

Global Perspectives in Higher Education: Turkey

HPSE.2100 (3 credit points)

Spring Break Program

March 2016

Arrival in Turkey: March 12; Departure to US: March 20

Class session dates and locations at NYU Campus:

Friday, December 4th at 4:30pm, Payne Room, 4th Floor, Pless Hall, 82 Washington Sq E

Friday, February 5th at 4:30pm, Payne Room, 4th Floor, Pless Hall, 82 Washington Sq E

Friday, February 26th at 4:30pm, Payne Room, 4th Floor, Pless Hall, 82 Washington Sq E

Friday April 8th at 4:30pm, Payne Room, 4th Floor, Pless Hall, 82 Washington Sq E

Faculty:

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Purpose of Program

2016: March 12 - 20

Turkey is a relative newcomer on the world stage. After the demise of the Ottoman Empire, and following World War I, the modern state of Turkey was formed in 1923. Led by its first president, Mustafa Kemal Ataturk, its goal was to transform Turkey into a modern, secular, democratic state. Since that time, Turkey has emerged as a major global economic power, with important strategic influence in its close neighboring regions of Asia, the Middle East, Europe and the territories of Eastern Europe. Despite Turkey's status as a secular state, recent decades have seen an increasing emphasis on political Islam in the arena of civil society, which has had major effects on education policy at all levels including higher education.

This study abroad course is designed to provide graduate students with an opportunity to examine Turkey's higher education system, and to discover and analyze similarities and differences in comparison to other countries and the United States. The program will take place in March 2016, and will focus on Turkey's ancient and very recent university traditions. Turkey has several institutions which date back more than 500 years, and has also seen the rapid development and expansion of the number of universities in the last few decades. Changes in the national law in 1981 permitted the establishment of private non-profit universities. Today there are 104 public and 72 private universities, all under the jurisdiction of the Turkish Higher Education Council (YOK) The system also includes teacher training and vocational institutions. Several public and private universities are featured in international rankings. Admissions to all Turkish institutions is regulated through a national testing system.

Our course will include 3 required orientation and preparatory sessions at NYU as well as a concluding academic session in April. Students will arrive in Istanbul Saturday March 12th, returning to the U.S. late Sunday March 20th. It will be an intensive trip with some touring in Istanbul; visits to 3 universities in Istanbul; travel to Ankara to meet with government policy officials; 3 days in the major metropolitan area of Izmir (formerly the ancient city of Smyrna) on the Aegean sea where we will visit 3 additional universities and technical institutes. We will also plan a visit to nearby Ephesus, ruins of an important ancient city.

Course Description

HPSE.2100, GLOBAL PERSPECTIVES IN HIGHER EDUCATION: TURKEY. In addition to preparatory meetings at NYU, students will participate in a 9-day field trip to Turkey that will provide an in-depth case study of its higher education system. The trip includes lectures from scholars and visits to Turkey's universities to meet with faculty, administrators and students. Additional sessions will be held with scholars and local experts on higher education in Turkey to explore current issues they are facing. Topics will include curricular opportunities; the centralized university admissions process; regional distribution of universities; access to higher education and issues of socioeconomic class; university climate; student services; students' aspirations and outcomes.

Course Requirements:

Please note: All electronic assignments should be submitted through NYU Classes via the "Assignments" section.

1. Each student is expected to attend class meetings before and after the field trip to Turkey.
2. Each student will turn in a reflective response paper based on preliminary course readings, which will be due on **February 4th** on NYU Classes.
3. Each student is expected to keep a journal recording **daily** impressions, responses to readings, presentations, etc. The journal will be submitted on **Monday, March 28th**, after our return to New York. Journals must be typed and submitted through NYU Classes
4. Each student is expected to prepare a research paper due on **Monday, April 25th** on NYU Classes. An outline of this paper will be due **Thursday, April 7th** on NYU Classes, and each student will also be prepared to present his/her research topic at our NYU class session on **Friday, April 8** to obtain feedback and guidance from the group. The choice of an area of focus for the paper should be informed by the experience in Turkey but will also be a response to course readings and additional academic and

journalistic sources.

Description of Course Requirements:

Class Contribution:

The contribution you make to the success of this class and to this study abroad experience is important. Students are expected to contribute to the development of a strong, inclusive learning community. As in any graduate course, you are expected to come to class having read the assigned materials thoroughly enough to contribute to a discussion on critical issues within the readings. Students are also expected to attend and actively participate in all classes and scheduled trips except where it is indicated that the activity is optional.

