



December 8, 2023

Albion College
611 E. Porter St.
Albion, Michigan 49224

Dear Search Committee:

I am writing to apply for your advertised position of a two-year Visiting Assistant Professor in 20th and 21st -century British and postcolonial literature at the English Department at Albion College. As a recipient of the Fulbright Doctoral Fellowship, I completed my PhD in Comparative Literature at Washington University in St. Louis, where I wrote my dissertation on representations of trauma, recovery and environment in contemporary Anglophone and Middle Eastern literatures and their diasporas.

I recently finished my postdoctoral appointment as a Marie Skłodowska Curie Postdoctoral Fellow at Sabancı University. Funded under Horizon Europe (EU) my project entitled “Gender and Trauma in the Anthropocene: A Change of Feminist Perspective on North Africa and Global Middle East” (2021 August- 2023 August) lies at the nexus of literary studies, gender, and environmental humanities. Departing from the historical perspective on North African and Middle Eastern environments (oil, water, and land), this project brings together the intertwined forms of gender-based violence and environmental violence in twenty and twenty-first century literature.

I am a comparatist literary scholar whose research examines how 20th and 21st century Anglophone literature addresses questions of trauma and memory, racial, social, and environmental justice within cross-cultural interactions in the Global South. My current research and teaching focus on three strands: comparative/world literature and postcolonial studies; cultural trauma and memory scholarship; and environmental humanities. Both my research and teaching transcend disciplinary, geographic, cultural, and linguistic trajectories and challenge Western oriented and Eurocentric approaches by bridging distinct cultural contexts. My work has appeared in journals such as *European Review*, *The Journal of World Literature* (BRILL), *Safundi*, *Scrutiny2*, *Intertexts: a Journal of Comparative and Theoretical Reflection*, *Encyclopedia of Women & Islamic Cultures* as well as edited volumes including *The Routledge Companion to Literature and Trauma; Animals, Plants, and Landscapes: An Ecology of Turkish Literature and Film; Women's Subaltern Studies* and *Mapping World Anglophone Studies: English in a World of Strangers*.

My current book project *Toward a Slow Witnessing in Anglophone World Literature: Thinking and Surviving with the Earth* (currently under-contract with Routledge, Comparative Literature Series) introduces the concept of “slow witnessing” in Anglophone world literature to reveal and work beyond the limits of the humanist imaginary of the witness as a historical, discursive agent. The proposed book, in tandem with thinking from feminist, queer, posthuman, animist and indigenous scholarship, exposes the limitations and violences inherent to the human as a framework for subjectivity. In a global and comparative framework, the book contends that

“slow witnessing” becomes a new mode of inquiry and highly productive new strategy to accommodate the cost of bearing witness to environmental crisis, especially since the second half of the twentieth century with capitalist globalization and extractivist thinking. My book *proposes “slow witnessing”* as a slow-paced and environmentally just world-making and world-changing potential in world literature (with an emphasis on Africa, South Asia, and Middle East). In my project, I argue that instead of insisting on treating the human subject as measurable, controllable, and unified, we should understand it as multispecies and open-ended temporality of becoming, which refashions the relations between human self and coexisting nonhuman others in witnessing work and testimonial archive.

Both my PhD work and current research as well as my expertise in 20th and 21st century British and postcolonial literature, trauma and memory studies, and environmental humanities have enabled me to develop an extensive and diverse teaching portfolio at Washington University, Bogazici University, and Sabanci University. I am deeply committed to comparative and theoretical approaches, targeting a diverse student body at both undergraduate and graduate levels. I have taught and supervised students in English and French and supervised junior scholars. I have taught courses whose topics span periods and regions, including contemporary Anglo-African, South Asian, and Middle Eastern literature and art. I have taught courses on literary theory and criticism, introduction to literary forms and the novel, twentieth and twenty-first century British literature, postcolonial literature, comparative and world literature, and introduction to environmental humanities.

