for aesthetic and historical response and judgment, and interpretation and evaluation. Students will understand the pluralistic nature of Turkish institutions, society, and culture. If you do the work, you will be able to:

1. Analyze, interpret, and critique significant Turkish literary works.
2. Appraise and evaluate the personal and social values of Turkish culture, and your own in comparison, through the reading, discussion, and writing of literature.
3. Understand some of the political, economic, cultural, physical, social, and philosophical aspects of Turkish culture and society and how Turkey fits into the world at large today.

TEACHING METHOD: Lecture/Discussion.

READINGS: Course readings & other materials come from two sources:

1. Article PDFs and links through our CARMEN site.
2. Books for purchase (and on Library Reserve), **REQUIRED:**
 - ❖ Kemal, Yashar. *Memed, My Hawk*. (\$15 new on Amazon)
 - ❖ Tekin, Latife. *Dear Shameless Death*. (\$15 new on Amazon)
 - ❖ Pamuk, Orhan. *The White Castle*. (\$15 new on Amazon)
 - ❖ Zurcher, Erik J. *Turkey: A Modern History, 3rd edition* (\$25 new on Amazon)

1. Article PDFs and links to readings/pictures/maps/video/audio on external websites are available on the course CARMEN website.

2. The books can be bought at SBX Bookstore (across from Ohio Union) or Barnes & Noble at South Campus Gateway. Our course is listed under “TURKISH 2701.” You might look on Amazon for less expensive options. The books are also on reserve at the main Thompson Library, Closed Reserves under “TURKISH 2701.” You can take out our course books for 2 hours at a time.



REQUIREMENTS AND GRADING (detailed descriptions below):

Attendance and Participation:	20%
1 point/week x 15 weeks = 15	
5 points total for in-class participation	
Reading Discussion Leader:	15%
5 Pop Quizzes	10%
Midterm Proposal and Bibliography:	15%
Final Paper:	25%
Final Class Presentation:	15%
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TOTAL:	100%

- **Attendance and Participation** is the key to doing well in the course. Participation means:
 - *Do the assigned readings and think about them.* I cannot overstate the importance of this.
 - Pace yourself between our class meetings. Don't do last minute reading.
 - Refer to the handout, "How to Read an Academic Book or Article," on our course website.
 - **I reserve the right to begin assigning weekly reading responses if students as a group do not seem to be coming to classes prepared.**
 - Attend class regularly.
 - We meet for 15 weeks, so you can earn up to 1 point per week. Consistent tardiness, absences, and lack of participation will result in the loss of points.
 - Actively participate in class discussions.
 - Be prepared to talk about the readings in class. Jot down notes as you read, and bring them to class. Those will be the basis for class discussions.
 - Our goal is to interpret the material critically together and respond to others' arguments. Much of our learning in this course will come from class interactions. You'll be graded for your conscientious engagement with the material and other students, not how much you already know, or how smart you appear in discussion.
 - I realize some students naturally don't talk much in class. But try to speak up a few times during the semester, ask questions, or talk to me outside of class – show me you are engaged with the material and with other students on the issues: that's participation.
 - Films shown in class are required content, and may appear in quizzes. You must view missed films on your own, preferably ahead of an anticipated missed class. In-class films are either on reserve at the Thompson Library (view them there with library's equipment), or can be streamed (link on Carmen). Some of our films are online on YouTube or as DVDs in the Columbus Public Library system.



➤ **Discussion Leader**

- Every Friday, a student will lead the discussion of that week's readings and themes (films may also be covered).
- The discussion leader will:
 - Present a summary of the text(s) – this should demonstrate that you've grasped the key points or ideas of the readings.
 - Present specific examples from the text(s), guiding the class to particular passages or page numbers.
 - Lead a class discussion by asking specific questions about the text(s).
- **As Discussion Leader, you must meet with me in office hours BEFORE you lead the discussion.**

➤ **Pop Quizzes**

- One Pop Quiz happens every 2 weeks or so. They are done in class, at start of class, and are short (10 min). If you miss it due to tardiness or absence, the quiz cannot be made up.
- The pop quizzes cover the readings from that week. Films may also be covered.
- The pop quizzes check if you've grasped the key points or ideas of readings. They may ask you to give a specific example or two, but will NOT ask for nitpicking details, trivial facts or figures. I'm looking for concise, accurate answers.

