

Objectives of the Course

The objective of this course is to provide students with a comprehensive understanding of the political developments, national movements, and international influences that shaped East Turkestan during the first half of the 20th century. The course will cover key topics such as the rule of Yang Tseng-hsien, the proclamation of the East Turkestan Turkish-Islamic Republic, the growing influence of the Soviet Union, the policies of the Kuomintang, and the emergence of the East Turkestan Republic. Students are expected to gain insight into the background of national struggles, the leading figures of these movements, and the interactions between Turks, Tungans, and other groups in the region. Conducted in a face-to-face and question-answer format, the course encourages active student participation and promotes discussion of events within a cause-and-effect framework. By doing so, students will develop the ability to analyze the modern history of East Turkestan from a multidimensional perspective and critically evaluate the political dynamics of the era.

Course Contents

This course provides a comprehensive examination of the political, social, and cultural developments in East Turkestan during the first half of the 20th century. Beginning with the rule of Yang Tseng-hsien, the course covers the administration of Chin Shu-jen, the Kumul Rebellion, the invasions of Ma Chung-ying, and the rise of Turkic nationalism. The early sections also explore the conflicts between Turks and Tungans in Kashgar and Yarkand, the internal divisions among Turkic groups, and the collapse of Chinese authority in the region. Later topics include the proclamation and downfall of the East Turkestan Turkish-Islamic Republic, Soviet interventions, the Hui rule in Tunganistan, and the uprisings of 1937. Particular emphasis is placed on Sheng Shih-ts'ai's so-called "progressive" period, East Turkestan's increasing dependency on the Soviet Union, and Kuomintang policies toward the region. In the final weeks, the course examines the Kazakh uprising in Dzungaria, the birth of the East Turkestan Republic, its consolidation with Soviet support, the formation of a coalition government, the leadership of Mesut Sabri Baykozi, and the Pei-ta-shan Incident. The victory of the Chinese Communists, the decline of Soviet influence, and the suppression of the national movement in East Turkestan conclude the course. Conducted in a face-to-face and question-answer format, the course encourages active student participation, fostering discussion of events and actors within a cause-and-effect framework. This approach enables students to develop a multidimensional understanding of East Turkestan's modern history and political dynamics.

Recommended or Required Reading

Within the scope of this course, the following books, articles and academic resources are recommended to support the topics of the course and to provide a broader perspective: Andrew D. W. Forbes - Warlords in East Turkistan: Political History of East Turkistan between 1911-1949 Mehmet Emin Buğra - East Turkistan History, Geography and Current Situation Amaç Karahoca - East Turkestan - Chinese Detention Baymirza Hayit - Turkestan Between Russia and China Abdülkadir Varoğlu - East Turkistan and Uyghur Turks: Past, Present and Future

Planned Learning Activities and Teaching Methods

This course is designed to examine the political, social, and cultural developments of East Turkistan in the 20th century within their historical context, enabling students to analyze events through cause-and-effect relationships. The lectures follow a chronological framework, addressing key political figures, uprisings, external interventions, and social transformations in a comprehensive manner. The course is primarily conducted through lectures, while question-and-answer sessions are consistently integrated to ensure active student participation. During the lectures, the instructor poses guiding questions to encourage critical thinking and foster classroom discussions. This method not only helps students acquire knowledge but also enables them to assess and interpret it analytically. Students are expected to take their own notes during the sessions and actively contribute to discussions. Multiple perspectives are encouraged, and alternative interpretations of historical events are highlighted. This interactive approach aims to move beyond memorization, helping students to critically engage with historical developments and form their own independent analyses.

Recommended Optional Programme Components

For the effective conduct of this course, students are advised to attend classes regularly and carefully follow the topics discussed. Since the course content is presented in chronological order, it is important to recognize that each week builds upon the knowledge acquired in the previous sessions. Therefore, students are expected to review their notes regularly to grasp the overall continuity of historical developments. The teaching process is based on questions posed by the instructor, with active student participation strongly encouraged. Students are therefore expected not only to listen but also to engage in discussions, share their opinions, and respond to the questions raised during the lectures. Developing comparative thinking skills is also essential, as it allows students to evaluate political and social events from multiple perspectives. Students are encouraged to consult academic sources, historical documents, and periodicals relevant to the course content to deepen their understanding. By doing so, they will not only acquire factual knowledge but also critically assess these developments within their broader historical context, thereby gaining a more comprehensive perspective on the subject matter.

Instructor's Assistants

No helpers are available.

