Governance of Campus Internationalization:

Issues and Prospects into Integration

Assoc. Prof. Dr. Hale Işık-Güler

METU

METU
has
three
campuses

1

MAIN CAMPUS
ANKARA
(founded in 1956)

2

ERDEMLİ CAMPUS
MERSİN
(founded in 1975)

3

NORTHERN CYPRUS
KALKANLI
(founded in 2000)

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

- A comprehensive international **Public Research** University in the **capital** Ankara

- Medium of instruction is **English at all levels, all programs (a year of intensive English on campus)**

- **43** Undergraduate and **187** graduate programs, 8000+ courses offered a year

Approximately **29,000 students** from **95** different countries
- **30%** are graduate students
- **7%** are international students at Ankara and **30%** at NCC
- Majority of students from the **top 1%-2%** of the 2 million applicants taking the Turkish National University Entrance exam

Major Fields of Study: *Engineering, Natural Sciences, Social Sciences & Humanities, Architecture & Design, Education*

-Accreditation: ABET, AACSB, EUA
-**430** laboratories
-**31 Research Centers**/Centers of Excellence

- **910** International Partnership and Exchange agreements

- **500+ outgoing** and **450+ incoming students** annually

- **120+** outgoing and **140+** incoming **staff**

- **7700 dorm rooms** on campus (priority placement for international students)**+ 2000** more being built

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

- Competitive research program grants (e.g. Horizon2020, ERC projects) comprising **20-30% of the university budget.**

- Top university in Turkish '**Entrepreneur and Innovative** University' Index 2019.

ODTÜ·TEKNOKENT

- High Industry collaboration through **METU Teknokent** (Science Park)- **#1** in Turkey: **360+ companies on campus.**

METU has repeatedly been rated among the **top universities in several fields/rankings**:
-highest attained: **85th** in THE *"World University Rankings 2014-2015"*

QS 2019 World rankings, METU ranked as the **top** university **in Turkey**, in the subjects of **Engineering and Technology, Natural sciences, and Social sciences and Education.**

"Red Dot Design Universities 2018" ranking: **5th** among top design/arhitecture schools listed **in Europe and the Americans** (*also in "Domus 100" Europe list*)

reddot

Turkey's premier state research university

Established with an international mandate and an international vision

English as the medium of instruction at ALL levels and degrees

ODTÜ METU — INTERNATIONAL COOPERATIONS OFFICE (ICO)

REPORTING TO ADVISOR TO THE PRESIDENT for Internatonalization

* **Mobility** Programs (Exchange, Erasmus+, Mevlana, etc.) for students and staff
* International **Internship** Opportunities
* International Visiting **Scholars**
* Bilateral **Agreements**
* **Project Development**
* International **Promotion**
* Hosting **Delegations**
* **Networks** (UNICA, ITRU ...)

ODTÜ METU — INTERNATIONAL JOINT PROGRAMS OFFICE (ISO)

REPORTING TO ADVISOR TO THE PRESIDENT for Internatonalization

* **Dual Degree** Programs (e.g METU-SUNY 2+2, Humbolt German-Turkish Masters, etc.)
* **Cotutelles**
* **Student Affairs for DDPs**
* **Promotion** of International Joint programs

ODTÜ METU — INTERNATIONAL STUDENTS OFFICE (ISO)

REPORTING TO THE **VP for STUDENT AFFAIRS/REGISTRAR'S OFFICE**

* **Degree-Seeking** International Students:
1. Application
2. Assessment & Admission
3. Regist
* **Guidan Couns**

SUPPORT

*Cultural Institutes and Centers (e.g. METU Conficious Institute)

* Faculty Members

*Exchange Coordinators at Dean, Institute, Department, Program level (80+)

*Research Coordination Unit and Office of Sponsored Projects

* Registrar's Office

* Accommodation & Housing

*School of Foreign Languages

	Number of Instructors	Student	Numbers	Student Numbers Total
Department of Basic English	197	3,100 – 3,300 (annual)	1,500 (Revolving Funds Public Courses)	4.600 - 4.800 (annually)
Department of Modern Languages	92	4,000-4200 (English)	1.100 - 1.200 (other languages)	5.100 - 5.400 (per semester)

"The man who moves a mountain begins by carrying away small stones."
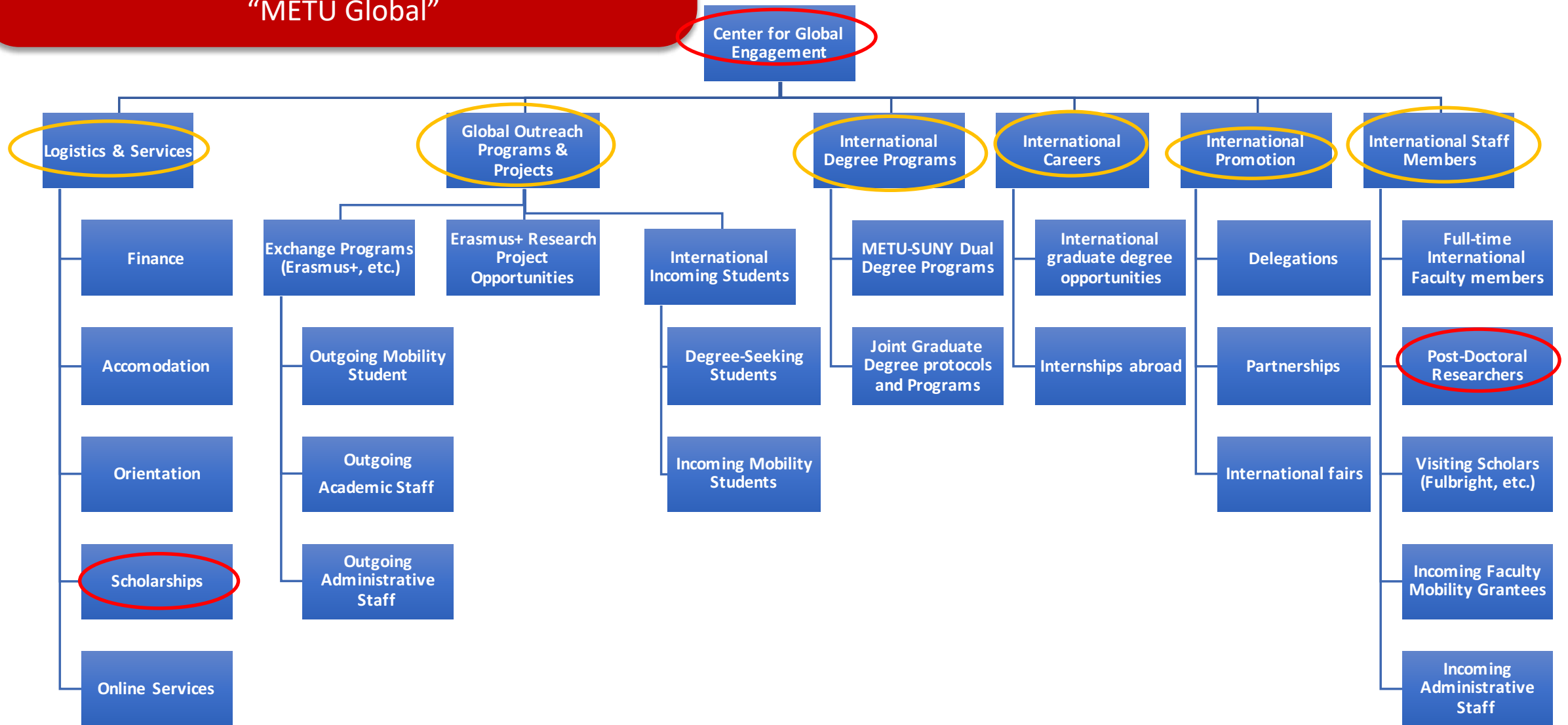
– Confucius

The METU Confucius Institute is the first of its kind in Turkey. It operates under the partnership of **Middle East Technical University, Xiamen University** (China) and **HANBAN**.

The METU Confucius Institute was inaugurated on November 28th, 2008.

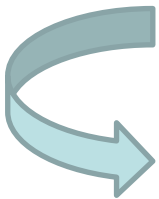**This year we have celebrated its 10ᵗʰ anniversary**.

Strategic Organizational Planning (2018-2022) : "METU Global"

Center for Global Engagement

- Logistics & Services
  - Finance
  - Accomodation
  - Orientation
  - Scholarships
  - Online Services

- Global Outreach Programs & Projects
  - Exchange Programs (Erasmus+, etc.)
    - Outgoing Mobility Student
    - Outgoing Academic Staff
    - Outgoing Administrative Staff
  - Erasmus+ Research Project Opportunities
  - International Incoming Students
    - Degree-Seeking Students
    - Incoming Mobility Students

- International Degree Programs
  - METU-SUNY Dual Degree Programs
  - Joint Graduate Degree protocols and Programs

- International Careers
  - International graduate degree opportunities
  - Internships abroad

- International Promotion
  - Delegations
  - Partnerships
  - International fairs

- International Staff Members
  - Full-time International Faculty members
  - Post-Doctoral Researchers
  - Visiting Scholars (Fulbright, etc.)
  - Incoming Faculty Mobility Grantees
  - Incoming Administrative Staff

MIDDLE EAST TECHNICAL UNIVERSITY

Why do we want … "Internationalization"?

