

General Info

Objectives of the Course

The objective of this course is to provide students with a comprehensive understanding of the national struggle of the Turkic peoples of Turkistan in the modern era, examining their political, social, and cultural developments. The course explores the policies imposed on Turkic communities during the Tsarist Russian and Soviet periods, educational reforms, language unification efforts, economic transformations, and processes of cultural assimilation. Students are expected to gain insight into the background of independence movements in Turkistan, the key leaders of these movements, and their political formations. Additionally, the role of prominent figures such as Ismail Gaspirali and Yusuf Akçura in shaping national identity, the Jadidism movement, and the reactions against Russification policies are analyzed in detail. This course aims to equip students with the ability to critically interpret historical events by analyzing the challenges faced by the Turkic peoples of Turkistan, their modernization efforts, and their struggles for independence.

Course Contents

This course examines the national struggle of the Turkic peoples of Turkistan within a historical context, focusing on the awakening, reform movements, and political developments in the region. It explores the political and social structures of Turkic communities that came under Russian rule in the 19th century, as well as the transformations and modernization movements they experienced. The course covers the incorporation of Kazan, Crimean, Bashkir, Azerbaijani, Kazakh, Kyrgyz, Uzbek, and Turkmen communities into Russian rule and the subsequent changes they underwent. In this context, the religious reform movements and modernization efforts of pioneers such as Ebunnasr Kursavi, Shihabuddin Marjani, and Zaynullah Rasuli are analyzed. In the later sections of the course, the Jadidism movement led by Ismail Gaspirali, educational reforms, the idea of language unity, and the process of women's emancipation are examined in detail. The political and national movements of Russian Muslims, particularly the impact of the 1905 Russian Revolution on Muslim communities, the Ufa Congress, and the Russian Muslim Congresses, are discussed. The formation of political organizations during this period played a significant role in the identity and independence struggles of Turkic communities. The development of the Tatar press between 1883 and 1918 and its contribution to identity formation is also explored. The transition from religious identity to ethnic identity and how this process was shaped through press and publications are emphasized. The effects of the February 1917 Revolution on the Turkic communities of Russia, the decisions taken at the Moscow Congress, and independence struggles are among the key topics of the course. Finally, the relations between Russian and Ottoman Turks, the impact of the Turkism movement, and the reflections of Ottoman educational reforms in Russia are examined. The political activities of intellectuals who migrated to the Ottoman Empire and the interactions between Russian-Turkic intellectuals and Ottoman intellectual circles are analyzed, highlighting the cultural and political exchanges between the two regions. Throughout the course, the national struggle processes in Turkistan, social and political transformations are examined in detail, aiming to provide students with a deep understanding of the region's history and modernization process.