Presentation Of Course

Face-to-Face Education

Dersi Veren Öğretim Elemanları

Assoc. Prof. Dr. Tekin Tuncer

Program Outcomes

1. Understanding Political Developments in East Turkestan: Students will be able to evaluate the political transformations in East Turkestan from the early 20th century until the rise of the Chinese Communists, analyzing the impact of different administrations on the local population.
2. Evaluating Leaders and Resistance Movements: Through the study of figures such as Yang Tseng-hsien, Ma Chung-ying, and Mesut Sabri Baykozi, students will critically assess the leaders of independence movements in the region, their strategies, and the reasons behind their successes and failures.
3. Comparative Analysis of Soviet and Chinese Policies: Students will be able to comparatively analyze the influence of Soviet and Kuomintang policies in East Turkestan and discuss their impact on local movements.
4. Examining National Identity and Social Movements: Students will evaluate the processes of national identity formation and social resistance through events such as the Kumul Rebellion, the proclamation of the Turkic-Islamic Republic, and the uprisings in Southern East Turkestan.
5. Connecting Historical Sources and Events: Using historical documents, academic studies, and oral accounts discussed in class, students will establish cause-effect relationships between events and interpret the history of the region from a multidimensional perspective.

Weekly Contents

Order	PreparationInfo	Laboratory TeachingMethods	Theoretical	Practise
1	<p>This week, the following topics will be covered: 1. The Rise of Yang Tseng-hsien 2. The Continuation of Yang Tseng-hsien's Rule To prepare for the topic, selected sections from the following sources should be read: Andrew D. W. Forbes - Warlords in East Turkistan: Political History of East Turkistan between 1911-1949 Mehmet Emin Buğra - East Turkistan History, Geography and Current Situation Amaç Karahoca - East Turkestan - Chinese Detention Baymirza Hayit - Turkestan Between Russia and China Abdülkadir Varoğlu - East Turkistan and Uyghur Turks: Past, Present and Future Students are expected to read the relevant sections of these selected sources, take notes on the main ideas, and be prepared to participate in class discussions.</p>	<p>Courses will be conducted face-to-face, and students are expected to participate actively in the process. The teaching method is based on the following core components: 1. Interactive Instruction In the courses, not only knowledge transfer but also discussion-based teaching methods will be applied. Students will be given the opportunity to reflect on topics, conduct analysis, and express their own opinions. The instructor will provide explanatory answers to students' questions and, when necessary, create a discussion environment. 2. Historical and Critical Analysis While addressing the topics, students will be expected to evaluate the causes and consequences of events. They will also be encouraged to compare perspectives from different sources and establish cause-and-effect relationships. 3. Active Student Participation Students will take an active role in the learning process by asking questions, sharing opinions, and engaging in discussions throughout the course. They will be provided with opportunities to interpret texts, make inferences, and develop their own analyses. Students are expected to read the recommended sources before class, take notes, and use these notes to contribute to the lessons. 4. Practical Examples and Case Studies In certain parts of the courses, topics will be examined through case study methods. Students will be asked to evaluate and interpret the studied processes and events from their own perspectives. 5. Discussion and Question-Answer At the end of each class, students will be encouraged to ask questions and provide comments actively; in this way, the topics will be assessed from multiple perspectives.</p>	<p>1. The Rise of Yang Tseng-hsien 2. The Continuation of Yang Tseng-hsien's Rule</p>	

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2	<p>This week, the following topics will be covered: 1. The Situation in Southern East Turkestan 2. The Economy of East Turkestan during Yang Tseng-hsien's Administration 3. The Assassination of Yang Tseng-hsien To prepare for the topic, selected sections from the following sources should be read: Andrew D. W. Forbes - Warlords in East Turkistan: Political History of East Turkistan between 1911-1949 Mehmet Emin Buğra - East Turkistan History, Geography and Current Situation Amaç Karahoca - East Turkestan - Chinese Detention Baymirza Hayit - Turkestan Between Russia and China Abdülkadir Varoğlu - East Turkistan and Uyghur Turks: Past, Present and Future Students are expected to read the relevant sections of these selected sources, take notes on the main ideas, and be prepared to participate in class discussions.</p>	<p>Courses will be conducted face-to-face, and students are expected to participate actively in the process. The teaching method is based on the following core components: 1. Interactive Instruction In the courses, not only knowledge transfer but also discussion-based teaching methods will be applied. Students will be given the opportunity to reflect on topics, conduct analysis, and express their own opinions. The instructor will provide explanatory answers to students' questions and, when necessary, create a discussion environment. 2. Historical and Critical Analysis While addressing the topics, students will be expected to evaluate the causes and consequences of events. They will also be encouraged to compare perspectives from different sources and establish cause-and-effect relationships. 3. Active Student Participation Students will take an active role in the learning process by asking questions, sharing opinions, and engaging in discussions throughout the course. They will be provided with opportunities to interpret texts, make inferences, and develop their own analyses. Students are expected to read the recommended sources before class, take notes, and use these notes to contribute to the lessons. 4. Practical Examples and Case Studies In certain parts of the courses, topics will be examined through case study methods. Students will be asked to evaluate and interpret the studied processes and events from their own perspectives. 5. Discussion and Question-Answer At the end of each class, students will be encouraged to ask questions and provide comments actively; in this way, the topics will be assessed from multiple perspectives.</p>	<p>1. The Situation in Southern East Turkestan 2. The Economy of East Turkestan during Yang Tseng-hsien's Administration 3. The Assassination of Yang Tseng-hsien</p>	