➤ **Midterm Proposal and Annotated Bibliography; Final Paper**

- The Midterm and Final papers will be submitted via CARMEN (see Class Schedule). No make-ups, no late assignments accepted.
- The Midterm Paper will include a proposal for the final research paper (of a chosen text and topic) and an annotated bibliography (list and description of sources to be used in the final paper).
- The Final Paper will be a research paper (7-8 pages) and will ask you to read a book-length Turkish text and analyze it by reflecting on the course material and topics, and referring to relevant outside sources.
- See the Midterm and Final Paper Guidelines handouts on CARMEN.

➤ **In-Class Presentation**

- Each student will plan and prepare a presentation for the entire class based on your final research paper.
- You can always discuss your presentation with me ahead of time in office hours.
- Each student will have 15 minutes to present their findings and discuss how it connects to our course materials (readings, films, lectures, previous discussions).
- Critical evaluations, comparisons, and reflections on the course materials through your investigations will be rewarded especially in the grading.
- Budget your time well. Don't spend too much time on setting up the background of the topic.
- Feel free to use A/V, but again, plan and watch the time of your entire presentation.



➤ **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)

*****NOTE: I do *NOT* round up final grades!**

POLICIES

- **Absences:** You are allowed 2 absences without penalty. This is meant to cover illness, family situations, job interviews, etc. Please let me know by email that you'll be absent.
 - After 2, absences will negatively affect your overall grade, up to 5% per unexcused. This is a lot! Just one absence beyond the 2 allowed can make an A into a B+, for example. You can fail just by missing a few classes!
 - For absences after the 2nd one, email me (ahead of time if possible) with your reasons. Email me even if you tell me verbally in class, because I need a record. I will use my discretion to decide how much grade penalty (up to the 5% per incident) applies, but probably at least some penalty will apply.
 - If an unusual, lasting situation arises, you are responsible to let me know as soon as possible (or have someone else contact me). Disappearing (even with good reason) without telling me does not look good for you in terms of getting a reduced penalty.
 - Also, let me know now about expected absences for religious holidays. These can be excused without counting to the no-penalty limit of 2.
 - I will take attendance (but that's also so we'll get to know each others' names). Make sure I know you're in class if you're late.
 - ***Perfect attendance may get a grade boost!***
- **Missed Quizzes:** Please do not miss the quizzes. If an emergency arises, contact me ASAP. If there is an adequate reason for missing that day, I may allow a makeup at my discretion, but there will be some grade deduction, no matter what the reason.
- **Lateness:** Repeated lateness (every 3 instances) will be counted as absence. Leaving class early (without telling me ahead of time) is treated as lateness. Doing inappropriate activities during class is treated the same (see below on class conduct).
- **Incompletes:** I don't like to give incompletes. But if you must have one, you need to request this before the Final Exam, be passing the course, and give good reasons. I have discretion about whether to grant this. If granted, it would come with a late penalty on any missed quizzes or other work that is lacking at the end of the term.
- **Class Cancellation:** In the unlikely event of an unplanned class cancellation due to emergency, I will contact you via email and request that a note be placed on the classroom door. Afterwards,



I'll email you about what I expect you to do for the following class. **It is a good idea to always check your email the morning before each class.**

- **Cheating & Plagiarism:** I take very seriously plagiarism and cheating on any coursework
 - All suspected cases will be reported to the Committee on Academic Misconduct, in accordance with university rules.
 - Substantiated cases would mean a failing grade in this course, and possibly expulsion, according to university rules.
 - I use anti-plagiarism software to check for undocumented source material.
 - **Plagiarism is the representation of another's works or ideas as one's own. It includes the unacknowledged word for word use and/or paraphrasing of another person's work and/or the inappropriate unacknowledged use of another person's ideas. Please ask me if you have any questions about this.**
 - Collaboration and sharing ideas from others, however, is a good thing. We learn by building on each other's ideas. Just make sure you acknowledge your sources with footnotes in your writings, or orally in class. (*Also, do something* with the ideas of others: evaluate them, relate them to other ideas, argue for or against them, give your own examples illustrating them, etc. Don't just cite them.)