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: A. Ahat Andican - Turkey and Central Asia from the Ottoman Empire to the Present Adilhan Adiloğlu - The Issue of Women's Rights and Freedoms in Kazan Tatar Literature of the Jadidism Period Ahmet Karaca - The Effect of the Turkish-Muslim Congresses on the Bolshevik Revolution in the Period of Tsarist and Bolshevik Russia Ahmet Kanlıdere - Musa Cârullah Between Kadim and Jadid Ahmet Kanlıdere - History of Russian Muslims' Thought in Soviet and Turkish Historiography Alan Fisher - Crimean Tatars Alper Alp - Nationalism Movement among Kazan Tatars Aslı İşbilir & Mehmet Dikkaya - Socio-Economic Role and Effects of Women in Jadidist Thought Aykut Kartal - Turkish Press Activities in Kazan between the Two Russian Revolutions Ayna Askeroğlu - The Structure of Constitutional Administration in Tsarist Russia Barış Aydın - From the Empire to the Republic: Ahmet Ağaoğlu and Yusuf Akçura Beytullah Kaya & Shavkat Kushmuratov - The role of Mahmoud Khoja Bebudi in Jadidism Movement and its spread in Turkestan Chulpan Zaripova Cetin - Development of Tatar Literature Danielle Ross - Tatar Empire Emre Özsoy - Muhammed Fatih Kerimî and Jadidism Movement: Portrait of a Tatar Intellectual on Stalin's Gallows Emre Özsoy - The Closure of the First Duma in Tsarist Russia and Idyl-Ural Turks (1906) Hacı Murat Terzi - Social Structure of Tatar Turks Living in Idyll-Ural Region and the Problems of Culture and Belonging Hadi Atlasi - The Fall of Kazan Khanate and Suyün Bike Ibrahim Koncak - Jadidism Movement and Turkistan-Ottoman Empire Relations İlker Türkmen - Turkestan Embracing Fatalistic Thought in the Kadimci-Ceditist Dilemma Kemal H. Karpat - Turkey and Central Asia Kezban Acar - A General Evaluation of the 1905 Russian Revolution Mehmet Görmez - Musa Carullah Bigiyef (1875-1949) Mahmud Ismailov - History of Azerbaijan (from the early ages to the beginning of the XX century) Mikhail Hudyakov - History of Kazan Khanate Mustafa Öner - Marifetism in Tatars - Notes on Marifetism and Jadidism in Tatars Mustafa Öner - Ahmed Midhat Efendi in Idyl - Ural Mustafa Ergün & Barış Çiftçi - The First Common Education Reform of the Turkic World: Usul-ü Cedit Movement Murat Emre Killoğlu - Jadidism/New Method Movement and Kadimists in Tsarist Russia Nadir Devlet - Ismail Gaspirali Savaş Veli Yelok & Zaynabidin Abdirashidov - The Struggle of a Crimean in Tsarist Russia Sergey I. Rudenko - Bashkirs Selçuk Türkyılmaz - İsmail Gaspirali and National Awakening in Russian Turks Serkan Acar - Kazan Khanate - Moscow Knezlik Political Relations (1437-1552) Sungur Savran - October of Muslim Peoples Songül Büyükkılıç - Analysing Rızaeddin Fahreddin's Ahmet Midhat Efendi's work in terms of vocabulary Taner Gür - Bashkir Turks in the Idyl-Ural Tribes (XIX-XX. Century.) Ümmet Erkan - Modernisation Movements in Russia, Muslims of Russia and Ismail Gaspirali Ümmügülsüm Aluç - Women in Tatar and Bashkir Epics Yağmur Eryılmaz Yıldız & Ali Yıldız - The Treatment of Turkish Identity in Ahmet Midhat Efendi's Novels Zeki Velidi Togan - Turkili (Turkestan) and Recent History Zeki Velidi Togan - History of Bashkirs / Today's Turkili (Turkestan) and Recent History

Planned Learning Activities and Teaching Methods

This course aims to examine the national struggle of the Turkic peoples of Turkistan within a historical context, helping students develop the ability to interpret and analyze historical events. The primary teaching method used in the course is lecture-based instruction. Topics are explained in chronological order, with detailed discussions on the connections between events. The teaching process relies on historical documents and academic sources to provide a comprehensive analysis of the political, social, and economic conditions of different periods. During the lectures, the question-and-answer method is employed to enhance students' understanding of the subject matter. To encourage active participation, guiding questions are posed, allowing for the assessment of events from multiple perspectives. The course structure is designed to help students grasp historical events within their contexts and develop independent analytical skills.

Recommended Optional Programme Components

For the effective conduct of this course, students are encouraged to actively engage as attentive listeners and carefully follow the connections between topics. Since historical events are examined in chronological order, having a solid understanding of previously covered topics will facilitate better comprehension of subsequent lessons. To gain a deeper understanding of the subjects discussed in the course, students are advised to follow the recommended academic sources and regularly review course materials. To enhance comprehension, students should explore historical documents, articles, and periodicals relevant to the topics covered. As the question-and-answer method is used during lectures, students are expected to be attentive and actively respond to the questions posed. Additionally, developing a comparative thinking approach will be encouraged to assess events from multiple perspectives. Since this course examines the national struggle of the Turkic peoples of Turkistan through a comprehensive perspective, students are expected not only to follow the lectures but also to read supplementary sources to gain a broader understanding of the topics discussed.

