

# Course Handbook: Turkish

Faculty of Oriental Studies

**Academic Year 2017-18**

*This handbook applies to students starting the course in Michaelmas Term 2017/Final Honour School in Michaelmas Term 2019. The information in this handbook may be different for students starting in other years.*

*NOTE: The Examination Regulations relating to all Oriental Studies courses are available at <https://www.admin.ox.ac.uk/examregs/>. If there is a conflict between information in this handbook and the Examination Regulations, you should always follow the Examination Regulations. If you have any concerns please contact [academic.administrator@orinst.ox.ac.uk](mailto:academic.administrator@orinst.ox.ac.uk).*

*The information in this handbook is accurate as of 1st October 2017. However, it may be necessary for changes to be made in certain circumstances. If such changes are made the department will publish a new version of this handbook together with a list of the changes. Students will also be informed.*

## Course Outline

### Turkish

The course aims:

1. to make you proficient in reading, writing and speaking modern Turkish;
2. to familiarise you with the evolution and concerns of modern Turkish literature, and to develop your literary critical skills;
3. to teach you to read Ottoman historical texts of various periods, and to give you the ability to interpret and analyse them.
4. to help you to understand the major cultural and political issues which have been involved in Turkey's transition from empire to modern nationhood.
5. to provide options in the study of Ottoman and modern Turkish history, in Ottoman and traditional Turkish literature, and in the language reform movement that has left such a mark on the contemporary language.

### Turkish with a subsidiary language

The course aims:

1. to make you proficient in reading, writing and speaking modern Turkish;
2. to familiarise you with the evolution and concerns of modern Turkish literature, and to develop your literary critical skills;
3. to teach you to read Ottoman historical texts of various periods, and to give you the ability to interpret and analyse them.
4. to help you to understand the major cultural and political issues which have been involved in Turkey's transition from empire to modern nationhood;
5. to provide you with a firm grounding in a second language with which Turkish is historically and culturally linked, and to introduce you to the literature of that language.

## Preliminaries (First Year)

The first three terms of your course are designed to give you a sound foundation in modern Turkish, and to introduce you to Islamic religion and culture and the history of the Islamic Middle East (most of which was for four centuries part of the Ottoman Empire).

All degrees do the same papers. Turkish Prelims comprise three examination papers of 3 hours each:

1. Prepared texts and unseen translation from Turkish.
2. Turkish grammar and translation from English into Turkish.
3. Islamic history and culture.

You will prepare for Papers 1 and 2 by attending language classes for up to 7-8 hours per week, and working on the course material systematically by yourself every day. You will be required to build up a basic vocabulary, and to learn to handle all the essential grammatical structures of contemporary Turkish during these three terms. The teaching method combines systematic presentation of grammatical topics with oral practice and conversation sessions. Written translation exercises will be set on the material covered each week. The set texts for Paper 1 which consist of short poems, traditional tales and modern short stories are available from the Faculty Office. All texts will be read in full in class.

Paper 3 is taught principally through lectures and tutorials (respectively, 1 hour per week and 1 hour every other week) in Michaelmas Term and Hilary Term and weeks 1-4 of Trinity Term. You will also be required to write a total of 10 essays over the year (4 in each of Michaelmas and Hilary Terms, and 2 in Trinity Term).

### **TURKISH: TRINITY TERM, YEAR 1**

In the third term of your first year you will also be preparing for your year abroad. Some of the spoken Turkish classes this term will be oriented towards particular situations that you are likely to encounter in Turkey.

## **Second Year: Your Year Abroad**

You will spend Year 2 in Turkey, following a course of study at Boğaziçi University approved by the Faculty Board. If you know of another which you think has suitable provision, and to which you would particularly like to go, discuss this with your teachers as early as possible.

Istanbul is unquestionably the most important city for undergraduates to get to know well, because of its pre-eminent role in the cultural and intellectual life of Turkey from its conquest by the Ottomans in 1453 right down to the present day. Your reading both of Ottoman history and of modern Turkish literature will be immeasurably enriched by a close knowledge of the former imperial capital, still Turkey's largest city and the centre of its economic life. However, you should be aware of the possibility (rated as strong by many seismologists) that Istanbul will be affected by a major earthquake at any time within the next thirty years.

As you will see below, suitable courses can also be found in other Turkish cities.

### **Boğaziçi University, Istanbul**

<http://www.intl.boun.edu.tr/?q=node/3>

Boğaziçi University, which was founded as an American college in 1863 but has been a Turkish state university since 1971, is one of the best universities in Turkey, with a strong tradition of liberal scholarship, a wide range of student activities, and a most beautiful campus situated on a wooded hillside overlooking the Bosphorus. The medium of instruction here is English, but the vast majority of the degree students are Turkish, and Turkish is what is spoken outside the classroom. The teaching and assessment is organised on a semester basis, as is the standard pattern at Turkish universities; the first semester runs from late September to mid-January, and the second from mid-February to early June.

The Faculty of Oriental Studies has an agreement with the Faculty of Arts and Sciences of Boğaziçi University under which undergraduates reading Turkish at Oxford can enrol as 'special students' for one or two semesters at a reduced fee. They are supervised by academics in the Department of Turkish Language and Literature who are personally known to the teaching staff at Oxford, and follow a curriculum of four or five courses per semester from among those available to Boğaziçi undergraduates. Three of these courses are likely to be in Turkish for Foreigners and elementary Ottoman Turkish, and additional options may include an introduction to linguistics, modern Turkish history or a period of Ottoman history.

### **Accommodation**

The best way to acquire fluency in Turkish during your year abroad is to live with Turkish people - who are rightly famed for their hospitality. One way of doing this is to stay with a Turkish family,

perhaps in return for providing help with English to members of the household. Such an arrangement can be set up in advance, with the assistance of teaching staff at Oxford using academic e-mail networks. Another possibility is to share accommodation with Turkish students. Boğaziçi University has a modern 'superdorm' with individual study bedrooms arranged in flats, which provides just such an opportunity. Alternatively, rented accommodation can be found over the internet, or through local estate agencies. Rents are considerably lower than in Oxford.

