



# Bachelor of Arts in Turkish

## Course Handbook

**Faculty of Asian and Middle Eastern Studies**

Academic Year 2023-24

**Course Co-ordinator** - Dr [Aslı Niyaziođlu](#)

This handbook applies to students who, in Michaelmas 2023, are starting their course (for information relating to the FPE), or are entering the Final Honour School (for information relating to the FHS). The information in this handbook may be different for students starting in other years.

The Examination Regulations relating to this course are available here ([Exam Regulations](#)).

If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations. If you have any concerns please contact the Senior Academic Administrator, [Edmund Howard](#).

The information in this handbook is accurate as at Hilary Term 2024; however, it may be necessary for changes to be made in certain circumstances, as explained at [www.ox.ac.uk/coursechanges](http://www.ox.ac.uk/coursechanges). If such changes are made the faculty will publish a new version of this handbook together with a list of the changes and students will be informed.

General faculty-wide information can be found in the [General Undergraduate Handbook](#).

## This Handbook

The handbook sets out the basic framework for the BA in Turkish. You should consult the current edition of the Examination Regulations for information regarding your course. The information in this handbook should be read in conjunction with:

- the Faculty's general Undergraduate handbook;
- the [Examination Regulations](#);
- the [University Student Handbook](#)
- your college handbook.

**If there is a conflict between information in this handbook and the Examination regulations, then you should follow the Examination regulations.**

Comments and criticism of the handbook are always welcome; they should be sent to the [Director of Undergraduate Studies](#) or the Senior Academic Administrator, [Edmund Howard](#).

### Version history

1	October 2023	Original publication
2	February 2024	Updates to formatting, web links and student support information

## Contents

This Handbook .....	2
Introduction .....	4
Course Outline .....	4
Year 1.....	4
Year 2.....	5
Years 3 and 4 (Final Honour School) .....	6
Turkish sole:.....	6
Turkish with a subsidiary language: .....	7
Papers for FHS.....	9
Compulsory Papers .....	9
Further Subjects .....	12
Turkish as a Subsidiary Language.....	15
Recommended Patterns of Teaching (RPT) .....	15
FPE Turkish .....	15
FHS Turkish (Year 3) .....	16
FHS Turkish as an additional language (Year 3) .....	17
FHS Turkish as an additional language (Year 4) .....	17
Teaching Staff.....	18
Examinations and Assessment.....	19
Examination Regulations .....	19
Deadlines.....	19
Canvas .....	19
Set Texts and Recommended Readings.....	19
Student Information and Support .....	22
Student Hub .....	22
Equality, Diversity and Inclusion .....	22
Welfare and Support.....	22

## Introduction

Students will study either Turkish, or Turkish with a subsidiary language.

The aims of Turkish are:

1. to make students proficient in reading, writing, listening to, and speaking modern Turkish;
2. to familiarise students with the evolution and concerns of modern Turkish literature, and to develop their literary critical skills;
3. to teach students to read Ottoman historical texts of various periods, and to give them the ability to interpret and analyse them;
4. to help students to understand the major cultural and political issues which have been involved in Turkey's transition from empire to modern nationhood; 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.

The aims of Turkish with a subsidiary language are:

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

## Course Outline

### Year 1

The first year of the course is designed to give students a solid foundation in modern Turkish, and to introduce them to Islamic religion and culture and the history of the Islamic Middle East (most of which was for 4 centuries part of the Ottoman Empire).

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 will be provided by the tutor. 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).

### 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. At the end of this term, you will write and give a presentation on a topic of your personal choice (Length of presentation 15-20 min).

### Year 2

You will follow a course of study at [Boğaziçi University](#) in Turkey 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.

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 Asian and Middle Eastern 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' 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. Some 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.

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.

Boğaziçi University provides support for students with specific requirements by the help of the Student Guidance and Psychological Counselling Center (BUREM), Boğaziçi University Disabled Students Committee, and Assistive Technology and Education Laboratory for Individuals with Visual Disabilities (GETEM). Please contact the Year Abroad Coordinator for more information.

### Years 3 and 4 (Final Honour School)

In your third year, on your return from the Year Abroad, you may either continue with Turkish as your only language, or, subject to conditions, you may take a second AMES language.

In the Final Honour School, students will be pursuing several different kinds of study in parallel.

Language work will continue steadily and will focus on 2 types of teaching session. Students will have regular language tutorials, for which they 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 their tutor.

There will also be 3 hours per week of classes conducted in Turkish, designed to improve students’ active command of the language. 1 of these will be devoted to the reading of articles from the contemporary Turkish press, 1 to discussion of the political or cultural issues raised in those articles, and 1 to direct practice for the aural comprehension component of FHS.