As a part-time assistant professor, I am currently teaching an undergraduate seminar entitled “Postcolonial Ecologies” at Bogazici University at the English Department. This course simultaneously incorporates lenses of environmental studies, literary studies, postcolonial criticism, feminist, and queer theory to ask how contemporary writers and artists aesthetically depict environmental experience in the contexts of colonialism and imperialism, postcolonialism and diaspora. We examine how writers and artists of color from Africa, South Asia, and Middle East region critique current environmental crises and posit alternative models of cultural recognition, justice, and sustainability in relation to questions at the intersections of gender, sexuality, and race. In this class, we also collaborate with University of Michigan students in their comparative literature seminar on trauma and environment. Dr. Renee Ragin Randall’s undergraduate seminar at UMich thinks through the relational connections – the human body, the land, the ocean, the animal world, and the spirit world - that are implicit in traumatic affect and aftermath. She and I assign our students Derek Walcott’s poem “The Sea is History” and Louis Henderson’s videoart, “The Sea is History,” a free adaptation of Walcott’s poem. We encourage our students to connect as they pair up with their partner(s) to have two 20–25-minute online conversation per week, over the course of a 2-week period, in which they discuss how their readings and class discussions help gloss keywords and readings common to both seminars. This unique collaboration seeks to transgress borders and boundaries and connect with students and researchers working at the intersection of postcolonial literary studies, trauma, and environment. Based on my teaching experiences, I would be willing to do such collaborative teaching and research projects at Albion. I also believe such courses I design and my research will add to the English department’s vibrant and diverse climate. At Albion, I would be prepared to teach such courses on literary and cultural theory; contemporary literature; gender and literature; trauma and literature; or narratives of memory. I would also look forward to designing new, thematical oriented courses that draw on my research and expertise such as: literature, environment, and ecology; postcolonial ecologies; feminist and queer ecologies; memory and climate change fiction, or world literature and environmental humanities.

Looking beyond the classroom, I am committed to public-facing research and teaching. I would be interested in partnering with both student groups and colleagues from across the English

department and the university on workshops and special events. During my graduate studies, I worked in the publishing industry as an editor and literary translator as well as participated in the International book fairs such as The Frankfurt Book Fair and the International Istanbul Book Fair. I understand just how important hands-on experience can be. I would thus eagerly collaborate with the vibrant cultural community in and beyond academia to create professional opportunities especially for students. I would, in turn, be grateful for the opportunity to work in such a dynamic and intellectually vibrant department dedicated to the study of literature and humanities in an interdisciplinary and diverse environment.

Over the past years, my research has been supported by the Fulbright PhD Scholarship, The Andrew W. Mellon Foundation Seminars, the Marie Skłodowska Curie Actions, the COST (European Cooperation in Science and Technology) Action, and The Institute for World Literature program. Through these, I have led interdisciplinary teaching and international research teams, and held positions in administrative functions at Washington University. I have also built an extensive national and international network with academic and cultural institutions and have experience with collaborative projects and connections with other disciplines in and outside academia. In the US and Europe, I have collaborated with Columbia Global Centers (Columbia University), The Environmental Humanities at Colby, Frankfurt Memory Studies Platform, NICHE (Network in Canadian History & Environment / Nouvelle Initiative), and Mnemonics Summer School & Network for Memory Studies. I am currently serving as an official member of management committee for Turkey in the Cost Action Project: CA20105 - Slow Memory: Transformative Practices for Times of Uneven and Accelerating Change (2021-2025). I also serve as the Grant Writing Coordinator in the Action and work closely with the coordination and dissemination of short-term scientific missions which are exchange visits for researchers within their programme. My work and teaching have been greatly shaped by those invaluable professional and intellectually stimulating networks. Based on my experiences in the U. S, Europe, and Turkey, I am willing to continue and further these connections and public outreach at Albion College.

My detailed CV and other application materials are submitted through Interfolio.

With many thanks in advance for your consideration,

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