

American Association of Teachers of Turkic Languages

Newsletter December 2014



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The Executive Secretary's Note

Roberta Micallef

Boston University

AATT Executive Secretary

2014 The Year in Review

2014 has been a very exciting year for the American Association of Teachers of Turkic languages and literatures! Our most important news is that as of January 1, 2015 we will have a new Executive Secretary at the helm, Dr. Ercan Balci. We are delighted to welcome Dr. Balci who will begin work as Director of the Center for Language Studies at Brown University the Spring 2015 semester. An active member of the Turkish language teaching community, an avid researcher and the author of *Turkish Consonants: A Government Phonology Analysis*. (2008) as well as a contributor to journals and conference proceedings, Balci has also been a productive and active member of AATT. He was a member of the Executive Board from 2010-2013. He has participated in our workshops, round tables and thematic conversations. Always energetic, enthusiastic and innovative we are looking forward to seeing where he will lead AATT.

2014 was the 10th anniversary of the AATT graduate student pre-

conference. This year the pre-conference, generously supported by the Institute for Turkish Studies took place on November 22nd and was hosted by Georgetown University. Truly befitting a tenth anniversary event we had an incredible pool of applicants and the committee had a very difficult time choosing the top 12 candidates who presented. Please see the article on page 3 about the pre-conference and the presentations. During the Ottoman and Turkish Studies Association meeting AATT presented its two awards, the Redhouse award for best progress by a student in a year long Turkish class and the first ever Samiha Ayverdi award for best Ottoman translation. Please see the respective articles for further information. Our business meeting revealed that our association is continuing to flourish with an increase in membership. We also said goodbye to our outgoing Executive Board member Suzan Oezel and welcomed our new board member Dr. Funda Derin. We are indebted to Suzan Oezel for her tireless service to our field and her much appreciated project: the annual collection of enrollment statistics. We hope that she will remain an active member of our association even though she has filled her term. Dr. Funda Derin has already participated in a number of projects and contributed to

our newsletter. We look forward to working with her as a member of our Executive Board over the next three years. Our new website continues to be a work in progress as websites tend to be but we continue to be delighted to have a wonderful and patient webmistress in Dr. Jessica Tiregol Mentesoğlu. Also many thanks to Zuleyha Colak for keeping our facebook page active and vibrant from Turkey.

Dr. Jeanette Okur has generously agreed to organize the AATT roundtable submission for MESA 2015 on the theme of technology and teaching Turkish. Dr. Burcu Karahan continues to do a brilliant job with our newsletter.

At the Annual Middle East Studies Association AATT hosted a roundtable on Proficiency Testing and Turkish. The roundtable presented the rubrics made available by ILR (Interagency Language Roundtable), ACTFL (American Council on the Teaching of Foreign Languages) and the CEFR (Common European Framework of Reference for Languages). The participants of the roundtable: Ercan Balcı, Erika Gilson, Feride Hatiboğlu, Jeanette Okur and Şenay Saraç ably introduced the usage of these tools and the measures that have been taken to make them applicable to Turkish. We hope that the lively discussion

that ensued was productive for everyone.

AATT is grateful for your support and aims to continue to serve your needs. Please renew your membership or if you are not a member join us by following this link:

<http://www.aatturkic.org/aatt/article/123683>

On a personal note as outgoing Executive Secretary I must add that this job was made much easier with the contributions and expert guidance of Dr. Uli Schamiloglu, our President, the support and diligent work of our treasurer Dr. Feride Hatipoğlu and last but not least Dr. Erika Gilson who has always been in the background ready to answer any questions and provide any needed institutional memory.

Sincerely,

Roberta Micallef

AATT Executive Secretary





News of the Profession

PAST CONFERENCES

The AAT Graduate Student Preconference in Turkish and Turkic Studies

Funda Güven

The AAT Graduate Student Preconference in Turkish and Turkic Studies was held for the 10th time in conjunction with MESA annual Conference in Washington D.C. on November 22, 2014. Committee selected 12 papers out of 28 applicants, which was the highest number of proposals in ten years.

