Objective

This course offers an advanced introduction to the study of Turkish economy. Its purpose is to expose students to the history of Turkish economy since the early 20th century, to develop an understanding of the functioning of the Turkish economy within the boundaries drawn by the country’s social, political and economic institutions and its global economic relations.

Part I begins with an historical overview of the major policy phases from the early 20th century onwards. We discuss these phases along with the major political developments and institutional changes.

Part II focuses on Turkey’s crisis-ridden process of market transition and liberalization since 1980. In this part of the course, we will discuss how the existing political institutions shaped the economic policies from 1980 to 2001.

Part III discusses the macroeconomic and institutional reforms implemented after the 2001 economic crisis. It further discusses to what extend these reforms contributed to the structural change in the Turkish economy since 2001.

Part IV is devoted to the delayed microeconomic structural reforms and how these delays would affect the performance of the Turkish economy towards 2023.

Finally, part V is devoted to a focused analysis of poverty and inequality in Turkish society, and how unemployment contributes to the worsening in income distribution.

Readings

There is no text-book for the course.

All required readings for the course (which include journal articles and book chapters) are listed in the syllabus.

All readings will be available on the course webpage in Courseware.

Some journal articles are also accessible online through the library website.

Data Resources

The Central Bank of the Republic of Turkey had a very user friendly website for the dissemination of data on Turkish economy: http://evds.tcmb.gov.tr/cbt.html.

Here are a few more links that will become handy throughout the course:

The Turkish Institute of Statistics: http://www.tuik.gov.tr
U.S. Federal Reserve Economic Data: http://research.stlouisfed.org/fred2/
European Central Bank: http://www.ecb.int/
In addition, regularly check the class courseware page for additional materials, useful links, and announcements.

**Course Requirements**

Class attendance is not mandatory, but the course is designed such that students who choose not to attend the lectures will definitely be at a disadvantage.

There will be one mid-term exam, one final exam and an unspecified number (ranging from 6 to 8) of quizzes. Every week there will be reading assignments. The quizzes will be based on the reading assignments. Quizzes may or may not be announced in advance.

You are expected to write a term paper on a topic of your choice related to the Turkish economy. I expect you to choose your topic before the midtem exam and report it with a one page abstract.

The final grade will be determined as follows:

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<tr>
<td>Mid-term Exam</td>
<td>25 percent</td>
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<td>Final Exam</td>
<td>40 percent</td>
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<td>Quizzes</td>
<td>15 percent</td>
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<td>Term Paper</td>
<td>15 percent</td>
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<td>Participation</td>
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If you miss an exam, you have to make sure that your excuse is documented and approved by the University. If you have a valid reason with required documentation, such as a doctor’s report approved by the University, you will be allowed to take the make-up exam, which will be administered after the final exam. Since you can drop the lowest 2 quiz scores, no make-ups will be given for quizzes missed.
I. Turkish Economy in a Historical Perspective


**Recommended Reading**

Pamuk, Ş., 2014, Türkiye Ekonomisinin 200 Yıllık Tarihi, İş Bankası Kültür Yayınları


II. Turkish Experience with Liberalization Since 1980 – What Went Wrong?

Atiyas, I. (2012). “Economic Institutions and Institutional Change in Turkey during the Neoliberal Era” New Perspectives on Turkey, Fall, No. 47, 57-82.


**Recommended Reading**


III. Economic Reforms and Performance since 2001 – What Has Changed?


IV. .. and What Has Not? The Delay in Microeconomic Structural Reforms and the Performance of the Turkish Economy Towards 2023


Recommended Reading


V. Unemployment, Poverty and Income Distribution


Koç University
Statement on Academic Honesty with Emphasis on Plagiarism

Koç University expects all its students to perform course-related activities in accordance with the rules set forth in the Student Code of Conduct (http://vpaa.ku.edu.tr/academic/student-code-of-conduct). Actions considered as academic dishonesty at Koç University include but are not limited to cheating, plagiarism, collusion, and impersonating. This statement’s goal is to draw attention to cheating and plagiarism related actions deemed unacceptable within the context of Student Code of Conduct:

All individual assignments must be completed by the student himself/herself, and all team assignments must be completed by the members of the team, without the aid of other individuals. If a team member does not contribute to the written documents or participate in the activities of the team, his/her name should not appear on the work submitted for evaluation.

Plagiarism is defined as ‘borrowing or using someone else’s written statements or ideas without giving written acknowledgement to the author’. Students are encouraged to conduct research beyond the course material, but they must not use any documents prepared by current or previous students, or notes prepared by instructors at Koç University or other universities without properly citing the source. Furthermore, students are expected to adhere to the Classroom Code of Conduct (http://vpaa.ku.edu.tr/academic/classroom-code-of-conduct) and to refrain from all forms of unacceptable behavior during lectures. Failure to adhere to expected behavior may result in disciplinary action.

There are two kinds of plagiarism: Intentional and accidental. Intentional plagiarism (Example: Using a classmate’s homework as one’s own because the student does not want to spend time working on that homework) is considered intellectual theft, and there is no need to emphasize the wrongfulness of this act. Accidental plagiarism, on the other hand, may be considered as a ‘more acceptable’ form of plagiarism by some students, which is certainly not how it is perceived by the University administration and faculty. The student is responsible from properly citing a source if he/she is making use of another person’s work. For an example on accidental plagiarism, please refer to the document titled “An Example on Accidental Plagiarism”.

If you are unsure whether the action you will take would be a violation of Koç University’s Student Code of Conduct, please consult with your instructor before taking that action.

An Example on Accidental Plagiarism

This example is taken from a document prepared by the City University of New York. The following text is taken from Elaine Tyler May’s ‘Myths and Realities of the American Family’:

“Because women's wages often continue to reflect the fiction that men earn the family wage, single mothers rarely earn enough to support themselves and their children adequately. And because work is still organized around the assumption that mothers stay home with children, even though few mothers can afford to do so, child-care facilities in the United States remain woefully inadequate.”

Below, there is an excerpt from a student’s homework, who made use of May’s original text:

“As Elaine Tyler May points out, “women's wages often continue to reflect the fiction that men earn the family wage” (588). Thus many single mothers cannot support themselves and their children adequately. Furthermore, since work is based on the assumption that mothers stay home with children, facilities for day care in this country are still “woefully inadequate.” (May 589)”.

You may think that there is no plagiarism here since the student is citing the original author. However, this is an instance of accidental plagiarism. Although the student cites May and uses
Thus many single mothers cannot support themselves and their children adequately. Furthermore, since work is based on the assumption that mothers stay home with children, facilities for day care in this country are still “woefully inadequate.” (May 589)” almost exactly duplicates May’s original language. So, in order to avoid plagiarism, the student either had to use quotation marks for the rest of the sentences as well, or he/she had to paraphrase May’s ideas by using not only his/her own words, but his/her own original ideas as well. You should keep in mind that accidental plagiarism often occurs when the student does not really understand the original text but still tries to make use of it. Understanding the original text and understanding why you agree or disagree with the ideas proposed in that text is crucial both for avoiding plagiarism and for your intellectual development.

Reference(s):
Avoiding and Detecting Plagiarism: A Guide for Graduate Students and Faculty.  
The Graduate Center. City University of New York, 2012.  
Web.  
<http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Publications/AvoidingPlagiarism.pdf>