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 the National Struggle of the Turkic Peoples of Turkistan: Students will be able to analyze the national movements in Turkistan within their historical contexts and evaluate the political, economic, and cultural transformations during the Tsarist Russian and Soviet periods.
2. Evaluating Independence Movements and Their Leaders: Since the course covers the Jadidism movement, the political developments between 1905 and 1917, and the independence struggles in Turkistan, students will critically assess the ideas, strategies, and influence of key leaders in these processes.
3. Comparative Analysis of Ottoman-Russia-Turkistan Relations: Students will be able to analyze the impact of relations between the Ottoman Empire and Russia on the political and social transformations in Turkistan, as well as interpret the reflections of Ottoman reform movements in the Turkistan region.
4. Examining National Identity Formation and Cultural Assimilation Processes: By exploring topics such as language unity, educational reforms, and press activities, students will evaluate the national identity formation of Turkic peoples in Turkistan and their responses to cultural assimilation policies.
5. Critically Analyzing Historical Sources and Archival Documents: Using primary sources and academic studies covered in the course, students will develop the ability to critically examine historical documents, establish connections between different periods, and understand the methodologies used in historiography.

Weekly Contents

| Order | PreparationInfo | Laboratory TeachingMethods | Theoretical | Practise |
|-------|---|--|---|----------|
| 1 | <p>This week, the following topics will be covered: 1. Turkic Peoples Under Russian Rule in the 19th Century, Kazan Tatars, Crimean Tatars, Bashkirs, Azerbaijani Turks, Kazakhs and Kyrgyz, Uzbeks, Turkmen To prepare for the topic, selected sections from the following sources should be read: Alan Fisher - Crimean Tatars Alper Alp - Nationalism Movement among Kazan Tatars Danielle Ross - Tatar Empire Sergey I. Rudenko - Bashkirs Kemal H. Karpat - Turkey and Central Asia Mahmud Ismailov - History of Azerbaijan (from the early ages to the beginning of the XX century) Zeki Velidi Togan - Turkili (Turkestan) and Recent History Zeki Velidi Togan - History of Bashkirs / Today's Turkili (Turkestan) and Recent History 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. Turkic Peoples Under Russian Rule in the 19th Century, Kazan Tatars, Crimean Tatars, Bashkirs, Azerbaijani Turks, Kazakhs and Kyrgyz, Uzbeks, Turkmen</p> | |

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| 2 | <p>This week, the following topics will be covered: 1. Russian domination of the Tatars, the fall of the Kazan Khanate and its consequences 2. Relations of Bashkirs with Russians and rebellions 3. Russian missionary activities and the Ilminsky Method 4. Tatar-Bashkir identity and modernisation processes in the XIX century</p> <p>To prepare for the topic, selected sections from the following sources should be read: Serkan Acar - Kazan Khanate - Moscow Knezlik Political Relations (1437-1552) Mikhail Hudyakov - History of Kazan Khanate Hadi Atlasi - The Fall of Kazan Khanate and Suyün Bike Taner Gür - Bashkir Turks in the Idyll-Ural (XIX-XX. Century.) 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. Russian domination of the Tatars, the fall of the Kazan Khanate and its consequences 2. Relations of Bashkirs with Russians and rebellions 3. Russian missionary activities and the Ilminsky Method 4. Tatar-Bashkir identity and modernisation processes in the XIX century</p> | |