The participants and organizers met at Café Divan in Georgetown to have our traditional preconference dinner together. Sylvia Önder organized the dinner, breakfast and lunch as well as the conference room.

The preconference started at 9:00 in the CCAS Boardroom at Georgetown

University. Uli Schamiloglu, Roberta Micallef, Erika Gilson, Sylvia Önder, Virginia Aksan, Feride Hatiboğlu, and Funda Derin participated in the conference from beginning to end. Sinan Ciddi, Virginia Aksan and Roberta Micallef chaired panels. As the AAT Executive Board, we appreciate all the scholars who attended and gave their valuable contributions to the discussions.

Dr. Sinan Ciddi chaired Panel I. Daryl Carr, Anat Goldman, Kara Peruccio, James Ryan presented their papers.

Daryl Carr (Boston U), in his paper, "Cosmopolitan Localism in Cemil Meriç's *Umrandan Uygarlığa*," contextualized Cemil Meriç's writings within the larger Republican project that took place during the early part of his life. He also analyzed how Meriç defines the concepts of "modernity," the "west," "civilization," and "Umran."

He argued that Meriç eschews the concept of "civilization" associating it with a disenchanted Weberian and European idea of modernity and condemns the Turkish Republic's national project because he sees it as dispossessing Turkish society of its rich cultural heritage in order to achieve an ersatz European modernity.

Anat Goldman, (U of Washington, Seattle) argued in her paper "Nation Building from Bottom Up? On the Formation of 10 Kasım Atatürk's Memorial Day (1938-1953)", that the nation-wide events were not just a direct result of top-down state effort, but evolved at the provinces with significant participation and contribution coming from the *Halk-Evleri* (people's houses) and local leaderships, who translated their understanding of the "state's will" into actions on the ground. In her paper

she presented preliminary findings; it is part of a larger ongoing project that wishes to explore how and why some nation building practices succeed in reshaping most citizens' national identity and narrative, whereas other practices have little impact and eventually disappear, or generate social, political and cultural defiance, through studying the history, formation and transformation of the two most consensual, emotionally charged, Memorial Day in Israel and Atatürk Memorial Day in Turkey.

Kara Peruccio, (U of Chicago) in "Anavatandaşlar: Motherhood and Kemalist Modernity in *Gürbüz Türk Çocuğu* 1926-1936," examined how the parenting and childcare magazine *Gürbüz Türk Çocuğu* presented and disseminated Kemalist values of modernity, nationalism, and secularism to Turkish women during the early Republican era. Surveying issues from its first publication in 1926 through 1936, in this paper she used textual and photographic analysis to demonstrate how the magazine's editorial board projected women as

"mothers of the nation" and encouraged the transmittal of Kemalist values to their children. Looking at the themes of nationalism, sartorial secularism, language reform, and fatherly involvement, she argued that the *Himaye-i Etfal Cemiyeti* used *Gürbüz Türk Çocuğu* as a venue to cultivate values that would ultimately become the *Altı Ok* of Kemalism.

James Ryan, (U of Pennsylvania), in "The Anatomy of a Riot: Political Violence, Multiparty Politics and the Destruction of Tan Press, December 4, 1945," explored the relationship between the founding of the Democratic Party and this instance of anti-communist violence in the wake of World War II, and at the dawn of the Cold War. He drew on his analysis of the press, memoirs and archival documents from the United States National Archives, his paper closely examined the escalation of ideological antagonism and rhetoric that preceded this riot in order to better understand the relationship between political speech, ideology and mob-violence in the Turkish Republic.

Prof. Virginia Aksan chaired Panel II. Lydia Harrington, Barış Taşyakan, Amir Toft and Matthew Ghazarian were the participants.