## Final Honour School (Third and Fourth Year)

### **Turkish and Turkish with a subsidiary language**

Throughout Years 3 and 4 you will be pursuing several different kinds of study in parallel. Language work will continue steadily, and will focus on two types of teaching session. You will have regular language tutorials, for which you will usually produce either a translation from English into Turkish, a translation from Turkish into English or a short essay (of about 400 words) in Turkish, for discussion with your tutor. There will also be 3 hours per week of classes conducted in Turkish, designed to improve your active command of the language. One of these will be devoted to the reading of articles from the contemporary Turkish press, one to discussion of the political or cultural issues raised in those articles, and one to direct practice for the aural comprehension component of the FHS paper 'Spoken Turkish'. The study of prescribed texts ('set texts'), both Ottoman and modern, historical, literary and political, will form another major ingredient of your course work. Depending on the options you have chosen, you can expect to spend 4-6 hours per week in the first four terms in classes devoted to the close reading and explication of these texts, to which you must come adequately prepared.

#### **For students following the Turkish degree:**

One element of choice in this course comes in the range of options for papers 7, 8 and 9. Those who are more interested in language and literature can choose a texts-based paper on classical Ottoman poetry and traditional Turkish popular literature, a paper on general topics in Turkish literature, and a paper on Turkish language reform. It is also possible to devote the options to history, in which case you can either cover the entire span of Ottoman and modern Turkish history from 1300 to 1980, or you can combine one or two Ottoman options with one from the wider history of the Islamic Middle East. [NB this is subject to confirmation, please discuss with Dr Mignon first.] Combinations of historical and non-historical papers are also possible in this flexible part of the course.

Finally, you will write a dissertation (to be worked on in Hilary Term of Year 4) where you have the opportunity to pursue in greater depth a topic that particularly interests you, whether this be in language, literature, history, culture or politics. Your dissertation topic has to be approved by the Faculty Board at the beginning of your final year. (See Appendix I for general guidance on the writing of dissertations.)

#### **For students following Turkish with a subsidiary language:**

Your subsidiary language will probably demand at least one-third of your time, especially in Year 3, when you will be attending an intensive elementary class. Because of the heavy demands of a course combining two languages, the Special Subject is optional in this course. Any Special Subject topic has to be approved by the Faculty Board at the beginning of your final year.

Graduates will have acquired a range of expertise. Linguistic proficiency and knowledge of the general culture and religion of Islam may lead some towards a variety of jobs connected with Turkey, such as diplomacy, journalism, broadcasting, banking and business. Other graduates may decide to make use of their specialist knowledge of Islamic art and archaeology. There is a small but steady demand for trained Islamic archaeologists, both in the field and in museums and research institutions, throughout the Middle East and in Europe. Others still may choose to pursue an

academic career by taking a research degree in Islamic Art and Archaeology.

<b>Turkish</b>	<b>Turkish with a subsidiary language</b>
1. Unprepared translation from Ottoman and modern Turkish. 2. Translation into Turkish and essay in Turkish. 3. Spoken Turkish. 4. Ottoman historical texts. 5. Turkish political and cultural texts, 1860 to the present. 6. Modern Turkish literary texts. 7. 8. 9. Three optional papers 10. A dissertation, topic to be approved by the Board of the Faculty of Oriental Studies.	1. Unprepared translation from Ottoman and modern Turkish. 2. Translation into Turkish and essay in Turkish. 3. Spoken Turkish. 4. Ottoman historical texts. 5. Turkish political and cultural texts, 1860 to the present. 6. Modern Turkish literary texts. 7. 8, 9. A subsidiary language from: Arabic, Armenian, Classics, Hindi/Urdu, Persian. 10. An optional special subject, to be approved by the Board of the Faculty of Oriental Studies.

### Optional Papers:

1. Turkish and Ottoman literary texts, 1300–1900.
2. Turkish literature: general questions.
3. Turkish language reform and language politics from 1850 to the present day.
4. Islamic History, 570–1500.
5. The Ottoman Empire, 1300–1566.
6. The Ottoman Empire, 1566–1807.
7. The Ottoman Empire and the Republic of Turkey, 1807–1980.
8. Any one paper of the paper below from the syllabus for Arabic and Islamic Studies (not all options are available yearly, refer to Arabic course handbook).
  - i. Early Islamic historiography
  - ii. Aspects of Islamic art, architecture and archaeology
  - iii. The rise of the Sufi orders in the Islamic world, 1200–1500
  - iv. Sufism
  - v. Religion and politics during the Mongol period
  - vi. The Middle East in the Age of Empire, 1830–1971
  - vii. Society and Culture in the Modern Arab World
  - viii. The biography of Mohammad

## Teaching Staff

The following list gives most of the members of the Faculty who teach Islamic Studies. Messages can also be left in the pigeonholes in the foyer of the Institute. A fuller list may be found on the [Oriental Studies website](#).

[Dr Walter Armbrust](#), Associate Professor in Modern Middle Eastern Studies (St Antony's)

[Professor Marilyn Booth](#), Khalid Bin Abdullah Al Saud Professor for the Study of Contemporary Arab World (Magdalen)

[Professor Julia Bray](#), Abdulaziz Saud Albabtain Laudian Professor of Arabic (St John's)

[Dr Dominic Parviz Brookshaw](#), Associate Professor in Persian Literature (Wadham)

Dr Emine Çakır, Instructor in Turkish

[Dr Stephanie Cronin](#), Department Lecturer in Persian Studies

[Dr Otared Haidar](#), Instructor in Arabic

[Professor Edmund Herzig](#), Soudavar Professor of Persian Studies (Wadham)

[Dr Nadia Jamil](#), Co-ordinator; Senior Instructor in Classical and Modern Arabic

[Professor Jeremy Johns](#), Professor of Islamic Archaeology and Director of the Khalili Research Centre (Wolfson)

[Mr Tajalsir Kandoura](#), Instructor in Arabic

[Dr Homa Katouzian](#), Iran Heritage Foundation Research Fellow (St Antony's)

[Professor Christopher Melchert](#), Professor of Arabic and Islamic Studies (Pembroke)

[Dr Laurent Mignon](#), Associate Professor in Turkish (St Antony's)

