

ISTANBUL SABAHATTIN ZAIM UNIVERSITY
GRADUATE EDUCATION INSTITUTE

GRADUATE THESIS WRITING GUIDELINE

ISTANBUL

2020

This manual was first prepared in 2018 and revised in 2020.

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PREFACE

Every text has its own basis and rule of arrangement. There are basic criteria that must be followed in the writing of theses prepared at master and doctorate level in social sciences. Theses in the field of social sciences are not randomly written free texts. The subjects discussed in the theses are tackled using strict methodological discipline and are treated with an analytical approach. Each thesis is based on three dimensions: "content", "method" and "structure". In addition to these dimensions, in doctoral dissertations, an original thesis, a theoretical approach, and a conceptual framework must be developed in order to contribute to a science, a field or at least one of the methodological approaches.

An issue chosen as thesis subject should not have been studied previously by someone else or, if it has, the subject must be discussed with a different point of view or by a different method. In theses in the field of social sciences, the method is as important as the content. Each thesis is based on, along with the literature review, one of the qualitative or quantitative research methods and the techniques attached to these methods. Theses should have certain structural values in terms of harmony of the volumes of chapters, used visual materials, rules of spelling, expression, language and wording.

Our university is quite ambitious in the field of graduate programs. As of 2017, we are providing services to our students with about 50 graduate and doctoral programs under the Institute of Social Sciences. This “Thesis Writing Guide” has been prepared so that graduation projects prepared in these programs can be written in accordance with scientific research methods. I expect from our students, as they are preparing their projects or theses, to meticulously abide the considerations stated in this guide, and wish them success.

Prof. Dr. Ömer ÇAHA

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A SAMPLE TEMPLATE FOR GRADUATE THESIS	Hata!	Yer	işareti
tanımlanmamış.			
A SAMPLE TEMPLATE FOR PhD DISSERTATION	Hata!	Yer	işareti
tanımlanmamış.			

CHAPTER 1

INTRODUCTION

1.1. Scope

This Thesis Writing Guideline sets out the essentials and principles for supervisors and students who will prepare master thesis or Ph.D. dissertation in any social science department under the Institute of Social Sciences at Istanbul Sabahattin Zaim University.

1.2. Baseline

This Thesis Writing Guideline has been prepared under the light of the Graduate Education Directive of Istanbul Sabahattin Zaim University and was decided to be put into practice by the Senate meeting of University on 22 January, 2018.

1.3. Date of Entry into Practice

This Thesis Writing Guideline will be applied in the MA projects, MA thesis, and Ph.D. dissertations completed in any department under Institute of Social Sciences at Istanbul Sabahattin Zaim University from the date of 1 February, 2018. Projects and theses from this date onward will be written according to this guide. At this point, the date on which the student completed his/her thesis/project is essential, not the enrollment date in the institute.

CHAPTER 2

PROCESS OF STARTING AND ENDING A THESIS

2.1. Deciding on a Thesis Topic

Students must choose an original subject that has not been studied before when they are determining the subject of a graduate thesis or doctoral dissertation. Theses found on the page of Council of Higher Education (YÖK) must be examined in detail during the process of decision on thesis subject. Other internet sources also must be reviewed. If the student chooses a subject that has been studied before, he/she must bring a new methodological approach or a new perspective to the subject. Otherwise, a previously studied subject cannot be studied again.

2.2. Deciding on the Thesis Title

Thesis title should explicitly state the subject of the thesis and should be clear, plain, simple, and short. Very long and general thesis titles should be avoided, however, if it is necessary, a sub-title can be used. The title of the thesis should be free from unnecessary words. It is important to remember that the best thesis title is often the simplest and the most compact one. Thesis title should not be longer than 30 words and 3 lines. In the translation of the title of the thesis into other languages, care should be taken to make an appropriate and accurate translation by considering the scientific equivalent of the concepts in the relevant field.

2.3. Determining the Thesis Advisor

In the master's program with thesis, the head of the department will appoint a thesis advisor for each student, who is on the staff of his / her own University, by the end of the first semester at the latest; He / she recommends the thesis topic determined together with the student's advisor to the institute until the end of the second semester at the latest. After the approval of the student's thesis subject by the Administrative Board of the Institute, the thesis title and thesis advisor will be finalized.

Upon the written application of the student and / or the advisor to the institute, a consultant change can be made with the recommendation of the head of the department and the approval of the institute board of directors. To change the advisor, the approval of the new adviser must be obtained. For detailed and up-to-date information on this matter, the Postgraduate Education and Training Regulations of Istanbul Sabahattin Zaim University should be examined.

2.4. Graduate Thesis

In the graduate thesis, two things are expected from the student: First, analyzing an issue as a thesis subject through using scientific research methods, and second, bringing an unknown subject to the academic world.

A graduate thesis is mainly a study that prepares the student for the doctorate. A student who writes the graduate thesis is expected to attain the proficiency necessary to write a doctoral dissertation. It is expected that a graduate thesis should be in the range of 90-180 pages, although this varies according to departments and subjects.

2.5. Ph.D. Dissertation

In the doctoral dissertation, two main things are expected from the student: First, to develop an original and new thesis, method, or approach about a subject; second to contribute a thesis, theory, or method. Doctoral dissertation may or may not refute a previously developed thesis or theory.

A doctoral dissertation discusses a subject in a theoretical framework. Based on its findings, it refutes or supports by analyzing this theoretical framework. In this respect, there is an original chapter in the doctoral dissertation that synthesizes the studied subject and theoretical framework. In this chapter, the student develops a new approach and thesis besides his/her own concepts by synthesizing the findings of the research with the theory.

It is expected that a doctoral dissertation should be 200-300 pages in length on average, although this varies according to departments and subjects.

2.6. Ethical Rules to Follow

In the writing of graduation projects, graduate thesis, and doctoral dissertation, the first issue to consider is to follow ethical rules and show maximum sensitivity in this regard. Students who violate ethical rules are dismissed from the University as well as being sent to the disciplinary committee.

The following cases are considered as to be ethical violations according to the ethical rules and require sanctions:

- Submission of studies made by others, partially or completely, as if it is their own studies.
- Using studies made by others without referencing.
- Making use of studies made by others above the stated rates.
- Citing unused sources as if they are used in the text or bibliography.
- Disclosure of information sources that should be kept confidential in theses.
- Using or referencing information which are obtained through interviews or conversations, without approval.
- Submission of a study previously done by himself/herself as it is a new study.

All these cases are considered to be within the scope of the crime of violation of scientific ethical rules. In this regard, students should choose and consider an original subject to examine and write about it according to scientific methods that have not been studied before.

2.7. Thesis Preparation Process and Duration

The information on completion times given in this section is for the purpose of introducing the general lines about the thesis writing process. In these matters, the Istanbul Sabahattin Zaim University Graduate Education and Training Regulation published on the official website of our institute should be taken as basis.

The student begins to study under the supervision of the advisor, which is approved by the Administrative Board of the Institute, on the subject which is also approved by the Administrative Board of the Institute.

The duration of the graduate program with thesis, except for the time spent in the scientific preparation period, regardless of whether or not they enroll in each semester, is four semesters and completed in maximum six semesters (see the Graduate Regulation for details!).

The duration of the doctoral program is eight semesters, regardless of whether or not they are enrolled for each semester, with the exception of the time spent in scientific preparation, with a maximum completion period of twelve semesters (see the Graduate Regulations for details!).

In order to finalize the doctoral dissertation, three successful thesis monitoring committee reports should be submitted at a maximum of six-month intervals. If the thesis monitoring procedures are not fulfilled in time, the student will be considered unsuccessful for that semester's thesis monitoring result.

Students who have not completed their studies within the prescribed time will be dismissed from the Institute.

2.8. Control of the Submitted Thesis by the Institute

The theses that are ready to be presented in front of the thesis jury are checked by the institute before the jury is formed. A jury can be formed only for theses that the Institute has controlled and approved, and the thesis defense phase can be started.

Theses that are completed by the student and pre-checked by the thesis supervisor are sent to the Graduate Education Institute Thesis Control Unit (by the adviser), together with the postgraduate thesis final control form filled by the student and approved by the thesis supervisor, and other necessary forms that are officially determined.

When a thesis is submitted to the Institute's Thesis Control Unit, it means that it has the approval of its advisor. Advisors should not refer a thesis they deem insufficient or incomplete to the institute's thesis control unit and the jury.

A Student, who has successfully completed the thesis, fills out the official forms after obtaining his/her advisor's approval, and submits the thesis with these forms to the Institute. A thesis which is submitted to the Institute accepted as received its advisor's approval. If an advisor submits the thesis to the jury and expresses his/her negative or counter view and opinion toward the thesis in the jury, he/she behaves contrary to scientific ethical rules. This is because a thesis which reaches the jury phase is also the responsibility of its advisor at the same time. In this regard, advisors should not refer a thesis to the jury if they think it is inadequate and deficient.

These are checked by the Thesis Control unit in terms of formal rules and plagiarism / similarity rules determined by this guide. "Turnitin", one of the most preferred and highest quality applications in the world, is used for the detection of plagiarism and similarity rate. Theses submitted to the Institute as a whole are scanned in this program by filtering their bibliography, direct citations and singular affinities limited to 5 words. As a result of the screening, in order for a master's or doctoral thesis to be approved and to gain the right to enter the jury phase, the general similarity ratio should be lower than the level of 20 percent. In addition, it is expected that the similarity with any other source, except for exceptional cases (book analysis, article discussion, etc.), is expected to be at the level of 1 percent at most. In addition, in theses, except for the exceptions mentioned above, the direct quotation rate is expected to be at most 5 percent. Theses that exceed these limits are rejected and the student who writes the thesis is referred to the Ethics Committee for plagiarism.

The rates determined by the Turnitin application are the originality status of theses based on similarity with other scientific sources. Plagiarism is a very serious crime in today's academy; It means using all kinds of information and documents that are not produced by the author of the thesis and obtained from another source or person without reference to the rules and without reference. In this context, this analysis on the similarity ratio of the thesis alone does not prove that there is no plagiarism in the thesis and the thesis is in compliance with ethical rules. On this, the student and the consultant should pay attention to the issues under the heading "Ethical Rules to be Followed".

It is expected that the student should be benefitting from a source through directly reaching it, instead of using a source in a roundabout way. By virtue of electronic online

databases, it has been possible to reach every sort of sources. In this regard, it is expected that students should avoid indirect use of sources.

2.9. Establishing the Thesis Jury

The thesis submitted to the Graduate Education Institute by the advisor is examined in terms of form and plagiarism. For the theses that pass this stage successfully, the Graduate School Administrative Board forms a jury among the names suggested by the thesis advisor and the head of the department. The advisor and the head of the department propose one substitute member to the Institute in addition to the permanent members from within and outside the University.

At this point, to enter the thesis defense, the publication conditions required for the graduation must be met. Current conditions regarding the publication specified in the relevant regulation should be examined.

The Board of Directors of the Institute consists of three academicians, two of whom are in-university and one from outside the institution, for master theses; and decides to establish a jury consisting of five academicians, three from inside the institution and two from outside the institution for PhD thesis. The Board determines reserve members, one academician for master's theses and two academicians for doctoral theses, one within the institution and one outside the institution.

After the jury is formed, the thesis prepared is delivered to the all jury members for signature by the student at least 15 (fifteen) days before the thesis defense exam.

The jury appointed by the Institute Board of Directors convenes within 15 days at the earliest and one month at the latest after the decision of the Institute and takes the student's thesis defense.

2.10. Submission of Successful Theses to the Institute

The forms of the theses deemed successful by the jury are delivered to the Institute within three days. The student must submit the thesis to the Institute within a period of one month starting from the date of defense, together with the required documents, making the necessary corrections, if any. The graduation certificate is given to the student whose thesis is successful.

The student whose thesis is not successful and decided to be corrected, defends again in front of the same exam jury within three months at the latest.

Students who are found unsuccessful by the jury will be dismissed from the Institute.

2.11. Follow-up of Thesis-Related Processes and Procedures

Students should read the institute's relevant regulations and proceed with their thesis process in accordance with the specified provisions. It is the responsibility of the student to comply with the required rules and deadlines in matters such as determining the thesis subject, thesis supervisor, monitoring committee and thesis jury, graduation requirements, deadlines, submitting the thesis proposal, publication conditions, and following the processes. For this, it is important to carefully examine and follow the information and regulations on the institute's website.

CHAPTER 3

FORMAT AND TYPEFACE IN THESES

3.1. Typeface

In the theses, 12 point Times New Roman font is used with MS Word. The main section headings are written in 14 points, in capital letters and boldface. The other subheadings are written in 12 pt. and boldface. Times New Roman font style is used in footnotes as well. All of the statements in the tables in the thesis should be written in Times New Roman 12 pt. However, in necessary situations, 11 font size can be preferred in tables.

In these all text is written in black. Different colors can be used only in tables, graphics, figures and pictures. Paragraphs and subheadings should start straight, without indenting.

3.2. Line Spacing

Throughout the thesis there will be 6 top and 6 bottom spacing between the paragraphs. The line spacing should be 1.5.

In footnotes, 6 spaces are left from both the top and bottom in between two footnotes. In footnotes longer than one line the bottom lines are written with half-tabs inside.

In bibliography, 6 spaces are left from top and bottom in between two sources; line spacing is 1.5. In bibliographies which have more than two lines of sources the bottom lines are given inside a tab.