Lydia Harrington from

Boston U addressed several questions in her paper "The Modern City in Late Ottoman Baghdad": As a provincial city in the east of the Empire, how was the modernization of Baghdad different from that of cities in Anatolia and the Eastern Mediterranean? How did such modernizing reforms suggest the center of the Empire saw itself versus its periphery? How did infrastructural projects, from bridges and wider roads to the telegraph and railway, affect the daily life of Baghdadis? From study of these specific changes in public space, she traced changes in the role of Baghdad and its people in a fading empire, particularly in the context of competition between the Ottoman, British and German Empires. She contributed to the understanding of late Ottoman modernization that has focused mainly on administrative, educational, military and technological developments and overlooked how such reforms affected the culture and life of the city.

Barış Taşyakan, from UC San Diego, in his paper titled "Urban Disasters and Their Politics: The Case of Late Eighteenth Century Istanbul" shed light on

Istanbul's fire regime in the late eighteenth century in relation to two major conflagrations in 1782 and 1784 and investigated the manipulation of fires for political ends. He used data drawn from the Ottoman archives (especially the Cevdet Classification) and contemporary accounts of domestic and foreign observers. He analyzed Istanbul's fire regime in comparative framework to that of more extensively studied cities of the early modern period. He argued that Istanbul contained significant similarities to other pre-industrial cities that featured a predominantly wooden building structure. In the second part of the paper, he turned to political manipulation of fires. He argued that the power struggle that revolved around Selim III in the 1780s showed that fires had become a routine aspect of political maneuvers.

Amir Toff (U of Chicago) in "Making a Story Speak: Challenges in Translating the Autobiography of Osman Aga of Temasvar" examined *The Autobiography of Osman Ağa of Temesvár* (d. 1724 CE). He attended to the work as a piece of literature in translation. Edited and translated into German by Richard

Kreutel, a Turkish transcription and French translation have come out as well, but no English rendering has appeared. He first offered some context with a brief summary of the story. Then he analyzed short translated excerpts of his own preparation. Building on scholarship in translation studies, he sought to address some concerns that confront the translator of a literary text.

Matthew Ghazarian, (Columbia U), grouped and analyzed in his paper "Contextualizing Catastrophe" two strands of the historiography describing the end of the Empire, one in English and one in Turkish, and offered a way to synthesize the two. He argued that we cannot understand the purported uniqueness of the "extermination" of the Armenians without comparing it to persecutions of other Ottoman peoples – Greeks, Balkan Muslims, Kurds, and others. Likewise, we cannot understand any purport

Armenian "Rebellion" without comparing it to other Ottoman rebellions, like those of Kurdish groups during the same period. These comparisons are not only crucial for each strand of historiography individually but also for creating a common historical context, one in which the "extermination" and "rebellion" literatures can be brought into productive conversation

Dr. Roberta Micallef chaired Panel III. Monica Katiboglu, Patrick Scharfe, Matthew Lundin, Kenan Sharpe were the presenters of this panel.

Monica Katiboglu from UC Irvine, in her paper "Translingual Practice in Edebiyat-i Cedide" reread *Edebiyat-ı Cedide* (New Literature), a term used to refer to a group of late-nineteenth century writers designated as pro-Westernization who experimented with stylistics and shaped the literary representation of the



individual and Ottoman Turkish literary realism. She argued that their writing could also be seen as a site where the unevenness between Ottoman Turkish and French is in fierce negotiation, pointing to language as a site 'where complex processes of domination, resistance and appropriation can be observed and interpreted,' as Lydia Liu astutely argues. To illustrate, she examined the translingual practices of the avant-garde group, including the invention of neologisms and neologistic constructions and modes of representation in fiction in order to question the relation between the literary and the political in *Edebiyat-ı Cedide* literature.

