

## COURSE OUTLINE

### TOPICS OF THE LATE OTTOMAN AND CONTEMPORARY TURKISH HISTORY

#### 1. GENERAL

<b>SCHOOL</b>	CLASSICS AND HUMANITIES		
<b>DEPARTMENT/UPS</b>	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE – LEVEL 6		
<b>COURSE CODE</b>	XXXXX	<b>SEMESTER</b>	8 <sup>TH</sup>
<b>COURSE TITLE</b>	TOPICS OF THE LATE OTTOMAN AND CONTEMPORARY TURKISH HISTORY		
<b>TEACHING ACTIVITIES</b> <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>		<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>
		3	4
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	SCIENTIFIC AREA		
<b>PREREQUISITES:</b>	NO		
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	YES		
<b>COURSE URL:</b>	<a href="https://eclass.duth.gr/courses/XXXXXX/">https://eclass.duth.gr/courses/XXXXXX/</a>		

#### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b> <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>
<p>Upon successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> <li>• essentially understand the historical context of the late Ottoman and modern Turkish history, the period 19th-20th centuries, especially in terms of ideological, social and economic issues. The position of the Ottoman Empire and the modern Turkish state, in the wider region of the Balkans and the Near East, influenced significantly the historical developments of all the peoples in their peripheral geographical space. In this context, it is necessary to analyze the entire structure, from the way of living and organization of religious communities to that of the state power. As such, the subject is a vast field for research and discussion. The approach to all these issues is made through contemporary of that time sources, secondary literature and an attempt is made to understand the reality both in the urban and the provincial context.</li> <li>• perceive that the newly emerged Turkish state at the level of its organization and political structure, legislation, etc. was based significantly on the Western influence as well as on the legacy inherited by the Ottoman empire.</li> <li>• acquire knowledge, through the presentation of the thematic units, based mainly on the use of contemporary to that time sources and recent literature as well as through viewing of certain representative samples of the structure of power, production activities and transportation networks.</li> <li>• became acquainted with the most significant events, those considered as milestones in the Ottoman and modern Turkish history, but also of major issues that arose and concerned the being of the successor entities, as well as the ways that were dealt with on a case-by-case basis in social and economic policy, communal organization, religion, etc.</li> <li>• study typical samples of the main historical sources of the examined period.</li> <li>• be able to know, find and make use of the reference works on the late Ottoman and modern Turkish history.</li> </ul>

## General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information, ICT Use	Project design and management Equity and Inclusion
Adaptation to new situations	Respect for the natural environment
Decision making	Sustainability
Autonomous work	Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Teamwork	Critical thinking
Working in an international environment	Promoting free, creative and inductive reasoning
Working in an interdisciplinary environment	
Production of new research ideas	

- Adaptation to new situations,
- Autonomous work
- Working in an international environment
- Working in an interdisciplinary environment
- Respect for diversity and multiculturalism
- Practice of criticism and self-criticism
- Promoting free, creative and inductive reasoning

## 3. COURSE CONTENT

1. War or reforms? The New Order and the Tanzimat.
2. Ideological and political processes: Young Ottomans - Young Turks.
3. The Balkan Wars of 1912-1913.
4. World War I and Asia Minor War (1914-1922): an empire fades away and a new state emerges.
5. Abdülhamit II, the synonym of an era.
6. The Empire in the century of capitalism and globalization.
7. The reforms of Mustafa Kemal within the framework of the "Turkish Republic".
8. The management of minorities in the interwar period.
9. The position of Turkey in the Cold War world.
10. Extroversion: The Tanzimat reforms and the new literary genres.
11. Introversion: Turkish nationalism and national literature.
12. The Turkish historical novel: the mirror of a new society.
13. Modern Turkey: From the political novels to the Nobel Prize for Literature.

