Turkey Odyssey
Education 363 & Middle Eastern and North African Studies (MENAS) 591-003
Fall Term 2010  Fridays 10-1, 2229 School of Education

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GOALS OF THIS COURSE

This seminar provides an opportunity for you to share your knowledge and experience as you seek to engage a diverse network of students in web-based discussions of social and cultural issues. It is also intended to provide a place where you can become acquainted with aspects of the history and culture of Turkey, and the social practices and cultural mores observed by our Odyssey explorer, Adam Hellebuyck.

Each time we run the Odyssey, we ask university students to guide high school and middle school students through a process of reflective thought as they consider (and perhaps reconsider) their own cultural practices and viewpoints through looking at those of others. This will be a challenge for the younger students (as well it should be!) and supporting them will require patience and understanding on your part, as well as hard work. It is also a process, like most good teaching, of trial and error. Perhaps the single most advantageous trait for an Odyssey mentor to possess, or to cultivate, is a willingness to experiment with ideas, and to continually adjust your mentoring based on your interpretation of what happened (or what didn’t happen). We hope that in the process of doing this work, you will further explore your own educational beliefs and broaden your intellectual perspective. It has been said that a significant portion of what is labeled as teaching is actually learning--we welcome you to what we hope will be a challenging and enjoyable learning experience.
COURSE GRADING

Virtually every mentor in the history of Earth Odysseys chose this class because of their enthusiasm for helping kids to learn about more about their world, to sharpen their thinking, and to feel more confident in their writing and in articulating their point-of-view. As a consequence of this intrinsic motivation, most mentors do top quality work. Still, you should know the criteria upon which your grade will be decided:

1) Diligence and the quality of thought as shown by your participation in, and preparation for seminar.

2) Staying current with course readings, and all written assignments.

3) The quality of your research paper and other class assignments.

4) Most Importantly...the quality and frequency of your on-line interactions with the students, and your demonstrated engagement with doing this mentoring work, and with your reflection on this work. You will have a key role in supporting the students as they seek to engage with ideas and to conduct a rich and respectful discourse. Your mentoring work constitutes the most important aspect of the course. The general rule is that you’re expected to spend 5 hours per week doing your online work (or other out-of-class assignments), and to be consistent in responding to the students, as well as completing reading and other course assignments. We expect that each of you will be making an average of ten substantive postings per week once the online discussions with the students begin in late September.

Grades will be determined based on the following:

Quality and consistency of online mentoring work (30%)
Seminar participation & attendance (20%)
Journal writing (20%)
Odyssey activity project (20%)
Final reflection (10%)

COURSE READINGS

All course readings are available through our CTools site or on the Turkey Odyssey website.
JOURNAL REFLECTIONS

We will ask you to keep an online journal in which you alternately chronicle the process by which you conceive of, research, and put together your Odyssey activity, and share some thoughts about your experiences as a mentor. Your journal reflections should be posted on our Odyssey site, as responses to prompts in the Teach section. The prompts are listed on the weekly schedule below for each week that we would like you to do a journal reflection.

READINGS, ASSIGNMENTS, ODYSSEY REPORTS & CLASS TOPICS (subject to change):

September 10th
Background on the Earth Odysseys project; Exploring the mentor’s role; Thinking About Travel; How we see...and how we’re seen.

Readings to be discussed:
Adam Hellebuyck’s “Charity” and “Traveling to Turkey” reports; Brenda Perry’s “Travels of Marco Polo” activity; excerpts from Edward Hoagland “Letter on Travel”

Other Assignments:
Mentoring Assignment (due by next class)

September 17th
The fractured landscape of Turkish society and culture; Mentoring, part one.

Readings to be discussed:
White 2002

Odyssey Reports posted in the coming week (to be read for today):
Traveling to Turkey

Other Assignments:
Mentoring Assignment (due by next class)

Journal Reflection (due by our next class):
First Journal Reflection (Project): Which report interests me as a focal point for my project, and why? What do I want to learn more about so that I can create a good activity?

September 24th
Online Project Begins on September 27th
History of modern Turkey; National memory; Mentoring, part two.

