

Objectives of the Course

The aim of this course is to enable students to comprehensively understand the historical processes of Turkic communities in Turkistan, beginning with its geography and natural resources, with particular focus on the Russian invasion, Soviet administration, and national liberation movements. Throughout the course, students will learn about the historical and cultural structures of Uzbeks, Kazakhs, Kyrgyz, and Karakalpaks; uprisings and national resistance movements against Russian rule; the political, cultural, and linguistic impact of the Soviet regime on the Turkic populations; the division of Turkistan into republics and efforts to suppress national resistance; as well as the cultural life, notable personalities, and demographics of the region's Turkic peoples. The course aims to equip students with the ability to follow historical events chronologically and analyze the identity, culture, and social resilience of the Turkic communities of Turkistan.

Course Contents

This course aims to provide a comprehensive study of the historical processes, national struggles, and cultural and social transformations of the Turkic peoples of Turkistan. At the beginning of the course, the geography of Turkistan, its natural resources, and the main Turkic communities in the region, including Uzbeks, Kazakhs, Kyrgyz, and Karakalpaks, are introduced. The impact of the Russian invasion and Tsarist rule in the 19th century is examined, including the Russian conquest of the Khanates of Kokand, Bukhara, and Khiva, as well as the establishment of the Turkistan General Governorship. In the following sections, uprisings against Russian administration, the 1916 National Uprising, the Bolshevik Revolution, and the national liberation struggles of Turkistan Turks are analyzed in detail. The course also focuses on examples of the final national resistance movements, such as the Basmachi movement and the efforts of Kazakh Turks to establish their own governments. During the Soviet period, students examine the political, cultural, and linguistic pressures faced by the Turks, including Moscow's Sovietization efforts, interventions in culture and education, and attempts to suppress national identity. The distortion of the historical past of non-Russian peoples, the cultural life of Turkistan Turks, and the notable personalities they produced are also central topics. Finally, the demographics and population structure of Turkistan Turks are assessed to provide a comprehensive understanding of the region. Throughout the course, students are expected to follow the history of Turkistan chronologically, analyze social and cultural transformations, and gain a deep understanding of the identity, culture, and resistance processes of the Turkic peoples of Turkistan.

Recommended or Required Reading

Baymirza Hayit - History of National Struggles of Turkestan States Baymirza Hayit - Basmachi Movement against Russians (National Struggle of Turkistan Turks) Hamid Ziyayev - Struggle against Russian domination in Turkestan Orhan Doğan, Aysel Erdoğan - West Turkestan Khanates (From Foundation to Collapse) Ramazan Ata - Turkestan War of Independence and Enver Pasha Seyfettin Erşahin - Religious Structuring in Turkistan Republics during the USSR Period Sebahattin Shimshir - Turks in Turkestan from Yesterday to Tomorrow Sebahattin Shimshir - Turks in Turkestan from Geography to Homeland

Planned Learning Activities and Teaching Methods

This course aims to examine the political, cultural, and social developments of the Turkic peoples of Turkistan throughout history, providing students with the skills to understand, analyze, and evaluate historical events. The course is primarily conducted face-to-face using a question-and-answer method. Topics are presented in chronological order, and the connections between events are analyzed in detail. To encourage active student participation, guiding questions are asked, discussions are conducted, and events are evaluated from multiple perspectives. Historical documents, academic sources, and statistical data are used as the basis to study the political, economic, and social conditions of each period with a holistic approach. The structure of the course is designed to help students understand events within their historical context, develop critical thinking skills, and perform independent analyses.

Recommended Optional Programme Components

For this course to be conducted effectively, it is recommended that students actively participate, listen attentively, and follow the connections between topics. Since the subjects are presented in chronological order, knowledge of previously covered lessons will help students better understand subsequent sessions. Students are encouraged to consult the recommended academic sources and review course materials regularly to gain a deeper understanding of the topics. Examining historical documents, scholarly articles, and contemporary media sources will facilitate comprehension of the subjects. Given that the course is conducted through a question-and-answer method, students are expected to actively engage in discussions and respond to questions. Additionally, developing comparative thinking skills is encouraged to evaluate events from multiple perspectives. As the course takes a holistic approach to the national struggle of the Turkic peoples of Turkistan, students are expected not only to follow the lectures but also to consult supplementary sources to gain a broader perspective on the topics.