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3	<p>This week, the following topics will be covered: 1. The Administration of Chin Shu-jen 2. The Annexation of the Kumul Khanate 3. The Kumul Rebellion To prepare for the topic, selected sections from the following sources should be read: Andrew D. W. Forbes - Warlords in East Turkistan: Political History of East Turkistan between 1911-1949 Mehmet Emin Buğra - East Turkistan History, Geography and Current Situation Amaç Karahoca - East Turkestan - Chinese Detention Baymirza Hayit - Turkestan Between Russia and China Abdülkadir Varoğlu - East Turkistan and Uyghur Turks: Past, Present and Future Students are expected to read the relevant sections of these selected sources, take notes on the main ideas, and be prepared to participate in class discussions.</p>	<p>Courses will be conducted face-to-face, and students are expected to participate actively in the process. The teaching method is based on the following core components: 1. Interactive Instruction In the courses, not only knowledge transfer but also discussion-based teaching methods will be applied. Students will be given the opportunity to reflect on topics, conduct analysis, and express their own opinions. The instructor will provide explanatory answers to students' questions and, when necessary, create a discussion environment. 2. Historical and Critical Analysis While addressing the topics, students will be expected to evaluate the causes and consequences of events. They will also be encouraged to compare perspectives from different sources and establish cause-and-effect relationships. 3. Active Student Participation Students will take an active role in the learning process by asking questions, sharing opinions, and engaging in discussions throughout the course. They will be provided with opportunities to interpret texts, make inferences, and develop their own analyses. Students are expected to read the recommended sources before class, take notes, and use these notes to contribute to the lessons. 4. Practical Examples and Case Studies In certain parts of the courses, topics will be examined through case study methods. Students will be asked to evaluate and interpret the studied processes and events from their own perspectives. 5. Discussion and Question-Answer At the end of each class, students will be encouraged to ask questions and provide comments actively; in this way, the topics will be assessed from multiple perspectives.</p>	<p>1. The Administration of Chin Shu-jen 2. The Annexation of the Kumul Khanate 3. The Kumul Rebellion</p>	

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4	<p>This week, the following topics will be covered: 1. Ma Chung-ying's Intervention in East Turkestan 2. Ma Chung-ying's First Invasion To prepare for the topic, selected sections from the following sources should be read: Andrew D. W. Forbes - Warlords in East Turkistan: Political History of East Turkistan between 1911-1949 Mehmet Emin Buğra - East Turkistan History, Geography and Current Situation Amaç Karahoca - East Turkestan - Chinese Detention Baymirza Hayit - Turkestan Between Russia and China Abdülkadir Varoğlu - East Turkistan and Uyghur Turks: Past, Present and Future Students are expected to read the relevant sections of these selected sources, take notes on the main ideas, and be prepared to participate in class discussions.</p>	<p>Courses will be conducted face-to-face, and students are expected to participate actively in the process. The teaching method is based on the following core components: 1. Interactive Instruction In the courses, not only knowledge transfer but also discussion-based teaching methods will be applied. Students will be given the opportunity to reflect on topics, conduct analysis, and express their own opinions. The instructor will provide explanatory answers to students' questions and, when necessary, create a discussion environment. 2. Historical and Critical Analysis While addressing the topics, students will be expected to evaluate the causes and consequences of events. They will also be encouraged to compare perspectives from different sources and establish cause-and-effect relationships. 3. Active Student Participation Students will take an active role in the learning process by asking questions, sharing opinions, and engaging in discussions throughout the course. They will be provided with opportunities to interpret texts, make inferences, and develop their own analyses. Students are expected to read the recommended sources before class, take notes, and use these notes to contribute to the lessons. 4. Practical Examples and Case Studies In certain parts of the courses, topics will be examined through case study methods. Students will be asked to evaluate and interpret the studied processes and events from their own perspectives. 5. Discussion and Question-Answer At the end of each class, students will be encouraged to ask questions and provide comments actively; in this way, the topics will be assessed from multiple perspectives.</p>	<p>1. Ma Chung-ying's Intervention in East Turkestan 2. Ma Chung-ying's First Invasion</p>	

