# SCHEDULE & REQUIREMENTS
**IDIS 355 (Dr. KALDJIAN) SPRING 2012**

Syllabus is always tentative and subject to updating. Drop box and grades found on D2L.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
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<td>1</td>
<td>27 Jan</td>
<td>Introductions</td>
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<td>2</td>
<td>3 Feb</td>
<td>Geographical Overview Assignment #1</td>
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<td>3</td>
<td>10 Feb</td>
<td>Language &amp; Customs Assignment #1 Due Kerper – Personalities and Turkey (p. 69-112)</td>
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<td>4</td>
<td>17 Feb</td>
<td>People, Nations, Ethnicities Travel, tourism, immersion and study abroad Language Quiz #1 Gmelch on Study Abroad 2010 Potts on Travel and Tourism 2000 Finkel Chapter 5 Assignment #2</td>
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<td>5</td>
<td>24 Feb</td>
<td>Food and Agriculture Environment &amp; Regions Kerper – the Turkish Table Assignment #2</td>
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<td>6</td>
<td>2 Mar</td>
<td>Safety and Planning</td>
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<td>7</td>
<td>9 Mar</td>
<td>Culture, Custom and Practice Prezi project Anand Discussion Kerper – Turkish Miscellany Navaro-Yasin History &amp; Local Culture 1999 Stokes Culture Industries 1999</td>
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<td>8</td>
<td>16 Mar</td>
<td>Islam &amp; Turkey White Islamism &amp; Turkey 2002 White Islamist Chic 1999 Silverstein Islamism Modernism 2003</td>
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<td>23 Mar</td>
<td>Spring Break</td>
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<td>9</td>
<td>30 Mar</td>
<td>Twin Cities with GEOG 319</td>
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<td>10</td>
<td>6 Apr</td>
<td>Byzantine &amp; Ottoman Language Quiz #2 Zurcher Kerper – Monuments, Bosphorus, Edirne Kerper – Byzantine Empire, Bursa – Assignment #4</td>
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<td>11</td>
<td>13 Apr</td>
<td>Republican History Travel Guide Zurcher</td>
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<td>13</td>
<td>27 Apr</td>
<td>Observation &amp; Participant Observation D. W. Meinig Peirce Lewis</td>
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<td>14</td>
<td>4 May</td>
<td>Presentations Assignment #6 Final Prezi</td>
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<td>15</td>
<td>11 May</td>
<td>Final Preparations Language Quiz #3 Assignment #5</td>
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<td>16</td>
<td>May 16 through May 20</td>
<td>Final Exam Assignment #5</td>
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ASSIGNMENTS

1. Self-Reflection Essay (2-3 pages) – Why do I want to go to Turkey? Why doesn’t everybody want to go? What do I want to get out of the experience? (10)
2. Critical Application (1-2 pages) Read Gmelch 2010. How does this inform your preparations and intentions? How does it affect what you want out of the experience? Be prepared to discuss in class. (5)
3. Language quizzes – simple vocabulary and phrases. (3 x 5 = 15)
4. Prezi presentation of our intended trip. (10)
5. Self assessment – what have you learned, how have you grown, how well prepared do you think you are, how do you expect/hope to grow during the summer academic adventure. Include how you hope to grow this summer, and what you expect to do with this experience in the months and years after you return. (10)

6. Travel Guide – use Finkel and Kerper as starting points (30)
   a. Calendar & itinerary
   b. What to pack – what are you going to bring & why?
      i. Think culturally and environmentally.
   c. History
      i. Summary from Ortayli, others
      ii. Chapter summaries from Zürcher
      iii. Key historical people and places
      iv. Prepare and propose a historical site visit for Istanbul – provide two-page handout.
   d. Cultural Activities
      i. Special events for us in Istanbul
      ii. Daily life activities
   e. Phrases
      i. Must know words and phrases
   f. Contemporary issues and pop cultural references
      i. Who is who?
      ii. Ethnic Groups
      iii. Current events
   g. Blogs and info sites
   h. Cultural reminders
   i. Other

Readings for Travel Guide
Include list of key concepts, terms, people, explanations, and the most significant event(s). Talk with students from last year’s trip. Conclude with an assessment of what we need to know from this chapter for our understanding of Turkey today and for a deeper appreciation of our experience this summer. You are to give a very brief presentation of this chapter in which you highlight and explain the most significant elements of this chapter and how/why they will help us get more from our summer experience.
Participation – 20 points
Informed discussion in class and meaningful contribution to group blog site (TUMBLR).

REQUIRED READINGS

ADDITIONAL RESOURCES
Pamuk, Orhan. 2006. *Istanbul: Memories and the City*. Vintage. ($10)

UWEC Learning Goals
Through the use of lectures, discussions, assignments, fieldwork and field experiences, this foundation-building class addresses all of UWEC’s Learning Goals. Keep these goals in mind as you work through the semester. These goals include:

1. Knowledge of the Human and Natural World
2. Creative and Critical Thinking
3. Effective Communication
4. Individual and Social Responsibility
5. Respect for Diversity Among People

Course Policies
- Please turn off all cell phones, pagers, I-pods, Kindles, Espresso machines or other electronic do-dads in this classroom. No texting, surfing, sleeping, studying – this class is a preparatory seminar that requires your active engagement, contribution and quality effort.
- Computers will only be permitted in class if they are for the collective good.
- Food and Drink allowed, but you are expected to clean up after yourselves.
- Importantly, the classroom will be maintained as a respectful, mature, and courteous community in which all participants including the instructor and the students will conduct themselves in a manner such that is respectful to all differing ideas, opinions, beliefs, cultures, mannerisms, etc. This is especially important as we explore the issue of
immigration, which involves issues of race, ethnicity, identity and power, and have the potential to ignite heated exchanges.

- We have the right to excuse any student from the classroom if I feel they are engaging in activities that are disrupting myself or other students.
- We have the right to make any changes to the class, the syllabus, and any others that I see fit through the entirety of the semester.

**Disabilities Services:**

The University of Wisconsin-Eau Claire complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students with disabilities must contact the instructor and the Services for Students with Disabilities Office in Old Library 2136 (phone 836-3051) at the beginning of the semester. Every attempt will be made to accommodate students with documented disabilities, but they **must be** documented with the Services for Students with Disabilities Office.

**Academic Dishonesty:**

Simply put, don’t cheat. Academic dishonesty includes, but is not confined to: plagiarizing; cheating on tests or examinations; turning in counterfeit reports, tests, and papers; stealing tests or other academic material; knowingly falsifying academic records or documents of the institution; accessing a student’s confidential academic information without authorization; disclosing confidential academic information without authorization; and, turning in the same work to more than one class without informing the instructors involved. Each student is expected to engage in all academic pursuits in a manner that is above reproach. Any student engaging in academic dishonesty will be subject to strong disciplinary action as well as receiving an 0 on the assignment and depending on offense, failure in the class. The official university policy on Academic Dishonesty can be found at [http://www.uwec.edu/dos/Codes/ch14.htm](http://www.uwec.edu/dos/Codes/ch14.htm)

**Family Educational Rights and Privacy Act (FERPA):**

All students are protected by the FERPA. This means all information related to your academic performance is private and cannot be released to a third party (even your parents) unless you provide written permission to release the information. Official policy can be found at: [http://www.uwec.edu/registrar/FERPA/index.htm](http://www.uwec.edu/registrar/FERPA/index.htm)