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. Students will be able to explain the political and social developments of the Turkic peoples of Turkistan in a chronological order.
- 2. Students will be able to analyze the impact of Russian occupation and Soviet policies on the social and cultural life of Turkistan Turks.
- 3. Students will be able to evaluate the national struggles and uprisings of the Turkistan Turks using historical documents and academic sources.
- 4. Students will be able to interpret the economic, social, and cultural conditions of the periods with a holistic approach.
- 5. Students will be able to conduct independent analyses on the topics covered in the course and develop critical thinking skills.

Weekly Contents

Order	PreparationInfo	Laboratory TeachingMethods	Theoretical	Practise
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Order	PreparationInfo	Laboratory TeachingMethods	Theoretical	Practise
1	<p>This week, the following topics will be covered: 1. The Geographical Position and Natural Resources of Turkistan 2. Uzbeks, Kazakhs, Kyrgyz, and Karakalpaks To prepare for the topic, selected sections from the following sources should be read: Baymirza Hayit - History of National Struggles of Turkestan States Baymirza Hayit - Basmachi Movement against Russians (National Struggle of Turkistan Turks) Hamid Ziyayev - Struggle against Russian domination in Turkestan Orhan Doğan, Aysel Erdoğan - West Turkestan Khanates (From Foundation to Collapse) Ramazan Ata - Turkestan War of Independence and Enver Pasha Seyfettin Erşahin - Religious Structuring in Turkistan Republics during the USSR Period Sebahattin Shimshir - Turks in Turkestan from Yesterday to Tomorrow Sebahattin Shimshir - Turks in Turkestan from Geography to Homeland</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: 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>	The	Geographical Position and Natural Resources of Turkistan Uzbeks, Kazakhs, Kyrgyz, and Karakalpaks

Order	PreparationInfo	Laboratory TeachingMethods	Theoretical	Practise
2	<p>In this week's class, the focus will be on the Turkic peoples of Turkestan during the period of Russian invasion, particularly the effects of Russian expansion following the Crimean War. The lesson will cover the political, economic, and social impacts of Russian occupation policies on Turkestan communities. Resistance movements, including the Basmachi movement, will be examined as examples of local responses. Additionally, transformations experienced by the Turkic peoples and their struggles against Russian domination will be discussed. Recommended Sources: Baymirza Hayit - History of the National Struggles of Turkestan States Baymirza Hayit - The Basmachi Movement Against the Russians (National Struggle of Turkestan Turks) Hamid Ziyayev - The Struggle Against Russian Rule in Turkestan Orhan Doğan, Aysel Erdoğan - Western Turkestan Khanates (From Establishment to Fall) Ramazan Ata - Turkestan Independence War and Enver Pasha Seyfettin Erşahin - Religious Organization in the Turkestan Republics During the USSR Period Sebahattin Şimşir - Turks in Turkestan: From Past to Present Sebahattin Şimşir - From Geography to Homeland: Turks in Turkestan At least two of these sources should be read, and main ideas regarding the challenges faced by Turkic peoples during the Russian invasion, their resistance movements, and the impacts on society should be noted. These notes will form the basis for 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>The Turkic Peoples of Turkistan During the Russian Invasion The Russian Invasion and the Turkic Peoples of Turkistan After the Crimean War</p>	

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3	<p>In this week's class, the focus will be on the Russian invasions of the Khanate of Kokand, the Emirate of Bukhara, and the Khanate of Khiva, as well as the impact of Tsarist Russian rule on the Turkic peoples of Turkestan. The lesson will examine political and social changes following the Russian occupation, local resistance strategies, and examples such as the Basmachi movement. Furthermore, transformations in the economic and cultural life of Turkestan Turks will be discussed. Recommended Sources: Baymirza Hayit - History of the National Struggles of Turkestan States Baymirza Hayit - The Basmachi Movement Against the Russians (National Struggle of Turkestan Turks) Hamid Ziyayev - The Struggle Against Russian Rule in Turkestan Orhan Doğan, Aysel Erdoğan - Western Turkestan Khanates (From Establishment to Fall) Ramazan Ata - Turkestan Independence War and Enver Pasha Seyfettin Erşahin - Religious Organization in the Turkestan Republics During the USSR Period Sebahattin Şimşir - Turks in Turkestan: From Past to Present Sebahattin Şimşir - From Geography to Homeland: Turks in Turkestan At least two of these sources should be read, and main ideas regarding the impact of Russian invasions and Tsarist rule on Turkestan Turks, resistance movements, and societal transformations should be noted. These notes will be used as the basis for 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>The Russian Conquest of the Khanate of Kokand, the Emirate of Bukhara, and the Khanate of Khiva Tsarist Russian Rule and the Turkic Peoples of Turkistan</p>	