- **In-class conduct:** I expect we will treat each other with respect in the classroom, both in behaviors and manner of discussions. I also expect your full, thoughtful attention.
 - Digital devices are permitted ONLY for note taking. No texting during class. If it's a true emergency, step outside. (Just like at the movies.)
 - No newspapers, non-course books, texting, email, websites, etc. during class.
 - I may check what you are doing and confiscate devices that violate this for the remainder of the class. Repeat offenders get an absence to their record.
 - I reserve the right to ask students who are disrupting the classroom environment to leave, resulting in an instant absence deduction of 5% of total grade.
 - *Why so strict? I need your full engagement during the class time. That goes toward your Participation grade, and you'll get more out of the class.*
 - **I will post my lectures on Carmen for your reference, so there is no need to copy lectures word for word. Take note only of the most important points and your questions, for future reference. All eyes should be on me for most of the class period.**

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



Disability policy:

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

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

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

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

SUGGESTIONS

- Check email & course website throughout the week for any course news or updates on assignments.
- Download all course handouts and readings soon onto your own medium, rather than wait until you need it. "I couldn't download the readings" will not be an excuse later.
- It's best to contact me by email. I try to reply to email within 24 hours, though weekends have a lag. You can also see me right after class or in office hours. To get class assignments if you missed class, check your email or course website, ask a friend in class, or ask me.



- Email me questions about what we did in class or read. “No question is stupid” – I mean it. I can answer questions at the beginning of next class, because other students probably have the same question.
- Get the phone/email of 2 other students in the class, for notes or updates in case you miss class.
- It’s great to talk about the course material outside of class and share insights.
- You should check the gradebook in Carmen every so often to be sure that my record of your grades & attendance is accurate.
- Clear, concise, effective writing is key to doing well in this course. I highly encourage you to use the free services of the Writing Center, which works with you one-on-one, confidentially, to improve your writing. Check them out at: <http://cstw.osu.edu>, 614-688-4291.
- Do come see me in my office during the term. I’ll be glad to chat with you about questions or any topics of your interest. You don’t have to have a “problem” to see me! But please email me to tell me you’re coming, so that you don’t come when other students are talking with me. *This could contribute to your Participation grade!*

DISCLAIMER

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



COURSE SCHEDULE

1/9/2017 – 4/24/2017

The Class Schedule shows what you need to read for which class and the theme of the day. It may be subject to change with prior notice from the instructor.

Most of the time, Mondays will be used for my lectures and/or presentation of films. Fridays are discussion days, led by a student discussion leader. You must have completed all of the week's readings before the class periods to which they are assigned and be prepared to discuss them!

Week 1: Introductions

Mon 1/9 Syllabus; Schedule discussion leaders

Wed 1/11 Turkish? Literature? In translation?

