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| SYLLABUSFaculty of Arts and Science ... |
| Course Code | **Course Title** | **Credits** | ECTS Value |
| TDE 233 | Turkish Literature of the Modernization Period I | (3.0) 3 | 7 |
| Prerequisite Courses: | SDG 4: Quality Education: Ahmet Mithat's mission to educate the public, Şinasi's efforts to simplify the languageSDG 5: Gender Equality: Halit Ziya's female characters, women's rights debates during the Tanzimat eraSDG 10: Reducing Inequalities: Fikret's social aspect, Namık Kemal's understanding of freedom and equalitySDG 11: Sustainable Cities and Communities: Urban life and social classes in Servet-i Fünun novelsSDG 13: Climate Action: Tevfik Fikret's depictions of nature, the poetic narrative of terrestrial lifeSDG 15: Terrestrial Life: Depictions of nature, the literary representation of rural lifeSDG 16: Peace, Justice, and Strong Institutions: Namık Kemal's emphasis on freedom and law, Ziya Pasha's political critiquesSDG 17: Partnerships for the Goals: The collaborative culture of literary groups such as Encümen-i Şuara and Servet-i Fünun |
| Course Language: | Turkish | **Course Delivery Mode:** | Face to Face |
| Course Type and Level: | Compulsory/ Undergraduate / Year 3/ Fall Semester  |
| Instructor's Title, Name, and Surname | **Course Hours** | **Office Hours** | Contact |
| Prof. Dr. Elmas Şahin | 3 |  | elmassahin@cag.edu.tr  |
| Course Coordinator: | Prof. Dr. Elmas Şahin |
| Course Objectives |
| Course Learning Outcomes | Upon successful completion of this course, the student will be able to; | Relations |
| Program Outcomes | Net Contribution |
| 1 | Analyzes literary transformations in 19th-century Turkish literature within a historical context. | 8, 12 | 5 |
| 2 | Identifies traces of social change in texts from the Tanzimat and Servet-i Fünun periods. | 8 | 5 |
| 3 | Compares the formal and thematic differences between literary genres (poetry, novel, short story). | 8, 2, 12 | 5, 5, 5 |
| 4 | Interprets literary texts by establishing connections between SKA themes and them. | 19 | 5 |
| 5 | Develops awareness of themes such as women's representation, environmental awareness, and public education. | 19, 18 | 5, 5 |
| 6 | Internalizes the power of literature to reflect the individual-society relationship. | 18 | 5 |
| 7 | Progresses aesthetic sensitivity and develops an interest in poetry and narrative genres. | 6, 8 | 5, 5 |
| 8 | Improves empathy and collaboration skills through group work and creative activities. | 18 | 5 |
| Course Content: | The course will cover the birth of New Turkish literature, the relationship between literature and society, and the form, content, language, and stylistic characteristics of new literary genres that emerged after the Tanzimat reforms. The focus points of this course, which will cover the Tanzimat and Servet-i Fünun periods, are:• Tanzimat Reform Era: Şinasi, Namık Kemal, Ziya Pasha, Ahmet Mithat, Recaizade Mahmut Ekrem, Muallim Naci• Servet-i Fünun: Tevfik Fikret, Cenap Şahabettin, Halit Ziya, Mehmet Rauf, Nabizade Nazım• Themes: Modernization, public education, individual-society conflict, women's representation, gender, and environmental awareness |
| Course Schedule (Weekly Plan) |
| Week | **Topic** | **Preparation** | Teaching Methods and Techniques |
| 1 | Introduction: The 19th-Century Modernization Process and SDG | Mind Map, Quality Education, | Discussion, Timeline |
| 2 | Literary Foundations of the Tanzimat – Şinasi- Namık Kemal – Hürriyet Kasidesi, Vatan Yahut Silistre | Quality Education, Peace-Justice, and Strong Concepts | Text analysis, group work |
