

## CONCLUSION

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The departure point of this volume on *Faces of Republican Turkey* was that the prevailing paradigm for studying 20<sup>th</sup>-century Turkey, namely, the modernization paradigm, was based on a simplifying and opinionated approach to politics and society. The contributions collected in the present volume have proposed a manifold of methods for transcending, or sublating, the aforementioned paradigm. Each contribution is based on a specific methodology; however, they also share a common framework: A concern for testing widespread, textbook-based approaches through a contextual analysis.

A gender- and class-based reading of politics, society and intellectual life in the subsequent decades is necessary for a comprehensive re-writing of Turkey's contemporary history. Historical materialist analysis, when applied to 20<sup>th</sup>-century Turkey or to any other context, should take into consideration recent contributions regarding social property relations and social reproduction, as A. Ezgi Akyol has demonstrated in her chapter: Feminist publications of the 1910s were not part of a "march of intellect" culminating in an eschatological liberation taking place in the republican period, but a major component of the transformations of social property and gender relations. Cangül Örnek's analysis of the nexus between capitalist classes and bureaucracy gives equally important clues for bringing bureaucracy back to its

social context: Rather than being a supra-historical entity, bureaucracy is a political-social institution that has close links with the relations of social production, and with the accumulation regime.

Education reforms are generally conceived of as the results of a modernizing will of enlightened elites, both in European and non-European contexts. As recent scholarly research has demonstrated, major continuities and ruptures in education and academy are to be framed within a social, political and economic context. Sinan Yıldırım, Güven Gürkan Öztan and Elif Çağlı have demonstrated that transformations of school curriculum and academic knowledge are closely linked to many layers of social and political life: Everyday politics, international conjuncture, transformations within the modes of production and social property relations are all directly connected with changes in education, and in academic mentalities.

The emphasis on material conditions, social property and gender relations do not exclude the intellectual sphere. Architecture, monuments, visual culture, literature, and art are also part of social and political life. Thus, a thorough study of republican Turkey would be incomplete without a social analysis of art and culture. E. Zeynep Suda's analysis of self-representation of the early republican regime demonstrates that visual culture is not devoid of class- or elite-bias, and in many cases, it can reflect ideals related to social strata. Mehmet Arısan's study of two representative novels of the 1930s also demonstrates the close links between the artistic and cultural spheres with a wider political and social context. Further research might also be done for writing a gendered history of art and culture in Turkey.

No country is an island in itself, and an analysis of society and politics in republican Turkey would be incomplete without a translation approach. International relations as well as immigration and emigration movements are of major importance for contextualizing and understanding changes occurring in politics, and in the public sphere. In his chapter on Turkey-origin Workers in Germany, E. Eren Korkmaz has demonstrated that an analysis of the public sphere shall not be limited to the bourgeois public sphere in the Habermasian sense, but shall also include an investigation of transformations in the workers' public sphere. And in the Turkish case, migrant workers are a major component of labor studies. Further research might also be done on a gendered analysis of both domestic and transnational aspects of the workers' public sphere.