- Belief: "**Internationalization constitutes a source of competitive advantage for HEIs**"
- Reasons:
  - The **Institution**>>Higher Education Rankings/Benchmarking
  - **Research**>>Networking, Access to competitive international funds
  - The **curriculum/programs** >> internationalise the curriculum; creating and international context for subjects
  - **Campus Life**>>Multicultural life; Diversity (Internationalization at home)
  - The **Individual** (Student/Alumni) >>Global Skills/Employability

Jane **Knight**'s definition is most widely used:

describes IoHE as "*the process of integrating an international, intercultural or global dimension into the <u>purpose, functions or delivery </u>of post-secondary education (and research)*".

- However, the term has also been (ab)used by higher education institutions (HEIs) for their own purposes.

- We often see how IoHE is <u>considered a goal</u> in itself, <u>**rather than a means to enhance the quality of education and research**</u>.

- Often, there is an over-focus on quantitative outputs: *how many students, agreements, flows*, how many places gained in the *rankings* and so on.
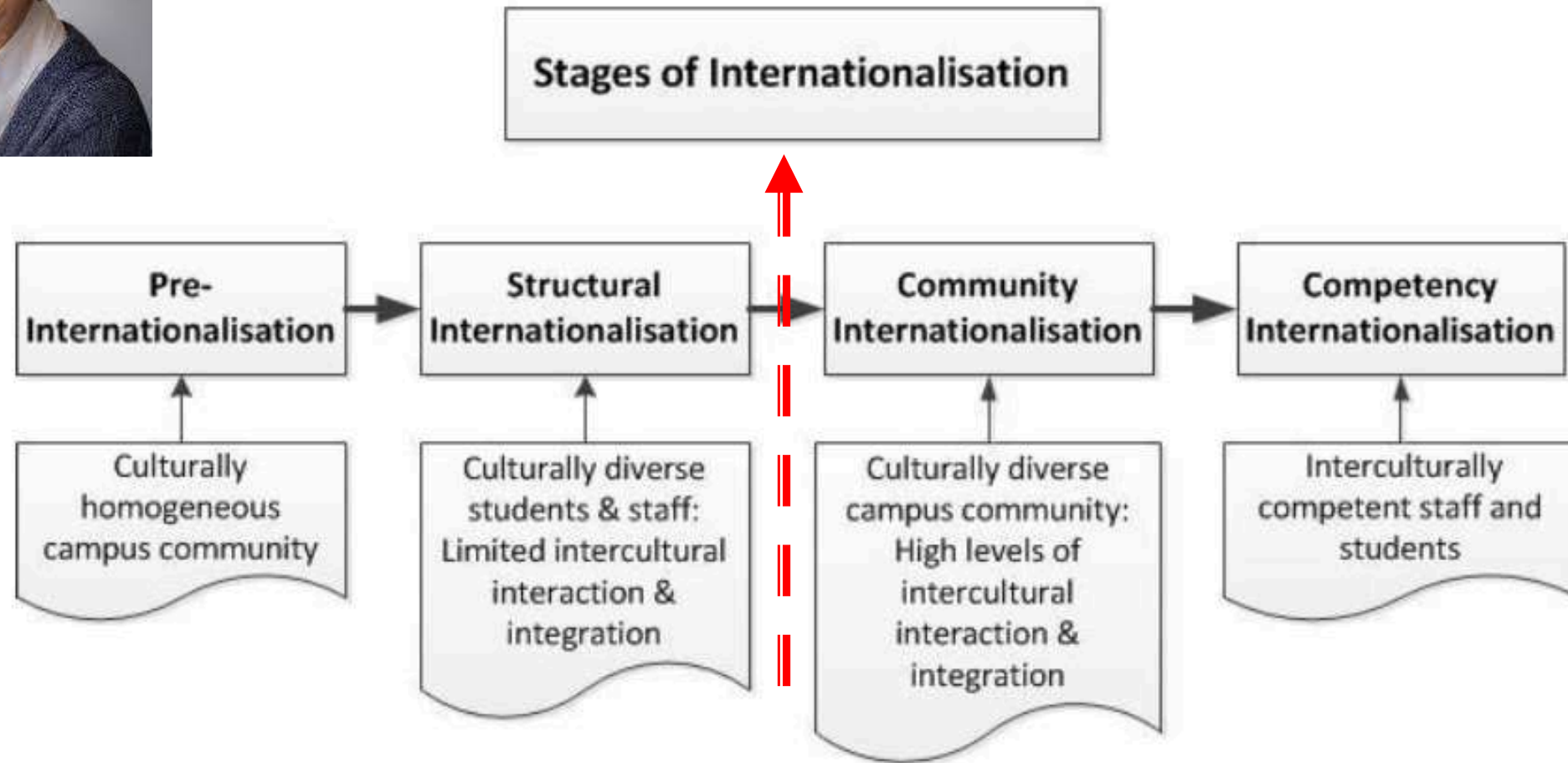
Spencer-Oatey (2012)

Fig. 1: Developmental Stages of Internationalisation

"Functional Outcomes" rather than "Structural"

"Global Skills for Employability"

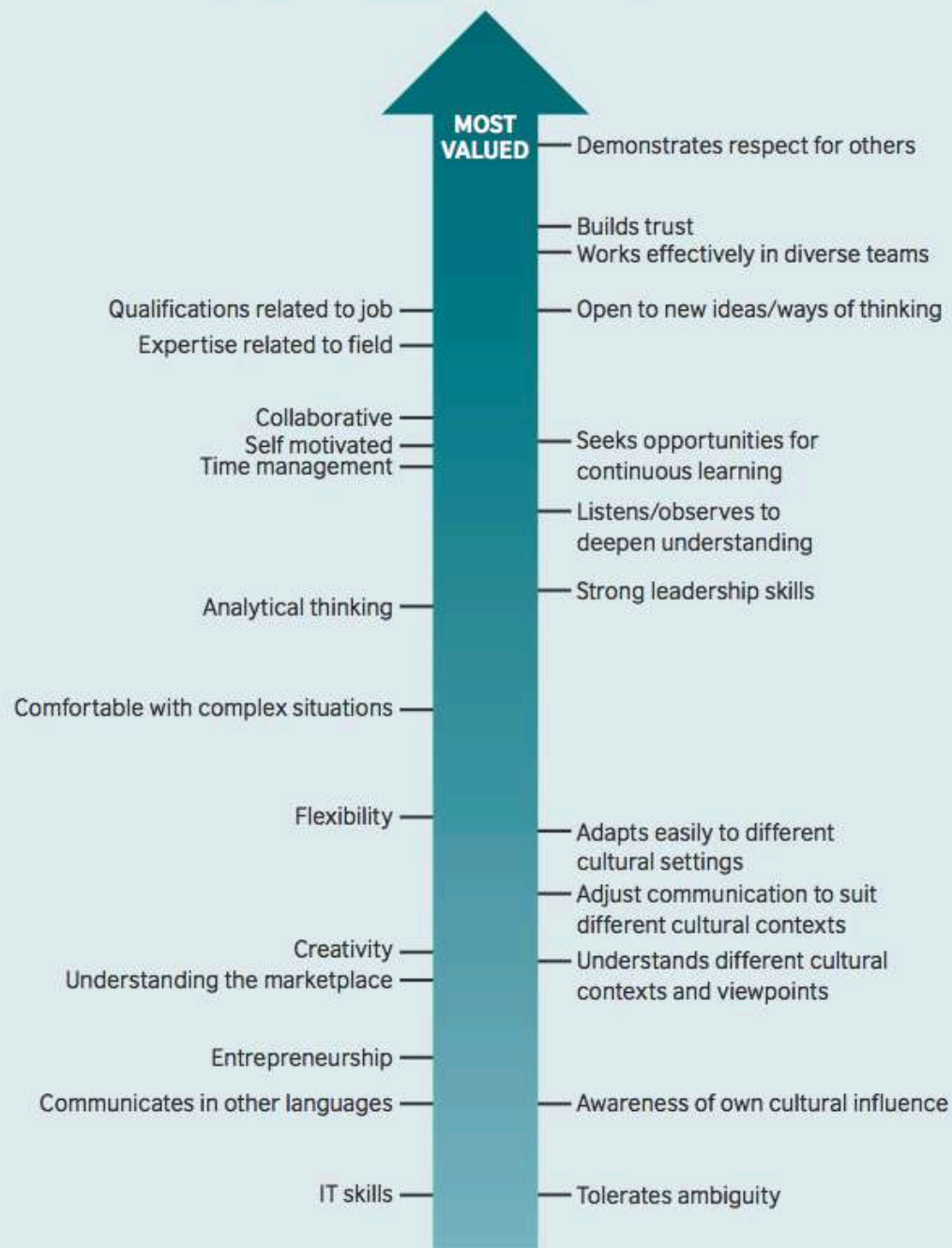|		
agr CIHE CFE **Global Graduates** 	**agr, CIHE, CFE** *Global Graduates. Global graduates into global leaders,* Diamond et al. on behalf of agr, CIHE, & CFE (2011) Available at: http://www.ncub.co.uk/reports/global-graduates-into-global-leaders.html	**Top 10 skills sought by 12 leading employers collectively representing 3500+ graduate recruits:** 1. A ability to work collaboratively with teams of people from a range of backgrounds and countries; 2. Excellent communication skills: both speaking and listening; 3. A high degree of drive and resilience; 4. An ability to embrace multiple perspectives and challenge thinking; 5. A capacity to develop new skills and behaviours according to role requirements; 6. A high degree of self-awareness; 7. An ability to negotiate and influence clients across the globe from different cultures; 8. An ability to form professional, global networks; 9. An openness to and respect for a range of perspectives from around the world; 10. Multicultural learning agility (e.g. ability to learn in any culture or environment).