All line spacing is set to 1 in tables. A 1.5-line interval is left between the table headings and the table.

The last line of a page cannot include a title. There should be at least two lines under headings that occur at the end of the page. If the two lines do not fit, the title starts with the following page.

Again, there cannot be a single line at the end of a page that belongs to a new paragraph. If a new paragraph is to be written at the end of the page, at least two lines should be placed under the page.

3.3. Quotes

Quotations up to 40 words (or 3 lines) are quoted in the text. Quotes that exceed 40 words are given as a separate paragraph, aligned on the left side 1.5 margins from inside and italicized.

Quotation marks are not used in citations given as separate paragraphs. In such citations, the line spacing is given as 1.5.

Quotations given as separate paragraphs do not contain a single line at the end of the page. Likewise, there cannot be single line at the top of the page. In these cases, the citation paragraph must fit entirely at the end of the page or begin at the top of the new page.

If one more citation will be made or a part of the text will be quoted in quotations placed in inverted commas (") in these cases single quotation marks (‘) are used.

Sentences in quotation marks begin with capital letters. Dots, commas, and semicolons are placed after the quotation mark.

Example: According to Ahmet Kara, "Family is one ‘of the basic institutions’ in the structure of society and the family is subject to change like other institutions.”¹

The student may use double or single quotation marks in highlighted expressions and bibliography. But whichever the student chooses he/she has to use it in the entire thesis.

¹ Ahmet Kara, *Türkiye'nin Sosyolojik Yapısı* (Ankara: Orion Press, 2015), 4

3.4. Paper Size

In theses, a white and A4 size (21x29 size, 80g weight) of paper is used. Papers used in photocopies are enough for theses. All pages must be of the same size and proportion.

3.5. Margins

A 4 cm gap is left for the gutter on the left side of the pages and a 2.5 cm gap is left for the other edges. If the page is used horizontally, the same margins are used. In the first pages the main chapter headings start 5 cm below. Main chapters start with a new page.

3.6. Pagination

No page numbers are written on the inner cover and approval page in theses. Pages up to the introduction chapter are given page numbers with small Roman numerals (i, ii, iii, iv). Pagination is made by the normal digits (1, 2, 3) beginning from the introduction chapter.

3.7. Heading Numbering in Theses

In theses, heading numbering is made according to the decimal system and all headings are written in bold. If sub-heading is to be used at a higher grade than the third grade, numbering should be done using letters such as a), b) instead of numbers, and italicized. Such headings do not appear on the Contents page.

The heading of the chapter is written in large font sizes and the numbering of the chapter is indicated in prose. In theses, all sub-headings are written in bold and small fonts. The first number given to all sub-headings is the number of the chapter.

Chapter heading is given centered on the page. Other headings are placed in the same line with the text body in the text.

In the page of table of contents, first headings are aligned with the chapter heading, other headings are given slightly more indented each subsequent time.

Example:

SECOND CHAPTER

FACTORS DETERMINING ELECTIVE BEHAVIOR

2.1. Heading 1

2.1.1. Heading 2

2.1.1.1. Heading 3

a) Heading 4

If tables, graphics, figures or pictures are used in theses, they are also given headings. Headings of the tables should be placed over tables headings of figures should be put under the figures. Table number is given with related chapter number (See Appendix). For instance, tables in the second chapter are given as 2.1: Table 2.2: Table 2.3: and after double dot (colon?) the name of the table is written. The Same rule is applied to figures.

The source of tables and figures is written under the table or source. A line spacing is left between the table/figure and the source.

3.8. Citation

There are two methods to refer to sources used in theses and to create a bibliography. One of them is the Chicago "footnote" style. The other citation style is "in parenthesis" used by the American Psychology Association (APA). In the first style, references are given as footnotes at the bottom of the page. In the second style, a short reference is made in parentheses throughout the text, but detailed information about the reference is included in the bibliography

Creating a bibliography differs according to these two writing styles. In the fifth and sixth chapters of this guideline, issues of citation and creating a bibliography according to these two styles are explained in detail.

Students who are writing a project or a thesis in the Institute of Social Sciences at Istanbul Sabahattin Zaim University may use one of these two styles. However, all citations and bibliography should be written according to the preferred style from the beginning.

With the approval of the thesis supervisor, it is appropriate to use the ISNAD Citation System in theses prepared in areas such as the Department of Basic Islamic Sciences, the Department of Philosophy and Religious Sciences, and the Department of Islamic History and Arts which use references from the Quran and Hadith frequently.

CHAPTER 4

CHAPTERS IN THESES

There may be some differences in the chapters in the thesis according to the features of the thesis, such as the field of science, research method, applied or theoretical aspects. However, unless otherwise required, the following sections should be included in the thesis respectively:

- Outer and Inner Cover
- Thesis Approval Page
- Scientific Ethics Statement page
- Preface
- Turkish Abstract
- English Abstract
- Contents
- List of Tables
- List of Figures
- Abbreviations
- Introduction
- Literature Review or Theoretical Framework
- Other Chapters of the Thesis
- Method
- Discussion and Conclusion
- References
- Attachments
- CV

4.1. Inner and Outer Cover

Content and structure of the inner and outer cover, except the name of the advisor, are the same. The following information is found on each of the two covers: The name of the University, the name of the department, the name of the field, and the type of the thesis (graduate thesis, doctoral dissertation), information of the student, and information of the city and the date. Also, on the inner cover the name of the advisor is taken place.

The names of the institute, department, and field of science should be written in 14 type size and boldface on the outer cover of the thesis. The title of the thesis should be written in 16 type size and boldface. Other information also should be written in 14 type size and again boldface.

On the inner cover of the thesis, the names of the University, Institute, Department, and Field of Science with the title of the thesis should be written in 14 type size and boldface. Other information should be written in 12 type size and again boldface.

At the top of the outer cover of the thesis, the information of University, Institute, Department and Field of Science is written in 1.5 line spacing. The title of the thesis is written leaving 9 spaces after the last line of this information. After the title, a space of 7 lines is left and the information of the graduate thesis or doctoral dissertation is written. After this information, the student name is written, leaving 7 lines. After the name of the student a space of 9 lines is left, then the city and date are written. between city and date 1.5 spaces should be left.

Some of the measures on the inner cover of the thesis are different. On the inner cover, the name of the thesis is written by leaving a space of 7 lines after the information of the university, institute, department, and field of science. After the name of the thesis, 7 spaces are left and it is stated as graduate thesis or doctoral dissertation. After that, the student's name is written, leaving a space of 5 lines and again after leaving a space of 5 lines the name of the advisor is written. 1.5 spaces are left between the "thesis advisor" and the name of the supervisor. After the name of the advisor, city and date information are written, leaving a space of 5 lines.

If the title of the thesis is more than one line, a space of 1.5 lines is left between the lines. All the information on the outer and inner covers is given within the center.

4.2. Approval Page in Thesis

The thesis approval page contains the following information: name and surname of the student, heading of the thesis, date of defense of the thesis, unanimity of the thesis or statement indicating that the thesis has been successful with majority of votes, names of the jury members with their titles and a place left blank for signature.

4.3. Scientific Ethics Declaration Page

In this page, there is a statement which declares that the thesis prepared by the student was prepared according to the rules of scientific ethics from the beginning to the end. In this statement, it is declared that the information obtained in the thesis writing process, sources that were used and the interviews comply with the ethical rules. The student can obtain the "Scientific Ethics" declaration page from the Institute.

4.4. Turkish Abstract

Turkish abstract should contain around 250 words. The subject of the thesis, methodology and achieved results are taken place in the abstract. There is no need to explain chapters of the thesis in the abstract. It is enough to write the results and findings.

Turkish abstract includes the name of the thesis, name and surname of the student, date of the thesis (month and year) and key words.

4.5. English Abstract

English abstract should also contain around 250 words as it is in the Turkish abstract. The English abstract does not have to be an exact translation of Turkish abstract. However, as in the Turkish abstract, in the English abstract the subject of the thesis, methodology, and results are found.

As in the Turkish abstract, English abstract also includes the name of the thesis, the name of the student, and key words.

4.6. Acknowledgement

Acknowledge does not have to occur in theses. Yet, as a general tradition an acknowledgement page is found in theses. Here students express their feelings and thoughts about writing the thesis as well as the difficulties that they encountered while writing their thesis. In addition, student also expresses his/her gratitude to persons and

institutions who are directly or indirectly involved in his/her thesis. If the thesis is made within the scope of a project, the student should thank to the institution by giving information about the institution and project.

4.7. Table of Contents

All headings used in the thesis are listed on the Table of Contents with the page number they are on without any abbreviation. All chapter headings, main headings and sub-headings are placed in the Table of Contents. Chapter headings are in boldface and the other headings are written in regular face. The first heading is aligned with the heading of the chapter; the other headings are indented at each time. The fourth level headings used in the text are not included in the Table of Contents.

On the Table of Contents, there is a 1.5-line space left between headings and a line space left between the lines in the headings that are spread over several lines.

4.8. Tables and Figures

If a table, graphic, or figure is used in the thesis, information about it is given after the Table of Contents. Titles of the relevant tables, graphics, and figures are written together with their page numbers.

4.9. Abbreviations

If abbreviations are used in the thesis, a list of them should be given after the Table and Figure page. Abbreviations consist of the initials of the relevant name. A full explanation is written across from each abbreviation.

4.10. Introduction

The introductory chapter in theses is generally the lastly written chapter. Introduction is a display of the whole thesis. When someone reads the introduction chapter he/she should be able to understand more or less what the thesis is about.

Three points are taken place in the Introduction of a thesis. In the first place, the subject, issue, main question, purpose, importance, limitations, hypothesis, and assumptions of the study are explained. The reason why this subject has been chosen and the significance of the study is demonstrated in this section. Secondly, the methodology of the thesis is depicted. Depending on the subject and the originality of the methodology, the method can be processed in a separate section. In this case, it is not necessary to describe the method in detail in the Introduction chapter. Thirdly, a brief information about each chapter of the thesis is given in the introductory chapter.

In doctoral dissertations, the method section is written as an independent section in some cases. In particular, if an issue is to be searched by a newly developed method or technique, then an independent method section is included where information on the method and the suitability of the method for the subject are written in detail.

4.11. Literature Review or Theoretical Framework

Both graduate theses and doctoral dissertations are considered and studied in a certain theoretical framework. At the beginning of theses, therefore, there is a section on which a relevant theoretical framework or an analysis of the literature takes place. Approaches to the subject, basic discussions and concepts used are covered, in detail, in this section.

In a thesis, the theoretical framework is expected to form an average 30-40 percent of the thesis. The remaining 70 percent of the thesis is left to the analysis of the subject under discussion.

4.12. Other Chapters of the Thesis

In the thesis, the chapters following the theoretical framework may be in different numbers depending on the research subject. The student will examine and discuss a related issue in each chapter. However, the findings obtained while writing the chapters are analyzed by considering the approaches and references used in the theoretical framework.

In theses, there is always found an evaluation and discussion chapter that harmonizes research findings with the theory. The student tries to reach a thesis, a synthesis by analyzing the subject he/she is dealing with in the light of the theoretical frame he/she uses. It is inevitable to find such a section especially in doctoral dissertations. This section is a peculiar section in which Ph.D. students contribute to a thesis, theory, or literature.

4.13. Method

This section is shaped according to the nature of the research method of the thesis. For example, for a thesis where data is collected through a questionnaire, there must be sections in which sample and data collection tools are introduced. In general, details such as the sample of the research, model, data collection method, the methods by which the hypotheses are analyzed and the measurement tools used are included in the "Method" section under separate subheadings.

4.14. Discussion and Conclusion

The Conclusion chapter in the thesis is a section where the findings and outcomes reached in the thesis are explained in general. In the conclusion chapter three points are taken place: first, what is the subject, what problems and problematics are addressed. Second, how the subject has been studied, in other words the method used in the study. The third and most important point is the results achieved through the study. The conclusion chapter is the chapter in which the student explains his/her thesis in general.

In the conclusion chapter, the results obtained should be expressed considering the situation and expectation in the related area, what it may lead to, and similarities or differences in comparison with other studies. Also in the conclusion chapter, the knowledge, field, or method contribution of this thesis is expressed concisely and comprehensively.

4.15. Bibliography

All the resources used in the thesis are indicated at the bibliography at the end of the study. It follows the same method used in the writing of the citations. The writing type used in citations is similarly used in the bibliography of the thesis.

Giving place to any source, in bibliography, that has not been used in the text is against the rules of scientific ethics. Therefore, students should give place to resources, in the bibliography, which they truly have used in the thesis.

4.16. Appendices

The student may put the information he/she deems necessary at the end of his/her thesis in the Appendix chapter. In general, long and detailed information, tables, graphics which would prevent the flow of text are given at the end of the thesis. Also statistical methods, tests, surveys etc. used can be included in the appendices section. the permission documents taken from institutions, persons, etc. are also included in the appendices.

4.17. Curriculum Vitae

The last page of the thesis contains the CV of the student. The CV includes the student's interest, work areas, activities he/she participated in and, if they exist, publications he/she has made.

CHAPTER 5

FOOTNOTE AND BIBLIOGRAPHY

(CHICAGO STYLE)

The style in this chapter for citing with footnotes and creating bibliography is based on *Chicago Manual Style, 15th Edition* with some adaptations. For matters that are not covered in this chapter *Chicago Manual Style, 15th* may be referred to. The Following parts of this document will provide information about footnotes and bibliography.