Readings to be discussed:
Perry Anderson, “Kemalism”, “After Kemal”;

Odyssey Reports posted in the coming week (to be read for today):
Background on Atatürk
Atatürk’s Mausoleum

October 1st
Kemalism; Politics of memory

Readings to be discussed:
Keyder 1997
Türeli 2010

Odyssey Reports posted in the coming week (to be read for today):
Censorship and Atatürk
Monuments

Journal Reflection (due by our next class):
Second Journal Reflection (Project): Share some thoughts about the inquiry questions you’ll be exploring, and about what you want to provide for the teachers to help them get the most from your project for their students.

October 8th
Dress; Islam (Prayer and its Meaning)

Readings to be discussed
Çınar ch. 2 (except 90-98)
Özdemir/Frank 2000
**Odyssey Reports posted in the coming week (to be read for today):**
Peoplewatching on Istiklal Caddesi
Visiting a Mosque

**Journal Reflection (due by our next class):**
**Third Journal Reflection (Mentoring):** Discuss your understanding of a student posting to which you were responding, what you felt was needed by way of a response, and why you thought so. You could also talk about what a particular student response evoked for you personally, or a choice you faced as you thought about responding, or a challenge you faced in thinking about or crafting your response.

**October 15th**
Istanbul; domestic migration, illegal housing, social tensions

**Readings to be discussed:**
*Keyder 2010*

**Odyssey Reports posted in the coming week (to be read for today):**
Traffic and the Environment in Istanbul
Squatters in Ankara

**October 22nd**
Women in Turkish society; Traditional culture and gender roles

**Readings to be discussed:**
*Yeşim Arat 2000*
*Anderson 1998*

**Odyssey Reports posted in the coming week (to be read for today):**
Purple Certificate
The Women's Cooperative

**Journal Reflection (due by our next class):**
**Fourth Journal Reflection (Project):** Post your Project Statement, which includes a) your "driving question"--your succinct framing of the issue you want the kids to think about, and b) a succinct statement connecting your driving question to a specific report and C) your "scope of work," a brief summary of the specific
pieces that will make up your completed activity. You will be giving a brief oral presentation about your presentation in class on November 5th.

**October 29th**
National identity & nationalism; History and status of minorities; Forced migration; Ethnic cleansing

*Readings to be discussed:*
Köker 2003
Oran 2003
Goltz 2006

*Odyssey Reports posted in the coming week (to be read for today):*
Mustafapaşa and Sinasos
Armenians

**November 5th**
Traditional city and residential architecture, visibility of the body; public and private spaces & practices; *Progress Reports on Odyssey Activity Projects.*

*Readings to be discussed on November 16th:*
Birkalan 1998;
Lady Montagu’s Letters

*Odyssey Reports posted in the coming week (to be read for today):*
Exploring and Preserving Safranbolu
Visiting a Turkish Bath

*Journal Reflection (due by our next class):*
**Fifth Journal Reflection (Project):** Looking back at the mentoring work so far, tell us about a learning moment you had. Perhaps it had to do with teaching and mentoring, perhaps it had to do with a cultural issue, or perhaps you learned something about yourself (either as a teacher or as a global citizen)

**November 12th**
Hittite culture; Turkish politics of memory; Turkish history thesis
Readings to be discussed on November 23rd:

Odyssey Reports posted in the coming week (to be read for today):
Hittite Culture: Observing Archaeologists
Hittite Culture: The Turks' Ancestors

Journal Reflection (due by November 19th):
Sixth Journal Reflection (Mentoring): Walk us through a challenging interaction you had with a student. What were you thinking as you read the posting? Where did you see the teaching opportunity and how did you try to seize upon it (tell us about what you wrote to the student and why).

November 19th
No Class Meeting

Other Assignments:
View the film “Crossing the Bridge”

Journal Reflection (due by December 3rd):
Seventh (and final) Journal Reflection: After viewing "Crossing the Bridge," please address two questions in your journal reflection: What insights did you gain into Turkish culture from watching and thinking about the film? What did the film make you curious to know more about--and why?