Dr Aslı Niyazioğlu, Associate Professor in Ottoman History (Exeter)

[Dr Mohamed-Salah Omri](#), Associate Professor in Modern Arabic Language and Literature (St John's)

[Dr Philip Robins](#), Associate Professor in the Politics of the Middle East and Faculty Fellow (St Antony's)

[Dr Eugene Rogan](#), Associate Professor in the Modern History of the Middle East (St Antony's)

[Dr Ahmed Al-Shahi](#), Research Fellow (St Antony's)

[Dr Nicolai Sinai](#), Shaikh Zayed Associate Professor in Islamic Studies (Pembroke)

[Dr Luke Treadwell](#), Samir Shamma Associate Professor in Islamic Numismatics (St Cross)

[Dr Elizabeth Tucker](#), Jill Hart Research Fellow in Indo-Iranian Philology (Wolfson)

[Professor Oliver Watson](#), J.M. Pei Professor of Islamic Art and Architecture (Wolfson)

[Dr Michael Willis](#), University Research Lecturer and H.M. King Mohammed VI Fellow in Moroccan and Mediterranean Studies (St Antony's)

[Dr Zeynep Yurekli-Gorkay](#), Associate Professor in Islamic Art and Architecture (Wolfson)

## Compulsory Subjects

### Unprepared Translation from Ottoman and Modern Turkish

**Term in which it is taught and hours of teaching:**

Years 3 and 4.

**Teaching staff:**

Dr Laurent Mignon, Dr Emine Çakır, Dr Aslı Niyazioğlu

**Course description:**

Translation from Turkish into English forms a major part of the work of the 'set texts' classes which you will be attending several hours a week throughout Year 3 (and perhaps in the first term of Year 4 also). The detailed guidance on translation strategies and techniques that you will receive in these classes should, together with your own work on vocabulary learning, provide you with sufficient skills and knowledge to tackle unseen translations with confidence, at least as far as modern Turkish is concerned. You will also get 'exam-type' practice in modern unseen translation in collections. As your overall exposure to Ottoman will have been less extensive, in Hilary and Trinity Terms of Year 4 you will have a weekly session on Ottoman unseen translation.

### Translation into Turkish and Essay in Turkish

**Term in which it is taught and hours of teaching:**

Years 3 and 4. 1 hour tutorial per week (alternately for translation and essay writing).

**Teaching staff:**

Dr Laurent Mignon, Dr Emine Çakır

**Course description:**

Your skills in translating from English into Turkish, involving appropriate vocabulary choices in both semantic and stylistic terms, grammatically correct sentence construction, and the linking of sentences together in a way which is cohesive and which develops the argument as required, will be built up gradually over this period.

Essay writing in Turkish involves the same command of vocabulary, idiom and style, but here, instead of the requirement to reflect the sense of an English source text as accurately as possible you have the freedom - and the challenge - of creating a Turkish text that reflects your own knowledge and perspective on a given topic. The length of essay expected in the examination, and also in your work for tutorials, is about 400 words. Essays are evaluated not just in terms of linguistic skills but also as pieces of academic writing. That is to say, as in all essay writing at Oxford you will be expected to develop a clear, strong argument and to present appropriate evidence to support it. The topics set may relate specifically to Turkey or to some aspect of Turkish life, or may reflect issues of general political or cultural interest. The essays that you write for your tutorials will be co-ordinated with the topics that you are working on in Spoken Turkish classes, which in turn will have been the subject of newspaper articles read in the language classes 'Political and Cultural Articles'. The living experience of Turkish that you will have acquired during your year abroad will, of course, greatly assist you in the development of your writing skills.

## Spoken Turkish (Oral)

### Term in which it is taught and hours of teaching:

Years 3 and 4

### Teaching staff:

Dr Laurent Mignon, Dr Emine Çakır

### Course description:

The classes in 'Spoken Turkish' are designed to build upon the oral and aural language skills that you will have acquired during your Year Abroad. Much use is made of material from recent newspapers ('Political and Cultural Articles'), both in order to familiarise you with topics of current concern and debate in Turkey, and also to provide you with the necessary vocabulary and structures to discuss such issues yourself. A third type of language class is 'Aural Comprehension', which trains you for part (i) of the oral examination.

The 'Spoken Turkish' component of FHS consists of the following parts:

- i) Listening comprehension. Candidates will be presented with a list of factual questions, in Turkish, relating to the content of the text that they are about to hear. They will be allowed five minutes to study these questions. A recorded Turkish text, lasting about five minutes, will then be played to them twice, with a pause of five minutes between the two playings. Candidates will be required to write brief answers to each question, in Turkish, in the spaces provided on the question sheet. A further ten minutes after the end of the second playing of the recorded text will be allowed for candidates to complete their answers.
- ii) Conversation
  - 1. Each candidate will be required to discuss with the examiner a topic chosen by the candidate from a list of three announced one hour before the commencement of the oral examination. (Approximate duration ten to fifteen minutes.)
  - 2. Candidates will be presented with a brief written description, in English, of a situation from everyday life in which they are required to imagine themselves. The description will include instructions as to what they are trying to achieve by verbal communication in that situation. Each candidate will be given five to ten minutes' preparation time, and will then be asked to conduct a dialogue with the examiner, in Turkish, appropriate to the situation and goal specified. (Approximate duration, excluding preparation time, five to ten minutes.)
- iii) Interpreting.

Each candidate will be required to interpret, in a non-technical subject area, between a person speaking Turkish and a person speaking English. (Approximate duration ten minutes.)

## Ottoman Historical Texts

### Term in which it is taught and hours of teaching:

Year 3 (Hilary and Trinity Terms). 2-3 hours of classes per week. Occasional essay tutorials.