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| 3 | <p>This week, the following topics will be covered: 1. The birth of Tatar reformist thought, tensions between Islamic and secular educational institutions 2. Pioneers of the Jadidism movement and its effects 3. The role of Tatar intellectuals in the modernisation process 4. Relations between the Russian administration and the Tatar intelligentsia To prepare for the topic, selected sections from the following sources should be read: Emre Özsoy - Muhammed Fatih Kerimî and Jadidism Movement: Portrait of a Tatar Intellectual on Stalin's Gallows Adilhan Adiloğlu - The Issue of Women's Rights and Freedoms in Kazan Tatar Literature of the Jadidism Period 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 birth of Tatar reformist thought, tensions between Islamic and secular educational institutions 2. Pioneers of the Jadidism movement and its effects 3. The role of Tatar intellectuals in the modernisation process 4. Relations between the Russian administration and the Tatar intelligentsia</p> | |
| 4 | <p>This week, the following topics will be covered: 1. Zaynullah Rasouli and educational reform movements 2. Alimjan Barudi and Muhammadiye Madrasah 3. Rizaeddin b. Fahreddin's education and reform works 4. Conflicts between the Kadhimi and Jadidist ulema 5. Efforts of Russian Muslims to modernise education To prepare for the topic, selected sections from the following sources should be read: Serkan Acar - Kazan Khanate-Moscow Knezlik Political Relations (1437-1552) Emre Özsoy - Muhammed Fatih Kerimî and Jadidism Movement: Portrait of a Tatar Intellectual on Stalin's Gallows Mustafa Öner - Marifetism in Tatars - Notes on Marifetism and Jadidism in Tatars Ibrahim Koncak - Jadidism Movement and Turkistan-Ottoman Empire Relations Ummet Erkan - Modernisation Movements in Russia, Muslims of Russia and Ismail Gaspirali 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. Zaynullah Rasouli and educational reform movements 2. Alimjan Barudi and Muhammadiye Madrasah 3. Rizaeddin b. Fahreddin's education and reform works 4. Conflicts between the Kadhimi and Jadidist ulema 5. Efforts of Russian Muslims to modernise education 6. The effects of reformist movements in the Ottoman Empire and the Middle East on Russia</p> | |

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| 5 | <p>This week, the following topics will be covered: 1. Musa Jarullah's life and intellectual development 2. His views on Islamic reform 3. Intellectual interactions between the West and the Islamic world 4. His criticisms on theology, fiqh and sects 5. Her thoughts on women's rights and educational reforms 6. Musa Jarullah's influence on Ottoman and Turkish intellectuals To prepare for the topic, selected sections from the following sources should be read: Ahmet Kanlıdere - Musa Cârullah Between Kadim and Jadid Mehmet Görmez - Musa Carullah Bigiyef (1875-1949) 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. Musa Jarullah's life and intellectual development 2. His views on Islamic reform 3. Intellectual interactions between the West and the Islamic world 4. His criticisms on theology, fiqh and sects 5. Her thoughts on women's rights and educational reforms 6. Musa Jarullah's influence on Ottoman and Turkish intellectuals</p> | |

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| 6 | <p>This week, the following topics will be covered: 1. Social position of women in the Idyl-Ural region 2. Women's education in Tatar-Bashkir society in the XIX century 3. The impact of the Jadidism movement on women's rights 4. Women's madrasahs and Süyümbike Journal 5. Muslim women's movements under Russian rule 6. Interactions between Ottoman and Russian Muslims on women's rights To prepare for the topic, selected sections from the following sources should be read: Adilhan Adiloğlu - The Issue of Women's Rights and Freedoms in Kazan Tatar Literature of the Jadidism Period Hacı Murat Terzi - Social Structure of Tatar Turks Living in Idyll-Ural Region and the Problems of Culture and Belonging Ümmügülsüm Aluç - Women in Tatar and Bashkir Epics Aslı İşbilir & Mehmet Dikkaya - Socio-Economic Role and Effects of Women in Jadidist Thought 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. Social position of women in the Idyl-Ural region 2. Women's education in Tatar-Bashkir society in the XIX century 3. The impact of the Jadidism movement on women's rights 4. Women's madrasahs and Süyümbike Journal 5. Muslim women's movements under Russian rule 6. Interactions between Ottoman and Russian Muslims on women's rights</p> | |