December 3rd
National myth and militarism

Readings to be discussed:
Altınav 2004
Ünver, *Turkey's Ergenekon Conundrum*

Odyssey Reports posted in the coming week (to be read for today):
The Military Nation
Deep State

December 10th
Food, consumption, and sociability

*Odyssey Reports posted in the coming week (to be read for today):*
Turkish Köfte bazaar

*Due on CTools by December 18th:*
Final Reflection Paper

**ODYSSEY ACTIVITY PROJECT**

Each of you will create an activity to be used by future Odyssey teachers and students. This activity must be linked to one of the Odyssey reports, and you will be charged with coming up with the activity idea, describing that activity so that a teacher can use it with her students, and assembling all of the other resources (readings, maps, web URLs, worksheets, discussion questions) that a teacher would need to do your activity, including your description of the activity, how it links to a particular Odyssey report, and what the larger idea(s) are that your activity is designed to frame for the students. This larger idea will be your driving question(s)—what do you most want the students to be thinking about or otherwise exploring as a consequence of doing your activity. We will be asking you to write a series of entries in your online journal that take you through the various steps of pulling your project together, and we will also discuss the project in class. This is a modified form of the I-Search paper, based on the work of Ken Macrorie [Macrorie, K. (1988). The I-Search Paper. Portsmouth, NH: Boynton/Cook Publishers].

Your finished activity is due by our class meeting on November 30th (on CTools) and should include the following elements:

1) An introductory (one-page) essay for the teachers and students that includes your driving question, how you derived it, why you feel it is important, and how you are connecting all of this to your activity.

2) Which report is your project linked to, how and why?
e.g. “Subway”: Sarah’s report illustrated how people could be (or appear to be) so indifferent. I was interested in how social pressures impact our ability or our willingness to act in accordance with our beliefs, and under what circumstances people would (or wouldn’t) be willing to stand out from the crowd for the sake of their beliefs. I decided to create an activity around a variety of scenarios that students would be asked to respond to,
and then to ask them to describe situations in which they were the ‘victim’ of a kind of social neglect…”

3) Detailed description of the activity
A step-by-step sequence of what will happen, from preparation to conclusion. This should include descriptions of discussions necessary before the activity, orientation to the activity, directions for both teacher and students, description of what will take place, questions you want the students to consider, possible connections to the student’s lives, and debriefing/post-activity discussion topics and prompts.

4) ”What does a teacher need?”
This should include actual materials needed, discussion questions, a list of activity prompts a teacher could use, or debriefing questions. It should also include the readings or resources you would want to the kids to read (with annotated descriptions).

5) Complete list of references used.

In summary, we want you to give the teacher a finished activity including everything you think s/he will need to actually conduct your activity in their classroom. Your work will then become a part of our Odyssey teacher resources.

Here is a guest pass that you can use to check out the Turkey Odyssey reports, and begin thinking about possible topics for your activity project:

The URL is: http://odyssey.icsmich.org/

Use this ID:

**FINAL REFLECTION**

At our final class on December 10th, we would like to reflect with you about your experience as a mentor...what you learned, what you think that the student’s learned, how the experience could be improved, etc. We ask that you prepare a written reflect on aspects of your mentoring experience in a 4-5 page reflection (double spaced, to be handed in no later than Friday, December 17th on our CTools site) that responds to these prompts:
A) Select a student posting that you feel was of particular merit and explain what it was about the posting that you found especially noteworthy. Think of yourself as offering guidance to a teacher who is asking you, "What skills might my students develop or enhance by virtue of participating in Odysseys?" Please include the text of the actual posting.

B) Talk about an insight you gained from your Odyssey experience about yourself as a teacher and/or a learner. Use this as an opportunity to tell us a story about your mentoring experience and how you made sense of it. If the experience is connected to a particular interaction, please include the text of that interaction.

C) Offer one piece of concrete advice for a future mentor....a strategy you’ve employed, or something you’ve figured out that you think they would find helpful, or something you wish you knew in September...and write about it. We’re augmenting our mentor handbook based on your suggestions.