The study of prescribed texts (‘set texts’), both Ottoman and modern, historical, literary and political, will form another major ingredient of students’ work. Depending on the options they have chosen, students can expect to spend 4-6 hours per week from Michaelmas Term of Year 3 to the end of Michaelmas Term of Year 4 in classes devoted to the close reading and explication of these texts, to which they must come adequately prepared.

### Turkish sole:

If you continue with Turkish as your only language, the degree will be called “BA Turkish.”

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 the course coordinator 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 which can be found on the Student Hub).

#### Turkish with a subsidiary language:

If you take a **subsidiary AMES language** (see the list below for permitted options), your degree will list both languages, e.g. **BA Turkish with Persian**.

Candidates wishing to take a subsidiary language would normally be expected to achieve a good 2:1 in the Return from Year Abroad Collection. If candidates score below that, they must contact the course coordinator for Turkish and individual situations will be assessed contextually. You must have previously obtained the conditional agreement of your college tutor and the course coordinators of Turkish and of the subsidiary language.

In order to take a subsidiary language, you must contact the course coordinator for that language to discuss the availability and practicalities of teaching, and obtain their permission. You should also obtain the agreement of the Turkish coordinator, and of your college tutor.

The deadline for requests to take a subsidiary language is 12 noon 31<sup>st</sup> August, before you start your third year. You must confirm your choice with the AMES Academic Office via email at [undergraduate.administrator@ames.ox.ac.uk](mailto:undergraduate.administrator@ames.ox.ac.uk) or by filling the relevant online form. If you go on to achieve a good 2:1 or above your choice will be confirmed by the start of 2nd week Michaelmas Term.

It is your responsibility to contact your college administrator and inform them of the change of degree (from BA Turkish or BA Turkish with Arabic/Hebrew/Persian etc.) so that it can be updated on your official record.

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.

### Overview of FHS Papers

Turkish	Turkish with a subsidiary language
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 Asian and Middle Eastern 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 (see list below). 10. A dissertation, topic to be approved by the Board of the Faculty of Asian and Middle Eastern Studies

**Students should note that not all subsidiary languages and options may be available in a given year.**

### Available subsidiary languages:

- Arabic
- Classical or Modern Armenian
- Classics (for students in the BA Asian and Middle Eastern Studies and Classics)
- Early Iranian
- Hebrew
- Hindi/Urdu
- Persian

### Available options:

- Turkish and Ottoman literary texts, 1300-1900
- Turkish literature: general questions
- Turkish language reform and language politics from 1850 to the present day
- Islamic History, 570-1500
- The Ottoman Empire, 1300-1566
- The Ottoman Empire, 1566-1807
- The Ottoman Empire and the Republic of Turkey, 1807-1980
- Up to one paper from the options available in the syllabus for BA Arabic, subject to approval by the Turkish coordinator.



## Papers for FHS

### Compulsory Papers

#### **Unprepared Translation from Ottoman and Modern Turkish**

Term in which it is taught and hours of teaching: Years 3 and 4

Taught by Dr Laurent Mignon, Dr Emine Çakır, and Dr Aslı Niyazioğlu

*(Please, note that Dr Mignon will be on sabbatical leave during the 2023-24 Academic year)*

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. As your overall exposure to Ottoman will have been less extensive, in Michaelmas of Year 4 you will have a weekly session on Ottoman unseen translation. You will also get 'exam-type' practice in modern unseen translation in Ottoman and Turkish collections.

#### **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).

Taught by Dr Laurent Mignon and Dr Emine Çakır

*(Please, note that Dr Mignon will be on sabbatical leave during the 2023-24 Academic year)*

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

Taught by Dr Laurent Mignon and Dr Emine Çakır

*(Please, note that Dr Mignon will be on sabbatical leave during 2023-24 Academic year)*

Students will take these classes throughout Years 3 and 4.

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

- a. 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.)
- b. 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.

Taught by Dr Aslı Niyazioğlu

This paper introduces students to the major topics in Ottoman history and historiography of the 15th-17th centuries through a close reading of selected primary texts. 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, the reconstruction of Istanbul after the conquest, recruitment of the ruling elite, 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.

### **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

Taught by Dr Andrew Hammond

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.

### **Modern Turkish Literary Texts**

Term in which it is taught and hours of teaching: Year 3 and 4 (starts in Hilary and continues

into Michaelmas and Hilary of the following academic year). 2-3 hours of classes per week. Occasional essay tutorials.  
Taught by Dr Andrew Hammond

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.

### 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.

Taught by Dr Laurent Mignon

*(Please, note that Dr Mignon will be on sabbatical leave during 2023-24 Academic year)*

Students will have 2-3 hours of classes per week in Hilary Term of Year 4 and occasional essay tutorials.