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| 7 | <p>This week, the following topics will be covered: 1. The 1905 Revolution and freedom of the press in Russia 2. Development of Tatar and Bashkir printing press 3. Vakit, Süyümbike, Shura and other important publications 4. Comparison of Jadidist and Kadimist press 5. Relations between the Russian administration and the Muslim press 6. The influence of the press on nationalism and modernisation To prepare for the topic, selected sections from the following sources should be read: Ümmet Erkan - Modernisation Movements in Russia, Muslims of Russia and Ismail Gaspirali Ahmet Kanlıdere - History of Russian Muslims' Thought in Soviet and Turkish Historiography Çulpan Zaripova Çetin - Development of Tatar Literature Aykut Kartal - Turkish Press Activities in Kazan between the Two Russian Revolutions 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 1905 Revolution and freedom of the press in Russia 2. Development of Tatar and Bashkir printing press 3. Vakit, Süyümbike, Shura and other important publications 4. Comparison of Jadidist and Kadimist press 5. Relations between the Russian administration and the Muslim press 6. The influence of the press on nationalism and modernisation</p> | |

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| 9 | <p>This week, the following topics will be covered: 1. The impact of the 1905 Russian Revolution on Muslim societies 2. The emergence of Muslim political movements in Russia 3. The Alliance of Muslim Societies and Muslim deputies in the Duma 4. Political approaches of Jadidist and Kadhimist groups 5. 1917 Bolshevik Revolution and political struggle of Muslim peoples in Russia 6. Pan-Turkism and Pan-Islamism debates in Russia To prepare for the topic, selected sections from the following sources should be read: Ümmet Erkan - Modernisation Movements in Russia, Muslims of Russia and Ismail Gaspirali Savaş Veli Yelok & Zaynabidin Abdirashidov - The Struggle of a Crimean in Tsarist Russia Ahmet Karaca - The Effect of the Turkish-Muslim Congresses on the Bolshevik Revolution in the Period of Tsarist and Bolshevik Russia İlker Türkmen - Turkestan Embracing Fatalistic Thought in the Kadimci-Ceditist Dilemma 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 impact of the 1905 Russian Revolution on Muslim societies 2. The emergence of Muslim political movements in Russia 3. The Alliance of Muslim Societies and Muslim deputies in the Duma 4. Political approaches of Jadidist and Kadhimist groups 5. 1917 Bolshevik Revolution and political struggle of Muslim peoples in Russia 6. Pan-Turkism and Pan-Islamism debates in Russia</p> | |

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| 10 | <p>This week, the following topics will be covered:</p> <ol style="list-style-type: none"> 1. The effect of the 1905 Revolution on the Muslim peoples in Russia 2. Constitutionalism and constitutional reform debates in Russia 3. Demands of Muslim communities for democracy and national rights 4. Muslim deputies in the Duma and participation in the legislative process 5. The views of Jadidist and Kadimist intellectuals on constitutional government 6. Political rights of Muslim peoples after the Bolshevik Revolution of 1917 <p>To prepare for the topic, selected sections from the following sources should be read: Ümmet Erkan - Modernisation Movements in Russia, Muslims of Russia and Ismail Gaspirali Ayna Askeroğlu - The Structure of Constitutional Administration in Tsarist Russia Kezban Acar - A General Evaluation of the 1905 Russian Revolution Emre Özsoy - The Closure of the First Duma in Tsarist Russia and İdyil-Ural Turks (1906) Murat Emre Kılıçoğlu - Jadidism/New Method Movement and Kadimists in Tsarist Russia Sungur Savran - October of Muslim Peoples</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 effect of the 1905 Revolution on the Muslim peoples in Russia 2. Constitutionalism and constitutional reform debates in Russia 3. Demands of Muslim communities for democracy and national rights 4. Muslim deputies in the Duma and participation in the legislative process 5. The views of Jadidist and Kadimist intellectuals on constitutional government 6. Political rights of Muslim peoples after the Bolshevik Revolution of 1917 | |

