

COURSE OUTLINE

CONSERVATISM AND MODERNISM: ISSUES OF ORGANIZATION AND FUNCTIONING OF THE OSMANLI STATE IN THE 19TH CENTURY

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT/UPS	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6		
COURSE CODE	XXXXX	SEMESTER	8 TH
COURSE TITLE	CONSERVATISM AND MODERNISM: ISSUES OF ORGANIZATION AND FUNCTIONING OF THE OSMANLI STATE IN THE 19 TH CENTURY		
TEACHING ACTIVITIES <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>		TEACHING HOURS PER WEEK	ECTS CREDITS
		3	5
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	SCIENTIFIC AREA		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	HELLENIC		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:	https://eclass.duth.gr/courses/XXXXXX/		

2. LEARNING OUTCOMES

<p>Learning Outcomes <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i></p>
<p>After the successful completion of the course, students will have a more comprehensive understanding</p> <ul style="list-style-type: none"> • of the basic structural characteristics of the Osmanli state (organization, administration, institutions, etc.), during the later phase of its life, as well as its basic operating framework. • of the causes that resulted its decline as well as the reasons (internal and external) that compel the introduction of reforms. • of the most significant problems it faced during the period in question and the ways in which it tried to deal with them each time. • of the reasons that, ultimately, led to the collapse of the Osmanli edifice. • of the ideological evolutions observed within it. • of general notions related to the Osmanli world, such as "conservatism", "modernism", "reform", "reaction", "economic dependence", "external influence", "religion-centric political concept and operation", "ethnocentric perception and functioning", "otherness", "inter-communal relations", etc. • of the cause-effect relationship between the occurrence /sequence of historical events. <p>By developing their personal initiative, they will be able to research focused in specific directions (mainly the internet - reputable websites) in order to locate or cross-check information related to the content of what they were taught.</p> <p>They will be activated further in the direction of a critical, inductive, synthetic approach - thinking in relation to historical events, which will help in their better intake / perception and at the same time will limit the attitude for mechanical memorization.</p>
<p>General Skills <i>Name the desirable general skills upon successful completion of the module</i></p>

<p>Search, analysis and synthesis of data and information, ICT Use Adaptation to new situations Decision making Autonomous work Teamwork Working in an international environment Working in an interdisciplinary environment Production of new research ideas</p>	<p>Project design and management Equity and Inclusion Respect for the natural environment Sustainability Demonstration of social, professional and moral responsibility and sensitivity to gender issues Critical thinking Promoting free, creative and inductive reasoning</p>
<ul style="list-style-type: none"> • Search, analysis and synthesis of data and information, using the necessary technologies. • Individual and group work (collaboration). • Knowledge of the 'other' - understanding, respect of otherness and of multiculturalism. • Promotion of free, critical, creative and inductive thinking. 	

3. COURSE CONTENT

1	Conservatism and modernism.	Definition of notions - presence and representation in the Osmanli world - the basic problem: the conflict between the 'old' and the 'new' in the 19th century - the janissaries and the ulema - the 'endowment' of roles.
2	Decline and reform.	The heyday of the decline (causes and effects) and the need for reform - the potency of the provincial power and attempts to curtail it in favor of strengthening the role of the central state.
3	Authoritarian, functional transformation imposed from above and by the external pressure.	The phases of the Auspicious Reorganization (Tanzîmât-ı Hayriyye) - internal problems and external pressures - the almost continual difficult position of the Osmanli state - the European presence and influence - a result of the western reaction or of the Osmanli call.
4	The cycle - society of the 'Young Osmanlis'.	The ideological forefathers of the <i>Young Turks</i> : appearance, causes, aspirations, action and results. Emerging ideological currents, 'defensive' against the West and their influence.
5	The administrative organization of the state after Tanzîmât.	The 'transfer' of the exercise of power from palace to prime ministry (Sublime Port /Bâb-ı Âli) - outline of the central and provincial local administration.
6	Constitution - autocracy - bankruptcy and economic dependence.	Constitution - the reasons for the proclamation - the first 'colorful' Osmanli Parliament - House and Senate - roles and responsibilities - the wretched financial situation of the State - the bankruptcy and the imposition of the <i>Administration of Osmanli Public Debt Revenues</i> (Düyûn-ı Umûmiyye-i Osmânîyye Vâridât-ı Muhassasa Idâresi) - economic dependence.
7	The Army.	Organization of the army, its role and the involvement of the Osmanli in the wars - Crimean - Russian-Osmanli and Osmanli-Hellenic War.
8	The media and the new means of communication.	Press - telegraph - railway.
9	The <i>Young Turks</i> and their era.	From the emergence of the secret society to its survival during the period of unlawfulness, its existence outside the boundaries of the state, the military coup (or the so called 'revolution') and the political legitimization of their society.
10	The <i>Young Turks</i> and their era.	The imposition of the society (now also the party) of 'Union and Progress' on the political stage - the 'Triumvirate', and other political and intellectual figures of the period - the opposition.
11	Non-Muslim religious - ethnic communities.	The adventure of non-Muslim religious-ethnic communities - problems of equality - from the minimum