5.1. STRUCTURING FOOTNOTE

5.1.1. Writing Footnote Number

Footnotes should be marked by giving numbers starting from 1, as is given in the example below. A number is assigned for each citation. Numbering for footnote may also be managed through “insert footnote” command in Microsoft Word.

Example 1:

According to Miller, the controversy on the validity of such scales is obvious.¹

Example 2:

Industrial revolution has changed the nature of production management in a way that social lives of employees has also changed fundamentally.²

5.1.2. Showing the Same Resource for Multiple Instances in the Footnote

When citing the same source, the detailed resource information is not shown again in the footnotes. Shortly, the previously given footnote is cited by using abbreviations.

Here are two different occasions. If the recited resource is just after the first one the same detailed resource information is not written again and instead the abbreviation "Ibid." for

the second reference is used. If the pages cited from the same source are the same, no number is required. If the second is from a different page, then the abbreviation "Ibid." should be followed by a page number.

If another resource is listed between the two repeating resources, instead of giving detailed resource information, just the surname of the author and the name of the resource are given before the page number.

Example 1: For immediate repeat:

- ¹ John Challenger, *New Methods in Event Sampling* (San Francisco: Penguin, 1994), 77.
- ² Ibid., 47.

Example 2: When there is another source between the repeating sources:

- ¹ John Challenger, *New Methods in Event Sampling* (San Francisco: Penguin, 1994), 77.
- ² Adem Çalışan, Osman Burgaz, *Sanayide Dönüşümün Etkileri* (Adana: Sezen Kitabevi, 1997), 45.
- ³ Challenger, *New Methods in Event Sampling*, 47.

5.1.3. Books

There are minor differences between citing books and citing journals, except that the framework is common.

5.1.3.1 Books by a Single Author

For books by a single author, first, the name and the surname of the author are given, then (after a comma), the name of the book is given in italics. The number of the edition (if it is published in editions) is added and information such as city, the publishing company and year are given in parenthesis. Last, the relevant page numbers are given.

Example:

Johne Challenger, *New Methods in Event Sampling* (San Francisco: Penguin, 1994), 73-77.

5.1.3.2. Chapter in an Edited Collection

While referring to chapters or essays in an edited collection, the name and the surname of the author are given, after which the name of the chapter is given in quoted form. The book name is given in italic form, then the information about the editor is given as it is in the below example.

Example:

Mary Wilstone, "Consequences of Organizational Citizenship Behavior": *A Handbook for New Industrial Behavior*, ed. J. H. Dunham (Boston: Newark Press, 1994), 14-27.

5.1.3.3. Books with multiple Authors

For the books written by two or three writers, the process is the same as in the single author case. The names and the surnames of the authors are given in order. But when there are more than three authors, only the name and surname of the first author are given and the abbreviation "et al.," standing for "and others" is used.

Example :

Garry Smith and Henry Warner, *Immigrations and Its Cultural Implications* (London: Post Press, 1974), 19-47.

Example :

Martin Evans, et al., *New Approaches to Financial Accounting*, 2. ed. (Texas: Finance Press, 2001), 41.

5.1.3.4. Anthologies and Collections

For collections, first, the name and the surname of the author are given, then (after a comma), the name of the book is given in italic form. The number of the edition (if it is published in editions) is added and information such as the city, publishing company and year are given in parenthesis. Last, the relevant page numbers are given.

Example:

Henrietta Newshire ed., *Works of Arthur Miller in a Comparative Perspective* (Copenhagen: Horizons, 2011), 15.

5.1.3.5. Translated Books

For translated books, first, the name and the surname of the author are given, then (after a comma), the original name of the book is given in italics. The Abbreviation “trans.” is used to indicate “translation”. The name and the surname of the translator are given. The number of the edition (if it is published in editions) is added and information such as the city, publishing company and year are given in parenthesis. Last, the relevant page numbers are given.

Example:

Alexandre Herbst, *Performance Management and Compensation Decisions*, trans. Osman Yağcı (Ankara: Otonom Yayınları, 2017), 93.

5.1.4. Article Published in a Journal:

For papers published in journals, first, the name and the surname of the author are given, then (after a comma), the name of the article is given between quotation marks. The name of the journal is given in italics. The Abbreviation “V” is used for “volume” and before the page information (after parenthesis) “:” [a colon(?)] is used. With articles written by two or three writers, the process is the same as in the single author case. The names and the surnames of the authors are given in order. However, when there are more than three authors, only the name and surname of the first author are given and the abbreviation “et al.” standing for “and others” is used.

Example: (for single author)

Maynard Watson, “Leadership and Culture in Eastern Europe”, *Leadership and Implications Quarterly*, V. 4 (3), (2017): 17.

Example: (for multiple authors)

Phil Hosteder, et al., “Notes on Economic Performance and Effects of Political Society”, *Journal of Economic Analysis*, V. 3 (5), (2005): 15.

5.1.5. Papers Presented in Conferences

For manuscripts presented in conferences, the name and the surname of the author are given, then (after a comma), the name of the article is given between quotation marks. The name and date of the congress are given in italic form. The venue and year of the congress are given in parenthesis. Then, after “:” [a colon(?)] the page information is given.

Example:

Mika Ricardo, “New Methods in Multilevel Analysis” 15. *International Congress of Multilevel and Nested Data Analysis*, 12-27 May 2012, (Bartlett: University of Leam, 2001): 22-59.

5.1.6. Unpublished Thesis/ Dissertations

For unpublished dissertations, the name and the surname of the author are given, then the name of the thesis is given between quotations and information for the thesis is given in parenthesis. Then, page information is given.

Example:

Jamey Edwards, “Effects of Multivariate Sound Cycles” (Unpublished dissertation. Birmingham University. Social Science Institute, 1999), 21.

5.1.7. Newspapers

Name and surname of the author, name of the article (between quotation marks), the name of the newspaper (italic), and date and page information are given in order.

Example:

Fred Lufians, “Wrong Ways to Cope with Stress”, *Daily News Lagos*, 20 June, 1994, 7.

5.1.8. Laws and Constitution

The name of the law, number, date, and relevant subtitle are given. If required, the date of the Official Gazette in which the law was published is given.

Example:

“Milli Eğitim Temel Kanunu (1739 S.K.)”, *Resmi Gazete*, 14574 (Haziran 1973): 5-9.

Example:

Türkiye Cumhuriyeti Anayasası, 1982, Md.11.

5.1.9. Internet Sources

Name and surname of the author, name of the article (between quotations), link (url) of the article, and the date when writer reached that internet site are given in order as in the following example:

Example:

Enrique Luca, “Differences between Y Generation and X Generation for Career Anchors”, www.carerranchors_start-uprs/s_org-.htm [18.06.2001].

5.1.10. Encyclopedia

For referring to Encyclopedias, the name of the source is given in italic form, And the publisher and publishing date are given in order, with commas between.

Example:

Encyclopedia of Language and Linguistics, 14-Volume Set. Elsevier Science, 2005.

5.1.11. Bound Works

In the works that have more than one volume and do not have the characteristics of an encyclopedia, the name of the work is given in italics by putting a comma after the author's name and surname. Subsequently, the number of the cited volumes is given with the abbreviation C. and the Publisher is given in parentheses without any punctuation marks. Then the publication place and last the year is given. The page number referenced is shared by putting a comma after the parenthesis.

Example:

Ömer Çaha, *Tez Yazım Teknikleri*, C. 3 (İZÜ Yayınları: İstanbul, 2018), 58.

5.1.12. Interviews

The name and surname of the interviewee and then the phrase “interview by author” and the venue and date are given in order.

Example:

Lucia Willis, interview by Ali Aslan, Barcelona, 11 May, 2017.

5.1.13. Performance

The name and surname of the writer and then the name of the play or performance, producer, and the venue and date are given in order.

Example:

Anton Chekov, *Cherry Orchard*, Moscow Art School, Stalingrad, 21 June 1997.

5.1.14. Film

The name and surname of the producer and director and then the name of the film, (in italics), type of the source, the venue, producer and date are given in order.

Example:

Henry Fonda (Producer) And Sidney Lumet (Director), *12 Angry Man [DVD]*. ABD: Orion-Nova Productions. 1957.

5.1.15. The Holy Books

5.1.16. Hadiths

5.2. CREATING A BIBLIOGRAPHY

5.2.1. Books

Although in creating a bibliography there are minor differences between citing books and citing journals, the framework is common.

5.2.1.1. Books by a Single Author

For books by a single author, first, the surname and the name of the author are given as separated by a comma, then (after a dot), the name of the book is given in italics. The number of the edition (if it is published in editions) is added and information such as the publishing company, city and year are given as in the example.

Example:

Challenger, Johne. *New Methods in Event Sampling* 7. ed. San Francisco: Penguin, 1994.

5.2.1.2. Chapter in an Edited Collection

While referring to chapters or essays in an edited collection, the name and the surname of the author are given, then, the name of the chapter is given in quoted form. The book name is given in italics, then the information about the editor is given as it is in the below example.

For citing chapters or essays in an edited collection, first, the surname and the name of the author are given as separated by a comma, then (after a dot), the name of the book is given in italics. Translator's name and surname is added after the phrase "translated by" and information such as the publishing company, city and year are given as in the example.

Example:

Wilstone, Mary. *Consequences of Organizational Citizenship Behavior: A Handbook for New Industrial Behavior*, ed. J. H. Dunham. Boston: Newark Press, 1994.

5.2.1.3. Books with multiple Authors

With books written by two, the surname and the name of the first author are given in order. Other authors are given as name, surname order. But for books written by more than two authors the surname and name of the first author is given then "et. al." is written and then follows information about the book, publication place, publication house, and date.

Example:

Smith, Garry and Henry Warner, *Immigrations and Its Cultural Implications*. London: Post Press, 1974.

Example:

Evans, Martin, et al. *New Approaches to Financial Accounting*. 2. ed. Texas: Finance Press, 2001.

5.2.1.4. Anthologies and Collections

For collections, first, the surname and the name of the author are given, then (after a dot), the name of the book is given in italics. The number of the edition (if it is published in editions) is added and information such as the publishing company, city and year are given as in the example.

Example:

Newshire, Henrietta. ed., *Works of Arthur Miller in a Comparative Perspective*. Copenhagen: Horizons. 2011.

5.2.1.5. Translated Books

For translated books, first, the surname and the name of the author are given, then (after a dot), the original name of the book is given in italics. The Abbreviation “trans.” is used to indicate “translation”. The name and the surname of the translator are given. The number of the edition (if it is published in editions) is added and information such as the city, the publishing company, and year are given in parenthesis. Last, the relevant page numbers are given.

Example:

Herbst, Alexandre. *Performance Management and Compensation Decisions*. trans. Osman Yağcı Ankara: Otonom Yayınları. 2017.

5.2.2. Article Published in a Journal

For papers published in journals, first, the surname and the name of the author are given, then (after a dot), the name of the article is given between quotations. The name of the journal is given in italics. Abbreviation “V” is used for “volume” and before the page information (after parenthesis) “:” [colon] is used.

Example: (for single author)

Watson, Maynard. “Leadership and Culture in Eastern Europe”, *Leadership and Implications Quarterly*, V. 4 (3), (2017): 17.

Example: (for multiple authors)

Hosteder, Phil, et. al. “Notes on Economic Performance and Effects of Political Society”, *Journal of Economic Analysis*, V. 3 (5) (2005): 15.

5.2.3. Papers Presented in Conferences

For manuscripts presented in conferences, the surname and the name of the author are given, then (after a comma), the name of the article is given between quotations. The name and date of the congress are given in italics. The venue and year of the congress are given in parenthesis. Then, after “:” [colon] the page information is given.

Example:

Ricardo, Mika. “New Methods in Multilevel Analysis” 15. *International Congress of Multilevel and Nested Data Analysis*, 12-27 May 2012, Bartlett: University of Lean, 2001: 22-59.

5.2.4. Unpublished Thesis/ Dissertations

For unpublished dissertations surname and the name of the author are given then the name of the thesis is given between quotation marks, and information for the thesis is given as in the following example.

Example:

Edwards Jamey. “Effects of Multivariate Sound Cycles” Unpublished dissertation., Birmingham University. Social Science Institute, 1999.

5.2.5. Newspapers

Surname and name of the author, name of the article (between quotations), the name of the newspaper (in italics) and date and page information are given in order.

Example:

Lufians, Fred. “Wrong Ways to Cope with Stress”, *Daily News Lagos*, 20 June, 1994, 7.

5.2.6. Laws and Constitution

The name of the law, number, date, and relevant subtitle are given. If required, the date the law was published in The Official Gazette is given.

Example:

“Milli Eğitim Temel Kanunu (1739 S.K.)”, *Resmi Gazete*, 14574 (Haziran 1973): 5-9.

Example:

Türkiye Cumhuriyeti Anayasası, 1982, Md.11.

5.2.7. Internet Sources

Surname and name of the author, name of the article (between quotations), link (url) of the article, and the date when the writer reached the internet site are given in order as in the below example:

Example:

Luca, Enrique. “Differences between Y Generation and X Generation for Career Anchors”, www.carerranchors_start-uprs/s_org-.htm [18.06.2001].

5.2.8. Encyclopedia

For referring to Encyclopedias, the name of the source is given in italic form and with commas between, the publisher and publishing date are given in order.