| Order | PreparationInfo | Laboratory TeachingMethods | Theoretical | Practise |
|-------|---|--|---|----------|
| 11 | <p>This week, the following topics will be covered: 1. The birth and development of the Jadidism movement 2. Reform movements in madrasahs and new understanding of education 3. İsmail Gasprıralı's educational reforms and "Usûl-i Cedîd", contributions of the Cedidist press to educational policies 4. Russian interference in Muslim educational institutions 5. Relations of the Jadidism movement with the Ottoman Empire and Central Asia To prepare for the topic, selected sections from the following sources should be read: İbrahim Koncak - Jadidism Movement and Turkistan-Ottoman Empire Relations Murat Emre Killioğlu - Jadidism/New Method Movement and Kadimists in Tsarist Russia Mustafa Ergün & Barış Çiftçi - The First Common Education Reform of the Turkic World: Usul-ü Cedid Movement Beytullah Kaya & Shavkat Kushmuratov - The role of Mahmud Khoja Bebudı in Jadidism Movement and its spread in Turkestan 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 birth and development of the Jadidism movement 2. Reform movements in madrasahs and new understanding of education 3. İsmail Gasprıralı's educational reforms and "Usûl-i Cedîd", contributions of the Cedidist press to educational policies 4. Russian interference in Muslim educational institutions 5. Relations of the Jadidism movement with the Ottoman Empire and Central Asia</p> | |

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| 12 | <p>This week, the following topics will be covered: 1. The world of ideas of Muslim intellectuals in Russia 2. Ahmed Midhat Efendi and the perception of Russian Muslims in the Ottoman Empire 3. Jadidism and printing activities 4. Studies on language, alphabet and educational reforms of Russian Muslims 5. Cultural identity construction of Tatar, Bashkir, Crimean and other Turkic communities 6. The relations of the Muslims of Russia with the Turkish intellectuals in the Ottoman Empire and Central Asia To prepare for the topic, selected sections from the following sources should be read: Nadir Devlet - Ismail Gaspirali Mustafa Öner - Ahmed Midhat Efendi in Idyl - Ural Songül Büyükkılıç - Analysing Rızaeddin Fahreddin's Ahmet Midhat Efendi's work in terms of vocabulary Yağmur Eryılmaz Yıldız & Ali Yıldız - The Treatment of Turkish Identity in Ahmet Midhat Efendi's Novels 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 world of ideas of Muslim intellectuals in Russia 2. Ahmed Midhat Efendi and the perception of Russian Muslims in the Ottoman Empire 3. Jadidism and printing activities 4. Studies on language, alphabet and educational reforms of Russian Muslims 5. Cultural identity construction of Tatar, Bashkir, Crimean and other Turkic communities 6. The relations of the Muslims of Russia with the Turkish intellectuals in the Ottoman Empire and Central Asia</p> | |

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| 13 | <p>This week, the following topics will be covered: 1. The search for modern political identity of Muslim communities in Russia 2. Development of Pan-Islamism, Pan-Turkism and nationalism movements 3. Jadidist and Kadimist intellectuals' understanding of nationalism 4. The influence of thinkers such as Ahmet Agaoglu, Yusuf Akçura and Ismail Gaspiralı 5. Interactions between Muslims in the Ottoman Empire, Central Asia and Russia 6. The impact of political identity debates on education, media and social movements To prepare for the topic, selected sections from the following sources should be read: Barış Aydın - From the Empire to the Republic: Ahmet Ağaoğlu and Yusuf Akçura A. Ahat Andican - Turkey and Central Asia from the Ottoman Empire to the Present İlker Türkmen - Turkestan Embracing Fatalistic Thought in the Kadimci-Ceditist Dilemma 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 search for modern political identity of Muslim communities in Russia 2. Development of Pan-Islamism, Pan-Turkism and nationalism movements 3. Jadidist and Kadimist intellectuals' understanding of nationalism 4. The influence of thinkers such as Ahmet Agaoglu, Yusuf Akçura and Ismail Gaspiralı 5. Interactions between Muslims in the Ottoman Empire, Central Asia and Russia 6. The impact of political identity debates on education, media and social movements</p> | |