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.

### **Turkish Literature: General Questions**

Term in which it is taught and hours of teaching: Michaelmas Term of Year 4. 1 weekly lecture. Six tutorials.

Taught by Dr Laurent Mignon

*(Please, note that Dr Mignon will be on sabbatical leave during 2023-24 Academic year)*

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.

### **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.

Taught by Dr Laurent Mignon

*(Please, note that Dr Mignon will be on sabbatical leave during 2023-24 Academic year)*

Students will have 2 hours of classes per week and 4 tutorials in Michaelmas Term of Year 4.

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.

### **The Ottoman Empire, 1300-1566**

Term in which it is taught and hours of teaching: Trinity Term of Year 3. (8 one-hour lectures and six tutorials)

Taught by Dr Aslı Niyazioğlu

For course information and recommended reading, contact Dr Niyazioğlu.

### **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)

For course information and recommended reading, contact Dr Niyazioğlu.

### **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.

Taught by [TBA]

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.

### Turkish as a subsidiary language

Students taking BA Arabic, BA Hebrew, BA Persian, and BA Classics with Asian and Middle Eastern Studies may take Turkish as a subsidiary language.

Please refer to the conventions for FHS examinations for the papers to be taken, available on the Student Hub towards the end of Michaelmas Term.

## Recommended Patterns of Teaching (RPT)

Below is an indication of the type and number of teaching hours on this course.

### FPE Turkish

Paper	Term	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 Turkish (Year 3)

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

## FHS Turkish as an additional language (Year 4)

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
						<i>Figures in this table are in hours unless otherwise stated.</i>
[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					

## Teaching Staff

- Professor [Walter Armbrust](#), Professor of Modern Middle Eastern Studies (St Antony's)
- Dr [Ashraf Abdou](#), Lecturer in Arabic Language
- Dr [Umberto Bongianino](#), Departmental Lecturer in Islamic Art and Architecture (Wolfson)
- Dr Marco Brandl, Lecturer in Arabic and Islamic studies
- Professor [Dominic Parviz Brookshaw](#), Professor of Persian Literature (Wadham)
- Dr [Emine Çakır](#), Lecturer in Turkish Language
- Dr [Stephanie Cronin](#), Elahé Omidyar Mir-Djalali Research Fellow
- Professor [Alain Fouad George](#), I.M. Pei Professor of Islamic Art and Architecture, Director of the Khalili Research Centre (Wolfson)
- Dr [Otared Haidar](#), Lecturer in Arabic Language
- Dr [Husam Haj Omar](#), Lecturer in Arabic Language (St Antony's)
- Dr [Andrew Hammond](#), Lecturer in Turkish Literature
- Professor [Edmund Herzig](#), Soudavar Professor of Persian Studies (Wadham)
- Dr [Nadia Jamil](#) – Senior Language Lecturer; Senior Researcher DocuMult Project Khalili Research Centre (St Benet's and Wolfson)
- Professor [Jeremy Johns](#) – Emeritus Professor of the Art & Archaeology of the Ancient Mediterranean (Wolfson College)
- Mr [Tajalsir Kandoura](#), Lecturer in Arabic Language (Pembroke)
- Dr [Homa Katouzian](#), Iran Heritage Foundation Research Fellow (St Antony's)
- Professor [Laurent Mignon](#), On leave 2023-24, Professor of Turkish Literature (St Antony's)
- Professor [Fitzroy Morrisey](#), Associate Professor of Islamic Studies and Law (Pembroke)
- Professor [Aslı Niyazioğlu](#), Associate Professor of Ottoman History (Exeter)
- Professor [Mohamed-Salah Omri](#), Professor of Modern Arabic (St John's)
- Professor [Tahera Outbuddin](#), Abdulaziz Saud AlBabtain Laudian Professor of Arabic (St John's)
- Professor [Eugene Rogan](#), Professor of Modern Middle Eastern History (St Antony's)
- Professor [Christian Sahner](#), Associate Professor of Islamic History (New College)
- Professor [Nicolai Sinai](#), Shaikh Zayed Associate Professor of Islamic Studies (Pembroke)
- Professor [Luke Treadwell](#), Samir Shamma Associate Professor of Islamic Numismatics (St Cross)
- Dr James White, Departmental Lecturer in Persian Literature (St Antony's)
- Dr [Michael Willis](#), University Research Lecturer and H.M. King Mohammed VI Fellow in Moroccan and Mediterranean Studies (St Antony's)
- Professor [Zeynep Yürekli-Görkay](#), Associate Professor of Islamic Art and Architecture (Wolfson)

## Examination Regulations

The Examination Regulations relating to this course are available at

<https://examregs.admin.ox.ac.uk/>

If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations.