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5	<p>This week, the following topics will be covered: 1. The Rise of Turkish Nationalism in the Southern Regions of East Turkestan 2. The Uprising of the People in Southern East Turkestan and the Collapse of Chinese Rule To prepare for the topic, selected sections from the following sources should be read: Andrew D. W. Forbes - Warlords in East Turkistan: Political History of East Turkistan between 1911-1949 Mehmet Emin Buğra - East Turkistan History, Geography and Current Situation Amaç Karahoca - East Turkestan - Chinese Detention Baymirza Hayit - Turkestan Between Russia and China Abdülkadir Varoğlu - East Turkistan and Uyghur Turks: Past, Present and Future Students are expected to read the relevant sections of these selected sources, take notes on the main ideas, and be prepared to participate in class discussions.</p>	<p>Courses will be conducted face-to-face, and students are expected to participate actively in the process. The teaching method is based on the following core components: 1. Interactive Instruction In the courses, not only knowledge transfer but also discussion-based teaching methods will be applied. Students will be given the opportunity to reflect on topics, conduct analysis, and express their own opinions. The instructor will provide explanatory answers to students' questions and, when necessary, create a discussion environment. 2. Historical and Critical Analysis While addressing the topics, students will be expected to evaluate the causes and consequences of events. They will also be encouraged to compare perspectives from different sources and establish cause-and-effect relationships. 3. Active Student Participation Students will take an active role in the learning process by asking questions, sharing opinions, and engaging in discussions throughout the course. They will be provided with opportunities to interpret texts, make inferences, and develop their own analyses. Students are expected to read the recommended sources before class, take notes, and use these notes to contribute to the lessons. 4. Practical Examples and Case Studies In certain parts of the courses, topics will be examined through case study methods. Students will be asked to evaluate and interpret the studied processes and events from their own perspectives. 5. Discussion and Question-Answer At the end of each class, students will be encouraged to ask questions and provide comments actively; in this way, the topics will be assessed from multiple perspectives.</p>	<p>1. The Rise of Turkish Nationalism in the Southern Regions of East Turkestan 2. The Uprising of the People in Southern East Turkestan and the Collapse of Chinese Rule</p>	

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6	<p>This week, the following topics will be covered: 1. The Struggle Between the Turks and Tungans in Kashgar and Yarkand 2. The Factionalism Among Turks in Kashgar and Yarkand To prepare for the topic, selected sections from the following sources should be read: Andrew D. W. Forbes - Warlords in East Turkistan: Political History of East Turkistan between 1911-1949 Mehmet Emin Buğra - East Turkistan History, Geography and Current Situation Amaç Karahoca - East Turkestan - Chinese Detention Baymirza Hayit - Turkestan Between Russia and China Abdülkadir Varoğlu - East Turkistan and Uyghur Turks: Past, Present and Future Students are expected to read the relevant sections of these selected sources, take notes on the main ideas, and be prepared to participate in class discussions.</p>	<p>Courses will be conducted face-to-face, and students are expected to participate actively in the process. The teaching method is based on the following core components: 1. Interactive Instruction In the courses, not only knowledge transfer but also discussion-based teaching methods will be applied. Students will be given the opportunity to reflect on topics, conduct analysis, and express their own opinions. The instructor will provide explanatory answers to students' questions and, when necessary, create a discussion environment. 2. Historical and Critical Analysis While addressing the topics, students will be expected to evaluate the causes and consequences of events. They will also be encouraged to compare perspectives from different sources and establish cause-and-effect relationships. 3. Active Student Participation Students will take an active role in the learning process by asking questions, sharing opinions, and engaging in discussions throughout the course. They will be provided with opportunities to interpret texts, make inferences, and develop their own analyses. Students are expected to read the recommended sources before class, take notes, and use these notes to contribute to the lessons. 4. Practical Examples and Case Studies In certain parts of the courses, topics will be examined through case study methods. Students will be asked to evaluate and interpret the studied processes and events from their own perspectives. 5. Discussion and Question-Answer At the end of each class, students will be encouraged to ask questions and provide comments actively; in this way, the topics will be assessed from multiple perspectives.</p>	<p>1. The Struggle Between the Turks and Tungans in Kashgar and Yarkand 2. The Factionalism Among Turks in Kashgar and Yarkand</p>	