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| 14 | <p>This week, the following topics will be covered: 1. The birth and purpose of the Ceditism movement, Ismail Gaspiralı's modernisation efforts in education 2. Differences between Jadidist and Kadimist schools 3. Reform movements in Muslim madrasas in Russia 4. The effects of the Jadidism movement in the Ottoman Empire, Central Asia and Caucasus 5. Relations of educational reforms with the Russian administration To prepare for the topic, selected sections from the following sources should be read: A. Ahat Andican - Turkey and Central Asia from the Ottoman Empire to the Present İlker Türkmen - Turkestan Embracing Fatalistic Thought in the Kadimci-Ceditist Dilemma Selçuk Türkyılmaz - İsmail Gaspiralı and National Awakening in Russian Turks 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 birth and purpose of the Ceditism movement, Ismail Gaspiralı's modernisation efforts in education 2. Differences between Jadidist and Kadimist schools 3. Reform movements in Muslim madrasas in Russia 4. The effects of the Jadidism movement in the Ottoman Empire, Central Asia and Caucasus 5. Relations of educational reforms with the Russian administration</p> | |

| | 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 |
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| L.O. 1 | | | | | | | | | | | | | | | |
| L.O. 2 | | | | | | | | | | | | | | | |
| L.O. 3 | | | | | | | | | | | | | | | |
| L.O. 4 | | | | | | | | | | | | | | | |
| L.O. 5 | | | | | | | | | | | | | | | |

Table :

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| 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 : | Türkistan Türklerinin Milli Mücadele Sürecini Anlama: Öğrenciler, Türkistan'daki milli mücadele hareketlerini tarihsel bağlamları içinde analiz edebilecek, Çarlık Rusya ve Sovyetler Birliği dönemlerindeki siyasal, ekonomik ve kültürel dönüşümleri değerlendirebileceklerdir. |
| L.O. 2 : | Bağımsızlık Hareketlerini ve Liderlerini Değerlendirme: Ders kapsamında, Cedidilik hareketi, 1905-1917 yılları arasındaki siyasal gelişmeler ve Türkistan'daki bağımsızlık mücadeleleri incelendiğinden, öğrenciler bu süreçlerde etkin rol oynayan liderlerin fikirlerini, stratejilerini ve etkilerini eleştirel bir perspektiften değerlendirebilecektir. |
| L.O. 3 : | Osmanlı-Rusya-Türkistan İlişkilerini Karşılaştırmalı Olarak Analiz Etme: Öğrenciler, Osmanlı Devleti ve Rusya arasındaki ilişkilerin, Türkistan coğrafyasındaki siyasi ve toplumsal dönüşümler üzerindeki etkisini karşılaştırmalı bir şekilde analiz edebilecek, Osmanlı'daki reform hareketlerinin Türkistan'daki yansımalarını yorumlayabilecektir. |
| L.O. 4 : | Milli Kimlik ve Kültürel Asimilasyon Süreçlerini Çözümleme: Ders kapsamında ele alınan dil birliği fikri, eğitim reformları ve basın-yayın faaliyetleri gibi unsurlar üzerinden öğrenciler, Türkistan Türklerinin milli kimlik oluşturma süreçlerini ve kültürel asimilasyon politikalarına karşı verdikleri tepkileri değerlendirebilecektir. |
| L.O. 5 : | Tarihsel Kaynakları ve Arşiv Belgelerini Eleştirel Bir Şekilde İnceleme: Dersin içeriğinde kullanılan birincil kaynaklar ve akademik çalışmalar doğrultusunda öğrenciler, tarihsel belgeleri eleştirel bir bakış açısıyla analiz edebilecek, farklı dönemlere ait belgeler arasında bağlantılar kurarak tarih yazımında kullanılan yöntemleri anlayabilecektir. |