Contd: 'Global skills' required by employers, according to recent reports

Economist Intelligence Unit **Competing across borders** How cultural and communication barriers affect business 	**The Economist** *Competing across Borders. How cultural & communication barriers affect business.* , Economist Intelligence Unit (2013) Available at http://www.economistinsights.com/countries-trade-investment/analysis/competing-across-borders	**572 executives:** • Expect prospective employees to be <u>fluent in key foreign languages.</u> • Misunderstandings rooted in <u>cultural differences</u> → <u>greatest obstacle</u> to productive cross-border collaboration.
CULTURE AT WORK	**The British Council** *Culture at Work. The value of inter-cultural skills in the workplace,* British Council (2013) Available at http://www.britishcouncil.org/organisation/publications/culture-work-intercultural-skills-workplace	**HR managers working for 367 large employers in 9 countries:** • <u>Intercultural skills</u> are <u>highly valued</u> • <u>Intercultural skills</u> bring <u>strong business benefits</u> and <u>mitigate risks</u>

Ranked value of technical and soft skills tested (globally)

MOST VALUED

- Demonstrates respect for others
- Builds trust
- Works effectively in diverse teams
- Qualifications related to job — Open to new ideas/ways of thinking
- Expertise related to field
- Collaborative
- Self motivated — Seeks opportunities for continuous learning
- Time management
- Listens/observes to deepen understanding
- Strong leadership skills
- Analytical thinking
- Comfortable with complex situations
- Flexibility — Adapts easily to different cultural settings
- Adjust communication to suit different cultural contexts
- Creativity — Understands different cultural contexts and viewpoints
- Understanding the marketplace
- Entrepreneurship
- Communicates in other languages — Awareness of own cultural influence
- IT skills — Tolerates ambiguity

RESPECTFUL

MULTILINGUAL

FLEXIBLE

BUILDS TRUST

ACCEPTS CULTURAL DIFFERENCES

UNDERSTANDS CULTURAL DIFFERENCES

ADJUSTS COMMUNICATION

AWARE OF OWN CULTURE

TOLERATES AMBIGUITY

WORKS IN DIVERSE TEAMS

CONTINUOUS LEARNER

OPEN TO NEW IDEAS

ADAPTS TO DIFFERENT CULTURES

LISTENS AND OBSERVES

How can we foster *these skills* in students and staff on our own campuses?

What is a *multicultural campus*?

What is an *international campus*?

Already very very diverse…

China (9.6 million sq km) is roughly twice the size of the European Union (4.4 million sq km).

Definitions and deliberations:

- Comprehensive Internationalization

> "Comprehensive internationalization" is
> the planned, strategic integration of international, intercultural, and global
> dimensions into the ethos and outcomes of higher education (NAFSA 2014, p. 1).

- Internationalization of the curriculum

> Whitsed and Green (2013) go so far as to argue that CI
> cannot exist without internationalization of the curriculum.

> Internationalizing the curriculum (IoC), concentrates on the formal,
> assessable curriculum: "The incorporation of an international and
> intercultural dimension into the preparation, delivery and outcomes
> of a program of study." (Leask 2009, p. 209).

- Campus Internationalization (co-curriculum, physical internationalization of spaces)

What are the images most often used to depict the concept?

Why the symbolism?

Superficial or Deep Adjustment/Integration?...
How much is enough/to little, how much is
necessary?

Chinese Dumpling Festival

You are cordially invited to the 11th annual

Chinese Dumpling Festival

Thursday, Oct. 25, 2018
5 p.m. doors open, 6 p.m. dinner is served
First Presbyterian Church, 16 Hitt Street, Columbia, MO

Tickets:
Buy your tickets online at
2018dumplingfestival.eventbee.com
Adults: $20
Children under 12: $10
Family & friends special:
$140 per table of eight
All tickets sold in advance.

Join us for a seven-course meal served family
style. The menu includes: dumplings, of course;
appetizers; meat and vegetable entrées; and
dessert. Tea, water and lemonade are included.

The evening also includes activities, live music,
cultural presentations, and a raffle. All proceeds
will support cultural, educational and economic
exchange activities between China and
mid-Missouri.

Learn more at columbiafriendsofchina.com
or like us on Facebook.

Supported by:

SO HOW DO WE DO THIS?
Current thinking on the topic?

- What are the *best practices for integrating international and domestic* students? …our panel today!

  - Promoting ….Integration
  - ….Assimilation
  - Mutual adjustment (accomodation)

- Which principles to follow?

- Any new practices?

- Issues to discuss?

"There is a strong sense in the international education field that *whatever interactions may be occurring naturally are not enough*, and that universities need to do a much better job of bringing domestic and international students (and staff) together in an intentional way!"

- Darla Deardorff, Executive Director of the Association of International Education Administrators (AIEA)

- "The question of integrating international students and domestic students is **an ongoing question that's been with us for many years** and unfortunately I **haven't** found any institution **YET** that has found the answer."

There are many many reports out there…

Promoting Integration on Campus: Principles, Practice and Issues for Further Exploration

Helen Spencer-Oatey, Daniel Dauber and Stephen Williams
University of Warwick

Commissioned by UKCISA

With case study contributions from:
Jean Ammar and Tatyana Yekimova, Royal Northern College of Music
Melanie Bentham-Hill, University of Nottingham
Joseph Bishop, University of Hull
Mark Collier, Tim Cooper and Olivia Johnstone, University of Sheffield
Caroline Earth, Bournemouth University
Ruairi Edwards and Paul McGrath, University of Warwick (Music Centre)
Diana Hawk and Katie Kokkinou, University College London Union
David Killick, Leeds Metropolitan University
Noor Maraghi and Johanna Holtan, Edinburgh University Students' Association
Katy Manns, University of Leeds
Sophie Reissner-Roubicek, University of Warwick
Mimi Watts and Johanna Holtan, Edinburgh University Students' Association

Case studies edited by Claire O'Leary

UK Council for International Student Affairs
UKCISA

THE UNIVERSITY OF WARWICK

Seeking Best Practices for Integrating International and Domestic Students

Research and analysis by Nancy E. Young | Intercultural Interaction
University of Minnesota Advisory Group: Barbara Kappler, Gayle Woodruff, Alisa Eland, Beth Isensee, Diana Yefanova, and Xi Yu
June 19, 2014