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7	<p>This week, the following topics will be covered: 1. Ma Shih-ming's Attack on Urumqi and the Overthrow of Chin Shu-jen 2. Ma Chung-ying's Second Invasion</p> <p>To prepare for the topic, selected sections from the following sources should be read: Andrew D. W. Forbes - Warlords in East Turkistan: Political History of East Turkistan between 1911-1949 Mehmet Emin Buğra - East Turkistan History, Geography and Current Situation Amaç Karahoca - East Turkestan - Chinese Detention Baymirza Hayit - Turkestan Between Russia and China Abdülkadir Varoğlu - East Turkistan and Uyghur Turks: Past, Present and Future</p> <p>Students are expected to read the relevant sections of these selected sources, take notes on the main ideas, and be prepared to participate in class discussions.</p>	<p>Courses will be conducted face-to-face, and students are expected to participate actively in the process. The teaching method is based on the following core components:</p> <ol style="list-style-type: none"> 1. Interactive Instruction In the courses, not only knowledge transfer but also discussion-based teaching methods will be applied. Students will be given the opportunity to reflect on topics, conduct analysis, and express their own opinions. The instructor will provide explanatory answers to students' questions and, when necessary, create a discussion environment. 2. Historical and Critical Analysis While addressing the topics, students will be expected to evaluate the causes and consequences of events. They will also be encouraged to compare perspectives from different sources and establish cause-and-effect relationships. 3. Active Student Participation Students will take an active role in the learning process by asking questions, sharing opinions, and engaging in discussions throughout the course. They will be provided with opportunities to interpret texts, make inferences, and develop their own analyses. Students are expected to read the recommended sources before class, take notes, and use these notes to contribute to the lessons. 4. Practical Examples and Case Studies In certain parts of the courses, topics will be examined through case study methods. Students will be asked to evaluate and interpret the studied processes and events from their own perspectives. 5. Discussion and Question-Answer At the end of each class, students will be encouraged to ask questions and provide comments actively; in this way, the topics will be assessed from multiple perspectives. 	<p>1. Ma Shih-ming's Attack on Urumqi and the Overthrow of Chin Shu-jen 2. Ma Chung-ying's Second Invasion</p>	
8			Midterm Exam	

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9	<p>This week, the following topics will be covered: 1. The Proclamation of the East Turkestan Turkish-Islamic Republic 2. The Soviet Union's Intervention in Favor of Sheng Shih-ts'ai 3. The Collapse of the East Turkestan Turkish-Islamic Republic and Ma Chung-ying's Escape</p> <p>To prepare for the topic, selected sections from the following sources should be read: Andrew D. W. Forbes - Warlords in East Turkistan: Political History of East Turkistan between 1911-1949 Mehmet Emin Buğra - East Turkistan History, Geography and Current Situation Amaç Karahoca - East Turkestan - Chinese Detention Baymirza Hayit - Turkestan Between Russia and China Abdülkadir Varoğlu - East Turkistan and Uyghur Turks: Past, Present and Future</p> <p>Students are expected to read the relevant sections of these selected sources, take notes on the main ideas, and be prepared to participate in class discussions.</p>	<p>Courses will be conducted face-to-face, and students are expected to participate actively in the process. The teaching method is based on the following core components:</p> <ol style="list-style-type: none"> 1. Interactive Instruction In the courses, not only knowledge transfer but also discussion-based teaching methods will be applied. Students will be given the opportunity to reflect on topics, conduct analysis, and express their own opinions. The instructor will provide explanatory answers to students' questions and, when necessary, create a discussion environment. 2. Historical and Critical Analysis While addressing the topics, students will be expected to evaluate the causes and consequences of events. They will also be encouraged to compare perspectives from different sources and establish cause-and-effect relationships. 3. Active Student Participation Students will take an active role in the learning process by asking questions, sharing opinions, and engaging in discussions throughout the course. They will be provided with opportunities to interpret texts, make inferences, and develop their own analyses. Students are expected to read the recommended sources before class, take notes, and use these notes to contribute to the lessons. 4. Practical Examples and Case Studies In certain parts of the courses, topics will be examined through case study methods. Students will be asked to evaluate and interpret the studied processes and events from their own perspectives. 5. Discussion and Question-Answer At the end of each class, students will be encouraged to ask questions and provide comments actively; in this way, the topics will be assessed from multiple perspectives. 	<ol style="list-style-type: none"> 1. The Proclamation of the East Turkestan Turkish-Islamic Republic 2. The Soviet Union's Intervention in Favor of Sheng Shih-ts'ai 3. The Collapse of the East Turkestan Turkish-Islamic Republic and Ma Chung-ying's Escape 	

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11	<p>This week, the following topics will be covered: 1. East Turkestan Becoming a Soviet Satellite (1937-42) 2. The Situation of the People of East Turkestan During Sheng Shih-ts'ai's "Progressive" Era 3. 1942-44: The Decline of Sheng Shih-ts'ai's Rule and the Rise of Kuomintang Authority To prepare for the topic, selected sections from the following sources should be read: Andrew D. W. Forbes - Warlords in East Turkistan: Political History of East Turkistan between 1911-1949 Mehmet Emin Buğra - East Turkistan History, Geography and Current Situation Amaç Karahoca - East Turkestan - Chinese Detention Baymirza Hayit - Turkestan Between Russia and China Abdülkadir Varoğlu - East Turkistan and Uyghur Turks: Past, Present and Future Students are expected to read the relevant sections of these selected sources, take notes on the main ideas, and be prepared to participate in class discussions.</p>	<p>Courses will be conducted face-to-face, and students are expected to participate actively in the process. The teaching method is based on the following core components: 1. Interactive Instruction In the courses, not only knowledge transfer but also discussion-based teaching methods will be applied. Students will be given the opportunity to reflect on topics, conduct analysis, and express their own opinions. The instructor will provide explanatory answers to students' questions and, when necessary, create a discussion environment. 2. Historical and Critical Analysis While addressing the topics, students will be expected to evaluate the causes and consequences of events. They will also be encouraged to compare perspectives from different sources and establish cause-and-effect relationships. 3. Active Student Participation Students will take an active role in the learning process by asking questions, sharing opinions, and engaging in discussions throughout the course. They will be provided with opportunities to interpret texts, make inferences, and develop their own analyses. Students are expected to read the recommended sources before class, take notes, and use these notes to contribute to the lessons. 4. Practical Examples and Case Studies In certain parts of the courses, topics will be examined through case study methods. Students will be asked to evaluate and interpret the studied processes and events from their own perspectives. 5. Discussion and Question-Answer At the end of each class, students will be encouraged to ask questions and provide comments actively; in this way, the topics will be assessed from multiple perspectives.</p>	<p>1. East Turkestan Becoming a Soviet Satellite (1937-42) 2. The Situation of the People of East Turkestan During Sheng Shih-ts'ai's "Progressive" Era 3. 1942-44: The Decline of Sheng Shih-ts'ai's Rule and the Rise of Kuomintang Authority</p>	