Example:

Encyclopedia of Language and Linguistics, 14-Volume Set. “Elsevier Science”, 2005.

5.2.9. Bound Works

In works that have more than one volume and do not have an encyclopedia, the author's surname is given and the name of the work is given in italics with a dot after the name. Then, the total number of volumes of the source is given "XX Volumes" by inserting a comma, and after the dot, the year of printing is given with the publishing house.

Example:

Çaha, Ömer. *Tez Yazım Teknikleri*, 12 Cilt. İZÜ Yayınları: İstanbul, 2018.

5.2.10. Interviews

The surname and name of the interviewee then the phrase “interview by author”, and the venue and date are given in order.

Example:

Willis, Lucia. Interview by Ali Kaya, Barcelona, 11 May 2017.

5.2.11. Performance

The surname and the name of the writer, then the name of the play or performance, the producer. and the venue and date are given in order.

Example:

Chekov, Anton. *Cherry Orchard*. Moscow Art School, Stalingrad, 21 June 1997.

5.2.12. Film

The surname and the name of the producer and director and then the name of the film, (italic), type of the source, the venue, producer and date are given in order.

Example:

Fonda, Henry (Producer) And Lumet, Sidney (Director). *12 Angry Man [DVD]*. ABD: Orion-Nova Productions. 1957.

5.1.13. The Holy Books

5.1.14. Hadiths

5.1.15. Multiple Sources of the Same Author

When there is more than one source belonging to the same author, first, author's surname, name and identification tag are given. In the following sources, 7 lines are placed instead of the name of the author, a dot is put after the line, and the title of the work is given.

Example:

Karataş, Metin. *İnsan İlişkilerinde Temel Prensipler*. İstanbul: Kalender Yayınları, 1995.

-----, “İnsan Davranışlarının Sosyo-Psikolojik Temelleri”. *Sosyal Psikoloji Dergisi*. C. 5, S. 34 (Güz, 2012), 45-65

CHAPTER 6

CITING IN PARENTHESIS AND LIST OF REFERENCES

(APA STYLE)

To cite and create references using parenthesis, the 6th. edition of the American Psychological Association (APA) has been used with some adaptations. For specific domains and details that are not covered here in this guide, APA 6 can be considered in the light of adaptations made here.

6.1. CITING SOURCES IN THE TEXT

Citations to the studies used in the dissertation are given in parenthesis, and full, detailed information about the source is given in the References. For the citations we make in the text the author, date, and page number are given in parenthesis. All the sources that are given in the text must also be listed in the References section.

6.1.1. Citing a Source at the Beginning of the Statement

When there is a citation at the beginning of a sentence, the author(s)' surname(s) are written, then in parenthesis the year and page number are given.

Example:

Kara (2015: 67) defeated the old suggestions with his studies in the field of education and developed a new paradigm.

6.1.2. Citing a Source at the End of the Statement

When there is a citation at the end of a sentence, the author(s)' surname(s) are written, then a comma and the year of the publication, and, after a colon (:), the page numbers are given in parenthesis.

Example:

In sixteenth century in Europe all the new raising's interests were combining with the kings' interests. Thus, it is said that "in sixteenth century all roads went to king" (Sabine, 1995: 344)

6.1.3. Citing a Source Consecutively

When citing the same resource consecutively without any other source being cited in between, in the second or later citations "Ibid" is written and the page number is given in parenthesis. The page number is not necessary while citing the same page.

Example 1:

When we look at the history of thought we see nothing new under the sun. Each thought is just a developed or reconsidered replication of the previous (Walker, 2009: 23-25).

Example 2:

Despite there are different ideas about the relationship between the society and the state, all philosophers addressing this issue have learned from the same source (Ibid: 34).

6.1.5. One Source, One Author

Surname of the author, the date the source was published, and the page number are given.

Example 1:

Özkan (2010: 52) investigated the relationship between the levels of the organizational commitment and work values of primary school teachers.

Example 2:

The mentioned study is an experimental research where the relationship between the levels of the primary school teachers' organizational commitment and work values are investigated (Özkan, 2010: 52).

Example 3:

Özkan, in the study he conducted in 2010, investigated the relationship between the levels of the organizational commitment and work values of primary school teachers (42-53).

6.1.5. One Source, More Than One Author

When there are two authors in one study, always indicate the two authors' names in each citation.

Example 1:

School is a subsystem where education is produced (Yıldırım and Yıldız, 2012: 198).

Example 2:

According to Yıldırım and Yıldız (2012: 256) school is a subsystem where education is produced.

While citing a resource according to the number of the authors please use the following table

Table 6.1: Fundamental Citation Styles

Number of Authors	Citation in the text
Citing to single author	(Hodgetts, 2012: 7)
Citing to two authors	(Kara and Can, 2009: 3)
Citing to three authors	(Kaya, Kara and Can: 2005: 52)
Citing to four and more authors	(Adams, et al., 1998: 28)
Citing to Institutions	(MEB, 2013: 25)

6.1.6. Institution Names as Authors

While citing the institutions (organizations, associations, government agencies, work groups) as authors in the text we capitalize the first letters.

Example:

Best examples of Turkish may be found in the dictionary that is prepared by the Türk Dil Kurumu (TDK, 2017).

6.1.7. Sources that has no Specified Authors

When there is no denoted author in a study, the name of the study and the year it is established are given.

Example:

Education History (1969) is a significant book in its field.

6.1.8. More than One Study of the Same Author

When citing different studies of the same author, each of their dates are given to distinguish them. But if there are two studies published in the same year, letters like a, b, c are added after the years and they are given as independent sources in the References.

Example1:

In a study, it is found that young people spend most of their free time watching television (Kara, 2005a: 23).

Example2:

According to a study, despite doing sports, young people spend their time chatting in social media (Kara, 2005b: 45).

6.1.9. Authors with Same Surname

Two or more authors that have the same surname with studies published in the same year must be cited by giving their names' first letter after their surnames.

Example:

According to the findings of the study the most significant factor that effects success in education is the economic status of the family (Yıldırım B., 2012: 65). However, according to another study the most significant factor is intelligence (Yıldırım A., 2017: 33).

6.1.10. Citing more than One Source at the Same Time

When more than one source is cited, these sources are given in the same parenthesis in alphabetic order with a semicolon “;” between each of them.

Example:

Loyalty is determined to be a high value in organizational commitment studies (Bal, 2002: 12; Çetin, 2016: 2; Kamil, 1988: 56; Yıldırım and Kılıç, 1990).

6.1.11. Sources with no Date

When citing a resource where there is no definitive date of establishment, the author’s name is given and then abbreviation for “no date”, (n.d.), is given after a comma.

Example1:

Socrates (n.d.) believed that knowledge is a virtue and virtue is knowledge.

Example2:

According to a saying, Plato wrote “allegory of the cave” metaphor through his dreams (Sabine, n.d.: 35).

6.1.12. Unpublished Dissertations, Reports or Papers

For unpublished dissertations, reports or papers, as in the other resources, the surname of the author, date and page number are given.

Example:

Birds can find their way with a force coded into their instincts, immigrating from one continent to another (Çalışkan, 2001: 12-18).

6.1.13. Laws and Constitution

For laws, the full or short name of the law is given, and then the date and number of the law is provided. If a sub-issue is cited, a dash must be used in between. Likewise, when citing an Institution, the name, date and issue number are given.

Example1:

Punishment for violence against woman is imprisonment for not less than two years (Türk Ceza Kanunu, 2015: 1/3).

Example2:

According to Constitution “sovereignty unconditionally belongs to the nation” (Türkiye Cumhuriyeti Anayasası, 1982: 6).

6.1.15. Law Drafts and Decisions of the Constitutional Court

When citing drafts that are not yet established as laws, the institution that prepares the law, the name of the draft, and the date are given. If the name of the law draft is long, a short form may be used. For constitutional decisions, the date and number of the decision and issue/principle are given.

Example1:

Each student, who are a citizen of Turkish Republic, obligated to have 12 years of continuous education (MEB, İlk ve Orta Öğretim Yasa Tasarısı, 2012: 13).

Example2:

While judging citizens, freedom must be the principle while constraint must be exception (AYM 4.1.2018 E. 2017/68 K. 2017/535).

6.1.15. Internet Sources

When citing an internet page or study, if there is an author, first the surname of the author, date, and page number (if there is one) are given. If there is no author information, the title of the text, date, and if available, page number are given. If there is no title, then the address of the website, date, and if available, the page number are given.

Example1:

One of the best ways to understand historical events is going through comparative history methods (Taylan, 2007: 35).

Example2:

One of the best ways to understand historical events is going through comparative history methods (Tarihi Anlama Yöntemi, 2007: 35).

Example3:

One of the best ways to understand historical events is going through comparative history methods (www.tarih.org, 2007: 35).

6.1.16. Encyclopedia Item

When citing an encyclopedia item, if the item is written by an author, we list the surname, date, and page number as in the normal resources. If the whole encyclopedia is written by a single author we list the surname of the author, date, and the page number.

Example:

Birds generally emigrate from cold regions to hot regions (Kaya, 2003: 32).

6.1.17. Newspapers

While citing newspapers if we are citing an author's article we list the surname, date, and page number. If the author is not known we list the name of the newspaper, date and page number.

Example1:

Today, the number of the countries governed by democracy outnumbered the ones that has no democracy in the world (Kaya, 2005: 3).

Example2:

Democracy is fast spreading in the world (Sabah, 2010: 4).

6.1.18. Interviews/Conversations

For interviews/conversations the surname of the person that we conducted the interview with and the date of the interview are written. In the references, we write the surname of the person that we conducted the interview with, then we state that it is an interview, and then we write the name and surname of the person who managed the interview, the place, and the date.

Example1:

On the interview we conducted with Ayşe Bingöl (2015), she emphasized the unmalleable constructs of personality.

Example2:

A specialist emphasizes the unmalleable constructs of personality (Bingöl, 2015).

5.1.13. The Holy Books

5.1.14. Hadiths

6. 2. PREPARING A REFERENCE LIST

When the reference system with using parenthesis is utilized, all the resources used in the text are given in References in detail at the end of the text. There are some differences between journal articles and books regarding how they are written in the References. These issues will be explained in a detailed manner. There are also some fundamental principles about alphabetic order concerning the preparation of References. After we address these principles, we will see how the sources will be written in the References.

6.2.1. Principles for Preparing the References

Principle 1: The alphabetic order is structured in accordance to the surname of the authors. However, there are some issues to be careful about:

-When there are two authors, the alphabetic order follows the first letter of the authors' surnames.

Example:

Brown, J. R., comes before Browning, J. R. Mac Arthur, comes before McAllister, and MacNeil comes before M'Carthy.

-In accordance with the rules of the relevant language, articles (e.g. de, la, du, von) for surnames are listed in alphabetic order.

-When we cite the same author more than once, we consider the date and list from oldest to the newest.

Example:

Yıldırım, B. (2001).

Yıldırım, B. (2002).

-With the same author, works by a single author comes before those with multiple authors.

Example:

Yıldırım, B. (2001).

Yıldırım, B. and Elvan, A. (2005).

-When citing from authors who have the same surname, we order them in accordance to their first names' capital letter.

Example:

Yıldırım, B. (2005).

Yıldırım, M. (2005).

Principle 2: When citing more than one resource that belongs to the same author the following rules should be applied regarding lines and paragraphs(?):

-While preparing the References there should be 1.5 space between two resources. On the same resource lines 1 space is given. In addition, starting from the second line, all lines of the same source are given with 1 cm hanging indent.

-When there is more than one resource belonging to same author, in the first citation the surname, name, and the necessary information are given. For the other ones following, instead of the surname and name of the author, seven hyphens (-) in a row are given and then the other information is listed.

Example:

Karataş, M. (1995). *Basic Principles in Human Relations*. İstanbul: Kalender.

----- (2002). "Social and Psychological Roots of Human Behaviors". *Sosyal Psikoloji Dergisi*, 5(34): 45-65

6.2.2. Articles Published in Journals

Articles Published in Journals have some differences compared to books. For the articles published in journals, volume and issue information are given and after a colon (:) the pages of the article in the journal are given.

6.2.2.1. Journal Articles with Single Author

Example:

Kaya, A. (2005). Social Impacts on Human Spiritual Health. *Sosyal Psikoloji Dergisi*, 25(45): 35-50

6.2.2.2. Journal Articles with Single Authors

Example:

Klimoski, R. & Palmer, D. (1993). The ADA and the Hiring Process in Organization. *Consulting Psychology Journal*, 45(2): 10-36.

6.2.2.3. Journal Articles with Tree Authors

Example:

Kaya, B., İnce, A. and Sarioğlu, K. (2007). The Impact of Education on Human Behaviors. *Kuram ve Uygulamada Eğitim Bilimleri*, 7(32): 1221-1261.

6.2.2.5. Journal Articles with four or more Authors

Example:

Morera, O. F., et. al. (2006). Social Problem Solving Predicts Decision Making Styles, *Personality and Individual Differences*, 41(67): 307-317.

6.2.2.5. Journal Articles in Press

Example:

Zuckerman, M. & Kiefer, S. C. (in press). Race Differences in Face-Ism: Does Facial Prominence Imply Dominance? *Journal of Personality and Social Psychology*.

6.2.3. Books and Book Chapters

In books, like in the articles the surname, name of the author and date and the name of the book are given. However, there are some differences. When a chapter of a book is cited, the page number is given as in the journal articles.