### Teaching staff:

Dr Aslı Niyazioğlu

### Course description:

This paper introduces students to the major topics in Ottoman history and historiography of the 15th-17th centuries through a close reading of elected primary texts. Selections are from three



Ottoman chronicles, a book of travels, a reform treatise, an autobiographical essay, and a dream diary. You will learn about the historical contexts these texts reflect and explore how the Ottoman authors responded to significant developments in Ottoman history. Topics will include the nature of the early

Ottoman expansion and the “gaza thesis”, the reconstruction of Istanbul after the conquest, devşirme recruitment, the 1622 revolt that led to the execution of Sultan Osman II, and the dreams of a 17th-century Ottoman princess. The examination will contain passages from the set texts for translation with annotation. There will also be a choice of essay questions on the subject matter, style, purpose or historical importance of particular texts. Some of the essay questions will ask for comment on a passage reproduced on the examination paper.

**Recommended reading:**

Faruqi, Suraiya. *Subjects of the Sultan: Culture and Daily Life in the Ottoman Empire*, New York, 2000.

Finkel, Caroline. *Osman's Dream: The Story of the Ottoman Empire 1300-1923*, London, 2005.

Goffman, Daniel. *The Ottoman Empire and Early Modern Europe*, Cambridge, 2002.

Imber, Colin. *The Ottoman Empire, 1300-1650: The Structure of Power*, New York, 2002.

İnalçık Halil. *The Ottoman Empire: The Classical Age 1300-1600*, translated by Norman Itzkowitz and Colin Imber, London, 1989, c1973.

Kafadar, Cemal. *Between Two Worlds: The Construction of the Ottoman State*, Berkeley, 1995.

## **Turkish Political and Cultural Texts, 1860 to the Present**

**Term in which it is taught and hours of teaching:**

Year 3 (Michaelmas and Hilary Terms). 2-3 hours of classes per week. Occasional essay tutorials.

**Teaching staff:**

Dr Laurent Mignon

**Course description:**

The purpose of this paper is to give you a good understanding of the processes of constitutional, ideological and cultural change that were involved in the transformation from a traditional, pre-national, multi-ethnic empire to the modern, national, and culturally diverse Republic of Turkey. The texts set for this paper include excerpts from the Ottoman constitution of 1876, the provisional constitution of 1921 and the first constitution of the Republic of Turkey (1924). There is also a wide selection of writings on political and cultural issues, ranging chronologically from the 1860's to the 1990's. The texts include an article by one of the oppositional Young Ottoman writers of the 1860s, an essay on Ottoman Jewish identity by a leading Ottoman Jewish intellectual, and writings from the early and late 20th century representing a spectrum of nationalist, humanist, leftist and Islamist viewpoints on questions of modern Turkish identity. The examination will contain passages from the set texts for translation with annotation. There will also be a choice of essay questions on the subject matter, style, purpose or historical importance of particular texts. Some of the essay questions will ask for comment on a passage reproduced on the examination paper.

**Recommended reading:**

Ahmad, Feroz. *The Making of Modern Turkey*, London, 1993.

Davison, Roderic. *Turkey: A Short History*, 3rd edn, Huntingdon, 1998.

Hanioglu, Sukru. *The Young Turks in Opposition*. Oxford: Oxford University Press, 1995

Heper, Metin et al. (eds). *Turkey and the West: Changing Political and Cultural Identities*, London, 1993. (Chapters 4, 5, 11.)

Kadioglu, Ayse et al. (eds). *Symbiotic Antagonisms: Competing Nationalisms in Turkey*. Salt Lake City:

The University of Utah Press, 2011.  
Mango, Andrew. Atatürk, London, 1999.  
Poulton, Hugh. Top Hat, Grey Wolf and Crescent: Turkish Nationalism and the Turkish Republic, London, 1997  
Zürcher, Erik Jan. Turkey: A Modern History, Revised edn, London, 2004.

## **Modern Turkish Literary Texts**

### **Term in which it is taught and hours of teaching:**

Year 3 and 4 ( Hilary 2017, Michaelmas and Hilary 2018). 2-3 hours of classes per week. Occasional essay tutorials.

### **Teaching staff:**

Dr Laurent Mignon

### **Course description:**

The texts set for this paper consist of selected short stories, poetry and excerpts from novels from the post-Tanzimat period to the present day. The detailed class study of the texts makes it possible for any linguistic problems to be dealt with, and also for attention to be paid to the ways in which a writer's style and narrative technique contribute to the meaning of a work. The texts are discussed both in terms of their literary qualities and, where relevant, in relation to their historical or political context. The texts will provide you with a firm background in Turkish literary history. They will also introduce you to some of the major issues explored by contemporary critics in Turkey, from debates about minority literature to controversies on "native orientalism".

The examination will contain translation, commentary and essay questions. In commentary questions on short stories you will be expected to bring out the significance of a particular passage in relation to the work as a whole, and to discuss issues such as style, narrative technique, point of view, and characterisation. Commentaries on poetry may involve comparisons between two or more poems, and in all cases you are expected to be able to identify and discuss the particular strategies that contribute to a poem's overall effect. Essay questions will focus on the set texts themselves, but will assume some knowledge of their authors and of the historical, literary and ideological contexts in which the works were produced.

### **Recommended reading:**

Göksu, Saime and Timms, Edward. Romantic Communist: The Life and Work of Nazim Hikmet, London, 1999.  
Evin, A.O., Origins and Development of the Turkish Novel, Minneapolis, 1983.  
Heper, Metin et al. (eds). Turkey and the West: Changing Political and Cultural Identities, London, 1993. (Chapters, 4, 5, 11.)  
Kerslake, Celia. 'New Directions in the Turkish Novel', in Brian Beeley (ed.), Turkish Transformation, Huntingdon, 2002.  
Mignon, Laurent, 'Lost in Transliteration: A Few Remarks on the Armeno-Turkish Novel and Turkish Literary Historiography' in Evangelia Balta and Mehmet Ölmez, Between Religion and Language, Istanbul: Eren, 2011: 101-123.  
Ostle, Robin (ed.). Modern Literature in the Near and Middle East 1850-1970, London, 1991. (Chapters 7 and 12.)  
Seyhan, Azade. Tales of Crossed Destinies: The Modern Turkish Novel in a Comparative Context. New York: The Modern Language Association, 2008.

## Further Subjects

### Turkish and Ottoman Literary Texts, 1300–1900

**Term in which it is taught and hours of teaching:**

Hilary Term of Year 4. 2-3 hours of classes per week. Occasional essay tutorials.