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12	<p>This week, the following topics will be covered: 1. Kuomintang Policy in East Turkestan (1942–45) To prepare for the topic, selected sections from the following sources should be read: Andrew D. W. Forbes - Warlords in East Turkistan: Political History of East Turkistan between 1911-1949 Mehmet Emin Buğra - East Turkistan History, Geography and Current Situation Amaç Karahoca - East Turkestan - Chinese Detention Baymirza Hayit - Turkestan Between Russia and China Abdülkadir Varoğlu - East Turkistan and Uyghur Turks: Past, Present and Future Students are expected to read the relevant sections of these selected sources, take notes on the main ideas, and be prepared to participate in class discussions.</p>	<p>Courses will be conducted face-to-face, and students are expected to participate actively in the process. The teaching method is based on the following core components: 1. Interactive Instruction In the courses, not only knowledge transfer but also discussion-based teaching methods will be applied. Students will be given the opportunity to reflect on topics, conduct analysis, and express their own opinions. The instructor will provide explanatory answers to students' questions and, when necessary, create a discussion environment. 2. Historical and Critical Analysis While addressing the topics, students will be expected to evaluate the causes and consequences of events. They will also be encouraged to compare perspectives from different sources and establish cause-and-effect relationships. 3. Active Student Participation Students will take an active role in the learning process by asking questions, sharing opinions, and engaging in discussions throughout the course. They will be provided with opportunities to interpret texts, make inferences, and develop their own analyses. Students are expected to read the recommended sources before class, take notes, and use these notes to contribute to the lessons. 4. Practical Examples and Case Studies In certain parts of the courses, topics will be examined through case study methods. Students will be asked to evaluate and interpret the studied processes and events from their own perspectives. 5. Discussion and Question-Answer At the end of each class, students will be encouraged to ask questions and provide comments actively; in this way, the topics will be assessed from multiple perspectives.</p>	1. Kuomintang Policy in East Turkestan (1942–45)	
13	<p>This week, the following topics will be covered: 1. The Kazakh Revolt in Dzungaria and the Birth of the East Turkestan Republic To prepare for the topic, selected sections from the following sources should be read: Andrew D. W. Forbes - Warlords in East Turkistan: Political History of East Turkistan between 1911-1949 Mehmet Emin Buğra - East Turkistan History, Geography and Current Situation Amaç Karahoca - East Turkestan - Chinese Detention Baymirza Hayit - Turkestan Between Russia and China Abdülkadir Varoğlu - East Turkistan and Uyghur Turks: Past, Present and Future Students are expected to read the relevant sections of these selected sources, take notes on the main ideas, and be prepared to participate in class discussions.</p>	<p>Courses will be conducted face-to-face, and students are expected to participate actively in the process. The teaching method is based on the following core components: 1. Interactive Instruction In the courses, not only knowledge transfer but also discussion-based teaching methods will be applied. Students will be given the opportunity to reflect on topics, conduct analysis, and express their own opinions. The instructor will provide explanatory answers to students' questions and, when necessary, create a discussion environment. 2. Historical and Critical Analysis While addressing the topics, students will be expected to evaluate the causes and consequences of events. They will also be encouraged to compare perspectives from different sources and establish cause-and-effect relationships. 3. Active Student Participation Students will take an active role in the learning process by asking questions, sharing opinions, and engaging in discussions throughout the course. They will be provided with opportunities to interpret texts, make inferences, and develop their own analyses. Students are expected to read the recommended sources before class, take notes, and use these notes to contribute to the lessons. 4. Practical Examples and Case Studies In certain parts of the courses, topics will be examined through case study methods. Students will be asked to evaluate and interpret the studied processes and events from their own perspectives. 5. Discussion and Question-Answer At the end of each class, students will be encouraged to ask questions and provide comments actively; in this way, the topics will be assessed from multiple perspectives.</p>	1. The Kazakh Revolt in Dzungaria and the Birth of the East Turkestan Republic	