Order	PreparationInfo	Laboratory TeachingMethods	Theoretical Practise
4	<p>In this week's class, the focus will be on the uprisings against Russian rule and the establishment of the Turkestan Governor-Generalship. The lesson will analyze the administrative system introduced by the Russian Empire, local reactions to this system, and the resistance movements that emerged. In addition, the spiritual life of the Turkestan Turks, their religious structures, and processes of cultural awakening will be discussed. Special emphasis will be placed on educational activities, the role of religious institutions, and the impact of modernization efforts on society. Recommended Sources: Baymirza Hayit - History of the National Struggles of Turkestan States Baymirza Hayit - The Basmachi Movement Against the Russians (National Struggle of Turkestan Turks) Hamid Ziyayev - The Struggle Against Russian Rule in Turkestan Orhan Doğan, Aysel Erdoğan - Western Turkestan Khanates (From Establishment to Fall) Ramazan Ata - Turkestan Independence War and Enver Pasha Seyfettin Erşahin - Religious Organization in the Turkestan Republics During the USSR Period Sebahattin Şimşir - Turks in Turkestan: From Past to Present Sebahattin Şimşir - From Geography to Homeland: Turks in Turkestan At least two of these sources should be read, and main ideas on the uprisings against Russian authority as well as the spiritual life and cultural awakening of the Turkestan Turks should be noted. These notes will serve as the basis for 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>Uprisings Against Russian Rule and the Establishment of the Governor-Generalship of Turkistan The Spiritual Life and Cultural Awakening of the Turkic Peoples of Turkistan</p>

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5	<p>In this week's class, the 1916 National Uprising of the Turkestan Turks and the impact of the Bolshevik Revolution on Turkestan will be studied. The causes, course, and consequences of the 1916 uprising will be examined, along with the meaning of Russia's political transformation for the Turkestan peoples. Furthermore, the new political dynamics that emerged after the Bolshevik Revolution, the reactions of the Turkestan Turks, and their struggles for independence will be discussed. Recommended Sources: Baymirza Hayit - History of the National Struggles of Turkestan States Baymirza Hayit - The Basmachi Movement Against the Russians (National Struggle of Turkestan Turks) Hamid Ziyayev - The Struggle Against Russian Rule in Turkestan Orhan Doğan, Aysel Erdoğan - Western Turkestan Khanates (From Establishment to Fall) Ramazan Ata - Turkestan Independence War and Enver Pasha Seyfettin Erşahin - Religious Organization in the Turkestan Republics During the USSR Period Sebahattin Şimşir - Turks in Turkestan: From Past to Present Sebahattin Şimşir - From Geography to Homeland: Turks in Turkestan At least two of these sources should be read, and the main ideas regarding the 1916 National Uprising and the impact of the Bolshevik Revolution on the political and social life of the Turkestan Turks should be noted. These notes will serve as the basis for 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>The 1916 National Uprising of the Turkic Peoples of Turkistan The Bolshevik Revolution and the Turkic Peoples of Turkistan</p>	

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6	<p>In this week's class, the focus will be on the National Liberation Struggle of the Turkestan Turks and the attempts of the Kazakh Turks to establish a government. The lesson will examine the independence efforts of the Turkestan peoples, the role of the Basmachi movement in this process, and the struggles of different Turkic communities. Special attention will be given to the political organization efforts of the Kazakh Turks, their attempts to form a government, and the contribution of these efforts to the broader independence struggle in the region.</p> <p>Recommended Sources: Baymirza Hayit - History of the National Struggles of Turkestan States Baymirza Hayit - The Basmachi Movement Against the Russians (National Struggle of Turkestan Turks) Hamid Ziyayev - The Struggle Against Russian Rule in Turkestan Orhan Doğan, Aysel Erdoğan - Western Turkestan Khanates (From Establishment to Fall) Ramazan Ata - Turkestan Independence War and Enver Pasha Seyfettin Erşahin - Religious Organization in the Turkestan Republics During the USSR Period Sebahattin Şimşir - Turks in Turkestan: From Past to Present Sebahattin Şimşir - From Geography to Homeland: Turks in Turkestan</p> <p>At least two of these sources should be read, and the main ideas regarding the National Liberation Struggle of the Turkestan Turks and the historical context of the Kazakh Turks' attempts to establish a government should be noted. These notes will be used as the basis for 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>The National Liberation Struggle of the Turkic Peoples of Turkistan The Establishment of Governments by the Kazakh Turks</p>	