6.2.3.1. Citing a Book

Example:

Mitchell, T. R. & Larson, J. R. (1987). *People in Organizations: An Introduction to Organizational Behavior*, (3rd ed.). New York: McGraw-Hill.

6.2.3.2. Citing a Book Chapter

Example1:

Sternberg, R. J. (2005). Creativity. In K. J. Holyoak, R. G. Morrison (Eds.), *Cambridge Handbook of Thinking and Reasoning*, New York, NY: Cambridge University Press, 351-370.

Example2:

Karan, D. (2010). The Impact of Advertisement over Voters Behaviors. K. Tatlıcan (Ed.), *Türkiye’de Seçimler*, Ankara: Orion, 230-245.

6.2.3.3. Book Published by an Institution

Example:

Milli Eğitim Bakanlığı. (2008). *Education in Statistical Data*. Ankara.

6.2.4. Encyclopedia and Dictionary

Example:

Gürün, O. A. (2001). *Psychology Dictionary* (2. ed., C.1-3). İstanbul: İnkılâp.

6.2.5. A Translated Resource

Example:

Johnson, A. P. (2014). *Booklet on Investigation* (Y. Uzuner, M. Ö. Anay, Trans.). Ankara: Anı.

6.2.6. Papers Presented in Symposiums and Meetings

Example:

Karlı, S., Altan, M. and Beyoğlu, C. (2010, May). Education in Theory. 5. *Ulusal Eğitim Yönetimi Kongresi*. Gazi Üniversitesi, Ankara.

6.2.7. Master and Doctoral Dissertations

Example1:

Saray, M. (2017). *The Relationship between Critical Thinking and Creativity* (Unpublished PhD Dissertation). İstanbul Sabahattin Zaim University, Social Science Institute, İstanbul.

Karadağ, E. (2009). *A Thematic Analysis of the PhD Dissertations Written in Turkey* (Unpublished PhD Dissertation). Marmara University, Social Science Institute, İstanbul.

Example2:

Hill, T. V. (1999). *The Relationship Between Critical Thinking Proficiency and Decision making Skill in Prospective Respiratory Care Practitioners* (Unpublished PhD Dissertation). The University of Dayton, Ohio.

6.2.8. Unpublished Studies

Example

Karataş, C. (n.d.). *Discourse Analysis According to Critical Thinking*. Unpublished manuscript.

6.2.9. Newspaper Articles

Example1:

Kaya, C. (2004, 13 September). *Freedoms in the World*. *Hürriyet*.

Example2:

Hürriyet (2005, 10 October). *Democracy Everywhere*.

6.2.10. Laws and Regulations

Example:

Rule on Primary Education (1961). *T.C. Resmi Gazete*, 10705, 12 January.

6.2.11. Internet

Example:

Kuşçu, D. (2008). On the Behaviors of Students Preparing for University. *Fen Eğitimi Dergisi*, 5(2). <http://www.tused.org/in-temet/tufed/default13.asp> [5 May].

6.1.12. Interviews/Conversations

Example:

Kayhan, M. (2004). *Interview*. Burcu Çavdar, İstanbul, 12 March.

5.1.13. The Holy Books

5.1.14. Hadiths

A SAMPLE TEMPLATE FOR GRADUATE THESIS

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GRADUATE EDUCATION INSTITUTE
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

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STRATEGIES USED BY TURKISH IN-SERVICE EFL
TEACHERS IN TURKISH AND ENGLISH**

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GRADUATE EDUCATION INSTITUTE
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March, 2018

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This study has been approved in partial fulfillment of the requirements for MA Degree in English Language and Literature

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Director, Graduate Education Institute

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This is to certify that this MA thesis/PhD dissertation titled “...” is my own work and I have acted according to scientific ethics and academic rules while producing it. I have collected and used all information and data according to scientific ethics and guidelines on thesis writing of Sabahattin Zaim University. I have fully referenced, in both the text and bibliography, all direct and indirect quotations and all sources I have used in this work.

Signature

Demet AK

(Preface page)

ACKNOWLEDGEMENTS

First of all, I would like to express my gratitude to my supervisor, Asst. Prof. Dr. Emrah GÖRGÜLÜ, for his continuous guidance and support throughout this thesis. Without his patience and support, this thesis would not have been possible.

Secondly, I would like to offer my special thanks to Prof. Dr. İbrahim YILGÖR, Asst. Prof. Dr. Özlem ZABİTGÜL GÜLSEREN and Asst. Prof. Dr. Abdül Kasım VARLI for their supportive and thoughtful behaviour during their enjoyable MA courses.

I also would like to thank Asst. Prof. Dr. Dilek UYGUN GÖKMEN for her contribution to the assessment and for her comments on the study.

Besides, I would like to thank all the teachers who participated in this study and helped me.

Last but not least, my greatest thank goes to my beloved family, my mother, my father and especially my dear sister Derya for their endless support, encouragement, and motivation throughout this thesis.

Demet AK

Istanbul, March 2018

ABSTRACT

A COMPARATIVE ANALYSIS OF POLITENESS STRATEGIES USED BY TURKISH IN-SERVICE EFL TEACHERS IN TURKISH AND ENGLISH

Demet AK

M. A., Department of English Language Teaching

Supervisor: Assoc. Prof. Dr. Emrah GÖRGÜLÜ

March-2018, 121 Pages

English is a vibrant and international language with most of the world's population speaking it as native, second or foreign language. Majoring in a foreign language is a great responsibility not only for learners but also for teachers. Learners need to have a proper communicative competence to manage successful communication among the native speakers and users of the target language. Therefore, there appears responsibilities of teachers to teach the language to effectively. Most of the learning takes place in classrooms and the use of language plays a significant role in there. In this research, how Turkish in-service EFL teachers use the politeness strategies in an educational setting was investigated.

.....

The data was analyzed via SPSS v24 (Statistical Package for Social Sciences). The findings showed that the teachers participated this research mostly applied bald-on record strategies in English while positive politeness strategies in Turkish. The gender variable was considered as an important factor in different strategies. The language shift variable also played a significant role in the study. The strategies were perceived differently when language shifted. Also, the use of the strategies for academic instruction, motivation, evaluation and classroom management was appreciated differently by the teachers.

Key terms: Politeness, Speech Act, Face, Face Threatening Act, Negative Face, Positive Face

ÖZET

HİZMET İÇİ TÜRK İNGİLİZCE YABANCI DİL ÖĞRETMENLERİ TARAFINDAN TÜRKÇE VE İNGİLİZCE KULLANILAN NEZAKET STRATEJİLERİNİN KARŞILAŞTIRMALI ANALİZİ

Demet AK

Yüksek Lisans, İngiliz Dili Eğitimi

Tez Danışmanı: Doç. Dr. Emrah GÖRGÜLÜ

Mart-2018, 121 Sayfa

İngilizce, dünya nüfusunun çoğunluğunun anadil, ikinci bir dil veya yabancı dil olarak konuştuğu, canlı ve uluslararası bir dildir. Yabancı bir dilde uzmanlaşma sadece öğrenciler için değil, aynı zamanda öğretmenler için de büyük bir sorumluluktur. Öğrencilerin, ana dili konuşan kişiler ve hedef dilin kullanıcıları arasında başarılı iletişimi yönetmek için uygun bir iletişim yetkinliğine sahip olmaları gerekir. Bu nedenle, öğretmenlerin dili etkili bir şekilde öğretme sorumlulukları vardır. Öğrenimin çoğu sınıfta yer alır ve burada dilin kullanımı önemli bir rol oynar. Bu araştırmada, hizmet içi Türk İngilizce yabancı dil öğretmenlerinin nezaket stratejilerini eğitim ortamında nasıl kullandıkları araştırılmıştır.

.....

Veriler SPSS v24 (Sosyal Bilimler için İstatistik Paketi) ile analiz edildi. Elde edilen bulgular öğretmenlerin bu araştırmaya daha çok İngilizce dilinde dolaysız stratejileri uygularken, Türkçe dilinde pozitif nezaket stratejilerini kullandıklarını göstermiştir. Cinsiyet değişkeni farklı stratejilerde önemli bir faktör olarak kabul edildi. Dil değişimi değişkeni de çalışmada önemli bir rol oynamıştır. Diller kaydırıldığında stratejiler farklı algılandı. Ayrıca, akademik eğitim, motivasyon, değerlendirme ve sınıf yönetimi için stratejilerin kullanımı öğretmenler tarafından farklı değerlendirilmiştir.

Anahtar Sözcükler: Nezaket, Söz Edimi, Görgü, Yüz Tehdit Eden Eylemler, Negatif Görgü, Pozitif Görgü

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LIST OF ABBREVIATIONS

ARHVS: Anatolian Religious Vocational High Schools

B&L: Brown and Levinson

BOR: Bald-on Record Strategy

CP: Cooperative Principle

EFL: English as a Foreign Language

FTA: Face Threatening Act

(Introduction)

CHAPTER I

INTRODUCTION

Human beings have always been in the process of communication whether verbally non-verbally. Communication is basically defined as the sender's transmission of his message through a suitable channel to the receiver. Keller (1994) defines communication as influencing people in our environment by means of certain signs and for certain purposes; it is also the other party's realization of a reason that is worth being aware of during our attempt to influence. It is always considered to be crucial for the message to be transmitted properly to the receiver. In this perspective, pragmatics is considered as a crucial dimension for communication as syntax and semantics. A native speaker or a non-native speaker has to consider all these dimensions from a unified perspective in order to communicate properly. Learning a language in today's world is not a final aim but a tool for communication and interaction.

It is important for a non-native speaker to have communicative competence which mostly consists of understanding how language is used in different contexts. Even native speakers have communication problems when communicating with the people of their culture. The studies of Brown and Levinson (1987) have shown that there are intercultural communication problems or pragmatic failure in teaching and learning a foreign language. This is related to the pragmatic competence of a language user. Politeness is one of the components to create pragmatic awareness and competence for a language user. It is the practical application of the detailed good manners culturally created and improved throughout history (Rukya, 2016). Politeness appears to be a universal concept and a significant factor in human interaction. It is a feature of language use that most clearly reveals the nature of human sociality as expressed in speech. Politeness in general terms has to do with the ideas like being tactful, modest and nice to other people (Yule, 2006). It combines the interpersonal considerations and linguistic choices which also affect the form and the function of linguistic interactions. There have been many theories that emerged about politeness. As Brown and Levinson (1987) suggest, Politeness theory is universal for all languages, cultures and human beings. Theories on Politeness, (Austin (1962); Goffman (1967); Lakoff (1973); Leech (1983); Searle (1985); Brown and

Levinson (1987)) attempt to explain how politeness is related to the pragmatic competence and the awareness.

Many cross-cultural studies have been carried out on politeness theories and speech acts such as requests, disagreements, apologies, invitations and so forth. The pioneering works have been based on the relations of how native speakers and non-native speakers use politeness strategies. In Turkey, the studies have been centered on “the acquisition of politeness (Dikilitaş, 2004)”, “how the academicians employ politeness strategies (Zibande, 2005)”, “the awareness level of the university students’ on politeness (Ayduttu, 2013)” and “the effects of negative politeness strategies on oral communication of prospective EFL teachers (Kahraman, 2013).”

This research investigates how Turkish in-service EFL teachers use the politeness strategies in an educational setting.

1.1 The Statement of the Problem

In Turkey, foreign language teaching and learning generally occur in a classroom environment. It becomes a micro-world for language interaction and the teacher is in the center of the education most of the time. The classroom is a place where pragmatic instruction can occur. Therefore, the teacher becomes responsible for the pragmatic instruction as well. The language of the teacher is of crucial importance not only for the organization of the classroom, but also for the process of learning.

People generally learn a language to be able to communicate. Learning a foreign language involves not only knowing how to speak and write, but also how to behave linguistically. Therefore, the student-teacher interaction in class is influenced by the pragmatic knowledge of the teachers as well as the students. They have to know how to

1.3 The Rationale of the Study

The aim of this study is to identify whether there are differences in terms of the politeness strategies when the language shifts from native to non-native from the points of academic instructions, motivation, evaluation and classroom management. Teacher Talk has drawn increasing attention in the classroom with respect to such categories as academic instruction, motivation, evaluation and classroom management.

Academic instructions show how teachers direct students' learning activity. They include the teacher's academic presentation, answering students' academic questions, and giving supportive and corrective feedback. Motivation refers to various illocutionary acts which aimed at activating students such as their participation, academic questions, and initiative feedback. Evaluation refers to teacher's positive and negative feedback which can encourage as well as discourage students. Classroom management refers to disciplines of instructions or directives (orders, requests, questions, and calls) procedural instructions, and procedural directives (Peng, Xie, & Cai, 2014).

CHAPTER II

LITERATURE REVIEW

2.1 Politeness

Politeness is the practical application of the detailed good manners culturally created and improved throughout history. The etymological root of the lexeme “polite” derives from the Latin past participle form of “politus” which means polished or refined (Watts, 2003). Watts explains the etymological roots of the terms 'polite' and 'politeness' in English as to be found in notions of cleanliness, a smooth surface and polished brightness which can reflect the image of the beholder (2003).

Yule (2006) defines politeness from two perspectives. Politeness in general terms is having to do with the ideas like being tactful, modest, and nice to other people. Politeness in linguistic term is showing awareness of, and consideration for, another person’s face.

Robin Lakoff (1973) defined politeness as ‘a system of interpersonal relations designed to facilitate interaction by minimizing the potential for conflict and confrontation inherent in all human interchange’.