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14	<p>This week, the following topics will be covered: 1. The Soviet Union and the Consolidation of the East Turkestan Republic 2. The Military Development of the East Turkestan Republic and the Soviet Union 3. The Signing of the 1946 Armistice Between the East Turkestan Republic and the Kuomintang Administration, and the Soviet Union To prepare for the topic, selected sections from the following sources should be read: Andrew D. W. Forbes - Warlords in East Turkistan: Political History of East Turkistan between 1911-1949 Mehmet Emin Buğra - East Turkistan History, Geography and Current Situation Amaç Karahoca - East Turkestan - Chinese Detention Baymirza Hayit - Turkestan Between Russia and China Abdülkadir Varoğlu - East Turkistan and Uyghur Turks: Past, Present and Future Students are expected to read the relevant sections of these selected sources, take notes on the main ideas, and be prepared to participate in class discussions.</p>	<p>Courses will be conducted face-to-face, and students are expected to participate actively in the process. The teaching method is based on the following core components: 1. Interactive Instruction In the courses, not only knowledge transfer but also discussion-based teaching methods will be applied. Students will be given the opportunity to reflect on topics, conduct analysis, and express their own opinions. The instructor will provide explanatory answers to students' questions and, when necessary, create a discussion environment. 2. Historical and Critical Analysis While addressing the topics, students will be expected to evaluate the causes and consequences of events. They will also be encouraged to compare perspectives from different sources and establish cause-and-effect relationships. 3. Active Student Participation Students will take an active role in the learning process by asking questions, sharing opinions, and engaging in discussions throughout the course. They will be provided with opportunities to interpret texts, make inferences, and develop their own analyses. Students are expected to read the recommended sources before class, take notes, and use these notes to contribute to the lessons. 4. Practical Examples and Case Studies In certain parts of the courses, topics will be examined through case study methods. Students will be asked to evaluate and interpret the studied processes and events from their own perspectives. 5. Discussion and Question-Answer At the end of each class, students will be encouraged to ask questions and provide comments actively; in this way, the topics will be assessed from multiple perspectives.</p>	<p>1. The Soviet Union and the Consolidation of the East Turkestan Republic 2. The Military Development of the East Turkestan Republic and the Soviet Union 3. The Signing of the 1946 Armistice Between the East Turkestan Republic and the Kuomintang Administration, and the Soviet Union</p>	
15	<p>This week, the following topics will be covered: 1. The Establishment of a Coalition Government, and Conflicts Among the Turks in Altay and Southern Regions 2. The Administration of Mesut Sabri Baykozi and the Baytik Bogdo (Chinese: Pei-ta-shan) Incident 3. The Victory of the Chinese Communists 4. The Restriction of the National Movement and the Decline of Soviet Influence To prepare for the topic, selected sections from the following sources should be read: Andrew D. W. Forbes - Warlords in East Turkistan: Political History of East Turkistan between 1911-1949 Mehmet Emin Buğra - East Turkistan History, Geography and Current Situation Amaç Karahoca - East Turkestan - Chinese Detention Baymirza Hayit - Turkestan Between Russia and China Abdülkadir Varoğlu - East Turkistan and Uyghur Turks: Past, Present and Future Students are expected to read the relevant sections of these selected sources, take notes on the main ideas, and be prepared to participate in class discussions.</p>	<p>Courses will be conducted face-to-face, and students are expected to participate actively in the process. The teaching method is based on the following core components: 1. Interactive Instruction In the courses, not only knowledge transfer but also discussion-based teaching methods will be applied. Students will be given the opportunity to reflect on topics, conduct analysis, and express their own opinions. The instructor will provide explanatory answers to students' questions and, when necessary, create a discussion environment. 2. Historical and Critical Analysis While addressing the topics, students will be expected to evaluate the causes and consequences of events. They will also be encouraged to compare perspectives from different sources and establish cause-and-effect relationships. 3. Active Student Participation Students will take an active role in the learning process by asking questions, sharing opinions, and engaging in discussions throughout the course. They will be provided with opportunities to interpret texts, make inferences, and develop their own analyses. Students are expected to read the recommended sources before class, take notes, and use these notes to contribute to the lessons. 4. Practical Examples and Case Studies In certain parts of the courses, topics will be examined through case study methods. Students will be asked to evaluate and interpret the studied processes and events from their own perspectives. 5. Discussion and Question-Answer At the end of each class, students will be encouraged to ask questions and provide comments actively; in this way, the topics will be assessed from multiple perspectives.</p>	<p>1. The Establishment of a Coalition Government, and Conflicts Among the Turks in Altay and Southern Regions 2. The Administration of Mesut Sabri Baykozi and the Baytik Bogdo (Chinese: Pei-ta-shan) Incident 3. The Victory of the Chinese Communists 4. The Restriction of the National Movement and the Decline of Soviet Influence</p>	