## Examinations and Assessment

For details on the assessment of individual AMES papers, please refer to the [exam rubrics and conventions](#) available on the Student Hub.

## Deadlines

Date	Year of Course	Event	How
Monday 9 <sup>th</sup> Week Trinity Term	1	Provisional start date of the First Public Examinations.	
Friday 4 <sup>th</sup> Week Michaelmas Term	4	Deadline for exam entry.	Via Student Self Service
12 noon Monday 0 <sup>th</sup> Week Hilary Term	4	Deadline for applications for approval for dissertation titles (Persian and Persian with Subsidiary Language) (as in Examination Regulations).	Online Thesis Title Approval Form available through the <a href="#">Intranet Approval Forms page</a>
12 noon Friday 10 <sup>th</sup> Week Hilary Term	4	Deadline for submission of dissertation.	Via Inspira
0 <sup>th</sup> Week Trinity Term	4	Oral examinations for Persian language.	
Monday 7 <sup>th</sup> Week Trinity Term	4	Provisional start date of the Final Honour School examinations.	

## Canvas

Click [here](#) for the BA Turkish Canvas page.

## Set Texts and Recommended Readings

### Recommended reading for Ottoman Historical Texts

- Faroqhi, 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.
- Fleet, Kate et al. (eds). *Cambridge History of Turkey*, vol 1-3, Cambridge, 2009- 2013.
- Kafadar, Cemal. *Between Two Worlds: The Construction of the Ottoman State*, Berkeley, 1995.
- Piterberg, Gabriel. *An Ottoman Tragedy. History and Historiography at Play*, Berkeley, 2003.
- Woodhead, Christine, (ed). *The Ottoman World*, London and New York, 2012.

#### **Recommended reading for Turkish Political and Cultural Texts, 1860 to the Present:**

- 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.

#### **Recommended reading for Modern Turkish Literary Texts:**

- 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.)
- Kerlake, 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.

#### **Recommended reading for Turkish and Ottoman Literary Texts, 1300-1900:**

- 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.

### **Recommended reading for Turkish Literature: General Questions:**

Refer to Recommended reading for Turkish and Ottoman Literary Texts, 1300-1900.

### **Recommended reading for Turkish Language Reform and Language Politics from 1850 to the Present Day:**

- 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.

### **Recommended reading for The Ottoman Empire and the Republic of Turkey, 1807-1980:**

- 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.

## Student Information and Support

### Student Hub

The [Student Hub](#) is an ongoing project to provide a live online version of the handbook, together with more detailed course information and further resources such as forms and exam conventions, as well as archived documents from previous years. You can also access the Student Hub through the top bar of the Faculty Website, through the 'NEW Faculty Intranet' button. You will need to log in using your SSO.

### Equality, Diversity and Inclusion

In accordance with our [Statement of Values](#), the Faculty of Asian and Middle Eastern Studies is committed to creating a teaching, learning, and research environment in which every member of our community – at every academic level from undergraduate to senior academic, and among library and administrative staff – can achieve their full professional potential without discrimination on the basis of age, disability, gender, marriage or civil partnership, nationality, pregnancy or parenthood, race, religion or belief, sex, or sexual orientation.

We welcome suggestions for making our courses more diverse and inclusive. In general, you are encouraged to tell us if you see any ways in which the courses or this handbook might be improved. Staff and students are welcome to contact the Equality and Diversity team with any suggestions or concerns:

**Arabic, Persian, and Turkish Group Equality and Diversity Representative:** [Nora Schmid](#)

**Faculty Equality and Diversity Officer:** [Richard Parkinson](#)

### Welfare and Support

Our community aims to encourage and support all students. The student experience at Oxford offers lots of opportunities for you to thrive, grow, and look after your own wellbeing, but we know that sometimes there can be stresses and challenges too.

We want to give you the agency to navigate welfare support, and to make your own decisions. This includes by:

- Keeping in touch with your College and Department, and letting them know if you need help
- Seeking support when needed
- Supporting your fellow students
- Registering with Disability Advisory Service for structured support if you have a disability

Should you have any concerns, or for guidance and support, please do not hesitate to contact the following people:

**Disability Coordinators:** [Thomas Hall](#) and [Edmund Howard](#)

**Welfare Contact:** [Edmund Howard](#)

**Harassment Officers: [Leyla Najafzada](#) and [Zeynep Yürekli](#)**

Details of the range of sources of support available in the University are available from the [Oxford Students](#) website, including in relation to mental and physical health and disability.

More information about the support and resources available can be found in the general Undergraduate Handbook and on the Faculty and University websites.