## 4. LEARNING & TEACHING METHODS - EVALUATION

<b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i>	<ul style="list-style-type: none"> <li>• Lectures</li> </ul>												
<b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	<p>Use of ICT in teaching and communication with students</p> <ul style="list-style-type: none"> <li>• PPT presentations</li> <li>• Teaching material, announcements and communication through the eClass platform</li> <li>• Student study of supplementary material related to course content</li> <li>• Communication with students via email</li> </ul>												
<b>TEACHING ORGANIZATION</b> <i>The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i>  <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Activity</th> <th style="text-align: center;">Workload/semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Essay</td> <td style="text-align: center;">50</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">27</td> </tr> <tr> <td>Written examination</td> <td style="text-align: center;">4</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: center;"><b>120</b></td> </tr> </tbody> </table>	Activity	Workload/semester	Lectures	39	Essay	50	Study and analysis of bibliography	27	Written examination	4	<b>Total</b>	<b>120</b>
Activity	Workload/semester												
Lectures	39												
Essay	50												
Study and analysis of bibliography	27												
Written examination	4												
<b>Total</b>	<b>120</b>												
<b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i>	Formative												

*Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others*

*Please indicate all relevant information about the course assessment and how students are informed*

Mid-term written examination: 15%

Essay (compulsory): 30%

Final written examination: 55%

## 5. SUGGESTED BIBLIOGRAPHY

- Erik J. Zürcher, Σύγχρονη ιστορία της Τουρκίας, μτφρ. Βαγγέλης Κεχριώτης, Αλεξάνδρεια, Αθήνα 2004.
- Deringil Selim, Η καλά προστατευόμενη επικράτεια, Ιδεολογία και νομιμοποίηση της εξουσίας στην Οθωμανική αυτοκρατορία (1876-1909), μετάφραση: Στέφανος Παπαγεωργίου, Αθήνα 2003.
- Νίκος Μούδουρος, Ο μετασηματισμός της Τουρκίας, Αλεξάνδρεια, Αθήνα 2012.
- Hamit Bozarslan, Ιστορία της Σύγχρονης Τουρκίας. Από την Επανάσταση των Νεοτούρκων μέχρι σήμερα, μτφρ. Μάρθα Οικονόμου, Σαββάλας, Αθήνα 2008.
- Reşat Kasaba, (ed.) The Cambridge History of Turkey. Vol. 4: Turkey in the Modern World (Cambridge: Cambridge University Press, 2008).
- Şevket Pamuk, Uneven Centuries: Turkey's Economic History since 1820 (Princeton: Princeton University Press, 2018).
- Caglar Keyder, State and Class in Turkey: A Study in Capitalist Development (Verso, 1987).
- Nathalie Clayer, Fabio Giomi and Emmanuel Szerek, *Kemalism: Transnational Politics in the Post-Ottoman World* (London: I.B. Tauris, 2019).
- Aron Rodrigue, "Reflections on Millets and Minorities: Ottoman Legacies," in *Turkey between Nationalism and Globalization*, edited by R. Kastoryano (London, 2013), pp. 36-46.
- Igor P. Lipovsky, *The Socialist Movement in Turkey, 1960-1980* (Leiden, 1992).

## ANNEX OF THE COURSE OUTLINE

### Alternative ways of examining a course in emergency situations

<b>Teacher (full name):</b>	I. MPAKIRTZIS
<b>Contact details:</b>	<a href="mailto:impakirt@he.duth.gr">impakirt@he.duth.gr</a>
<b>Supervisors: (1)</b>	YES
<b>Evaluation methods: (2)</b>	Mid-term written examination: 15% Essay (compulsory): 30% Final written examination: 55%
<b>Implementation Instructions: (3)</b>	The written exams (both mid-term and final) will be conducted via the eClass platform on a date and time that will be announced in advance. Students will be informed of the exam duration and content well ahead of the scheduled exam.  The assignment must be submitted through eClass by a specified deadline.

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

➤ *written assignment* or/and exercises

➤ written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and any other necessary information.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.