Workload

Activities	Number	PLEASE SELECT TWO DISTINCT LANGUAGES
Vize	1	1,00
Final	1	1,00
Ders Öncesi Bireysel Çalışma	14	2,00
Ders Sonrası Bireysel Çalışma	14	2,00
Ara Sınav Hazırlık	14	3,00
Derse Katılım	14	3,00
Final Sınavı Hazırlık	14	2,00

Assesments

Activities	Weight (%)
Ara Sınav (Bütünlemede Kullanılan)	40,00
Final	60,00

	P.O. 1	P.O. 2	P.O. 3	P.O. 4	P.O. 5	P.O. 6	P.O. 7	P.O. 8	P.O. 9	P.O. 10	P.O. 11	P.O. 12	P.O. 13
L.O. 1													
L.O. 2													
L.O. 3													
L.O. 4													
L.O. 5													

Table :

P.O. 1 :	Tarihe ait olay ve olguları uzmanlık düzeyinde bilimsel yöntem ve teknikler yardımıyla kavramsallaştırabilir.
P.O. 2 :	Araştırma süreçlerinde disiplinler arası yaklaşımları kullanabilir.
P.O. 3 :	Edindiği uzmanlık düzeyindeki bilgileri tanımlayabilir, eleştirel bir yaklaşımla değerlendirebilir ve analiz edebilir.
P.O. 4 :	Tarihsel verilere ulaşabilir, yorumlar, güvenilirliğini ve geçerliliğini değerlendirebilir.
P.O. 5 :	Çalışmalarında ulusal ve evrensel değerleri kullanabilir.
P.O. 6 :	Tarih alanındaki bir konuya uygun materyal geliştirebilir.
P.O. 7 :	Yaşam boyu öğrenme süreçlerini geliştirebilir.
P.O. 8 :	Sorumluluğu altındaki birey veya grupların öğrenme süreçlerini yönlendirebilir.
P.O. 9 :	Sosyal sorumluluk bilinciyle mesleki proje ve etkinlikleri uzmanlık düzeyinde planlayabilir ve uygulayabilir.
P.O. 10 :	Tarih alanının gerektirdiği yabancı dili Avrupa Dil Portföyü B2 Genel düzeyinde kullanarak sözlü ve yazılı iletişim kurabilir.
P.O. 11 :	Bilişim ve iletişim teknolojilerini kullanabilir ve bu alandaki gelişmeleri takip ederek kendini yenileyebilir.
P.O. 12 :	Demokrasi, insan hakları, bilimsel ve mesleki değerlere uygun ahlaki davranış kalıpları geliştirebilir.
P.O. 13 :	Bu programdan edindiği donanımla doktora programını sürdürebilir.
L.O. 1 :	Doğu Türkistan'daki Siyasal Gelişmeleri Anlama: Öğrenciler, 20. yüzyıl başından Çin Komünistlerinin iktidara gelişine kadar Doğu Türkistan'da yaşanan siyasal dönüşümleri kronolojik bağlamda değerlendirebilecek, farklı yönetimlerin bölge halkı üzerindeki etkilerini analiz edebilecektir.
L.O. 2 :	Liderler ve Direniş Hareketlerini Değerlendirme: Ders süresince incelenen Yang Tseng-hsien, Ma Chung-ying ve Mesut Sabri Baykozi gibi aktörler üzerinden öğrenciler, bölgedeki bağımsızlık mücadelelerinin liderlerini, stratejilerini ve başarı/başarısızlık nedenlerini eleştirel bir bakış açısıyla değerlendirebilecektir.
L.O. 3 :	Sovyetler Birliği ve Çin Politikalarını Karşılaştırmalı Olarak Analiz Etme: Öğrenciler, Sovyetler Birliği ve Kuomintang yönetimlerinin Doğu Türkistan'daki nüfuz politikalarını karşılaştırmalı bir şekilde inceleyebilecek, bu güçlerin yerel hareketler üzerindeki etkilerini tartışabilecektir.
L.O. 4 :	Milli Kimlik ve Toplumsal Hareketleri Çözümleme: Öğrenciler, Kumul İhtilali, Türk-İslam Cumhuriyeti'nin ilanı ve Güney Doğu Türkistan'daki halk ayaklanmaları gibi süreçler üzerinden milli kimlik oluşumunu ve toplumun direniş pratiklerini değerlendirebilecektir.
L.O. 5 :	Tarihsel Kaynaklar ve Olaylar Arasında Bağlantı Kurma: Öğrenciler, ders boyunca incelenen tarihsel belgeler, akademik çalışmalar ve sözlü anlatılar üzerinden, olaylar arasında neden-sonuç ilişkisi kurabilecek ve bölgenin tarihini çok boyutlu bir perspektiften yorumlayabilecektir.