Patrick Scharfe from Ohio State U argued in his paper, "Ottoman Manuscript Culture as a Vehicle of Political Debate: Early 19th Century Polemics," that despite the introduction of the printing press in early 18th-century Istanbul, the Ottoman intellectual elite remained strongly attached to the circulation of manuscript works for the majority of the nineteenth century. In fact, Ottoman manuscript genres were at least as productive in the extraordinary debates of the reigns of Selim III and

Mahmud II (1789-1839) as in previous centuries, but many of these works remain relatively unknown, despite providing some of the more vivid examples of Ottoman political debate. Rather than embedding topical commentary on state policy in conventional genres like the *nasihatname* (the "mirrors for princes" genre), many early-nineteenth century works were explicitly written to evaluate or justify the major policies of the reigning sultans, although these works were linked to historic genres, including Islamic genres and the *layiha* (policy memorandum). By focusing on the nature of manuscript-based political discourse, he argued that we can gain new insight into Ottoman political culture.

Matthew Lundin (UT Austin) discussed in his paper "Cinnet-e Osmaniyya: Ottoman Nostalgia and the Revival of Intertextual Practices in Contemporary Turkish Literature" that we can see a range of authors who are not content to use the Ottoman Empire merely as an exotic prop, but who are also reviving and employing its repertoire of literary devices. This includes the use of the rich Arabic and Persian lexicon, imitation of genres and

styles, and allusions to the symbols and stories of Islamic literature. Being redeployed in contemporary literature, Lundin argued that we can now recognize these seemingly archaic devices as being dynamic and fresh exercises in intertextuality.

Kenan Sharpe from UC Santa Cruz explored in his paper "Autonomy and Engagement: The Stakes of the İkinci Yeni Debate" the debates over aesthetics and politics that occurred in the 1950s and 1960s in Turkey as precipitated by the emergence of *İkinci Yeni*, a literary movement typically associated with the poets Edip Cansever, Turgut Uyar, Cemal Süreya, İlhan Berk, Ece Ayhan and Sezai Karakoç. He emphasized that *İkinci Yeni* poetry must be situated within the terms of wider debates on culture and politics in the left which occurred both in Turkey and internationally. The various contestations in Turkey over realism, the autonomy of culture, formalist experimentation, and political commitment were informed by similar discussions amongst Bertolt Brecht, Theodor Adorno, György Lukács, and others. He combined in his paper a comparative approach with one informed by the

long-standing debates over literary modernity and engagement within Turkish literature itself. Then, it traced the development of these debates in the context of the literary and political experiments of the 1960s and 1970s, for which *İkinci Yeni* marked a departure from the tradition of poetry as public address, calling into question assumptions about *littérature engagée*. Drawing on the work of Erdost and Asım Bezirci as well as contemporary studies by Nergis Ertürk, Yalçın Armağan and Orhan Koçak, his paper highlighted the specific Turkish contribution to global debates in the mid twentieth century on the role of culture in politics.

Congratulations to Anat Goldman and Matthew Ghazarian for the Best Presented Papers and to Daryl Carr for the Best Written Paper.



MESA 2014 AATT Roundtable: Proficiency Testing and Turkish

Ercan Balcı

As AATT, this year our annual MESA roundtable focused on proficiency guidelines. We had a full room of experts sharing their expertise and experience for two hours. The reason we decided to tackle this is that for us, instructors of Turkish, it is very important to agree upon what proficiency means and how to measure it. The factors like students studying abroad and taking intensive summer courses increase the necessity for a common rubric and vocabulary for instructors of Turkish. Roberta Micallef organized this session, Ercan Balcı chaired it while Erika Gilson, Jeannette Okur, Feride Hatiboğlu and Şenay Saraç presented on various aspects of proficiency testing and Turkish.

This roundtable presented the rubrics made available by ILR (Interagency Language Roundtable), ACTFL (American Council on the Teaching of Foreign Languages) and the CEFR (Common European Framework of Reference for Languages). Each organization has a slightly different approach; CEFR is described as “an action oriented approach that divides general competences in knowledge, skills and existential competence”; ACTFL as an approach that

tests “what the learner can and cannot do with language at each level, regardless of where, when, or how the language was acquired.” The ILR scale is a “set of descriptions of abilities to communicate in a language.”