**Teaching staff:**

Dr Laurent Mignon

**Course description:**

This paper is designed to give you an insight into the world of pre-modern Turkish literature, where the favoured genre was indisputably poetry, and also into the processes of change that entered that world in the second half of the nineteenth century. In early Anatolian Turkish poetry religious themes are dominant. The highly sophisticated classical divan literature that developed as the Ottoman state grew into an imperial power drew its inspiration from Persian court literature, and specialized in lyric and panegyric poetry and versified romances. Alongside this a vigorous tradition of popular poetry produced by itinerant âşık poets gives glimpses into the lives and concerns of various sections of the wider population. You will also read an example of narrative prose of an epic character. In the late nineteenth century increasing exposure to European influences caused Turkish intellectuals to question many aspects of their literary heritage. Included, therefore, in this paper are some examples of the new poetry of the Servet-i Fünun group, which displays an individualism not seen before. The examination will contain translation, commentary and essay questions. In commentary questions on poetry you will be expected to show knowledge of the literary conventions within which poets worked, or (in the case of the early modern texts) the aims and concerns of particular poets.

**Recommended reading:**

Andrews, Walter. *Poetry's Voice, Society's Song: Ottoman Lyric Poetry*, Seattle and London, 1985.

Andrews, Walter G. and Mehmet Kalpaklı. *The Age of Beloveds: Love and the Beloved in Early Modern Ottoman and European Culture and Society*. Durham and London: Duke University Press, 2005.

Evin, Ahmet Ö. *Origins and Development of the Turkish Novel*, Minneapolis, 1983.

Halman, Talat Sait (ed.). *Turkey: From Empire to Nation*, New York, 1973. (Review of National Literatures.) (Chapters by T.S. Halman, J.R. Walsh, and R.C. Clark.).

Holbrooke, Virginia. *The Unreadable Shores of Love: Turkish Modernity and Mystic Romance*. Austin: University of Texas Press, 1994.

### Turkish Literature: General Questions

**Term in which it is taught and hours of teaching:**

Michaelmas Term of Year 4. 1 weekly lecture. Six tutorials.

**Teaching staff:**

Dr Laurent Mignon

**Course description:**

This paper looks at Turkish literature in a broad perspective. Major topics included within the scope of the paper are, for example, the characteristics, genres and conventions of classical Ottoman poetry and its imaginative world, the formal and thematic qualities of Turkish popular poetry, the

origins of modern Turkish literature, and the aims of writers and poets at different periods (tensions between educative or social-critical aims and aesthetic ideals or individual imagination). For this paper you will be expected to read some further works of Turkish literature on your own, depending on your particular interests. You can also make use of English translations where these exist. You will be expected to use a certain amount of analytical and critical work in Turkish, as there are very few studies of modern Turkish literature available in English.

**Recommended reading:**

Refer to Modern Literary Texts and Turkish and Ottoman Literary Texts, 1300-1900.

## **Turkish Language Reform and Language Politics from 1850 to the Present Day**

**Term in which it is taught and hours of teaching:**

Michaelmas Term of Year 4. 2 hours of classes per week, and 4 tutorials.

**Teaching staff:**

Dr Laurent Mignon

**Course description:**

Work for this paper includes the study of a selection of texts concerned with the issue of language reform, beginning with the writings of Ottoman intellectuals in the 1860s and continuing through the 'New Language' campaign of the Young Turk period and the radical language reform programme launched by Atatürk in the 1930s to the highly politicised controversies of the 1960s and 1970s. In your essays you will read more widely around the subject, and consider topics such as the changing concerns and priorities of reformers at different periods, the complex relationship between language reform and nationalism, and the concerns of opponents and critics of the movement.

The examination will consist of comment and essay questions. You will be expected to be able to discuss specific issues of reform, such as the elimination of Arabic and Persian grammatical forms and constructions, and the means of lexical substitution, with appropriate terminology and supporting examples. Some questions may ask you to comment on the style of an unseen passage or passages from the point of view of language reform issues.

**Recommended reading:**

Heyd, Uriel. *Language Reform in Modern Turkey*, Jerusalem, 1954.

Iz, Fahir. 'Ottoman and Turkish' in D.P. Little (ed.), *Essays on Islamic Civilization presented to Niyazi Berkes*, Leiden, 1976.

Lewis, Bernard. *The Emergence of Modern Turkey*, 3rd edn., New York/Oxford, 2002. Section 'Script and Language' in Ch. xii, 'Religion and Culture'.

Lewis, Geoffrey, *The Turkish Language Reform: A Catastrophic Success*, Oxford, 1999.

Mignon, Laurent. 'The Literati and the Letters: A Few Words on the Turkish Alphabet Reform', *Journal of the Royal Asiatic Society*, Volume 20/01 (2010):11-24.

Thomas, George. *Linguistic Purism*, London, 1991.

## **The Ottoman Empire, 1300–1566**

**Term in which it is taught and hours of teaching:**

Trinity Term of Year 3. (8onehour lectures and six tutorials)

**Teaching staff:**

Dr Aslı Niyazioğlu

**Course description:**

Contact the lecturer.

**Recommended reading:**

Contact the lecturer.

## **The Ottoman Empire, 1566–1807**

**Term in which it is taught and hours of teaching:**

Michaelmas Term of Year 4. (8 one-hour lectures and six tutorials)

**Teaching staff:**

Dr Aslı Niyazioğlu

**Course description:**

Contact the lecturer.

**Recommended reading:**

Contact the lecturer.

## **The Ottoman Empire and the Republic of Turkey, 1807–1980**

**Term in which it is taught and hours of teaching:**

8 lectures in Hilary Term of Year 4 and 6 tutorials.