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7	<p>In this week's class, we will examine the last national resistance movement in Turkistan, known as the Basmachi Movement. The discussion will cover the causes of its emergence, its leadership, methods of struggle, and its impact on the local population. The movement's ideological aspects, its connection with the idea of independence in Turkistan, and its influence on regional political balances will also be addressed. Furthermore, we will focus on Enver Pasha's role in the movement and the strategies employed by the Basmachis against Soviet forces. Suggested Readings: Baymirza Hayit, The Struggle for National Independence of Turkistan Baymirza Hayit, The Basmachi Movement Against the Russians (The National Struggle of the Turks of Turkistan) Hamid Ziyayev, The Struggle Against Russian Domination in Turkistan Ramazan Ata, The War of Independence in Turkistan and Enver Pasha Seyfettin Erşahin, Religious Structures in Turkistan Republics during the USSR Period At least two of these sources should be read, and key points should be noted regarding the causes, development, and outcomes of the Basmachi Movement. These notes will be discussed during the class.</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>	The Last National Uprising of the Turks: The Basmachi Movement	
8			Midterm Exam	

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9	<p>In this week's class, we will study the division of Turkistan into republics during the Soviet period and the continuation of national resistance in this context. The focus will be on how the Soviet administration reshaped the region ethnically, politically, and geographically, its impact on inter-community relations in Turkistan, and the efforts to preserve national consciousness. Moreover, we will examine the Soviet regime's activities aimed at suppressing national resistance, including political repression, control over cultural and religious life, and various assimilation policies. Suggested Readings: Baymirza Hayit, <i>The Struggle for National Independence of Turkistan</i> Baymirza Hayit, <i>The Basmachi Movement Against the Russians</i> (The National Struggle of the Turks of Turkistan) Hamid Ziyayev, <i>The Struggle Against Russian Domination in Turkistan</i> Seyfettin Erşahin, <i>Religious Structures in Turkistan Republics during the USSR Period</i> Sebahattin Şimşir, <i>From Past to Future: The Turks in Turkistan</i> At least two of these sources should be read, and notes should be prepared on both the Soviet regime's policies to suppress national movements in Turkistan and the ways in which national resistance continued despite these efforts. These notes will form the basis for 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>The Division of Turkistan into Republics and the Continuation of National Resistance under the Soviet Regime Activities Aimed at Suppressing National Resistance under the Soviet Regime</p>	

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10	<p>In this week's class, we will examine Moscow's efforts to Sovietize the Turkic peoples within the framework of Soviet ideology. The political, cultural, and social aspects of these policies will be discussed, with a particular focus on language-related strategies. The process of linguistic engineering will be analyzed through the reclassification of Turkic dialects as separate "national languages," alphabet reforms (transition from Arabic to Latin and later to Cyrillic scripts), and educational policies. The impact of these measures on national identity and their role in weakening the idea of unity among Turkic communities will also be evaluated. Suggested Readings: Baymirza Hayit, <i>The Struggle for National Independence of Turkistan</i> Baymirza Hayit, <i>The Basmachi Movement Against the Russians</i> (The National Struggle of the Turks of Turkistan) Hamid Ziyayev, <i>The Struggle Against Russian Domination in Turkistan</i> Seyfettin Erşahin, <i>Religious Structures in Turkistan Republics during the USSR Period</i> Sebahattin Şimşir, <i>From Geography to Homeland: The Turks in Turkistan</i> At least two of these sources should be read, and notes should be prepared on the methods and consequences of the Soviet attempts to Sovietize Turkic peoples through language, culture, and education. These notes will serve as the basis for 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>Moscow's Efforts to Sovietize the Turks Russian Efforts to Sovietize the Turks in the Field of Language</p>	