The participants of the roundtable discussed the usage of these tools and the measures that have been taken to make them applicable to Turkish as well as discussing further steps that need to be taken.

With the expansion of the European Council's Erasmus exchange programs with Turkish universities, institutions in Turkey are now seriously looking to offer programs in Turkish language that satisfy European expectations, and have developed rubrics based on the Common European Framework of References. The currently available assessment tool, *Uluslararası Türkçe Testi*, has been prepared based on CEFR.

In light of the fact that AATT is currently in the process of updating the ACTFL Proficiency Guidelines for Turkish, we looked at both “framework of references” for the teaching of Turkish, comparing and contrasting these two frameworks, and their relevance to instruction in the US academic environment.

In addition to the increasing number of international students taking formal

Turkish classes at Turkish universities, there are many American students who receive the summer FLAS (Foreign Language and Area Studies) Fellowships and the CLS (Critical Language Scholarship) to study Turkish in Turkey.

One of the challenges we face is to determine FLAS recipients' proficiency level upon their return. In the past, a list of can-do statements was filled out both by the student and a qualified language instructor, which was a very limited, sometimes misleading indicator of student's proficiency.

Especially in higher levels, these lists had nothing to offer to help us understand how an 8-week intensive summer school abroad has helped the learner improve their Turkish. Because of these issues, there is a push towards more comprehensive proficiency testing. During this roundtable, it became obvious that it is high time to move towards more proficiency-guidelines-based approach by testing multiple (if possible all) skills.

As AATT, we need to continue this conversation creating a list serve in the digital world and work with the colleagues in Turkey and Europe to come up with widely accepted proficiency guidelines for Turkish.

Report from 2014 ACTFL Annual Convention

Saadet Ebru Ergül

The American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Language Expo was held on November 21-23 at Henry B. Gonzales Center, San Antonio, TX, which I attended as the delegate for AATT at the Assembly of Delegates.

The ACTFL Convention featured an extensive array of professional learning and collaborative networking opportunities. It was an international event bringing together more than 6000 language educators from all languages, levels and assignments, more than 200 exhibitors, and more than 600 presentation sessions.

The theme for the 2014 ACTFL Convention was "Reaching Global Competence" and the program offered numerous pre-convention workshops, sessions, interactive roundtable discussions and research paper presentations. There were also three plenary sessions, a number of Special Interest Groups (SIG) meetings and sessions.

The Assembly of Delegates was a well-attended, full

day meeting on the 19th of November. The welcome and overview speech from ACTFL President, Mary Lynn Redmond focused on "Leading with Languages and Literacy" and "Advocacy and Effectiveness"

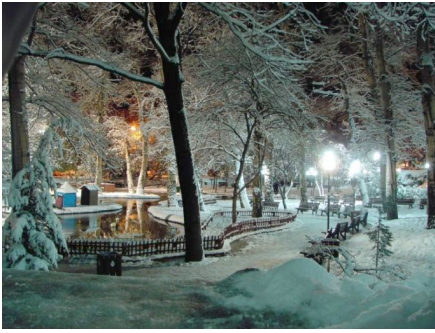
Discussion topics at the Assembly were mainly about: Reaching Global Competence; Collaboration and Impact; Focus on Languages and Literacy; World Readiness Standards for Learning Languages; and, Focus on Leadership Initiative for Language Learning.

The focus of the delegates meeting was to create awareness, collaboration, advocacy and impact on state and federal level language learning policies and goals.

Therefore, both in terms of networking, professional development and addressing national level language learning and teaching practices ACTFL 2014 provided many wonderful opportunities for language professionals.