Fri 1/13 Introducing Turkey

Reading: Nicole and Hugh Pope, *Turkey Unveiled* -- Front Matter, Intro, and Chapt. 1 (Carmen)

Week 2: Turkish Folk Literature and Oral Tradition

Mon 1/16 Martin Luther King Day - no classes

Wed 1/18 Epics; Folk Poetry and Music

Reading: Introduction to *The Book of Dede Korkut*, pp. ix-xxiii (Carmen)

Readings, in class:

- 1) Segments from *The Book of Dede Korkut*
- 2) *Alpamysh*: <http://aton.ttu.edu/turkishlist.asp>
- 3) Nasreddin Hoca stories: <http://www.pitt.edu/~dash/hodja.html>

Fri 1/20 Folktales and Shadow Theatre

Reading: Ben M. Wall, "Nasreddin Hoca" (Carmen)

Week 3: Folk Literature continued

Mon 1/23 Sufi Poetry

Reading: <http://www.newyorker.com/books/page-turner/the-erasure-of-islam-from-the-poetry-of-rumi>

Readings in class:

- 1) Poems by Yunus Emre: <http://www.yunusemre.gov.tr/index.php/en/poems>
- 2) Poems by Rumi: <http://www.khamush.com/poems.html>

Wed 1/25 Shi'ite Minstrels

Reading, in class: Karacaoğlan:

<http://www.turkishculture.org/literature/literature/poetry/17th-century-karacaoğlan-465.htm?type=1>



Fri 1/27 Student Discussion Leader
Reading: from *Early Mystics in Turkish Literature*, Mehmed Fuad Köprülü,
pp. 191-214 and pp. 268-280 (Carmen)

Week 4: Ottoman Literature

Reading for the Week: Zürcher, Erik J., *Turkey: A Modern History*, pp. 1-35.

Mon 1/30 The Ottoman Empire

Wed 2/1 Ottoman Court Prose and Poetry

Readings, in class:

- 1) Poems of Suleyman the Magnificent
- 2) Story of Leyla and Mejnun

Fri 2/3 Student Discussion Leader

Reading: from *Roxolana in European literature, history and culture*,
Yermolenko, pp. 1-16 (eBook at library.osu.edu)

Week 5: Orientalism

Mon 2/6 The European Gaze and Travel Literature

Readings, in class:

- 1) Cervantes' "The Great Sultana"
- 2) from *Letters of the Right Honourable Lady Mary Wortley Montague*

Wed 2/8 Film and Discussion: "Edward Said on Orientalism"

Fri 2/10 Student Discussion Leader

Reading: Excerpt from *Rethinking Orientalism* (TBA)

Week 6: Modernity and Westernization

Reading for the Week: Zürcher, pp. 36-75

Mon 2/13 Tanzimat Reforms

Wed 2/15 Novels, Short Stories, Plays

Readings, in class:

- 1) Namik Kemal and others
- 2) from *I, Anatolia and other plays*, Talat S. Halman and Jayne L. Warner,
eds. ("Bald Mehmet from Atca")

*****Start reading *Memed, My Hawk******



Fri 2/17 **CLASS CANCELLED: ATTEND MY GUEST LECTURE AT 2PM IN THE RESEARCH COMMONS FOR EXTRA CREDIT**

Week 7: Turkish Identity, Past and Future

Reading for the Week: Zürcher, pp. 76-132

Mon 2/20 “Who are we?”

Wed 2/22 “New Literature” Movement; *Aşk-ı Memnu*

Readings, in class:

Poetry: Tevfik Fikret and Cenâb Şehâbeddîn; Prose: Halit Ziya Uşaklıgil

Fri 2/24 “Dawn of the Future” Movement

Readings, in class:

Poetry: Ahmed Hâşim; Prose: Yakup Kadri Karaosmanoğlu

Week 8: The Turkish Republic

Reading for the Week: Zürcher, pp. 133-175

Mon 2/27 The Young Turks

Wed 3/1 Atatürk and Independence

Fri 3/3 Film: *Atatürk, Birth of a Republic* (<https://youtu.be/yeabqpIcsFQ>)

Week 9: Nationalism

Reading for the Week: Zürcher, pp. 176-218

Mon 3/6 “National Literature” Movement and Feminism

Readings, in class: Halide Edib and others

Wed 3/8 Republican Literature: Social Realism and the Garip Movement

Readings, in class:

1) Aziz Nesin, Yahyâ Kemâl Beyatlı, Nazim Hikmet, and others

2) Aziz Nesin Obituary: <http://www.nytimes.com/1995/07/07/obituaries/aziz-nesin-of-turkey-dies-at-80-writer-escaped-militants-arson.html>

3) Nazim Hikmet Biography:

<http://www.nazimhikmetran.com/english/index.html>

4) Recitation of “I Am Listening To Istanbul”: <https://vimeo.com/37545910>



Fri 3/10 Student Discussion Leader
Reading: Yeşim Arat, “The Project of Modernity and Women in Turkey” (Carmen)

Week 10: SPRING BREAK No Classes 3/13-17

*****Finish reading *Memed, My Hawk!******

Week 11: The Village Novel

Mon 3/20 “Village/ Peasant” novels

Wed 3/22 Discuss *Memed, My Hawk*

Fri 3/24 Student Discussion Leader

Reading: “The Turkish Peasant Novel, or the Anatolian Theme,” Guzine Dino and Joan Grimbert (Carmen)

Midterm Prospectus and Annotated Bibliography due to Carmen by midnight on Sunday, March 26th!

Week 12: “Second New” Movement; Postmodernism

Reading for the Week: Zürcher, pp. 221-277

Mon 3/27 Rural-to-Urban Migration

Wed 3/29 Abstract Literature and Magical Realism

Fri 3/31 Student Discussion Leader

Reading: “Arabesk Culture: A Case of Modernization and Popular Identity,” Meral Özbek (Carmen)

*****You must finish reading *Dear Shameless Death* by Monday, 4/3*****

Week 13: Minorities and the City

Mon 4/3 Discuss *Dear Shameless Death*

Wed 4/5 Memoirs and Minority Voices

Readings, in class: Greek and Armenian memoirs; Moris Farhi

Fri 4/7 Student Discussion Leader

Reading: from *And those who continued living in Turkey after 1915*, Rubina Perroomian (Carmen)



Week 14: Multiculturalism

Reading for the Week: Zürcher, pp. 278-337

Mon 4/10 The 1980s and Beyond

Wed 4/12 Ömer Zülfü Livaneli's *Mutluluk (Bliss)* – watch film in class

Fri 4/14 Finish watching *Mutluluk*

*****Start reading *The White Castle******

Week 15: Orhan Pamuk

Mon 4/17 The Politics and Poetics of Translation

Films: Documentary on Orhan Pamuk; Interview with translator, Maureen Freely <http://youtu.be/1notxMrQsqQ>

Wed 4/19 Discuss *The White Castle*

Fri 4/21 Student Discussion Leader

Reading: “Orhan Pamuk and the ‘Ottoman’ Theme,” Erdag Goknar (Carmen)

Week 16: Literature in Turkey Today: The ‘Fourth Turkish Republic’?

Mon 4/24 **Reading:** https://www.theguardian.com/books/2014/dec/12/pamuk-shafak-turkish-press-campaign?CMP=share_btn_fb

In class: Elif Shafak, “Writing Under a Watchful Eye”
<http://www.npr.org/templates/story/story.php?storyId=7217653>

Final Exam: Friday, April 28th 12-1:45pm – Students will give their Final Paper presentations

Final Papers Due to Carmen by Midnight on Friday, April 28th!



Other Possible Topics for Research Papers (not covered in class):

- 1) German-Turkish Literature
- 2) Women/Gender/Sexuality/Masculinity in Turkish Literature
- 3) Children's Literature and/or Literature in Turkish Education
- 4) Any particular Turkish author not listed in this syllabus
- 5) Turkish Minority/Diaspora Literature (Jewish, Orthodox, Greek, Armenian, Kurdish, Laz, Azeri, Romani, etc.)
- 6) Islamic Literature in Turkey
- 7) Islamic and Secular Subjectivities in Turkish Literature
- 8) Literature of Cyprus
- 9) Turkish Graphic Novels (or other genres/forms not covered in this class)
- 10) Contemporary Turkish Music as a form of literature (or TV, film, etc.)