Politeness is considered both as an interdisciplinary and an intercultural phenomenon. Politeness has been studied from the perspectives of many scientific fields – psychology, philosophy, sociology, ethnomethodology, social anthropology and linguistics. The studies on politeness dates back to the second half of the 1960s. Austin, Goffman, Searle, Grice, Lakoff, Brown and Levinson, and Leech examined, applied, challenged, or modified the theory of politeness. They studied politeness from various perspectives and originated the theories such as: Speech Act Theory, Cooperative Principle, Politeness Principle, Conversational Maxims, and Face Theory.

2.2 The Roots of Linguistic Politeness: Austin, Searle, Grice

The framework of linguistic politeness which is going to be adopted in this work was first introduced by Austin, Searle and Grice. They are considered as the founders of linguistic politeness. John Langshaw Austin was a British philosopher of language and a leading proponent of ordinary language philosophy. He was mostly well-known for developing the theory of speech acts. The lecture series *How to Do Things with Words* (1962) reveals

that human beings not only say things but also do things in the use of the language. A speech act is “an utterance as a functional unit in communication.” (Fasold, 1990). This theory analyses the role of utterances in relation to the behaviour of the speaker and hearer in interpersonal communication (Crystal, 2008). Saaed (1997) exemplifies the speech acts as the functions of language such as asking questions, making suggestions, greeting and thanking and apologizing and so forth.

Austin (1962) classifies utterances into two groups as performatives and constatives. Crystal (2008) explains performatives as a type of sentence where an action is ‘performed’ by virtue of the sentence having been uttered. Austin identifies the utterances not to make true or false statements. The statements such as:

2.3 Geoffrey Leech and Politeness Principle

As already mentioned, Gricean cooperative maxims do not apply to the evidence of real language use. For example, it has been argued that conversational constraints such as those of the CP do not work because the majority of the declarative sentences do not have an information-bearing function (Larkin & O’Malley, 1973 as cited in Leech, 1983). It has also been argued that the maxims of CP are not universal to language (Keenan, 1974 as cited in Leech, 1983). They do not consider the specific situations, such as moral and ethical issues of the linguistic communities. Therefore, adhering to all cooperative maxims in situations where polite social behaviour is required may not be a beneficial point of view. Leech (1983) proves this situation as “We need the CP to help to account for the relation between sense and force [...] but the CP in itself cannot explain why people are so often so indirect in conveying what they mean, and what is the relation between sense and force when non-declarative types of sentence are being considered?” He adds “it must be admitted that the CP is in a weak position if apparent exceptions to it cannot be satisfactorily explained.” For that reason, Leech forms the Politeness Principle in his book *Principles of Pragmatics* (1983). He sees the principle not just as another principle to be added to CP, but as a necessary complement, which rescues the CP from serious trouble. (Leech, 1983)

CHAPTER III

METHODOLOGY

This chapter presents the research design, the sample of the study, the data collection instruments and data collection procedures as well as an overview of the data analysis.

The study was inspired by a case study which was carried out by Jiang (2010) in China. She conducted her study through classroom-based observations, recorded data and interviews with both the teacher and students. She observed an intensive reading class of non-English majors at a university and recorded their class and made interviews with them.

In this research, the politeness strategies employed by Turkish EFL in-service teachers in Turkish and in English were analyzed from the points of academic instructions, motivation, evaluation and classroom management in order to understand whether or not there are differences when the language shifts from native to non-native.

3.1. The Research Design

Research in its broadest sense refers to search for knowledge. There are two broad paradigms of research: quantitative and qualitative. This study is quantitative in nature. Quantitative research has been defined variously as:

Kothari (2004) defines quantitative research as “a research based on the quantitative measurements of some characteristics. It is applicable to phenomena that can be expressed in terms of quantities. We generate the data in a quantitative form which can be subjected to rigorous quantitative analysis in formal and rigid fashion (p.3).”

Quantitative research focuses more on the ability to complete statistical analysis. Cohen (1980) defines the term as social research that employs empirical methods and empirical statements. He states that an empirical statement is defined as a descriptive statement about what “is” the case in the “real world” rather than what “ought” to be the case.

Creswell (1994) gives a very concise definition of quantitative research as a type of research that is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods.⁴ Quantitative research is essentially about collecting numerical data to explain a phenomenon, verifying which of the hypotheses

are true, asking particular questions suited to being answered using quantitative methods. A researcher in quantitative research is able to measure and analyze the data in an objective way. This method is fairly inflexible.

This study employed a questionnaire as the data collection tool. Questionnaire is a data collection tool commonly used in quantitative research. It consists of two sets of closed ended questions. Each set has twenty-five (25) structured, multiple-choice questions consisting of four categories academic instructions, motivation, evaluation, and classroom management. Both sets are for the same sample group of Turkish in-service EFL teachers.

3.2.1 The Research Setting

In this study, the politeness strategies used by Turkish in-service EFL teachers in Turkish and English are searched. Therefore, secondary education institutions are chosen as the study setting. All the schools are public schools.

In Turkey, secondary education institutions include all of the general, vocational and technical education institutions that provide at least four years of education after primary school. (Wikipedia: Free Encyclopedia, 2016). Secondary educations include a 4-year

High School or Vocational High School education. The age range of the learners are from 14 to 18. Some of the secondary education institutions are Public High Schools (the last graduation will be in 2017), Anatolian Vocational High Schools (Religious or Technical), Anatolian High Schools, Science High Schools, and Private High Schools. Secondary education institutions are mostly state-run schools and provide free education. Only Private High Schools have tuition fees. The medium of instruction in Public High Schools is mostly Turkish. The learners have English classes as a foreign language. Their class hours range from 2 hours to 6 hours a week. In the 9th grade all the learners have 6 hours of language instruction and the credit lowers when the grade goes further. The study was carried out in some Anatolian Religious Vocational high schools in İstanbul. These schools were chosen because the number of the schools and the hours of the English lesson are more than many of the schools that are located in İstanbul.

3.3 The Sample of the Research

The population of the study is teachers of English who speak Turkish as their first language and English as a foreign language. However, it is not always possible and practical to collect data from such a population (Cohen & Manion, 1980). Therefore, a researcher needs a small group called sample. The sample of the study is in-service Turkish EFL teachers who teach at Anatolian religious vocational high schools. Sampling methods are classified as probability sampling or nonprobability sampling. Probability sampling is used when a researcher seeks a strong correspondence between their research population and sample drawn from it. (Lynch, 2011) In this study, the secondary education institutions and the teachers were chosen randomly. Random sampling is a type of probability sampling method in which each member of the population under study has an equal chance of being selected. (Cohen & Manion, 1980)

If the probability-based sampling is properly carried out, there will be none of the bias which can arise from subjective judgments in sample selection. The bias occurs because the researcher draws participants from the same population, but the participants have individual differences. Also, the participants might not be representative of the population. With probability sampling we use the randomization distribution to draw conclusions. (Doherty, 1994) It allows the researcher to obtain objective data representing the population and statistically whether or not a sample is the representative of the larger population.

3.6. Data Collection

Before conducting a study, one of the most important issues is how the researcher will gather the data needed. In this study, a questionnaire was chosen as the data collection instrument and the data was gathered from participants working at different Anatolian Religious Vocational High Schools. The questionnaire was transformed into an online form for the participants. The participants were free to contact the researcher while responding to the questions if they had any problems. They were free to respond to the questionnaire when they had time. 35 EFL teachers out of the total number 96 responded the questionnaire on the paper while the others did it online.

CHAPTER IV

RESULTS AND DISCUSSION

This study aimed to investigate the differences or similarities of politeness strategies of the in-service EFL teachers when they shift their language from non-native to native. This chapter presents the results of the analyses are discussed in line the order of questions and hypotheses posed in Chapter I. As mentioned in Chapter I, in order to answer the research questions some hypotheses were posed. The first research question ‘What kind of strategies do the teachers perform?’ was answered considering the situation that using politeness strategies is inevitable. In order to answer the second question, ‘Are there any similarities or differences among female and male teachers in the use of politeness strategies?’, four null hypotheses were analyzed. In order to answer the third questions, ‘Are there any significant differences or similarities when the language shifts from non-native to native one?’, four null hypotheses were posed. Then in order to answer the fourth question, ‘Are there any differences or similarities in the strategies when the teachers shift language for academic instruction, motivation, evaluation or classroom management?’, sixteen null hypotheses were posed. Discussions related to the hypotheses follow the results. For each hypothesis, some sample responses of the participants are given.

4.1 Research Question 1

In order to answer the first research question ‘What kind of strategies do the teachers employ?’, one should consider the fact that using politeness strategies is inevitable. While having communication with people, the speaker always considers the hearer’s face. Face is defined by Brown and Levinson as “something that is emotionally invested, and that can be lost, maintained or enhanced, and must be constantly attended to in interactions (p. 61).

The face can be positive or negative, yet it is constructed by ‘the social power, the relative power and the intrinsic ranking’ (Brown & Levinson, 1987). In a classroom environment, the interlocutors can be intimate and there can be lower degree of social distance. On the other hand, the interlocutors can be strangers to each other and a higher degree of social distance can appear. The power relations between the hearer and the speaker can be equal, it can be more, or it can be less. The situation between the hearer and the speaker is

another aspect of politeness. The more the power differential, the more formal and polite the language is. Therefore, it is expected that the strategies appear between the hearer and the speaker. Considering these points in an environment which is the school in our study, the use of the politeness strategies is inevitable because politeness strategies are used to protect the hearer's face. Speaker uses politeness strategies consciously or unconsciously to avoid face threatening acts. The researcher concentrates on the politeness theory of Brown and Levinson (1987), maxims of Leech (1983), speech acts of Austin (1962), and Searle (1985). The method that the researcher used to gather data was a multiple-choice questionnaire. Therefore, the possible responses that teachers can give were prepared. In each sentence, there are examples of different strategies.

4.2.1 The Analysis of The Strategies of the Items in the Questionnaire

As it was told, the use of the strategies is inevitable. Therefore; the distribution of strategies were given in Table 2. While using English, the number of positive politeness strategies was found to be 691, negative politeness strategies to be 739, off-record politeness strategies to be 179, and bald-on record strategies to be 791. While using Turkish, the number of positive politeness strategies was found to be 1043, negative politeness strategies to be 719, off-record politeness strategies to be 127, and bald-on record strategies to be 511.

4.2.1.1 Questionnaire Item 1

The first item which is given below is about how the teachers greet their students when they enter the classroom.

“You enter your classroom and greet your students by saying:”

“Sınıfınıza girdiniz ve öğrencilerinizi şu şekilde selamladınız:”

The greeting sentences of the teachers for this occasion could be the examples of ‘locutionary act’ which is explained by Austin (1962). The sentences are produced for their actual meaning. They are used as a way of welcoming which is labelled as ‘expressives’ by Searle (1979). This item of the questionnaire unveils how the power relation in a classroom takes place. The sentence “Good morning, class!” in English and “Günaydın arkadaşlar!” in Turkish exemplify the use of the positive politeness strategy

according to Brown and Levinson (1987). The PP is done by using the group identity marker ‘class’ in English and ‘arkadaşlar’ in Turkish for calling students. It is the “strategy 4: Use in-group identity marker: S can implicitly claim the common ground with H using address forms, language or dialect, jargon or slang and ellipsis” (Brown & Levinson, 1987). Calling ‘class’ could be categorized as a positive politeness strategy because a teacher does not position herself/himself as the more powerful agent or tries to keep the students at a distance. The strategy can be associated with the reduction of the threat of face to students. These sentences are the examples that teachers employ Leech’s (1983) ‘the approbation principle and sympathy principle’ to maintain students’ positive face. These structures maximize praise of the other and sympathy between self and other.

4.3 Research Question 2

In order to response the second research question “Are there any significant differences or similarities among female and male teachers in the use of politeness strategies?”, four null hypotheses are posed. Table 3 shows the male and female preferences for the strategies. Figure 2 and Figure 3 show the distribution of politeness strategies in terms of gender in Turkish and in English.

Table 4.1: Male and Female Preferences for The Strategies

Politeness strategy	Positive politenes		Negative politeness	
	English	Turkish	English	Turkish
Male	287	345	270	258
Female	468	692	484	448

In order to test the first null hypothesis, “There is no significant difference among female and male teachers in the use of positive politeness strategies of Brown and Levinson (1987), a Chi-Square test was applied. Table

4.4 Research Question 3

In order to response the third research question “Are there any significant differences or similarities when the language shifts from non-native to native one?”, four null hypotheses are posed.

4.4.1 Hypothesis 1

In order to test the first null hypothesis “There is no significant difference in the use of positive politeness strategies when the language shifts from non-native to native one” of Brown and Levinson (1987), a Chi-Square test was applied. Table 8 shows the results:

Table 4.2: Language Shift Comparison of PP

Chi-square	df	Asymptotic Significance
71.00	1	.00

As seen in Table 8, Chi-Square statistics is ‘71.00’ and the asymptotic significance is ‘.00’. If the asymptotic significance is smaller than ‘.05’, the alternative hypothesis is valid. This indicates that there is a statistically significant difference in the use of positive politeness strategies when the language shifts from non-native to native one. In other words, to understand the difference between these two groups, one could mention that when the language changes from non-native (English) to native language (Turkish) in the use of positive politeness strategies according to B&L (1987), there appears a difference. In other words, when EFL teachers use their native language, they employ positive politeness strategies more than they use their non-native language. They try to protect the positive face of the students while they are using Turkish.