The 2015 Annual Convention will be held on November 20-22, 2015 in San Diego, CA





ANNOUNCEMENTS

Call for Papers

*AATT Roundtable at the
2015 MESA Annual Meeting
in Denver, CO:
"Technology in the Service
of Pedagogy"*

The American Association of Teachers of Turkic Languages invites educators to participate as panel discussants at the next AATT Roundtable during the Middle Eastern Studies Association Annual Meeting in Denver, Colorado, (November 21-24, 2015). Roundtable panelists and participants will explore the topic, "Technology in the Service of Pedagogy". New technologies are erasing the boundaries between practitioners of languages and cultures across the world, and are providing learners and teachers opportunities to build communities of interest and engagement within and outside the language classroom. Students are engaged as

never before in using social networks to transcend geography. Access to authentic materials enables students to research and develop informed perspectives on the lives of others. Distance and hybrid approaches to instruction call into question the very notions of classroom and community, and challenge us to rethink the possibilities for building communities around language and culture instruction outside the comforting presence of physical "place".

The AATT welcomes 300-word abstracts on the following suggested areas of interest, equally focused in the fields of language and culture pedagogy, instructional methods involving the innovative application of technologies, and language technology development and administration. Topic areas include, but are not limited to: Technologies and Social Networks for Language Learning; Language

Learning and Communities Outside the Classroom; Cultural Identities, Technology and Language Learning; Best Practices in Computer-Assisted Language Learning; Professional Development Solutions and Challenges; New Frameworks for Distance Education and Hybrid Environments; Online Language Learning; Virtual Environments and Gaming in Language Learning; Ownership, Publication, and Use in Technological Environments; and Mobile Language Learning. The deadline for abstracts is January 10, 2015. Abstracts (and short bios) should be sent to AATT Roundtable organizer, Dr. Jeannette Okur at: jeannette.okur@austin.utexas.edu. Preference will be given to applicants who can briefly present original research or pilot project data related to new applications of Turkic language(s) technology and engage in meaningful discussion of broader issues with the other panelists.

Job Openings

Duke/ UNC Turkish Lecturer Position

The Slavic & Eurasian Studies Department at Duke University (Durham, NC) and the Asian Studies Department at the University of North Carolina (Chapel Hill, NC) invite applications for a three-year renewable lecturer position (non-tenure track) in Turkish Language and Culture to begin in July 2015. The teaching load is 3/3 and primary duties include teaching first-year Turkish at both campuses as well as a second-year course that is shared between campuses. The requirements are a Ph.D. (those who are A.B.D. will be considered) related to the field of Turkish Studies. The ideal candidate will have native or near-native proficiency in Turkish and facility with approaches to teaching language in context. With approval, the opportunity to teach content courses in field of specialization and to participate in the summer Duke in Turkey study abroad program at Boğaziçi University. Pending funding, the possibility exists for renewal and/or regularization of the position. The applications should include a cover letter, CV, article-length writing sample, three letters of recommendation, and a teaching portfolio that includes sample syllabi, a statement of teaching philosophy/language

pedagogy and representative student evaluations. Facility with and interest in developing online and distance learning materials is desired. Submit complete file and recommendations electronically to: **duke-turkish@duke.edu** by **January 5, 2015**.

Turkish; Applied Linguistics: Lecturer, University of Illinois at Urbana-Champaign

The Department of Linguistics at the University of Illinois at Urbana-Champaign invites applications for a non-tenure track, full-time position as Lecturer of Turkish for the 2015-16 academic year, with a target start date of August 16, 2015. The position involves teaching six courses per year in Turkish language and language-related areas. In addition to teaching duties, the Lecturer will be responsible for coordinating all aspects of the Turkish Language Program on campus, including student and community outreach. Native or near-native command of Turkish is required, as is previous experience teaching Turkish as a second/foreign language in post-secondary institutions. The successful candidate will have a Ph.D., preferably in an area related to Turkish language and culture (Ph.D. must be in hand by the date of appointment). Experience with course development and instructional and web

technology is highly desirable. Apply at the University of Illinois application page with letter of interest, CV, including contact information (or Interfolio ID) for three professional references. Only applications submitted through the University of Illinois Job Board will be considered. Apply by **February 2, 2015**. Letters of recommendation must be received no later than **February 9, 2015**. For more information contact **slci-hr@illinois.edu**. To apply please visit this [link](#)