| 3 | Ziya Pasha - Poetry and Prose- Discussions on *Harabat* Namık Kemal - The Dream Article | Quality Education, Reducing Inequalities, Peace-Justice, and Strong Concepts, Gender Equality, Industry, Innovation, Infrastructure | Text analysis, group work, concept map, comparative reading, group work |
| 4 | The Birth of the Socialist Novel Ahmet Mithat | Felâtun Bey and Rakım Efendi - Education, Social Equality | Character analysis, role playing |
| 5 | The Individual and the Quest for Aesthetics Recaizade Mahmut Ekrem, Fethi Naci - Old and New Debates | Araba Sevdası, gender- innovation | Concept map, comparative reading, group work |
| 6 | The Place of Nature and Rural Life in Literature by Nabizade Nazım | Karabibik, Zehra- Terrestrial Life, Gender | Visual reading, environmental awareness |
| 7 | Individual and Emotion in Servet-i Fünun - | Halit Ziya – Mai ve Siyah, Mehmet Rauf –Eylül, Nature, Human-Society | Novel analysis, interior monologue |
| 8 | Midterm Exam | Project |  |
| 9 | Midterm Exam | Project |  |
| 10 | The Birth of Servet-i Fünun - Tevfik Fikret, Sis, Tarih-i Kadim | Education, Nature, Individual-Society-Inequalities-Poetry Performance | Affective analysis, comparative studies |
| 11 | The Understanding of Art in Servet-i Fünun - Tevfik Fikret - Rubab-ı Şikeste, Haluk's Notebook | Aesthetic Sensitivity-Poetry Performance, Individual-Social Transformation, SDG-Relationship | Concept mapping and analysis, comparative reading, cognitive and affective poetry analysis |
| 12 | Parnassians, Symbolists, and Nature Descriptions Fikret & Cenap | “Elhan-ı Şita”, “Resim Yaparken” Terrestrial Life, Aesthetic Sensitivity | Poetry analysis, concept mapping, brainstorming, discussion |
| 13 | Criticism in Turkish Literature - Cenap Şahabettin-Ali Canip Method Discussions | Evrak-ı Eyyam- The Letters | Poetry analysis, creative writing |
| 14 | Experimenting with New Approaches in Poetry and Prose | Text Selection | Text analysis, brainstorming, discussion |
| 15 | Homework Presentation | Project Presentations - Group Work | Question-answer, discussion, reflective writing |
| 16 | Feedback - General Evaluation | Forum | Reflective writing |
| 17 | Final Exam | Project |  |
| 18 | Final Exam | Project |  |
| Course Resources |
| Textbook: | Korkmaz, Ramazan vd. (2016). *Yeni Türk Edebiyatı El Kitabı (1839-2000)*. Ankara: Grafiker Yayınları.Tanpınar, Ahmet Hamdi (2008). *XIX. Asır Türk Edebiyatı Tarihi*. İstanbul: YKY Kaplan, Mehmet (2007). *Şiir Tahlilleri 1: Tanzimat’tan Cumhuriyet’e*. İstanbul: Dergâh Yayınları.  |
| Recommended References: | .Kaplan, Mehmet (2009). Tevfik Fikret: Devir, Şahsiyet, Eser. İstanbul: Dergâh Yayınları.Okay, Orhan (2010). *Batılılaşma Devri Türk Edebiyatı*. İstanbul: Dergâh Yayınları. |
| Course Assessment and Evaluation |
| Activities | **Number** | **Percentile** | Notes |
| Midterm Exam | 1 | 30% |  |
| Project |  |  |  |
| Assignment | 1 | 20% |  |
| Presentation | 1 | 20% |  |
| Portfolio |  |  |  |
| Final | 1 | 30% |  |
| ECTS Table |
| Content | **Number** | **Hours** | Total |
| Course Duration | **14** | **3** | 42 |
| Out-of-Class Study | **14** | **6** | 84 |
| Assignment | **1** | **15** | 15 |
| Presentation | **1** | **15** | 15 |
| Project |  |  |  |
| Midterm Exam (Midterm Exam Duration + Midterm Exam Preparation) | **1** | **28** | 28 |
| Final Exam (Final Exam Duration + Final Exam Preparation) | **1** | **28** | 28 |
| Total: | 212 |
| Total / 30: | 214/30=7 |
| ECTS Credit: | 7 |

Recommended Structure:

First semester: 1 assignment (20%), 1 midterm project (30%), 1 final project (30%), Process/participation/presentations (20%)

Second semester: 1 portfolio (20%), 1 midterm project (30%), 1 final project (30%), Process/participation/presentations (20%)

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| Past Term Achievements |
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