

CLIOFWORLD

The European History Network

Report



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Educational Structures in Europe

Developing EU-Turkey Dialogue in History

Enhancing Learning
Teaching Assessment



Creating a New Historical Perspective: EU and the Wider World

CLIOHWORLD

REPORT

III

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Guidelines and Reference Points
for
Developing EU-Turkey Dialogue
Enhancing Learning Teaching Assessment



Education and Culture DG

Lifelong Learning Programme

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Preface to the second edition

CLIOHWORLD Working Group 4, on “Developing EU-Turkey Dialogue” does not work on a specific subject area in the historical domain. Rather it works toward a goal, an ambitious transversal goal, which we hold can best be reached through providing up-to-date critically founded knowledge of the Ottoman Empire, its political and social history and its relations with other polities, and of its successor states, including but not limited to, the Republic of Turkey.

We believe that reciprocal knowledge is the best key to building reciprocal understanding.

“Developing EU-Turkey Dialogue” is not a sub-discipline, but rather an area of endeavour and a goal that can be reached only by using a complex strategy. Nonetheless, to facilitate the user, the Working Group has summarised its findings using the general format based on Tuning. Its *Report* contains an overview of the theme, including a discussion of the current state of affairs in European Higher Education Institutions, and – using and adapting the standard Tuning Template – the *Guidelines and Reference Points* that the Group has elaborated and tested. The Template includes a description of the thematic area (Part I), a discussion of the prospects and potential for employment that graduates are likely to find (Part II), and a list of specific key competences (Part III). These sections are followed and completed by Level descriptors (Part IV), and a substantial section on learning, teaching and assessment. This comprises the presentation of the materials – including the very useful Reader (now in a second expanded edition) – that the Group has prepared for use in the classroom (Part V). The Report ends with the Quality criteria elaborated and tested by the Group (Part VI), and a list of the Group’s members.

We hope that this *Report* and the other materials prepared by the Group will prove helpful to those in Europe, in Turkey and in other countries who wish to overcome barriers to reciprocal understanding and respect.

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Developing EU-Turkey Dialogue

I. The thematic area

The question if Turkey is a European country or not has been vigorously debated for years, in part because it is closely related to discussions relating to Turkey's possible entry into the European Union. There is no agreement on how to respond to the question, because people's definitions of 'Europe' vary greatly, reflecting their general visions of the world and political opinions. Some argue, for example, for the exclusion of Turkey from the European Union on the basis of geographical factors, claiming that Turkey is largely an Asian country (although its former capital and largest city is in Europe) and thus it should not be invited into the European fold. Others want to draw the lines between Europe and the neighbouring regions on religious grounds, emphasizing the importance of the Christian faith and traditions for the development of European identities, cultures, and political institutions. According to this perspective, a country where Islam is the dominant religious creed cannot be regarded as European – it must be considered as something else, or the 'other'.

From a historical or cultural point of view, it is impossible to draw such fixed and definite boundaries between 'Asia' and 'Europe', or between a 'Christian' and a 'Muslim' world. Through two millennia Anatolia and large parts of its neighbouring areas to the north or west, most of which are undisputedly European, belonged to the same empires, which were for the most part of that period governed from the city we now call Istanbul. The precursor to modern Turkey, the Ottoman Empire was, for this reason, at least partly a European empire, controlling at its height large parts of central and southeastern Europe. This common history has set undeletable mark on a number of European nations, which are now either inside the EU or on their way to entering the Union.

The Ottoman Empire was also an active player in European politics until its very end, building alliances with and against other European empires and states. Its dissolution during the 19th and early 20th centuries set its mark on European political affairs, and was tightly related to the break-up of European empires, such as the Habsburg Empire. It was, therefore, no coincidence that the founders

of the Turkish republic sought inspiration and paradigms in Europe, copying most of the patterns which are seen as crucial for the construction of modern European nation-states. Thus the genesis of modern Turkey has much in common with the emergence of modern Europe.

Finally, the large Turkish minorities in many European countries today have set a mark on European culture and politics which cannot – and should not – be ignored. This is another reminder of the fact that Europe has always been a multicultural space, with no impenetrable boundaries separating ethnic, religious or national groups.

The critical study of the past should therefore alert us to the complexities and ambiguities in defining what we call ‘Europe’. The reality is, however, that the writing and teaching of history has not primarily been used to build bridges between Turkey and (the rest of) Europe. ‘History’ is, of course, not an innocent recording of facts or a simple interpretation of things ‘as they were’ in the past. It necessarily reflects the mental outlook of those who write and study historical developments and, conversely, our set ideas about how we view the present. History has indeed been a powerful tool in shaping national identities, emphasizing and fostering conceptions about the differences between ‘us’ and ‘others’, however unhistorical these ideas and prejudices may be.

One of the most effective ways of developing a constructive EU-Turkey dialogue is to increase people’s awareness of the common history of European Union countries and modern Turkey and to recognize the various connections and contacts between ‘Europe’ and the Ottoman Empire/Turkey in the past. The goal should not necessarily be to advocate for Turkey’s membership in the European Union, but to enhance the mutual understanding between the citizens of Turkey and the EU, and thus to facilitate informed debates on how to arrange the relations between them.