Full-Time Turkish Lecturer at University of Washington in Washington

The Department of Near Eastern Languages and Civilization at the University of Washington anticipates the appointment of a full-time lecturer in Turkish beginning in the Autumn 2015 term. The position calls for teaching the Turkish language at all levels and participating in departmental administrative service responsibilities. The emphasis in all courses will be on listening, speaking, reading, and writing. In addition, the applicant will assist in program building that includes community outreach and campus organizations that promote Turkish culture and language. At a minimum applicants should have an M.A. degree or foreign equivalent by the start of the appointment, must have native or near-native

proficiency in Turkish and be fluent in English. Beyond classroom teaching, applicants should expect to develop curricular and teaching materials, including web-based materials. Applicants with expertise in Turkish linguistics, literature, history, or related academic fields, whose teaching and research interests complement the University of Washington's existing faculty and programs in Near and Middle Eastern languages, literature, and cultures, are especially encouraged to apply. The anticipated term of this appointment is three years, with possible renewal. University of Washington faculty engage in teaching, research, and service. Applications, including a cover letter, curriculum vitae, sample of teaching materials, and three letters of recommendation, should be sent by e-mail to the NELC Faculty Turkish Lecturer Search Committee at: nelcdept@uw.edu. Priority will be given to applications received before **February 1, 2015**.

Lecturer in Turkish at University of Chicago

The Department of Near Eastern Languages and Civilizations at the University of Chicago announces a position of Lecturer in Turkish for a three-year renewable term starting in the academic year 2015-16. The lecturer should be able to teach all levels of Modern Turkish. The

emphasis in all courses will be on listening, speaking, reading, and writing. The successful candidate will also be able to teach Introduction to Ottoman Turkish. An advanced degree in Turcology, Turkish language and literature, or second language teaching and acquisition is preferred. Strong, recent teaching experience and evaluations and native or near-native proficiency in Turkish are essential. An ability to teach other Turkic languages would be desirable, but not required. All candidates are required to submit an application letter, CV, contact information for two recommenders, and a detailed sample syllabus of an Elementary Turkish course online at the University of Chicago's Academic Career Opportunities website (posting #02393) by **December 15, 2014**. In addition, the two recommenders must send their letters of recommendation directly to ne-lc@uchicago.edu by **December 15, 2014**.

Turkish Lecturer at the University of California, Berkeley

The Department of Near Eastern Studies at the University of California, Berkeley invites applications for a non-tenure track position as a full-time lecturer in Turkish language. The appointment is renewable, with the expected start date of July

1, 2015. Minimum full-time annual salary is \$49,012. Salary is commensurate with education and experience. The successful candidate must have an M.A. or Ph.D. (or equivalent) in Turkish language, linguistics, applied linguistics, or related field, and experience in teaching Turkish at the college level. S/he must possess native or near-native competence in speaking, listening, writing, and reading Turkish, and must have the capacity to employ up-to-date and effective methods of language pedagogy and testing. Responsibilities include teaching first-, second-, and third- year Turkish language courses; cooperating with the department's language coordinators in planning and teaching the department's Language Pedagogy course for teachers of Near Eastern languages; providing guidance to undergraduates in NES who wish to complete a minor in Turkish; and, if relevant, providing preparatory guidance and materials for Graduate Students. Instructors and lecturers teaching Turkish during the summer session.

Applicants should submit the following materials at <https://aprecruit.berkeley.edu/apply/JPF00628>, before **midnight February 16th, 2015**: an application letter, a curriculum vitae, and three confidential letters of recommendation.

Prize

Sâmiha Ayverdi Prize for Ottoman Turkish

Erika H. Gilson

This year a new student prize was initiated for best translation from Ottoman Turkish to English. The prize carries a monetary award of \$500.00 which is funded by the Kubbe Altı Foundation in Turkey.