**Teaching staff:** To be announced

**Course description:**

For this paper you will study the final century of the life of the Ottoman empire, the ‘national struggle’ that followed the dismemberment of that empire after defeat in World War One, and the development, down to the military intervention of 1980, of the Turkish nation state that emerged under Mustafa Kemal [Atatürk]’s leadership in 1923. Topics within the Ottoman period will include the 19<sup>th</sup> century modernising reforms known as the Tanzimat, the effects on Ottoman state and society of greatly increased political intervention and economic penetration by the European powers, the causes and results of territorial contraction, the intellectual renaissance accompanying the birth of the Turkish press, the new Islamic emphasis of Abdülhamid II, and the efforts of the ‘Young Turks’ to save the empire by constitutional government. Thereafter we shall examine how it was that the Republic of Turkey emerged in the form that it did, the impact on state and society of the nation-building measures of the one-party period, the transition to multi-party politics after World War Two and the interaction between democratic development and military intervention in the succeeding decades.

**Recommended reading:**

Finkel, Caroline. *Osman’s Dream: The Story of the Ottoman Empire 1300-1923*, London, 2005. Chapters 13-16.

Hanioglu, M. Şükrü. *A Brief History of the Late Ottoman Empire*, Princeton/Oxford, 2008.

Lewis, Bernard. *The Emergence of Modern Turkey*, 3rd edn, New York/Oxford, 2002.

Mango, Andrew. *Atatürk*, London, 1999.

Macfie, A.L., *The End of the Ottoman Empire, 1908-1923*, London, 1998.

Poulton, Hugh. *Top Hat, Grey Wolf and Crescent: Turkish Nationalism and the Turkish Republic*, London, 1997.

Zürcher, Erik Jan. *Turkey: A Modern History*, Revised edn, London, 2004.

## Assessment

The latest information on assessments and submission details is listed in the University of Oxford Examination Regulations and can be found here: <http://www.admin.ox.ac.uk/examregs>

**The Exam Regulations are revised and re-issued each year, and you must always consult the relevant issue in force. For example, if you matriculate your studies in Michaelmas Term 2017, for Prelims examinations you should refer to the Examination Regulations for 2017 -2018. For FHS examinations depending on the programme, please see the below:**

Year of Matriculation	Prelims Exams	FHS Exams	
		for 3-year programme	for 4-year programme
MT 2017	Prelims Exam Regs for 2017-18	FHS Exam Regs for 2018-19	FHS Exam Regs for 2019-20

## Important Deadlines

Monday Wk 9 of Trinity Term	Year 1	Provisional start date of the First Public Examinations.
Monday Wk 0 of Hilary Term	Year 4	Deadline for submission of dissertation titles for Faculty Board approval.
12 noon, Friday Wk 10 of Hilary Term	Year 4	Deadline for submission of dissertation.
Wk 0 of Trinity Term	Year 4	Oral examinations for Turkish language. Timetables available about 5 weeks before the oral exams.
Monday Wk 7 of Trinity Term	Year 4	Provisional start date of the Final Honour School examinations.

## Appendix 1: Dissertation Guidelines

### UNDERGRADUATE HONOURS DISSERTATIONS: ARABIC PERSIAN TURKISH, FACULTY OF ORIENTAL STUDIES

The dissertation is an opportunity to undertake original research on a topic of your own choosing. You will have one or two tutorials to discuss method, bibliography, and other aspects at the beginning of Hilary Term, then review what you have come up with near the end of the term with the same tutor. However, it is mainly your project to run with. You will be solely responsible for the final draft, which will not be read by your tutors.

For the word limit, deadlines and other rules, refer to the Examination Regulations which are the ultimate authority.

This document should be read in conjunction with the Faculty Undergraduate Handbook section on dissertations (p. 17) and the 'General Guidelines for Thesis Writers' available through the Faculty Undergraduate Handbook on the OI Website.

The 'General Guidelines' are at:

[https://weblearn.ox.ac.uk/access/content/group/a55c44d3-9f21-4dec-b48c-2dc6fa4e4bee/Exams/General\\_Guidelines\\_for\\_Thesis\\_Writers.pdf](https://weblearn.ox.ac.uk/access/content/group/a55c44d3-9f21-4dec-b48c-2dc6fa4e4bee/Exams/General_Guidelines_for_Thesis_Writers.pdf)

### WRITING AN UNDERGRADUATE HONOURS DISSERTATION: GUIDELINES, AND SOME TIPS

#### Choosing a topic and getting started

The honours dissertation is an exciting part of your course. It is an opportunity to conduct in-depth research on a topic of your choice, and to form and present your own original conclusions. It gives you a real indication of what academic research is like and why your tutors enjoy it so much. It may lead you to take an unexpected professional turn, or to go on exploring a topic of abiding interest even after you have concluded your degree. And it can give you a sense of satisfaction and pride at seeing through a complex, creative and original project. Make the most of the opportunity!

In the course of your studies, you may have already come upon a question you would like to explore or a topic or genre of writing or historical set of events that you would like to learn more about. Perhaps there is a text you have encountered in your studies that you would like to read and analyse more fully. Your year abroad may have sparked a particular linguistic or cultural or historical interest. Define as clearly as possible what it is that you want to focus on and what aspect most interests you. Do a web or library search to see what has been done, and then make an appointment by email – and in good time – with the most likely supervisor. Sometimes a short conversation can lead you in a new direction or sharpen your focus, or confirm that your idea is a viable one. A supervisor will help you to define a manageable topic and research question. At this early stage (ideally the year after your year of study abroad), you do not need to come up with a final title. (You will need to have a working title to be approved by the Subject.) But even before you have a final title and research question, the more clearly you can focus your interests, then the more targeted and useful your preliminary reading will be.

Keep in mind that almost everyone starts out with a question that is far too big or vague. You want to put some careful thought into defining your project at this stage. It is never too early to write a provisional abstract. Remember that a good dissertation *has* a thesis. It not only sets out a topic area

but it makes an argument. At the beginning of your research, you won't know exactly what that argument will be, but the earlier you start to think about it, the easier the later stages will be. Remember also that the dissertation is the equivalent of *one paper* only, and it carries no more weight in your final degree mark than any other paper. This is another reason to focus early and well: you do not want to spend disproportionately more time on the dissertation than on other papers that are examined.