ISSS | International Student & Scholar Services
UNIVERSITY OF MINNESOTA

ACE® American Council on Education®
Leadership and Advocacy

INTERNATIONALIZATION IN ACTION

INTERNATIONALIZING THE CO-CURRICULUM
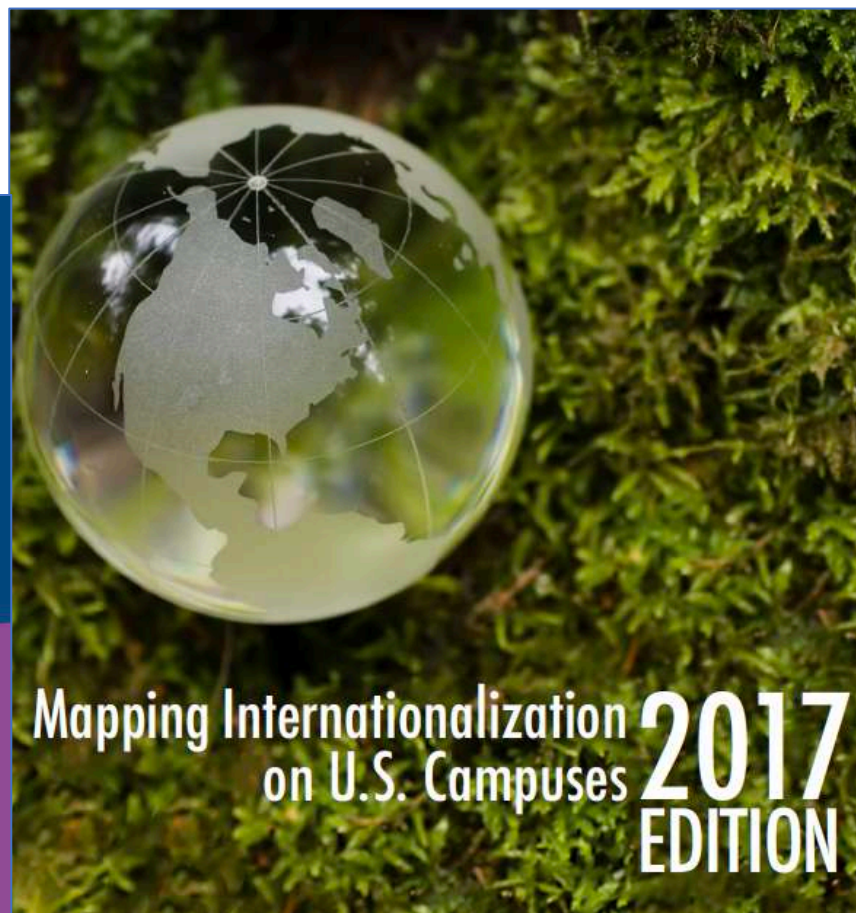Part One: Integrating International Students

BRITISH COUNCIL

THE SHAPE OF GLOBAL HIGHER EDUCATION: NATIONAL POLICIES FRAMEWORK FOR INTERNATIONAL ENGAGEMENT

Emerging themes

International **Higher Education**

www.britishcouncil.org/education/ihe

Mapping Internationalization on U.S. Campuses **2017** EDITION

ACE American Council on Education®
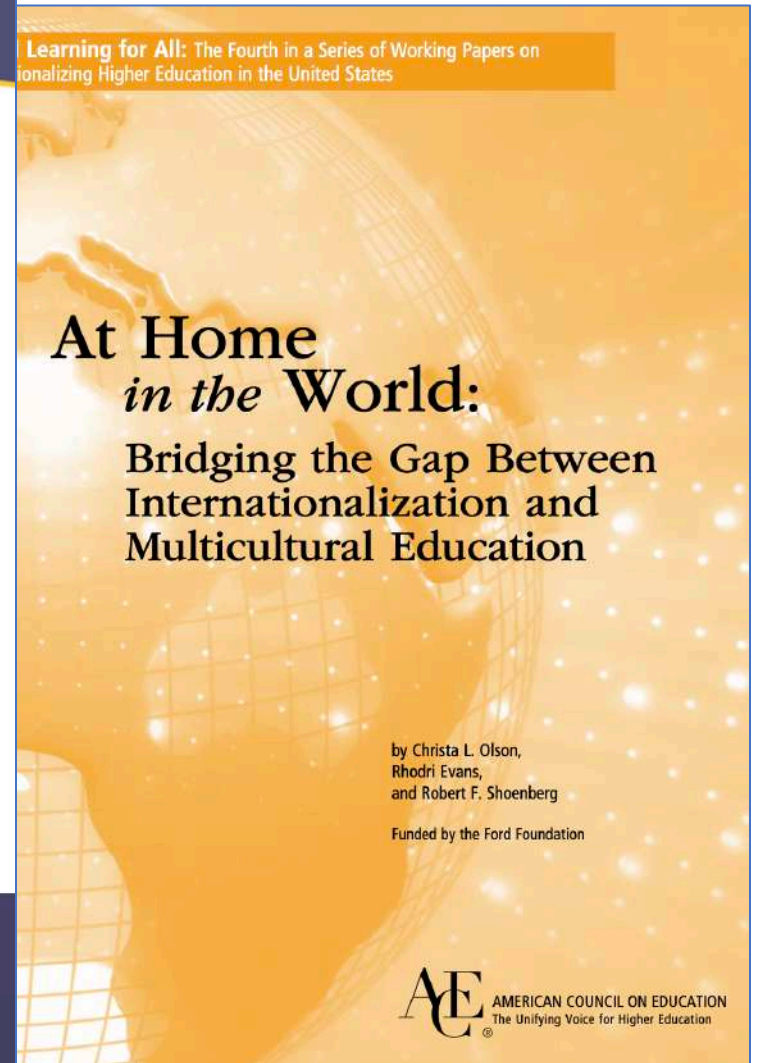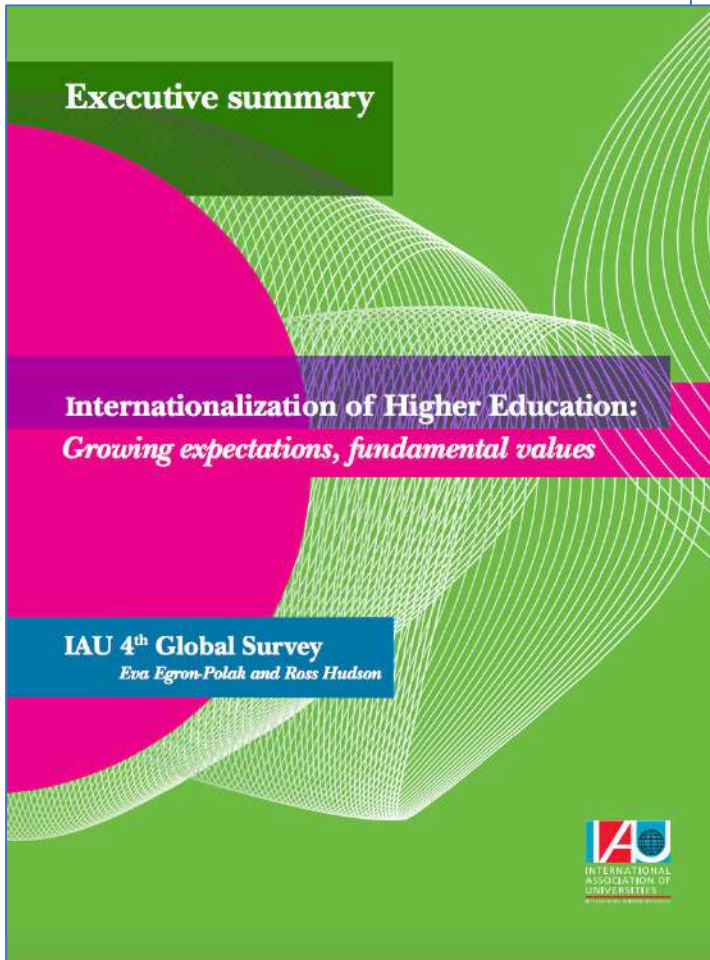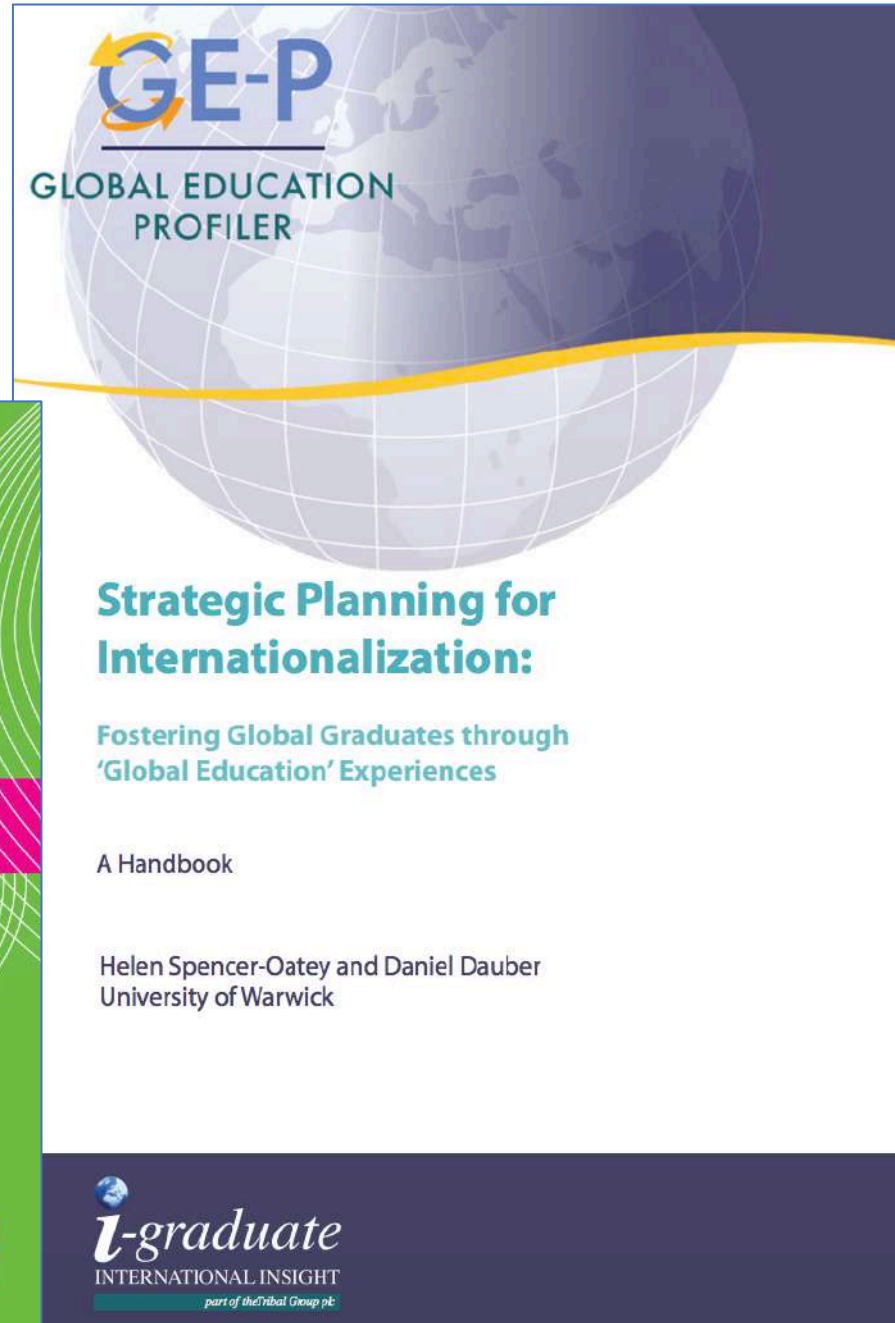100 Years of Leadership and Advocacy