The prize is named after Sâmiha Ayverdi, an important writer, poet, and Sufi philosopher, and one of the prominent founding members of the *Kubbe Altı Vakfı*.

The Selection Committee this year included Hakan Karateke, University of Chicago, Burcu Karahan, Stanford University, Roberta Micallef, Boston University, and Erika H Gilson, Princeton University. Submissions were accepted through September to include students attending summer courses in Ottoman.

The prize was finalized late in the academic year, so that we had few submissions for this year. The committee, however, could not agree on one best submission, and decided to split the prize, awarding two graduate students with the prize, one an advanced student of Ottoman Turkish, the other a first year student of Ottoman Turkish.

Both translations displayed fine control of English usage, as well as full comprehension of the Ottoman original.

The winners were **Vladimir Troyansky**, an advanced graduate student in History at Stanford University, and **Amir A. Toff**, a graduate student at the beginning of his studies in the Department of Near Eastern Languages and Civilizations at the University of Chicago.

Troyansky, who took a Reading Course in Ottoman with Burcu Karahan, translated several archival documents of the 1860ies dealing with petitions for support to refugees from the Caucasus, his area of research interest.

Toft worked with Helga Anetshofer on a translation of Osman Ağa of Temesvar's autobiography from the early 18th century. Although this is a famous autobiography, and translation[s] in other languages exist, the committee felt that his English translation was very fluid and well written.

The prize will be ongoing, and for the coming year, the new Selection Committee and rubrics will be announced on the AATT webpage early in 2015. With the current rising interest in Ottoman Studies, we hope that colleagues will remember nominating their students for the Ayverdi Prize.

James W. Redhouse Student Prize For Best Progress In Turkish Language 2014

Roberta Micallef

Every year AATT issues a call for nominations of graduate or undergraduate students who have completed a full one-year course at any level of modern Turkish or Ottoman at a university offering such courses in their regular courses.

We expect the nominating faculty member to provide information about the student and supporting evidence whether test taken during the course of the year, oral presentations, skits, interviews or essays.

The deadline for the nomination is June of each academic year and prizes, \$100 each for up to four students, generously supplied by the Erteğün foundation are awarded annually to two students in each of the geographic regions of the United States.

This year we awarded three prizes: The winners of the 2014 Redhouse Award were **Taylor Zajicek**, University of Washington; **Florence Kearns**, The University of Texas in Austin; **Halla Bearden**, University of Pennsylvania. We congratulate the students and their instructors on their achievement.

718 Commonwealth Avenue
Boston MA
02215



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Department of Languages and
Cultures of Asia
University of Wisconsin-Madison, WI
uschamil@wisc.edu

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Ercan Balci
The Center for Language Studies
Brown University, RI
aattsecretariat@gmail.com

TREASURER

Feride Hatiboğlu
Near Eastern Languages and Civilizations
University of Pennsylvania, PA
feride@sas.upenn.edu

BOARD MEMBERS

Funda Derin
Department of Languages and
Cultures of Asia
University of Wisconsin-Madison, WI
fderin@wisc.edu

Burcu Karahan
Department of Comparative Literature
Stanford University, CA
bkarahan@stanford.edu

Umida Khikmatillaeva
Turkish Language Flagship Center
Indiana University, IN
ukhikmat@indiana.edu

Sylvia Önder
Department of Arabic and
Islamic Studies
Georgetown University,
Washington D.C.
onders@georgetown.edu

AATT NEWSLETTER EDITOR

Burcu Karahan
Department of Comparative Literature
Stanford University, CA
bkarahan@stanford.edu

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Middle Eastern, South Asian, and African Studies
Columbia University, NY
zc2208@columbia.edu

WEBMISTRESS

Jessica Tiregol Menteşoğlu
University of California, Los Angeles, CA
jmentesoglu@library.ucla.edu