CONCLUSION

This study aimed at identifying whether there were differences that teachers exhibited in terms of the use of politeness strategies when the language shifted from native to non-native from the points of academic instructions, motivation, evaluation and classroom management. Teacher Talk has drawn increasing attention in the classroom from such categories as academic instruction, motivation, evaluation and classroom management.

This study employed a questionnaire, which is a common method of quantitative research. It consisted of two sets of closed-ended questions. Each set had twenty-five (25) structured, multiple-choice items consisting of four categories: academic instructions, motivation, evaluation, and classroom management. Both sets were for the same sample group of Turkish in-service EFL teachers. The first set of questions was responded as non-native English teachers and the second set was responded as native Turkish teachers in order to analyze whether or not there are differences when the language shifts from native to non-native.

The schools were chosen randomly among many secondary education institutions. The teachers from various ARVHS participated in the study. All Turkish EFL teachers who were working in the chosen schools participated the study and responded the questionnaire. The research data were based on the responses given to the questionnaires by Turkish EFL teachers.

The third research question of the study aimed to find out whether there were any statistically significant differences or similarities when the language shifted from non-native to native. The Chi-square test was applied, and this research question was analyzed in terms of the positive, negative, bald-on and off-record politeness strategies. There was a statistically significant difference in the use of positive, bald-on record and off-record politeness strategies when the language shifted from non-native to native. There was no statistically significant difference in the use of negative politeness strategies when the language shifted from non-native to native. It can be concluded from the responses and the results that the teachers change their attitudes when they use positive, bald-on and off-record politeness strategies when they use English or Turkish. Yet, they do not differ when they use negative politeness strategies when they use English or Turkish. There appears no difference when they soften the direct expressions with the strategies of negative politeness.

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(CV)

CV

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A SAMPLE TEMPLATE FOR PhD DISSERTATION

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Signature

Ayşe BULUT

(Preface page)

PREFACE

In every study there are individuals and institutions that need to be appreciated and thanked. First of all, I would like to send my special thank and gratitude to my family. Indeed, it would not possible to finish this if had not their support enough. I would like to express my special gratitude to the Women's Library in Istanbul for their archive support. I could honestly say, as a researcher working on this issue, that one of the most valuable accomplishments of the women's movement in Turkey is the Women's Library, which developed as an outcome of this movement. I thank every single individual who initiated and supported this institution. I would like to send my sincere thanks and appreciation to all these women whom I have interviewed from different women's groups. There have been countless friends and colleagues who deserve thanks for improving my knowledge and perspective by discussing women's issues with me. Since I am afraid of forgetting someone, I will not list any names here, but I express my feelings of thanks, appreciation and gratitude to all who supported and contributed to this study in this or that way.

Ayşe BULUT

June, 2017

(Abstract)

ABSTRACT

WOMEN AND CIVIL SOCIETY IN TURKEY

Ayşe BULUT

Ph.D. Dissertation, Political Science and International Relations

Supervisor: Prof. Dr. Ahmet ÇALIŞKAN

June,2017 - 350 + xiv Pages

This study aims at drawing a theoretical discussion on the features of the Turkish women's movement and their contributions to the development of civil society in Turkey. It has been reached to the conclusion that women groups have created a new set of politics in Turkey through the success of changing many women's and men's thinking. Through the focus on conciseness raising, on non-oppressive relations between man and woman, on creating a counter-culture and alternative, institutions, Turkish women groups have represented a new politics in Turkey. Turkish women movements have incorporated into particular as well as universal discourses. With respect to their particular discourses women groups serve for the aims of the Turkish state. However, with respect to the common discourses which they share with their Western counterparts they constitute a substantial element of civil society in Turkey. These discourses are particular to their own interest as well as differentiate new generation of women from the "man-like" generation of the women who once served for the aims of the Republican Turkey. This serves, the development of a multi-public sphere in Turkey, on the one hand, and paves the way for the development of a feminine public sphere on the other.

Keywords: Civil Society, Women's Movements, Gender, Local Democracy, Political Participation, Public and Private Spheres, Social Movements.

(Özet)

ÖZET

TÜRKİYE’DE KADIN VE SİVİL TOPLUM

Ayşe BULUT

Doktora Tezi, Siyaset Bilimi ve Uluslararası İlişkiler

Danışman: Prof. Dr. Ahmet ÇALIŞKAN

Haziran, 2017 - 350 + xiv Sayfa

Bu çalışmanın amacı Türkiye’de ortaya çıkan kadın hareketlerinin Türk sivil toplum gelişimine katkısı üzerine teorik bir tartışma açmaktır. Türkiye’de gelişen kadın hareketlerinin ve söylemlerinin ayırt edici özellikleri ve bunların Türk siyasi hayatındaki yeri çalışmanın özünü oluşturmaktadır. Türkiye’deki kadın hareketleri, kadın ve erkeğin düşünce modüllerini değiştirmek suretiyle yeni bir politikaya öncülük etmektedirler. Bilinç yükseltme, kadın erkek arasındaki eşitsizliği giderme ve alternatif kültür ve kurumlar geliştirme yönündeki söylemleri bu politikaya hizmet etmektedir. Türkiye’de gelişen değişik kadın hareketleri hem yerel hem de küresel söylemler geliştirmektedirler. Yerel söylemleri bağlamında değerlendirildiğinde kadın grupları, Türk devletinin Çağdaş medeniyetler düzeyine ulaşma yönündeki amacına hizmet etmektedirler. Fakat Batı’daki kadın hareketleriyle paylaştıkları söylemleriyle sivil toplum gelişimine büyük bir katkı sağlamaktadırlar. Bu söylemler Türk tarihinde ilk defa sadece kadınlara ait olmakla beraber kadın hareketi içinde yer alan kadınları bir zamanlar Cumhuriyet ideolojisinin öncülüğünü yapan "erkeksi-kadınlar" dan da ayır maktadır. Bu da bir yandan çoğul bir kamusal alanın gelişmesine hizmet ederken, bir yandan da kamusal alanın feminen bir renk kazanmasına hizmet etmektedir.

Anahtar kelimeler: Sivil Toplum, Kadın Hareketleri, Sosyal Hareketler, Toplumsal Cinsiyet, Yerel Demokrasi, Siyasal Katılım, Kamusal ve Özel Alan.

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CHAPTER I

INTRODUCTION

This study aims to draw a theoretical discussion on the contribution of the feminist movement to the development of civil society in Turkey. Political discourses of the Turkish feminist groups, which emerged after 1980, are taken as the substantial focus from the vantage point of the theoretical discussions on civil society. What is so particular to the Turkish feminist groups and discourses and their precise implications in the Turkish political context of the 1980s is the essential quest of this study. It is assumed that the feminist political discourses can successfully be analyzed only when they are held up together with the analysis of the paramount characteristics of the political context, against which feminists are setting up their attack fronts. Therefore, the development of the feminist movement from the post-1980 will be analyzed together with a thorough analysis of Turkish politics within the framework of a historical perspective in the following chapters. For now, in this introductory chapter the research problem and the research methods will be briefly illuminated.

1.1. Research Question

Starting from 1980 onwards we have begun to hear feminist voices in Turkey. The feminist way of thinking has gained a substantial ground in Turkish everyday life through informal meetings, various demonstrations, and through discussions in the daily newspapers and the weekly, bimonthly and monthly reviews and magazines. This new issue, in Turkish politics, has awoken interest not only among the educated intellectuals but also among the young girls, students and ordinary citizens.

Feminism, in Turkey, has created changes so influential that they cannot be reversed. It has had a broad and profound impact on the Turkish society and in the way people think. Moreover, young women have, in the last decades, been influenced by feminist writings to support themselves, to enhance their self-respect, and to raise the consciousness of their

existence. Moreover, being feminist or thinking in the feminist mode, nowadays, yields a substantial amount of respect for many women especially for women academicians in universities. The impact of feminism on the Turkish cultural and intellectual life has been extraordinary. Feminist issues are dealt with in books, in magazines, in movies, and in such type of similar activities. Today, these issues are not only being dealt with by those who claim themselves to be feminists, but also by those who are not feminists.

Through this study mainly four related topics are analyzed:

- (1) The role of feminist discourses in the modification of civil societal theories in general.
- (2) The nature of civil society and gender politics in Turkey before 1980.
- (3) Characteristics of the feminist discourses in the post-1980 Turkey.
- (4) General impacts and implications of the feminist groups on Turkish politics.

All these topics are analyzed within the framework of a historical perspective. In drawing a historical perspective the previous developments must be conducted in relation to both the Turkish civil society and Turkish women before 1980. By doing this the developments in the post-1980 period are understood better.

1.2. Research Method

In this study the role of women in the Turkish political system is examined from the vantage point of the arguments on the civil society which emphasizes the essential roles of interest groups or social movements as components of civil society. It is our belief that the emerging groups, in Turkish politics after the 1980s, under the banner of the feminist movement, provide a unique example of political mobilization, social group development and political discourse rising. Therefore, the examination of the Turkish feminism, as a particular case, is important in the sense that it can only be seen together by examination of civil society.

Feminist discourses are more radical than the others produced in Turkey after the 1980s. In arguing that all women, potentially at least, are vulnerable to choices and conditions regarding them, the feminists take women's direct interests as their discursive starting point. A women's choice, therefore, has to be final and decisive and cannot be legally interfered with by medical, institutional, or political veto. The argument of women's choice constitute an essential element of the democratic ideal of liberty.

Moreover, the feminist movement produces and emphasizes its discourses not by means of attempting to take a place within the political system nor by means of attempting to hold power itself, rather by standing outside the system and challenging the essential bases of the system. When compared with the other movements, i.e., the religious, the leftist, or the ethnic groups, in Turkey we see that it is only the feminist movement that sets up, on the basis of civil societal discourses, a fundamental alternative to the state of authority. The religious groups, which are thought as another element of civil society, indeed, have not been successful in separating themselves from the idea which is based on a strong will to attain and hold power. Taking a part in the state, in general, is the essential ideal of the religious groups in Turkey. The environmentalist, leftist or ethnic groups, which predominated the 1980s Turkish politics, are not so far away from the ideals shared by the religious groups. They also produce discourses by holding power within the state sphere. or instance, they respond to democracy with another definition of democracy. They both have the ideals put forward by the state as displayed in "reaching to the level of contemporary civilizations". Even some environmentalist groups are on the fringe of an auxiliary unit of the state.¹⁰ Furthermore, the economic groups in Turkey who place emphasis on special rights, i.e., only those rights which they illuminate, do not constitute challenges to the political system and culture. rather the economic groups in Turkey have always been a component of the state enterprise working within the direction of the official ideals. Therefore, it is only the feminist movement that takes up challenge from the outside and even against the state and produces issues which challenge the dominant principles underlined in the state sphere.

CHAPTER 2

CIVIL SOCIETY IN MODERN POLITICAL THOUGHT AND FIMINIST REACTION

The separation of the civil society from the state was an intellectual effort of the eighteenth century thinkers. Until the middle of the eighteenth century European political thinkers used the term “civil society” to describe a type of political institution which placed its members under the influence of its laws and thereby ensured a peaceful order and good government. This term formed a part of an old European tradition traceable from modern natural law to the classical political philosophy, above all, to Aristotle, for whom civil society (*koinonia politike*) was that society, the polis, which contains and dominates all others. In this old European tradition civil society and the state were interchangeable terms. To be a member of a civil society was to be a citizen, a member of the state and thus obliged to act in accordance with its laws and without engaging acts harmful to other citizens.² But, the term civil society gained a new meaning in the hands of the political thinkers during the eighteenth and nineteenth centuries. This chapter looks at how civil society was formulated during the eighteenth century and how a place was assigned to women in it. It also analyzes the feminist reaction to the meaning of civil society as the domain of men and the attempt of feminists to develop a new definition of civil society which includes women as well.

2.1. Civil Society in Contract Theorists

Civil society is, in its very general sense, identified by contract theorists in the sense what is called “public”, which operates on the basis of rules different from private domestic

² John Keane, “Despotism and Democracy-the Origins and Development of the Distinction between Civil Society and the State 1750-1850”, in *Civil Society and the State*, Jonh Keene, ed., London and New York: Verso, 1988, p.36.

life. This distinction, therefore, comes as civil society and domestic private life. The family or domestic life for Thomas Hobbes, John Locke and Jean Jacques Rousseau was based on natural ties of sentiment and blood line while the public life was governed by universal, impersonal and the conventional criteria of achievements, rights, equality, and property. The most striking assumption about Hobbes' theory is that the growth of individualism requires a centralized authority, one in which individuals must sacrifice their sovereignty when entering society in order to enjoy the benefits of peace. However, for Locke, who saw individualism as grounded in labor, the sovereignty resided in the individual and his property, from which even the government derived its authority. Rousseau urged a further different hypothesis: once individuals accept an agreement they lose their individuality and should be obliged to obey the rules of the common will. As Elizabeth F. Genovese aptly emphasizes they all together assumed that the individual was male and thereby they then discussed the relationship of the female to that male.³

Thomas Hobbes' theory is generally based on the necessity of the organization of a society and the establishment of the commonwealth so that peace and civilization can be attained. In the state of nature there is a war among individuals who seek self-preservation and attainment. Naturally, man exists in this state of war and has passion and reason. It is, thus, man's passions which brings about the state of war. But at the same time fear of death, the desire of such things as are necessary to "commodious" living and the hope of obtaining these things by industry are passions which incline man to seek peace.⁴ Man seeks self-preservation and security, but he is unable to attain this goal in the natural condition of war. The laws of nature are unable to achieve the desired end by themselves alone unless there is a coercive power capable of enforcing their observance by

³ Elizabeth F. Genovese, *Feminism without Illusions: A Critique of Individualism*, Chapelhill and London: The University of North Carolina Press, 1991, pp. 176-177.