European Commission

The **Erasmus** Impact Study

Effects of mobility on the skills and employability of students and the internationalisation of higher education institutions

Education and Culture

Many more…

GE-P

GLOBAL EDUCATION
PROFILER

Executive summary

Internationalization of Higher Education:
Growing expectations, fundamental values

IAU 4th Global Survey
Eva Egron-Polak and Ross Hudson

IAU
INTERNATIONAL
ASSOCIATION OF
UNIVERSITIES

Strategic Planning for
Internationalization:

Fostering Global Graduates through
'Global Education' Experiences

A Handbook

Helen Spencer-Oatey and Daniel Dauber
University of Warwick

i-graduate
INTERNATIONAL INSIGHT
part of theTribal Group plc

Learning for All: The Fourth in a Series of Working Papers on
ionalizing Higher Education in the United States

At Home
in the World:

Bridging the Gap Between
Internationalization and
Multicultural Education

by Christa L. Olson,
Rhodri Evans,
and Robert F. Shoenberg

Funded by the Ford Foundation

ACE
AMERICAN COUNCIL ON EDUCATION
The Unifying Voice for Higher Education

- There is a significant number of research rarticles and reports published on the topic of integration to date

- Many practitioners are working on the enhancement of the student experience both inbound and outbound everyday,

- However, many working in the field of higher education are largely unaware of the key findings of research.

What are some key findings?
According to research what works and what doesnt work?

What the Top level Academic Leadership and Middle level should know for Governance decisions…

Routledge
Taylor & Francis Group

International Students in China: Cross-Cultural Interaction, Integration, and Identity Construction

Xuemei Li

Memorial University of Newfoundland

This qualitative study engaged five international graduate students from four different countries (the U.S., Colombia, Cape Verde Island, and Spain) who were studying at a Chinese university in Shanghai. The researcher investigated their personal and academic lives in China, their interaction with local people and integration into the local context. Their sense of belonging was also explored. Data were drawn from a questionnaire, email correspondence, face-to-face interviews, and follow-up emails during the period of 1 year. In light of the data, I discussed factors such as language proficiency, engagement with culture, and the power of native language in relation to sense of belonging. I conceptualized a *mediated space*, one incorporating these students' multiple cultures, and created through negotiation with themselves and the host culture. Implications for China's international education are discussed.

Key words: additional language, cross-cultural, identity, international students, integration

CrossMark

Chinese students' social integration into the university community: hearing the students' voices

Helen Spencer-Oatey[1] · Daniel Dauber[1] · Jing Jing[1] ·
Wang Lifei[2]

Abstract According to UNESCO statistics, the People's Republic of China (PRC) ser...
more students to study overseas than any other country in the world. Similarly, fro...
receiving countries' point of view, PRC students form by far the highest propor...
international students. In many respects, this is a success story, but it also poses a num...
risks to universities. This paper focuses on one of those key risks that of student dissatisf...
(including from PRC students themselves). Using a sequential mixed-method study, ...
dresses two research questions: (a) Chinese students' level of satisfaction with their ...
integration into the university community and (b) the barriers that Chinese students' pe...
in becoming more socially integrated into the university student community. The re...
finds that many Chinese students are dissatisfied with their range of friendships and tha...
find it more challenging to socialise with students of other nationalities than other stude...
They point out a number of barriers to integration, with cultural distance playing a majo...
but also argue for the impact of individual factors. The paper concludes by consideri...
implications for universities and suggestions for further research.

Peer-Reviewed Article

Check for updates

OJED
OPEN JOURNALS IN EDUCATION

International Undergraduate Student Engagement: Implications for Higher Education Administrators

Caroline Sabina Wekullo[a]

Abstract: Much has been written about engaging international students in their new campus environments. However, there is still a gap between literature and practice in terms of such students' initial experiences. A systematic review of 48 studies published between 2007 and 2018 was conducted to locate the research gaps, examine how and in what areas international undergraduate students are being encouraged to participate, and their unique experiences with the process. The findings show that few studies focused solely on international undergraduates. Their engagement varied depending on the student's background, major, region, and type of institution. These students faced unique and uneven experiences with social support, academics, community identity, connectedness, and perceived discrimination. Implications for higher education administrators, international students, and researchers are suggested.

What does it say? Research suggests that…

International students who make friends with host nationals have
- stronger language skills,
- better academic performance,
- lower levels of stress and
- greater life satisfaction.

Friendships also aid overall
- adjustment and
- improve attitudes towards the host country

Well-integrated international students, in turn, are more likely
- to participate in the classroom, thus
- enriching domestic students' educational experience and
- advancing international perspectives. (Gareis, 2012)

CIGE Model for Comprehensive Internationalization

- **Comprehensive** internationalization, as defined by CIGE, **is a strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally oriented and internationally connected institutions.**

-

- The **CIGE Model for Comprehensive Internationalization** is comprised of six interconnected target areas for institutional initiatives, policies, and programs:

Figure 1. CIGE Model for Comprehensive Internationalization

- An important feature of the CIGE Model is the arrow that runs along the bottom, illustrating the interconnectedness of the individual pillars.
- **Progress (or lack thereof) in one area impacts what can be achieved in the others.**

Co-curriculum?

Programs and activities address global issues, reinforce international elements of the curriculum, <u>facilitate discussion and interaction among students of different backgrounds</u> and <u>support the integration</u> and success of international students on campus.

- Co-curricular programs often influence, and are influenced by, institutional culture, which is deeply engrained and can be *slow to transform*.

- The co-curriculum encompasses a wide range of services and programs, *making it difficult to identify* where and how to direct internationalization efforts.

- Student participation in co-curricular activities is *almost always voluntary*, and levels of **engagement** vary.

- Without attendance records, academic credit, or grades, it can be **difficult** to **assess student learning** as a result of participation in co-curricular programs.

SO…

But *how* do we actually do this?

What is Integration?

Integration is an intentional process to create community, by encouraging domestic and international students to engage with each other in ongoing interaction, characterized by mutual respect, responsibility, action, and commitment.

Successful integration in the higher education context is characterized by the following:

- active facilitation, support, and modeling by faculty, staff, and administration in the curricular and co-curricular contexts;

- an academic climate that recognizes and reflects the goals and values of inclusion;

- assessment, evaluation, and mindful reflection of intercultural and global competence at all levels of the institution (individual, classroom, school, institution-wide);

- movement from "contact with" and "celebration of" cultures to deeper layers of engagement and enrichment, leading to the creation of common ground;

- commitment to and recognition of the mutual benefits of such engagement; and

- a sense of belonging, contributing, and being valued.

Definition developed by Nancy Young and the University of Minnesota's Project Advisory Group made up of Barbara Kappler, Gayle Woodruff, Alisa Eland, Beth Isensee, Diana Yefanova, and Xi Yu.

aspirational and multidimensional definition!

One important aspect of integration is that it is done **with** and **among** groups, but not for a single group. In other words, integration is to everyone's benefit and is ongoing. There is a great deal of *intentionality* around integration.