While an undergraduate dissertation is not a PhD dissertation, and isn't expected to be an entirely original work in the way that a postgraduate thesis is, examiners do expect to see original thinking, a new angle on material that has been previously studied, a text analysis that takes an approach different to previous studies, etc. One feature of the cross-disciplinary field we work on – the study of Arabic, Persian, Turkish, often with European languages – is that there are many texts that have not been exhaustively studied: starting with a text is a fine way to come up with an original topic or an original treatment of a topic. If you want to work intensively on a text, discuss your interests with the most relevant member of staff, who can help you identify a text pertinent to your interests. Focussing your work carefully and closely, you're probably more likely to produce an original and cogent piece of research by doing so, than if you try to cover too much ground.

When you've chosen your dissertation and supervisor, discuss a preliminary bibliography. Start reading as you would for an essay. But for your dissertation, you are the one who sets the question, and your reading will help you to refine and modify it as you go. If you have chosen to work on a text or set of texts in the language(s) you have studied, give yourself plenty of time to read and reread the text(s), and jot down your ideas as you read. Identify the secondary readings that will help you carry out your original analysis.

You are required to submit a research question/topic and a brief abstract as an 'application for approval'. You may find it helpful to provide yourself and your supervisor with a somewhat expanded version of this, including:

- Title of dissertation
- Rationale underpinning the chosen area of study
- Key research questions to be examined and how you plan to answer them
- Sources to be consulted
- Preliminary discussion of relevant literature, if possible
- A work plan, with your timetable
- Possible outline of chapters

### **The research process**

Read strategically and interactively. Make a record of interesting ideas and also of queries that occur to you. Be sure to also record details (including page numbers) that you would need to provide for a footnote reference. This will save you more time than you can imagine later on.

Here are some useful strategies.

1. Ask yourself, with everything you read for the dissertation: How does this reading relate to the question I started with? What aspect of my central question does it help me with?
2. Skim read for relevance. How useful will this book or article be? What arguments/concepts/evidence/definitions/ways of thinking does it offer to me?
  - a. Skim read the introduction and conclusion to book chapters to identify main approaches or arguments, and to gauge whether closer reading will be fruitful.
3. Read key articles or chapters closely and take notes. Put things in your own words: that way you are having to grapple with the argument, rather than just passively taking down what the author says.



- a. What are the essential points of the account or argument?
  - b. How do they relate to my ideas and my question?
  - c. How do they relate to the other things I have been reading? Do they reinforce or challenge previous explanations?
4. How will your summary of this work serve the dissertation? Does it help you with your framework for analysis? Your background narrative account and contextualisation? Your sense of how wider debates in the field are mapped?
5. Rely on specialist/academic sources. A textbook might help you identify the specialist works or outline the general field, but it will be too general to serve as a source in itself.
6. The internet is useful in all sorts of ways, but rarely will it be good enough in itself. Be sure to embed your research in published academic literature.

On any topic, there are large numbers of books and articles you could read. Keep in mind that you cannot read everything. Be self-disciplined.

Think about how to pace yourself! As exciting as a dissertation project can be, it does demand commitment and good organisation. Don't leave it to the last minute. You may think that Hilary Term of your 4<sup>th</sup> year gives you plenty of time to write, but don't underestimate the twists and turns that this process can take.

Start writing as soon as you can. Even if you are not certain how all the pieces will fit together in the end – and indeed you may write many pages that never make it into the final dissertation – writing can help you clarify your thoughts, and it will show you where there are gaps in your knowledge and hence where more research is most urgently needed. Having some potential sections written can feel encouraging, too.

Don't feel you must start at the beginning. Write up a section that interests you, and do include the references to make your life easier later on. You might want to ask your supervisor to read this section, and to advise you on whether you need to aim for including more or less detail. When you write, think about how you would want to explain this to someone else who is on your degree but who is working on a completely different topic. You can ask your supervisor whether the section should be organised differently, and whether you've got the references right. Be forewarned: you may be surprised to find that you have already used more of the word-allowance than you expected. Remember the aim is to write *quality* work that is well organised, succinct without being telegraphic, and that all supports your central argument.

### **Research integrity and Ethical issues**

Be sure that you are familiar with the University's guidelines on plagiarism, which you can find a link to in the Undergraduate Handbook.

Also be aware of research ethics and integrity issues. If your research topic involves research with human subjects, you must fill out a preliminary risk form. The full code of practice and procedure on Academic Integrity in Research is here: <https://www.admin.ox.ac.uk/personnel/cops/researchintegrity/>

Our Faculty comes under the purview of the Social Sciences and Humanities Inter-divisional Research Ethics Committee (SSH IDREC). For straightforward or lower-risk ethical issues, applicants apply for ethical review via completing a checklist (a 'CUREC1A'), and are then reviewed by the SSH IDREC Secretariat. Complex issues require a full application form (a 'CUREC/2') but this is not likely for undergraduate research.

These forms are not meant to be obstacles: indeed, they are meant to foster good research practice,

and they are there to help and guide you. The basic question they ask is: 'Does your research have ethical implications because it invokes human subjects and/or personal data?' If you have any questions about the process or whether you need to complete it, ask your supervisor in the first instance. The SSH IDREC Secretariat is there to help us with questions, as well.

Also, if your dissertation is based at all on fieldwork, you need to document interviews or the like. You may want to refer to informants confidentially (as X, Y, Z, etc.). You may also want to provide a copy of any questionnaires or sets of interview questions used, as an Appendix. But a dissertation based on fieldwork also needs to show familiarity with relevant secondary literature.

## **Organisation**

Have a look at the section on 'good vs indifferent theses' in the Guidelines for Theses Writers. Dissertations are arguments backed up with evidence and clearly indicating the originality of the work and its relation to previous works on the subject. Dissertations are not simply accumulations of research findings. Evidence doesn't speak for itself! You need to think about how to shape your material into a well-organised argument. Don't let reading and collecting data become an end in itself, however enjoyable it may be.

You are likely to organise your dissertation as an introduction, 3-4 chapters organised on the basis of chronology or theme or another structural principle, and a conclusion. In the introduction, don't take too long to set up your dissertation statement. (*Remember, most students end up with too many words, not too few!*) Let the reader know immediately what your argument is and how you will present it. The introduction may include a literature review: by briefly discussing important work already done on this topic, you can distinguish your work from that earlier work as well as showing that you have a good grasp of the research area.