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11	<p>In this week's class, we will examine the Soviet administration's efforts to transform Turkic communities culturally and their policies aimed at suppressing national sentiment. Sovietization strategies in education, religion, literature, folklore, and daily life will be analyzed. Special attention will be given to the control of national holidays, folkloric activities, and religious practices to weaken national identity and collective consciousness. Furthermore, the role of Soviet propaganda and mechanisms for controlling local cultural production will be evaluated. Suggested Readings: Baymirza Hayit, <i>The Struggle for National Independence of Turkistan</i> Baymirza Hayit, <i>The Basmachi Movement Against the Russians (The National Struggle of the Turks of Turkistan)</i> Hamid Ziyayev, <i>The Struggle Against Russian Domination in Turkistan</i> Seyfettin Erşahin, <i>Religious Structures in Turkistan Republics during the USSR Period</i> Sebahattin Şimşir, <i>From Past to Future: The Turks in Turkistan</i> At least two of these sources should be read, and notes should be prepared on the methods used by the Soviets to Sovietize Turkic communities in the cultural sphere, their impact on national identity, and forms of resistance that emerged. These notes will serve as the basis for 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>Russian Efforts to Sovietize the Turks in the Field of Culture Russian Efforts to Eradicate the Sense of National Identity</p>	

Order	PreparationInfo	Laboratory TeachingMethods	Theoretical	Practise
12	<p>In this week's class, we will examine the Soviet policies of distorting and manipulating the historical pasts of non-Russian peoples. Focus will be given to the falsification of historical events of various communities, especially in Turkistan, and the reinterpretation of national heroes and cultural values to align with Soviet ideology. Additionally, the impact of these manipulations on national consciousness and identity will be discussed, along with strategies used to control the population by shaping historical memory. Suggested Readings: Baymirza Hayit, The Struggle for National Independence of Turkistan Baymirza Hayit, The Basmachi Movement Against the Russians (The National Struggle of the Turks of Turkistan) Hamid Ziyayev, The Struggle Against Russian Domination in Turkistan Orhan Doğan, Aysel Erdoğan, The Khanates of Western Turkistan (From Establishment to Collapse) Ramazan Ata, The War of Independence in Turkistan and Enver Pasha At least two of these sources should be read, and notes should be prepared on the Soviet methods of historical distortion, their effects on national consciousness, and the responses of communities to these policies. These notes will serve as the basis for 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>	The	Distortion of the Historical Past of Non-Russian Nations

Order	PreparationInfo	Laboratory TeachingMethods	Theoretical	Practise
13	<p>In this week's class, we will examine the cultural life of the Turkic peoples of Turkistan, their activities in education and the arts, and the prominent personalities they produced. Literature, arts, religious life, and folk traditions in the region will be analyzed, with a focus on how this cultural heritage influenced the formation of Turkic identity. Furthermore, attention will be given to scholars, writers, statesmen, and resistance leaders from Turkistan and their contributions to the region's history. This approach will help students understand the reciprocal relationship between culture and notable personalities. Suggested Readings: Baymirza Hayit, <i>The Struggle for National Independence of Turkistan</i> Baymirza Hayit, <i>The Basmachi Movement Against the Russians (The National Struggle of the Turks of Turkistan)</i> Hamid Ziyayev, <i>The Struggle Against Russian Domination in Turkistan</i> Orhan Doğan, Aysel Erdoğan, <i>The Khanates of Western Turkistan (From Establishment to Collapse)</i> Sebahattin Şimşir, <i>From Past to Future: The Turks in Turkistan</i> At least two of these sources should be read, and notes should be prepared on the cultural life of Turkistan Turks and the contributions of the prominent personalities they produced. These notes will serve as the basis for 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>	The Cultural Life of the Turkic Peoples of Turkistan and the Figures They Produced	

Order	PreparationInfo	Laboratory TeachingMethods	Theoretical	Practise
14	<p>In this week's class, we will examine the population and demographic structure of the Turkic peoples of Turkistan. The distribution of ethnic groups, population growth rates, migrations, and urban-rural settlement patterns will be analyzed. Additionally, the impact of Soviet policies on the demographic structure and their reflections on the socio-economic conditions of Turkistan Turks will be discussed. This will help students better understand the relationship between population dynamics and historical and social processes.</p> <p>Suggested Readings: Baymirza Hayit, <i>The Struggle for National Independence of Turkistan</i> Baymirza Hayit, <i>The Basmachi Movement Against the Russians</i> (The National Struggle of the Turks of Turkistan) Hamid Ziyayev, <i>The Struggle Against Russian Domination in Turkistan</i> Orhan Doğan, Aysel Erdoğan, <i>The Khanates of Western Turkistan</i> (From Establishment to Collapse) Sebahattin Şimşir, <i>From Past to Future: The Turks in Turkistan</i></p> <p>At least two of these sources should be read, and notes should be prepared on the population structure, distribution, and demographic characteristics of Turkistan Turks. These notes will serve as the basis for 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>	The	Population of the Turkic Peoples of Turkistan