A. Cultural Events

- Thoughtfully conceived, well-planned, experiential, and inclusive cultural events can support institutional goals for student learning. For international members of the campus community, cultural events can help educate others and provide an opportunity for full expression of their cultural identities.

- BUT….Cultural events organized for or by international students **should be listed on the main calendar** of student events.

- When events are not **inclusive**, it can magnify the perception that cultural groups on campus prefer not to mingle with others. "International students surveyed who participated in events celebrating both their own culture and other cultures, including American culture, were less likely to report feeling threatened." (Glass, Buus, and Braskamp 2013)

How does it make the students feel?
Respected or "visited" once like a special animal in a zoo?
Surface or deep level of engagement?

- When planning cultural events on campus, it is important to consider the following:
  - Is the event inclusive? Would all members of the campus community feel welcome, regardless of nationality, religion, race, or other aspects of their identities?
  - Does the event facilitate interaction between different groups?
  - Does the event align with a global or intercultural **learning outcome** defined by the institution?

B. International **Peer** (Mentor) Programs

Some important considerations for an international student peer program are:

- How does the institution recruit and screen those who serve as peers? Are returning international and domestic students both eligible to serve as peers? Staff and faculty?

- Are peers compensated? Are other student leadership positions on campus compensated? If yes, how is that perceived by international students?

- What training is offered to peers? Do they have international experience, and are they equipped to navigate cultural differences? Are they familiar with campus resources?

- What benefits do peers gain from participating in the program? Does the program help them **meet goals for cross-cultural learning**? How is that **learning recognized** by the institution?

We are an office working under School of Foreign Languages. ODTÜ Tandem is here to provide you with the opportunity of learning and practicing the foreign language you are studying with a native speaker of that language.

ODTÜ METU

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ODTÜ Tandem Language Learning Partnership Application Form

Fill in this form fully and submit it to **MM Building, Floor 3, Room: 313** OR send it to **gkarbi@metu.edu.tr**

C. Friendship and **Homestay** Programs

- **Involving local residents** in programs to support international students can augment the university's services (usually at low or no cost) and enhance students' experience of the university and host culture.

- It can also increase cross-cultural understanding in the local community, particularly in rural areas and/or where fewer immigrant groups are likely to settle.

- Local friendship and homestay programs are organized with varying levels of activity and structure. The university may organize events on campus (e.g., socials, game nights, and themed regular dinners), or the host and student may be matched and then arrange their own activities together for the duration of student life.

- Some, may involve an overnight homestay, and some may provide housing for the student throughout their course of study.

D. International Living-Learning Communities

- Various models of internationally focused residence hall programs bring students of different backgrounds together as roommates, housemates, or hall-mates.

- At one time, a university's (if available) "international house" was likely to be a dedicated residence for international students only. Today, the models focus on integrating students from different national and cultural backgrounds, **including the host country**.

- Some international living-learning communities **require** residents to enroll together in a credit-bearing course, where they share readings, assignments, and discussion.

- *The structure of a course can provide the conceptual foundation and cultural skills to help them get the most from, and contribute to, the learning environment. While some learning communities center on a shared interest in international relations or cultures, others may focus on language or a particular global issue.*

A Learning community via a course?
-TUR401 Introduction to Turkish Culture and Society

- A METU credit-bearing course designed for all exchange students
- Each week is taught by a different METU professor (specialist in the field explored (Food Engineering, Architecture, Sociology, Literature, etc.

TUR401:
INTRODUCTION TO TURKISH SOCIETY AND CULTURE

Credits: 3 METU Credits / 8 ECTS
Schedule: Friday, 08:40 – 11:30
Location: YP-D205 (Yüksel Project Building)

Description of the Course

The course offers an overview into Turkish society and culture based on an interdisciplinary perspectival approach. The aim of the course is to provide key insights to international students by shedding light on fundamental components of Turkish society and thereby equipping students with relevant background for making better sense of their experience and observations during their study abroad period in Turkey. The course will consist of weekly seminars that focus on different aspects of Turkish society and culture ranging from, but not limited to, geography, history, language, literature, fine arts, architecture and philosophy. Readings and discussions will be centered on uncovering the links between different aspects of culture and how they play a role in the formation of a unique society that is a unified whole. Weekly seminars will be given by faculty members and staff who have specializations in the theme of the week. Where relevant, guest speakers will also be invited to contribute in their areas of specialization.

For the duration of the course, extracurricular activities such as field trips, film screenings, daily excursions to historic sites and participation in cultural events may be scheduled to provide tangible input to the seminars.[1] After completion of the course students will not only have obtained fundamental knowledge in terms of the Turkish sociocultural context but they will also have developed the capacity to assess the intricate relation between culture, society and artefacts.

Requirements and Assessment

1. In-class exam (13 weeks x 4 points = 52 p.)
   At the end of each seminar week, the instructor will pose a reflective question which will give the opportunity to assess whether or not the students have synthesized the seminar and can transfer learning outcomes into new contextual domains. Students are required to submit their answers to the question(s) by writing a short essay in the class in 30 minutes. Alternatively, depending on the topic, the instructor may choose to use short multiple questions. In-class exams will cover both the seminar content and the reading material of the week. The grading of these in-class exams will be done by the respective instructor.

2. Photo submission (10 weeks x 3 points = 30 p.)
   For ten of the thirteen seminar weeks, within three days of the lecture, students are required to upload a photo they have taken themselves to ODTÜClass accompanied by a short discussion of the visual. Information regarding the photo (place and date of the photo and a title for the shot) needs to be also submitted. Students are expected to use the photo and the visual elements they have captured as an instrument to demonstrate their critical understanding of the topic of the week in an explanatory paragraph (200-300 words). Note: The photos taken needs to be high resolution though they can be shot by non-professional devices such as smart phones. Cameras will be provided for those students who need it.

[1] The cost of possible activities outside of the city of Ankara will not be covered by METU.

3. Short Interview & Essay (3 weeks x 3 = 9 p.)
   For three of the thirteen seminar weeks in which the student prefers not to submit a photo (as described above (2), students will conduct short informal interviews (min. 5 minutes) with 2-3 Turkish informants on the topic of the week until the next lecture. Students will prepare 3-4 core questions which will help them to tap into lived experiences. Interviews are expected to provide a means for students to gain a deeper understanding of the Turkish informants' perceptions and thoughts on the seminar topic. Students must submit the audio recordings of the interviews as well as a short essay (max. 600 words) synthesizing the information that they collected to demonstrate their critical understanding of the topic, and not a mere summary of the interview.

4. Poster presentation: 9 points
   A photo exhibition consisting of photos taken for the course will be organized at an exhibition hall on campus during the final exams period at the end of the semester. Photos will be selected by a professional jury (e.g. GISAM staff) that may include a portion of the course instructors. Each student will have at least one photo exhibited and will need to prepare an information sheet to accompany the photo at the exhibit. Each student is required to make a poster presentation (be ready on-site to answer questions of the audience) about their photo(s) during the duration of the exhibition.

5. Attendance: Attendance to all lectures and excursions is obligatory. Each absence will result in a 3 point reduction in the overall grade received.

Course Material

Course material consists of the below reading list provided in the tentative schedule. A selection of book excerpts and/or essays is assigned for each particular week according to the topic of the weekly seminar. All material will be made available on ODTÜclass. Readings need to be completed before the class.

Tentative Schedule

Week #	Seminar & Instructor
Week 1 February 15	**Introduction** to the course content, organization, expectations and requirements Doç. Dr. Hale Işık-Güler, Dr. Gülizar Karahan Balya **Interactive Relations Between Turkish Language, Culture and Society** Esra Darıcı, Dept. of Turkish Language
Week 2 February 22	**Comparative History of Modern Turkey** *Assist. Prof. Dr. Bahar Gürsel, Dr. İbrahim Yorgun, Dept. of History* Altunisik, Meliha Benli & Kavli, Özlem Tür. Turkey: Challenges of Continuity and Change (pp. 19-34). New York: Routledge Curzon, 2005.