		of tolerance in cohabitation up to the tragic divorce.
12	The reforms in the context of the new Turkey.	The renewed clash between the old and the new - Atatürkism (Atatürkçülük) and the attempt to westernize Turkish society - the Kemalist reforms.
13	Recap	Discussion on the presented topics, questions-queries, thoughts, assessments and impressions.

4. LEARNING & TEACHING METHODS - EVALUATION

<p style="text-align: center;">TEACHING METHOD</p> <p style="text-align: center;"><i>Face to face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> • Class lectures • Distribution of additional (supplementary) teaching material, such as maps, sources, etc. to students. • Prompt to search for information in the library and in electronic information banks / libraries. 	
<p style="text-align: center;">USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)</p> <p style="text-align: center;"><i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Use of ICT in teaching and communication with students</p> <ul style="list-style-type: none"> • PPT presentations • Presentation of digitized visual material for a better understanding of the course content (maps, documents, photos, etc.). • Encouraging students to use their internet skills to search for online information through information banks / libraries - open sources. • Projection in the class of digitized information (sources) in the form of moving image (public domain videos), such as newsreel archive footages of historical and cultural significance, documentaries, etc., relevant to the teaching units of the course, group discussion and commentary. • Recommendation for watching certain movies relevant to the taught subject, free on the internet. Then group discussion and commentary. • Communication with students via email. 	
<p style="text-align: center;">TEACHING ORGANIZATION</p> <p><i>The ways and methods of teaching are described in detail.</i></p> <p><i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<p style="text-align: center;">Activity</p>	<p style="text-align: center;">Workload/semester</p>
	Lectures	39
	Essay	Optional - non-credit (presentation in the class by the student)
	Study and analysis of bibliography	107
	Written examination	4
	Total	150
<p style="text-align: center;">STUDENT EVALUATION</p> <p><i>Description of the evaluation process</i></p> <p><i>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</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p>Conclusive.</p> <p>Final written exam: 100%</p> <p>[for those who have written and presented an optional paper 10% bonus (1 unit) which is counted as long as their performance in the written exam is below grade 10].</p>	

5. SUGGESTED BIBLIOGRAPHY

In Hellenic language:

- Bozarslan Hamit, *Ιστορία της Σύγχρονης Τουρκίας*, εκδ. Σαββάλας, Αθήνα 2008.
- Lewis Bernard, *Η Ανάδυση της Σύγχρονης Τουρκίας*, τόμ. Α' & Β', εκδ. Παπαζήση, Αθήνα 2001 & 2002.
- Ortaylı İlber, *Ο πιο Μακρύς Αιώνας της Αυτοκρατορίας*, εκδ. Παπαζήση, Αθήνα 2004.
- Zürcher Erik J. *Σύγχρονη ιστορία της Τουρκίας*, εκδ. Αλεξάνδρεια, Αθήνα 2004 (recommended textbook).

In foreign language (English):

- Hanioglu M. [Mehmet] Sükrü, *A Brief History of the Late Ottoman Empire*, Princeton University Press, Princeton 2008.
- Palmer [Warwick] Alan, *The Decline and Fall of the Ottoman Empire*, Barnes & Noble books, New York 1994.
- Shaw Stanford J. - Shaw Ezel Kural, *History of the Ottoman Empire and Modern Turkey*, vol. 2, Cambridge University Press, New York 2002

(and those of the aforementioned books translated into Hellenic that are also available in English, for the Erasmus students).

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	I. Z. AKTSOGLOU
Contact details:	iaktsogl@bscc.duth.gr
Supervisors: (1)	YES WHEN REQUIRED
Evaluation methods: (2)	Final written examination: 100%
Implementation Instructions: (3)	<p>The written (final) exam, whenever required, takes place -as it did in the past, via eClass, at a date and time based on the exams schedule. Its duration and general content, as well as technical guidelines to students (access, download, storage, sending), are announced in a reasonable period of time before the day of the exam.</p> <p>The optional assignment (paper) is submitted via eClass on a specified date and is presented via the digital platform where the course takes place, by the student to the participants of the course.</p>

(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.