Short Response Paper:

In order to prepare for the trip, students will be required to read literature on Turkey and the Turkish higher education system. Based on the readings, students are expected to prepare a 3-4 double-spaced page reflective response paper due **February 4th** by **5PM** on NYU Classes.

Journal:

You will need a journal notebook that you can write in each day. You will hand in your journal after our return on **Monday, March 28th**. Journaling provides an opportunity for **daily reflection** on what you are learning and experiencing in Turkey. This journal provides a place for capturing your personal reflections on issues we address in class, through presentations, as well as on the broader experiences that you have in Turkey. While you may want to use a book for notes while travelling, the journals submitted must be typed, and there should be a minimum of 6 entries.

Final Research Paper/Project and Presentation:

You will write a final research paper on your area of specialization grounded in issues relevant to Turkey. The purpose of this paper is to deepen your understanding of critical educational issues in Turkey. The final research paper should be approximately 12 - 15 pages long (typed, APA format). An outline of this paper will be due **Thursday, April 7th, at 5pm** on NYU Classes. Each student will also be prepared to present his/her research topic at our NYU class session on **Friday, April 8** to obtain feedback and guidance from the group.

By no later than **Monday, April 25th**, students will submit their final papers on NYU Classes. **IMPORTANT:** Unless there is an extenuating circumstance, no incompletes will be given for late/missing/unfinished work.

Jenny: for this section, I have just provided above all the dates for you to copy

PROPOSED SCHEDULE OF CLASS MEETINGS AND ASSIGNMENTS (subject

to change)

Friday, December 4th, 4:30pm: Pre-departure Class;
Thursday, February 4th: Reflective Response Paper Due;
Friday, February 5th, at 4:30pm: Pre-departure Class;
Friday, February 26th, 4:30pm: Pre-departure Class;

Monday, March 28th; Journal Due;
Thursday, April 7th: Outline of Research Paper Due;
Friday, April 8th, 4:30pm: Final Class and Presentation
Monday, April 25th: Final Research Paper Due.

READINGS AND FILMS

1.) TURKEY: HISTORICAL, POLITICAL, CULTURAL BACKGROUND

Required:

Kinzer, S. (2001) **Crescent and Star: Turkey between two worlds**. New York: Farrar, Straus, and Giroux.

Kinzer, the former New York Times Istanbul bureau chief, gives a concise introduction to Turkey: Kemal Atatürk's post-WWI establishment of the modern secular Turkish state; the makeup of contemporary society, in which the military enforces Atatürk's reforms. He is also attuned to the political landscape, taking us from Istanbul's elegant cafes to wild mountain outposts on Turkey's eastern borders, while along the way he talks to dissidents and patriots, villagers and cabinet ministers.

Recommended:

Explore one or more of these areas in greater depth depending on your academic interests.

Political and Economic Issues:

Keyman, E. F. & Koyuncu, B. (2005). **Globalization, Alternative Modernities, and the Political Economy of Turkey**. *Review of International Political Economy* 12 (1), 105 - 128.

White, J.B. (2002). [*Islamist Mobilization in Turkey*](#). Seattle: University of Washington Press. Ch. 1: The Political Economy of Turkey
Among other issues, chapter 1 of this ethnography addresses the violent political activism among university students in the 1970s, liberalizing economic changes of the 80s and resulting cultural and political changes.

The Headscarf Issue:

Çınar, A. (2005). [Modernity, Islam, and Secularism in Turkey: bodies, places and time](#). Minneapolis: University of Minnesota Press. Ch. 2 Clothing the National Body: Islamic Veiling and Secular Unveiling.

This analysis looks at the history of the headscarf issue in Turkey reflecting on the competing visions of national identity associated with secularism and Islam.

Online version available through Bobst

Labi, A. (2006). [A Symbol of Oppression or a Sign of Faith?](#). In *Chronicle of Higher Education*, 52 (22), 44.

Mabokela, R.O. & Seggie, F.N. (2008). **Mini Skirts and Headscarves: Undergraduate Student Perceptions of Secularism in Turkish Higher Education**. *Higher Education*, 55: 155-70.

2.) HIGHER EDUCATION BOOKS AND ARTICLES:

Required:

Simsek, H. (2006) **Turkey**. In *International Handbook of Higher Education*, J. Forest and P. Altbach, (Eds). p.1003-1018.