Week 3 March 1	**Anatolian Archaeology** *Assoc. Prof. Dr. Çiğdem Atakuman, Dept. of Settlement Archaeology* <u>*This session will be held in METU Archaeology Museum, Dept. of Architecture.*</u> Sagona, Antonio & Zimansky, Paul. *Ancient Turkey* (pp. 82-98 & 200-212). London and New York: Routledge, 2009.
Week 4 March 8	**Population Dynamics in Turkey** *Prof. Dr. Helga Rittersberger Tılıç, Dept. of Sociology* Çavlin, A., Adalı, T. & Kumaş, A. (2016). Current Overview of Turkey's Population. Population Association Report.
Excursion I Ulus Old Town *March 9*	Republic Museum (II. Parliament Building) Independence War Museum (I. Parliament Building) Anatolian Civilizations Museum
Week 5 March 15	**Turkey in a Global World** *Assoc. Prof. Dr. Özgehan Şenyuva, Dept. of International Relations* Kirişçi, K. (2009). The Transformation of Turkish Foreign Policy: The Rise of the Trading State, *New Perspectives on Turkey*, 40, pp. 29-56.
Week 6 March 22	**Turkish Diaspora around the Globe** *Assist. Prof. Dr. Besim Can Zırh, Dept. of Sociology* Aydın, Yaşar (2014). The New Turkish Diaspora Policy. German Institute for International and Security Affairs Research Paper.
Week 7 March 29	**Exploring the Turkish Cuisine** *Assoc. Prof. Dr. Mecit Halil Öztop, Dept. of Food Engineering* Batu, Heysem S., Batu, Ali, (2018). Historical Background of Turkish Gastronomy: From Ancient Times Until Today. *Journal of Ethnic Foods*, 5, pp. 76-82.
Excursion II *(Hands-on Practice)* *March 30*	Getting a Feel of Turkish Cuisine Food Lab, Dept. of Food Engineering, METU
Week 8 April 5	**Sociopragmatics of Encounters in Turkish: Interactional norms, politeness and beyond** *Assoc. Prof. Dr. Hale Işık-Güler, Dept. of English Language Teaching* Zeyrek, D. (2001). Politeness in Turkish and its Linguistic Manifesitations. In Bayraktaroğlu, A., Sifianou, M. (Eds.), *Linguistic Politeness across Boundaries: the Case of Greek and Turkish* (pp. 43–73). Amsterdam/New York: John Benjamins.
Week 9 April 12	**Visual Arts in Turkey** *tbc*
Week 10 April 19	**Turkish Education System: Exploring the past and understanding today's education** *Assist. Prof. Dr. Serap Emil, Dr. Betül Bulut Şahin, Dept. of Educational Sciences* Gök, F. (2017). The History and Development of Turkish Education. In *Education in Multicultural Societies – Turkish and Swedish Perspective*. Edited by Gök, F., Carlson, M., and Rabo, A., Swedish Research Institute in Istanbul. I. B. Tauris & Co Ltd, London and New-York. pp. 247-255. Kamal, K. (2017). Education in Turkey. Retrieved from https://wenr.wes.org/2017/04/education-in-turkey
Week 11 April 26	**Turkish Cinematic Tradition** *Assist. Prof. Dr. Özgür Avcı, Dept. of Media and Cultural Studies* Tekelioğlu, Orhan and Savaş Arslan (2012). Cinema. In Heper, Metin and Sayarı, Sabri (Eds.) *The Routledge Handbook of Modern Turkey* (pp. 67-75). New York: Routledge.
Week 12 May 3	**Interactions between Western and Turkish-Islamic Thought** *Dr. Gülizar Karahan Balya, Dept. of Philosophy* Shankland, David (2012). Islam. In Heper, Metin and Sayarı, Sabri (Eds.), *The Routledge Handbook of Modern Turkey* (pp. 107-114). New York: Routledge.
Week 13 May 10	**Traditional and Modern Music Cultures in Anatolia: From Antiquity to Turkish Republic** *Assoc. Prof. Dr. Cenk Güray, Hacettepe University, Ankara State Conservatory* Güray C. (2015). A Change of Perception: The Rapprochement of the State with the Cultural Colours of Anatolia through Traditional Musics'. In Kutluk F., Türkmen (Eds.), *In Which Direction is Music Heading? – Cultural and Cognitive Studies in Turkey* (pp. 109-122). Cambridge: University of Cambridge Scholars.
Week 14 May 17	**Architectural Landscape of Turkey** *Prof. Dr. T. Elvan Altan, Dept. of Architecture* Altan Ergut, E., "Presenting Ankara: Popular Conceptions of Architecture and History", Rethinking Architectural Historiography, ed. D. Arnold, E. Altan Ergut, B. Turan Özkaya, pp.151-168. Routledge, London and New York, 2006. Bozdoğan, S. and E. Akcan, "Introduction", Turkey: Modern Architectures in History, pp.7-15. Reaction Books, London, 2012.
Excursion III *May 18*	Selected architectural sights in Ankara
FINAL EXAM *May 24*	Photo Exhibition & Group Poster Presentations *Place: Exhibition Hall, Time: 14.00-16.00*

Let's turn back to the academic literature...

- Integration in the further and higher education context has often been seen as something to be "done" **to international students** to help them fit into the host culture.

- However, Berry's (... ustment" shows that integration is ... *where the students* **and staff from the** ... gaging with difference and ulti ... students at that institution.

- If both internation ... **committed to** **increasing their in** ... ution is seen to fully endorse this transf ... ed to promote meaningful and su ... ties on our campuses, leading ... (Spencer-Oatey, et al., 2014)
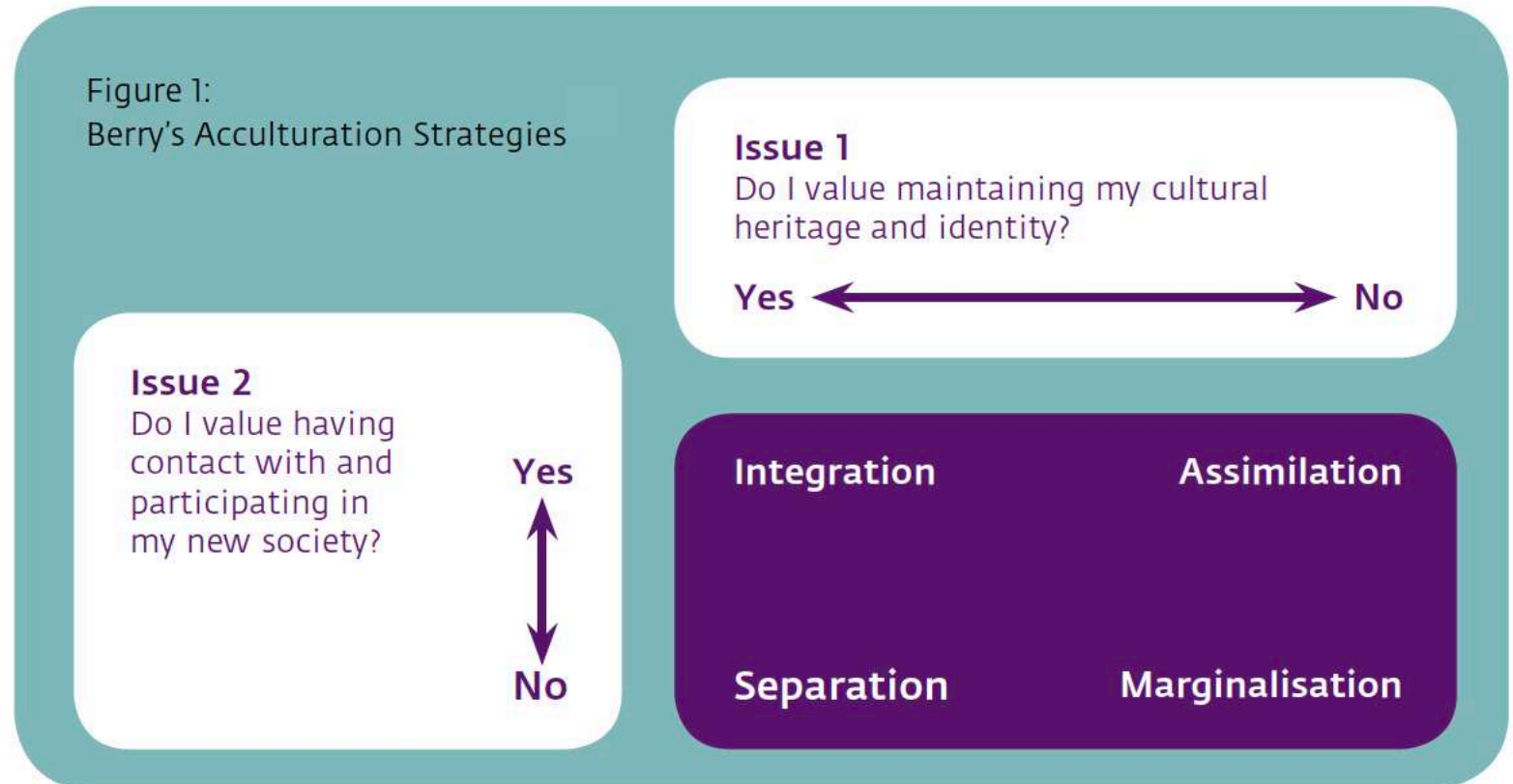
Taking actions at the

- **Individual** level,
- **Community** level and at the
- **Institutional** level…

Berry's (2005) Concept of Integration: A Community-level Perspective

- Berry's model was first developed with respect to immigration and was focusing primarily on <u>the community level, with a concern for social integration</u>. He argued that immigrants face two fundamental questions:
  - how much they want to maintain their heritage culture and identity, and
  - how much they want to have contact with other ethnocultural groups and participate in the broader society.