	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	P.O. 14	P.O. 15
L.O. 1															
L.O. 2															
L.O. 3															
L.O. 4															
L.O. 5															

Table :

P.O. 1 :	Tarih Öncesi, Eskiçağ, Ortaçağ, Yeniçağ, Yakınçağ ve Yaşadığımız Çağ gibi tarihin temel alanlarına ait olay ve olguları bilimsel yöntem ve teknikler yardımıyla kavramsallaştırır ve bu kavramları tanımlar.
P.O. 2 :	Tarihsel verileri keşfeder, yorumlar, çözümler, güvenilirliği ve geçerliliğini değerlendirir.
P.O. 3 :	Tarihsel sorunları tanımlar, eleştirel bir yaklaşımla değerlendirir, kuramsal ve uygulamalı bilgilerle analiz eder.
P.O. 4 :	Öğrenme süreçlerinde disiplinler arası yaklaşımı analitik olarak kullanır.
P.O. 5 :	Ulusal ve evrensel değerlere sahip olarak milli kültür ile uluslar arası kültür ve medeniyetler arasında ilişki kurar, kültürel mirasa sahip çıkar.
P.O. 6 :	Toplumların gelişim özelliklerini ve farklılıklarını kavrayarak toplumların tarihi geçmişi ile şu andaki durumu arasında ilişki kurar.
P.O. 7 :	Tarih alandaki bir konuya uygun materyal geliştirir; bilgi ve tecrübe kazanımlarını farklı yöntemlerle kullanır.
P.O. 8 :	Kendini bir birey olarak tanıır; yaratıcı ve güçlü yönlerini kullanır, kişisel ve kurumsal iletişim ve etkileşim kurar.
P.O. 9 :	Alanyla ilgili öğrenme gereksinimlerini belirler.
P.O. 10 :	Yaşam boyu öğrenme ve kalite yönetim süreçlerini öğrenebilir ve uygular; alanındaki sosyal, kültürel ve sanatsal etkinliklere katılır.
P.O. 11 :	Toplumsal sorumluluk bilinciyle mesleki proje ve etkinlikler planlar ve uygular.
P.O. 12 :	Tarih alanının gerektirdiği yabancı dili Avrupa Dil Portföyü B1 Genel düzeyinde kullanarak sözlü ve yazılı iletişim kurar.
P.O. 13 :	Bilişim teknolojilerini kullanır ve takip eder.
P.O. 14 :	Demokrasi, insan hakları, toplumsal, bilimsel, mesleki ve ahlaki değerlere uygun davranış kalıpları geliştirir.
P.O. 15 :	Kazanacağı bilgi birikimi ile sorumluluğu altında çalışanların öğrenme gereksinimlerini belirler, lisansüstü eğitimin gereklerini yerine getirir.
L.O. 1 :	Öğrenciler, Türkistan Türklerinin tarihsel süreçteki siyasi ve sosyal gelişmelerini kronolojik olarak açıklayabilecektir.
L.O. 2 :	Öğrenciler, Rus istilâsı ve Sovyet dönemi uygulamalarının Türkistan Türklerinin toplumsal ve kültürel yaşamı üzerindeki etkilerini analiz edebilecektir.
L.O. 3 :	Öğrenciler, Türkistan Türklerinin milli mücadele ve ayaklanmalarını tarihî belgeler ve akademik kaynaklar ışığında değerlendirebilecektir.
L.O. 4 :	Öğrenciler, dönemlerin ekonomik, sosyal ve kültürel koşullarını bütüncül bir yaklaşımla yorumlayabilecektir.
L.O. 5 :	Öğrenciler, ders kapsamında ele alınan konular hakkında bağımsız analizler yaparak eleştirel düşünme becerilerini geliştirebilecektir.