Recommended:

Explore one or more of these areas in greater depth depending on your academic interests.

Student Culture:

Hyman, H., Payaslioglu, A, and Frey, F. (1958). **The Values of Turkish College Youth**, *Public Policy Quarterly*, 22 (3), 275 - 291.

Dayioglu, M & Turut- Asik, S. (2007). **Gender Differences in Academic Performance in a Large Public University in Turkey**. *Higher Education*, 53, 255-277.

Gokengin, D., Yamazhan, T., Ozkaya, D., Aytug, S., Ertem, E., Arda, B., & Serte, D. (2003). **Sexual Knowledge, Attitudes, and Risk Behaviors of Students in Turkey**. *Journal of School Health*, 73 (7), 258 - 263.

Ungun, M. & Yaman, H. (2003). **AIDS Knowledge and Educational Needs of Technical University Students in Turkey.** *Patient Education and Counseling*, 51, 163 - 167.

Access to Higher Education:

Tansel, A. & Bircan, F. (2006). **Demand for Education in Turkey: A tobit analysis of private tutoring expenditures.** *Economic of Education Review*, 25, 303 - 313.

Quality Assurance in Higher Education:

Mizikaci, F. (2003). **Quality Systems and Accreditation in Higher Education: an overview of Turkish Higher Education.** *Quality in Higher Education*, 9 (1), 95 - 106.

Background in Primary and Secondary Education:

Simsek, H. and Yildirim, A. (2010). **Turkey: Innovation and Tradition,** In Rotberg, I. C. (ed.) *Balancing Change and Tradition in Global Education Reform.* Rowman and Littlefield Education.

3.) BOOKS AND FILMS

Required Books:

Pamuk, O. (2004). *Istanbul.* New York: Vintage International.
Nisantasi, a neighborhood in Istanbul, is the setting of this autobiographical “love story detailing the social -mores of the Turkish upper class, the so-called White Turks, during the 1970s. Turkey was desperately poor, though a small number of rich Turks aggressively pursued admission to the modern world, to Europe or America.” (NYTimes)
The author, Orhan Pamuk, won the Nobel Prize for Literature in 2006.

Kemal, Y. (1961). *Memed, My Hawk,* New York: New York Review Books Classics.
Memed, a high-spirited, kindhearted boy, grows up in a desperately poor mountain village in Southeast Turkey whose inhabitants are kept in virtual slavery by the local landlord. Determined to escape from the life of toil and humiliation to which he has been born, he flees but is caught, tortured, and nearly killed. When at last he does get away, it is to set up as a roving brigand, celebrated in song, who could be a liberator to his people—unless, like the thistles that cover the mountain slopes of his native region, his character has taken an irremediably harsh and unforgiving form.

Recommended additional Fiction:

We encourage you to read additional novels and make recommendations to the group via email.

Livaneli, O.Z. (2002) **Bliss**. New York: St. Martin's Griffin. (also available on DVD)

Pamuk, O. (2004) **Snow**. New York: Random House.
(New York Times Book Review Best Book of the Year)

Shafak, E. (2007) **The Bastard of Istanbul**, New York: Penguin Books.

Required Film:

Three Hours (2008)

This documentary film follows six high school seniors for a year through the process of preparing for and taking the national university entrance exam and then finding out their exam results and their higher education options. This film takes a critical look at the centralized university admissions process, revealing the emotional challenges it presents for young people in Turkey and the limits to socio-economic mobility.

Recommended Films:

We highly recommend viewing films depicting Turkish life. Search Amazon.com for Turkish movies

[Pandora's Box](#) (2008)

[Bliss](#) (2007)

[Head On](#) (2004)

APPENDIX

Proposed Itinerary

March 12th: Students arrive by noon. Afternoon boat ride on the Bosphorus; Evening free

March 13th: Full day tour of Istanbul with bus; Class at 6pm

March 14th: Morning visit to Fatih University via bus (outskirts of Istanbul); Afternoon visit to Kultur University

March 15th: Morning visit to Istanbul or Bogazici University via bus; Afternoon free; Evening class

March 16th: Early bus or flight to Ankara; Visit Higher Education Ministry (YOK); Brief bus tour of Ankara; Evening class

March 17th: Fly to Izmir; Afternoon visit to Ege University

March 18th: Visit Dokuz Eylul (Sept 9) University; Economics University

March 19th: Tour Ephesus; Farewell dinner

March 20th: Depart for NYC