⁴ Thomas Hobbes, *Leviathan*. C.P. Mcpherson, ed., London and New York: Penguin Book, 1968, pp. 189-190.

sanctions.⁵ This means that a plurality of individuals should confer all their power and strength upon one man or upon one assembly of man that may reduce all their wills by a plurality of voices unto one will. This transfer of rights takes place in Hobbes' as follows:

... by covenant of every man with every man, in such manner, as if every man should say to every man, *I authorize and give up my Right of Governing my selfe, to this Man, or to this Assembly of man, on this condition, that thou give up thy Right to him, and Authorize all his Actions in like manner.* This done, the Multitude so united in one Person, is called a COMMON-WEALTH... This is the Generation of that great LEVIATHAN, or rather (to speak more reverently), of that *Mortal God*, to which we owe under the *Immortal God*, our peace and defense.⁶

The theory of the covenant of man enables Hobbes to make the transition from the condition of atomic individualism to organized society. Self-interest, according to him, lies at the basis of organized society, in which the self-destructive attempts are checked by the fear of the sovereign's power. As is understood from these one can clearly see that civil society, as stated by Hobbes, allows individuals to seek self-preservation on the principles of their particular interests. This essential unit is, on the contrary, the state or the public uniting the warring individuals. If men are naturally egoistic and always remain so then the only factor which can hold them together effectively is a centralized power vested in the sovereign.

Matrimonial law takes a patriarchal form because men have made the original contract. Through the civil institution of marriage, men can lawfully obtain the familiar "helpmate" and gain the sexual and domestic services of a wife, whose permanent servitude is now guaranteed by the law and the sword of the Leviathan.⁷ Shortly, in Hobbes' political

⁵ Ibid., p. 223.

⁶ Ibid., p. 227.

⁷ Ibid.

theory all individuals including women have self-protection rights in the state of nature. But in civil society women as wives who have given up their right in favor of the “protection” of their husband or husbands, are now protected by the sword of the Leviathan. The civil society thus comes into being as a contractual agreement among men on behalf of the representation of men and on behalf of the subjection of women.

John Locke also extended this definition of civil society. He, accordingly, began with the state of the nature and resulted with a society established by the consent among free individuals. In his view all men are naturally in the state of nature and remain so until, by their own consent, they become members of some political society. Unlike Hobbes, he argues that the state of nature is the state of liberty and it has a natural law to govern it, which obliges everyone to be equal and independent, no one ought to harm another in his life, liberty or possessions.⁸ To him, God put men under strong obligations of necessity, convenience and inclination to force him into society. The family as a part of society is natural to men and civil society is natural in the sense that it fulfills human needs. For Locke in the state of nature, all men enjoy equal rights and are morally bound to respect the rights of others. It is in men’s interest, therefore, to form an organized society for the more effectual preservation of their lives, liberties and estates he calls property. The civil society thereby, came to be closely identical with the political society.

2.2. The Separation of Civil Society from the State

The distinction between the state and the civil society was first made by Hegel in his *Philosophy of Right* published in 1821. The civil society (*bürgerliche gesellschaft*) in Hegel’s philosophy represented a “stage” in the dialectical development from the family to the state which contradicted the type of ethical life found in the human micro-community in order to be itself contradicted and overcome by the macro-community of

⁸ John Locke, *Two Treatises of Government*, New York etc.: Cambridge University Press, 1988, pp. 270-271.

the politically independent, sovereign nation. While social life typical of civil society was different from the ethical world of the family and different from the public life of the state it formed a necessary element within the totality of a rationally structured modern political community.⁹ In Hegel, civil society is conceived not as a natural condition of freedom but as a historically produced sphere of ethical life “positioned” between the simple world of the household and the universal state. It includes the market economy, social classes, corporations, and institutions concerned with the administration of “welfare” (*polizei*) and civil law. Civil society is a mosaic of private individuals, classes, groups and institutions whose transactions are regulated by civil law and, as such, are not directly dependent upon the political state itself.¹⁰

For Hegel civil society is an aspect of the modern state which emerged in Western Europe in the eighteenth century and became strikingly apparent after the French Revolution of 1789. It is a specialized and highly complex network of rules, institutions, agencies, groups, practices and attitudes evolved within the legal and political framework of the nation-state to satisfy individual needs and safeguard individual rights.¹¹ In the *Philosophy of Right* Hegel subdivides sphere of ethical life into family, civil society and the state. They are “moments” of the ethical order and are the ethical powers which regulate the life of the individual. In the family as in the Greek polis the individuality of its members is submerged in a transcendent unity.

⁹ Z. A. Pelczynski, “Introduction”, in *The State and Civil Society: Studies in Hegel’s Political Philosophy*, Zbigniew A. Pelczynski, ed., London, etc.: Cambridge University Press, 1984, p. 1.

¹⁰ Keane, “Despotism and Democracy”, p. 50.

¹¹ Z. A. Pelczynski, “Nation, Civil Society, State: Hegelian Sources of the Marxian Non-Theory of Nationality”, in *The State and Civil Society*, p. 263.

(Other chapters)

CHAPTER 3

WOMEN AND CIVIL SOCIETY IN TURKISH POLITICS: FROM PAST TO PRESENT

In Turkey, the emergence of the woman issue as a social problem dates back to the beginning of the Ottoman modernization of the nineteenth century. Women's education, which had been initiated as an important pillar of Ottoman modernization, eventuated in women's articulation in the public sphere, which paved the way for the emergence of the women's movement in the last decades of the Ottoman Empire. Policies on women in the last century of the Ottoman Empire gained a radical dimension in the Republican era, which started with the establishment of the Republican regime in 1923. Women in the early years of the Republic were given prominence as the key symbol of integration with contemporary civilization, on the one hand, and they were regarded as an important human resource for the development of the new country on the other. The Republican regime, indeed, strived to distance itself from its Ottoman background through the image of woman. In other words, the new regime perceived woman as a medium to contemporary civilization and thus rendered the issue of woman a significant political instrument. The regime derived benefits from women through incorporating them into social and economic life as a human resource as well as through developing a meta-narrative discourse on women in order to present the Republican regime as a women's revolution. All the rights that Turkish women had been obtaining as a natural outcome of modernization since the late Ottoman era were presented as gifts of the Republican regime to the Women, and thus they were obliged to serve the regime. This chapter will discuss the politics developed on the woman issue starting from the Ottoman Empire to the Republican era and will draw attention to the rise and demise of an indigenous feminist movement which developed as a result of these politics.

3.1. Women in Ottoman Society

Ottoman law regulating basic institutions was obviously based on Islamic principles. Islam divides society into two sub-worlds: the world of men and the world of women. Fatima Mernissi emphasizes the importance of the dual world that exists in Islamic societies. She argues that the social division according to gender reflects the division between those who hold authority and those who do not, and those who hold spiritual powers and those who do not. This division is based on the physical separation of the public sphere from domestic life. While the members of the public domain are men, the members of the domestic sphere are women. Mernissi claims that the regulation between its members is as follows. In the public sphere, the principles of equality, reciprocity, unity, aggregation, brotherhood, love, trust and the like exist. However, in the domestic sphere, the principles of inequality, lack of reciprocity, segregation, separation, subordination, and mistrust exist.¹²

3.2. Women as a Link to Western Civilization

The nineteenth century of the Ottoman Empire was characterized by the dynamic effort of state elites to turn the face of the state toward Western institutions. The Ottomans, for a long time, were aware of their backwardness *vis-à-vis* the rapid developments accomplished in various fields in Western societies. In order to overcome that backwardness, there was felt a need for a change in the military, administrative, legal and educational institutions. It would not be wrong to claim that modernization during the nineteenth century was taken synonymously with Westernization, which was perceived from the perspective of the Enlightenment tradition. The state's salvation was the main target pursued by the bureaucratic elite, and the substitution of reason for religion was

¹² Fatima Mernissi, *Beyond the Veil: Male-Female Dynamics in Muslim Society* London: Al Saqi Books, 1985), p.138.

regarded as the central issue of public policy-making.¹³ The vanguard of the modernization effort was rooted in the state layer, far more than in the civil societal elements. The state, in fact, as of the nineteenth century, turned into an agent of change. Whoever resisted the state was labeled as “opposed to progress.”¹⁴

3.3. One Actor, Many Projects: Diverse Projections on the Role of Women

In 1908 the “Second Constitutional Period” (*İkinci Meşrutiyet*) was proclaimed under the authority of the Young Turks, a group of pro-Western intellectuals. The first parliament was prorogued by Abdulhamid II because of the war with Russia immediately following his coming to power in 1876. The term *Meşrutiyet* was regarded as synonymous with the declaration of freedom, particularly freedom for women by the generation of the time.¹⁵ As soon as the *Meşrutiyet* was proclaimed, some women (particularly in Istanbul) abandoned their veils and went into the streets.¹⁶ Bernard Caporal talks about women’s reaction to the *Meşrutiyet* in the following terms: “After the proclamation of the *Meşrutiyet*, women took red-white flags and pennants and marched into the streets of Istanbul shouting ‘long live the country’, ‘long live freedom’, and ‘long live the nation’.”¹⁷ The Young Turks gave stronger emphasis to women’s issues. As described by

¹³ Metin Heper, “The State, Political Party and Society in Post-1983 Turkey”, *Government and Opposition*, 25 (1990), p.1.

¹⁴ Ahmet İnel ve Cengiz Aktar, “‘Devletin Bekası’ için Yürütülen Çağdaşlaşma Sürecinin Toplumsal Sorunları”, *Toplum ve Bilim*, 31/39 (Fall 1985- Fall 1987).

¹⁵ Toprak, “Osmanlı Kadınları Çalıştırma Cemiyeti, Kadın Askerler ve Milli Aile”, *Tarih ve Toplum*, Vol. 9, No. 51 (March 1988), p. 34.

¹⁶ Şehmuz Güzel, “1908 Kadınlar”, *Tarih ve Toplum*, 7 (July 1984), pp. 6-7.

¹⁷ Bernard Caporal, *Kemalizmde ve Kemalizm Sonrasında Türk Kadını* (Ankara: Türkiye İş Bankası Yayınları, 1982), p. 152.

Tarık Z. Tunaya they “took women’s issues as economic and cultural issues of the nation.”¹⁸ With the “Union and Progress” (*İttihat ve Terakki*) government of the Young Turks, a new chapter, indeed, was opened in Ottoman-Turkish politics.

¹⁸ Tarık Z. Tunaya, *Hürriyetin İlanı: İkinci Meşrutiyetin Siyasi Hayatına Bakışlar* (İstanbul: Baha Matbaası, 1959), p. 50.

(Conclusion)

CONCLUSION

In the previous chapters, we have analyzed the definitions attributed to man and woman in modern political thought and feminism as a movement that challenges these definitions. Modern Western political thought developed a discourse that built a new public sphere, the state and political values on a male-centered basis. The women's movement that emerged there initially struggled against this discourse and then directed its attention to other fields. It is possible to say that the picture of this movement in Turkey is no different. In Turkey, too, the woman became an important topic of discussion in the distinction between the public and private spheres, and Turkish modernization proceeded mostly through women. Differently from women in the Western world, women in Turkey constituted a base on which the authority strove to establish its domination. The ruling elite projected women as symbolic actors that occupied a central role in the modernization process since the mid-nineteenth century. In this respect, the women's movement that emerged in the Ottoman Empire was largely contingent upon the state and totally vanished in the Republican period. After 1980, however, women's movements emerging in Turkey attempted, perhaps for the first time, to distance themselves from the state and tried to construct a woman's identity that conflicts with the type of woman formulated by the state. Therefore, one can say that the discourses and politics that developed with the women's movement point to a deep-rooted and radical change and a cleavage in Turkey. In this chapter, I will attempt to depict how this played a functional role in the development of civil society in Turkey.

The importance of feminism as a social and political movement lies behind the transformation it has created in the classical definition of civil society. The facts that a convergence has taken place between the state and the family in modern society, and that women have gained universal citizenship rights and taken place in different fields of public life have invalidated the classical definitions of civil society today. Unlike the classical approach, as developed by philosophers like Hegel, that formulated civil society

in the public sphere and within the framework of the homogeneity of this sphere, the chain of “alternatives” ranging from the private to the public sphere colorized this sphere on the axis of diversity and brought about new politics and identities.

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(Appendix)

APPENDIX

REFORMS DONE FOR WOMEN: FROM PAST TO PRESENT

1843 Nursery education started for women.

1847 Decree to give equality to man and woman in heritage.

1856 The abolishment of slavery.

1858 Start of secondary education for female students.

1869 The publication of first female journal under the name Terakk-i Muhadderat

1869 The enactment of Law on Public Education and the compulsory education for female students at elementary level

1870 The inauguration of female teacher schools under the name of Dar-ül Muallimat

1876 Declaration of the Constitutional System

1914 The inauguration of female university under Istanbul University.

(CV)

CV

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