As you work, you may want to keep a 'checklist' of questions somewhere nearby, to remind yourself of the basic components of a good piece of research. Some of these aspects may be more important for some topics than for others.

### Focus and structure

1. Have I clearly formulated the question, and do I state it clearly at the start of the dissertation?
2. Have I put the question into context (relevant literature, historical or socio-economic contexts, literary/genre context, etc)
3. Have I established – and made clear – the aims and objectives of the work?
4. Do those aims and objectives relate to my central research question?
5. Have I made clear what my research design/methods is/are?

### Reading

1. Have I surveyed the most relevant works from the general literature?
2. Have I critically assessed, not merely reported, relevant issues and debates in the literature?
3. How well have I related the literature to my research question?

### Writing up

1. Is there a clear and logical structure, overall and within each section of the dissertation?
2. To put it another way, is the dissertation coherent? Is my central research question evident throughout the entire dissertation, do the different chapters and sections all relate to one another as well as to the research question? Have I avoided digressions? It is useful to ask yourself (frequently) the 'so what?' question. What's the point of this section (or this paragraph, or this sentence)? What does it add?

3. Do I begin each chapter with a succinct statement of and guide to what will appear in that chapter?
4. Do I provide good transitions between sections?
5. Do I provide a brief conclusion at the end of each chapter?
6. Have I written in clear English? Have I avoided jargon? Have I avoided generalisations?
7. Have I clearly defined my terms?
8. Have I analysed and interpreted the data, not just in my own head, but on the page, rather than just describing them?
9. Are my conclusions based on evidence I have presented?

#### Presentation and scholarly standards

1. Have I used clear and consistent referencing throughout, with page references where relevant?
2. Have I ensured that other people's work – whether quoted or described in my own words – is explicitly cited?
3. Have I provided a detailed and accurate Bibliography? Have I rechecked the alphabetical order of authors' last names?
4. Have I checked spelling and grammar? (Do not rely on computer checks!). Am I certain that my transliteration is consistent and correct?
5. Have I set off long quotations in separate, indented paragraphs?

Oriental Studies does not prescribe one format for citations in footnotes and bibliographies, because we realise that different disciplines tend to prefer different formats. Discuss with your supervisor – preferably early on – what format would be most suitable for you. Three excellent guides, available in the Oriental Institute Library, are:

Waddingham, Anne. *New Hart's rules: The Oxford style guide*. 2<sup>nd</sup> edition. Oxford: University Press, 2014.

*New Oxford style manual*. Oxford: University Press, 2016.

*The Chicago manual of style*. 16<sup>th</sup> edition. Chicago: University Press, 2010.

#### **Getting there**

People have different working styles. Prior to Hilary Term 4<sup>th</sup> year – when you will do the bulk of the writing – some prefer to set apart one 'dissertation day' a week for reading and preliminary writing, while others find that their best rhythm is to work in short stretches between other deadlines. Set yourself some goals: write a timeline, especially for the intense period of work in Hilary Term. Outline each chapter, even if you don't completely stay with that outline. While our policy is that students should meet with supervisors for an hour or two at the beginning of HT, perhaps an hour in the middle, and then another hour at the end (4 tutorials in total), emails containing particular questions and issues are perfectly acceptable and can often straighten out vexing matters. Some students and supervisors agree that the student will 'check in' with supervisors briefly (by email) every two weeks or so, to note their progress.

Try hard to have the final draft ready well in advance of the deadline. Ideally, you want to be able to put it aside and then pick it up to re-read it. This is extremely helpful for seeing gaps in your argument, places where you need better transitions, generalisations that need to be either deleted or worked on, infelicitous translations, missing or incomplete references, and – last but definitely not least – typing errors.

You can ask your supervisor to read a pre-final draft, but not the final draft. In the end, a dissertation is an independent piece of work. Hopefully you have sought out and incorporated your supervisor's diagnostic feedback already, and you've been able to produce a final dissertation that you'll long be proud of. But even in the late stages, supervisors can advise on structure, on problems with references, on particularly knotty translation issues, and the like.

## Appendix 2: Recommended Patterns of Teaching

### FPE

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
[1.] Prepared texts and unseen translation from Turkish	MT		32			<i>Figures in this table are in hours unless otherwise stated.</i>
	HT		32			
	TT		32			
[2.] Turkish grammar and translation into Turkish	MT		32			
	HT		32			
	TT		32			

### FHS

### Year 3

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
[1.] Unprepared translation from Ottoman and modern Turkish.	MT		24	3		<i>Figures in this table are in hours unless otherwise stated.</i>
	HT		16	3		
	TT		16	3		
[2.] Translation into Turkish and essay in Turkish	MT		16	3		The number, distribution and nature of classes may vary according to the judgement of the professors
	HT		16	3		
	TT		16	3		
[3.] Spoken Turkish	MT		8			
	HT		8			
	TT		8			

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
[4.] Ottoman historical texts	MT					The number, distribution and nature of classes may vary according to the judgement of the professors
	HT		16-24	2		
	TT		16-24	2		
[5.] Turkish political and cultural texts 1860 to present	MT		16-24	2		The number, distribution and nature of classes may vary according to the judgement of the professors
	HT		16-24	2		
	TT					
[6.] Turkish literature: general questions (optional paper)	MT					
	HT		8	6		
	TT					

## FHS Turkish as an additional language

### Year 3

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
[1.] Turkish Language	MT		64			The number, distribution and nature of classes may vary according to the judgement of the professors
	HT		64			
	TT		48			
[2.] Turkish political and cultural texts	MT					The number, distribution and nature of classes may vary according to the judgement of the professors

## FHS Turkish as an additional language

### Year 4

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
[1.] Turkish Language	MT		32	4		The number, distribution and nature of classes may vary according to the judgement of the professors
	HT		32	4		
	TT		16	2		
[2.] Turkish political and cultural texts	MT		16	2		The number, distribution and nature of classes may vary according to the judgement of the professors
	HT					
	TT					
[3.] Turkish Literary Texts	MT		8	1		The number, distribution and nature of classes may vary according to the judgement of the professors
	HT		24	2		
	TT					