Berry proposed that immigrants thus have <u>four fundamental options</u>, depending on their preferences with respect to these fundamental questions:

- Integration,
- Separation,
- Assimilation,
- Marginalisation

Figure 1:
Berry's Acculturation Strategies

Issue 1
Do I value maintaining my cultural heritage and identity?

Yes ⟷ No

Issue 2
Do I value having contact with and participating in my new society?

Yes
↕
No

Integration	Assimilation
Separation	Marginalisation

Taken from: Spencer-Oatey, H., Dauber, D. and Williams, S. (2014) Promoting Integration on Campus: Principles, Practice and Issues for Further Exploration. UKCISA Report.
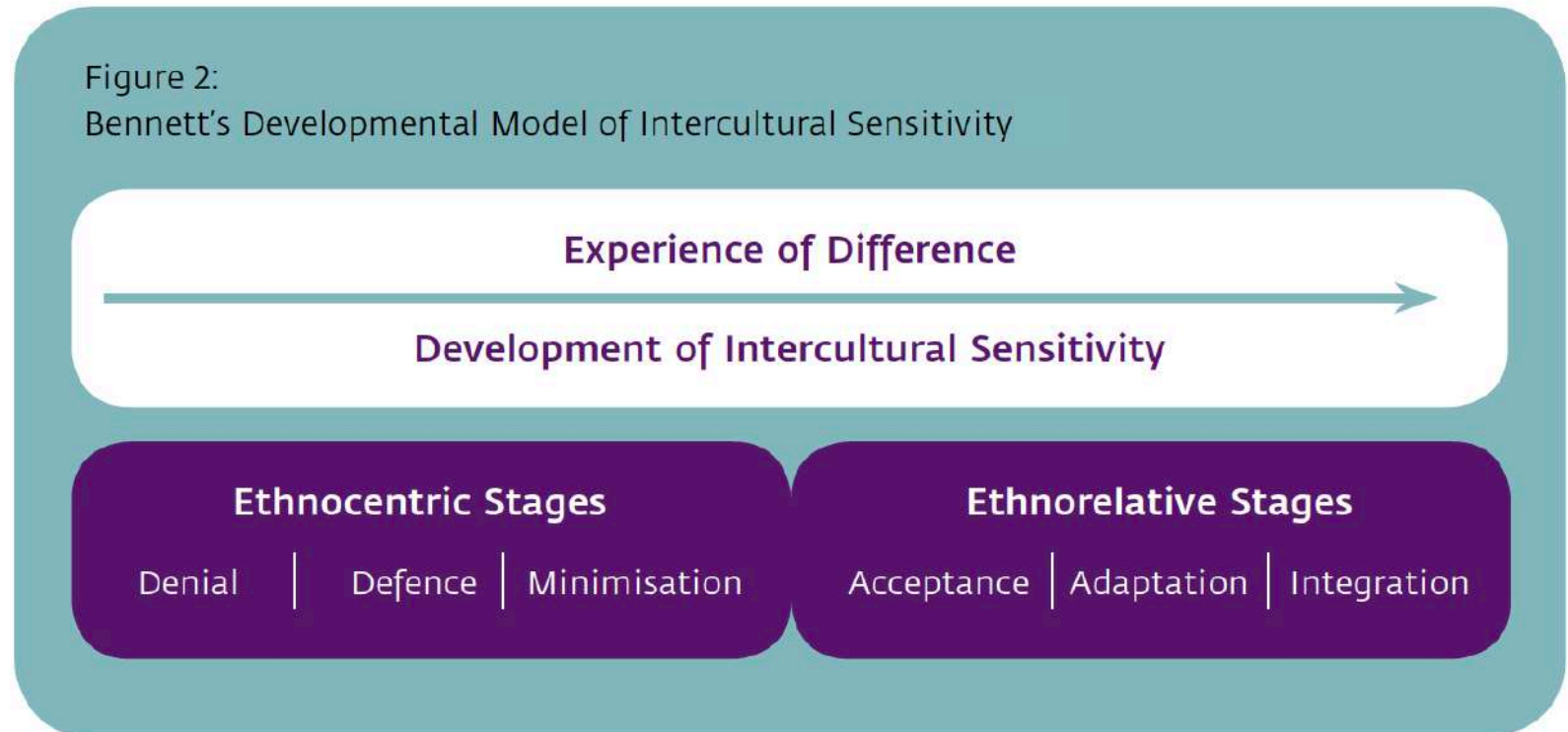
Bennett's Concept of Integration:
An Individual-level Perspective

- Bennett maintains that the key component that influences people's level of intercultural sensitivity is <u>their attitude towards differences</u>.

He maintains that people move through different phases as they become more interculturally sensitive, and that there are two broad stages:

- ***ethnocentrism*** (people interpret differences from an egocentric perspective) and
- ***ethnorelativism*** (people's judgements and interpretations are more relative and contextual).

Figure 2:
Bennett's Developmental Model of Intercultural Sensitivity

Experience of Difference

Development of Intercultural Sensitivity

Ethnocentric Stages			Ethnorelative Stages		
Denial	Defence	Minimisation	Acceptance	Adaptation	Integration

Taken from: Spencer-Oatey, H., Dauber, D. and Williams, S. (2014) Promoting Integration on Campus: Principles, Practice and Issues for Further Exploration. UKCISA Report.

Contact theory

- Ok, so …contact and participation are a key component of integration, but **diversity (diverse international body of students and staff) in itself does not necessarily lead to interaction**. It could be useful, therefore, to consider **what conditions can facilitate or hamper helpful interaction**.

- Contact theory was first put forward by the social psychologist, Gordon Allport, in the 1950s, and since then it has generated a massive amount of ongoing research. The theory attempts to describe and explain what happens when members of different cultural groups come into contact.

- It argues that generally speaking, contact has a positive effect, especially in terms of reducing prejudice. However, it also argues that different contact conditions can affect the impact of contact. Some conditions are particularly effective in promoting positive outcomes, while others have the opposite effects. Research illustrates the importance of one such condition: **the quality of interaction.**

Why do local students stay away from International students?

- Harrison and Peacock (2010) interviewed a sample of local students about their interaction experiences with international students and analysed their responses from a threat perspective. Students reported feeling a wide range of threats…

- **Perceived threats to their**
  - learning experiences and their marks when international students' English level or performance is weak;
  - self-esteem through fear that international students look down on them because of some of their behaviour (e.g. Drinking, fasting etc.);
  - comfort levels when they have to make an effort to communicate with those whose English is weak or who lack the culture-specific knowledge to follow conversations (e.g. when discussing TV soaps);
  - social competence when they fear initiating conversations with international students who are in their country groups;
  - identities when they fear peer pressure if and when crossing cultural boundaries.

…

- According to Spencer-Oatey et al. (2014, p.13) "more recent research has identified that affective (emotional) factors are more important than cognitive (knowledge) factors.

- In other words, **developing empathy towards other people** is more important than learning information about them.

- This also means that feelings of **anxiety or uncertainty** about members of other groups, and any sense of **threat** from them, can be particularly damaging."

a. **Perceptions of equality:**

What factors may lead some students to look down on others, and foster perceptions of inequality? How could this be addressed?

b. **Common goals:**

What different types of common goals could some students have? How could such common goals be fostered?

c. **Feelings of anxiety or uncertainty:**

What factors may lead some students to feel anxious or uncertain when meeting people from other cultural groups? How could this be addressed?

d. **Perceptions of threat:**

What factors may lead some students to feel a sense of threat from members of other cultural groups? How could this be addressed?

The i-graduate Student Barometer results

- The stronger students' (own country) compatriot friendships on arrival, the weaker their friendships with those of other nationalities.
- This seems to **hinder the formation of wider friendships and later leads to a stronger sense of isolation**.
- Findings clearly highlight the importance of arrival experiences, because the overall student experience appears prone to change little over time. **Friendships made at the beginning tend to last and shape students' overall experiences**.
- It is clear that if students do not have the opportunity to make host friends in the early stages of their study, this is unlikely to change over the course of their studies and **their level of satisfaction is likely to remain low throughout**. Thus, institutions and students' clubs/unions/departments/offices need to pay particular attention to the arrival (transitional) experiences.

International students and staff may have spouses, domestic partners, children, or other **dependents**!

- Does your institution consider dependents?
- If you do, how do you assist them?
- Do you have any support, events, programs specifically geared to them?

Last but not least…
What about <u>Evaluation</u>?

*"**Activities designed to encourage integration** **are often not evaluated,** **therefore it is difficult to assess what works and what doesn't work."***

- When evaluation does take place it is often *superficial* and success is "measured" by the number of participants of different backgrounds *rather than* intercultural competence as a learning outcome.

- Indeed, even once institutions have developed their strategies and devised approaches for encouraging integration, measuring both integration and students' intercultural competence is hugely challenging. (Spencer-Oatey, et al., 2014)

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