II. Employability

History degrees, besides providing access to the few academic positions available in tertiary education, government agencies, museums, etc., typically lead to careers in secondary education. Naturally, graduates of history departments are also recruited in order to fill other posts where training in historical research methods

is of benefit, for example in journalism or law. Yet a young person trained in history, with a critical approach to past and present, us and them, is also qualified to take on a number of tasks that require skills in dealing with personnel issues and cultural differences, both in the public and in the private sectors.

Clearly, an overall focus on relations – connections, differences, similarities, commonalities – among intra-EU cultures and between them and extra-EU societies will enhance employability where sensitivity and understanding of multicultural relations is required. As there are no specific study programmes on EU-Turkey dialogue, however, *prima facie* it might seem difficult to assert that increased awareness of historical relations between what we now call ‘Turkey’ and ‘Europe’ could increase people’s employability beyond the general senses mentioned above. Yet programmes and modules that are designed to enhance mutual understanding between citizens of the countries of the EU and Turkey will make students more competent to deal with various concrete situations in modern social life in the EU. In general, making students more aware of how national narratives and cultures sustain and create divisions between ‘us’ and the ‘other’, which has both the specific aim of improving relations between the EU and Turkey and the more general objective of combating stereotyping and discrimination, encourages understanding, tolerance, and respect in society. Enhancing EU-Turkey dialogue is not directed towards one kind of professional training in particular, but rather towards strengthening civic education in the EU and Turkey, which will lead to more open-minded citizenry, one that is less prone to xenophobic attitudes to people with different historical and cultural backgrounds.

This specific skill is essential in various professional contexts. Within the EU, citizens and permanent residents of Turkish descent, not to mention other groups with an Islamic background, make up large and growing portions of the populations in many cities and regions. School districts, businesses, and local media and governments in these areas all need the specific expertise that these are in order to avoid conflict and to foster tolerance towards people and cultures which are different from their own. On a larger scale, more frequent and closer economic and political relations inside the European Union, or between its individual member states, border regions, and corporations, on the one hand, and with neighbouring countries and peoples of North Africa and the Middle East, on the other, entails that multi-national corporations, European institutions and ministries, and other employers will be increasingly seeking the training that courses fitting under the ‘EU-Turkey dialogue’ rubric offer.

III. Key competences

On the basis of the methodology of the Tuning Educational Structures in Europe, and the History Subject Area Group of the project in particular, seven key competences have been defined which are of crucial importance for developing EU-Turkey dialogue. The main objective is to develop the students' critical awareness and understanding of the past, and of how people's interpretations of the past shape contemporary societies and cultural perceptions. The competences range from very general to more specific, but they are all crucial for promoting constructive interaction between citizens of the various countries of the European Union and Turkey.

1. Ability to be critical and self-critical
2. Ability to interact constructively with others regardless of background and culture, even when dealing with difficult issues
3. Ability to act with social responsibility and civic awareness
4. Understanding and awareness that beliefs and ideologies affect the construction of historical narratives
5. Awareness of specific perspectives and interpretations stemming from different national and cultural backgrounds
6. Awareness of the complex interdependencies among various parts of Europe
7. Knowledge of European history, including Ottoman/Turkish history, in a comparative and connected perspective

1. Ability to be critical and self-critical

The ability to be critical of established narratives, of the sources used in historical research, of accepted truths presented in historical narratives, and of one's own attitudes and cultural dispositions is essential for all students of history. These competences should, therefore, be fostered in all historical programmes. They are, however, of particular value for programmes which seek to enhance EU-Turkey dialogue, because attitudes forming EU-Turkey relations are often determined by imagined barriers and deeply-felt prejudices towards others, and lack of self-criticism in studying one's own past.

2. Ability to interact constructively with others regardless of background and culture, even when dealing with difficult issues

All meaningful dialogue is built on the mutual respect of those involved for the values, points of view, and religious ideas held or expressed by the other parties in the conversation. This is of particular importance where people who come from communities believed to be very different interact, or where strong patterns of “otherization” have shaped and impeded constructive dialogues. The learner should be aware of the difficult and contested issues in EU-Turkey relations, but they should be placed in appropriate historical contexts. The learner should also understand the diversity and interconnectedness of European cultures and cultural communities.

3. Ability to act with social responsibility and civic awareness

To enhance EU-Turkey dialogue, the students need to not only to perceive critically the cultural and social diversity in Europe, but also have the will to accommodate these differences. Seen more broadly, students should acquire the competence to live in a multicultural society, which is increasingly the reality they will face when they finish their education. This is directly related to EU-Turkey dialogue, both on a macro-level – for example when Turkey’s entry into the European Union is debated both in Turkey and in the EU – and on a micro-level as large groups of immigrants of Turkish descent live in the various countries of the European Union.

4. Understanding and awareness that beliefs and ideologies affect the construction of historical narratives

The learner needs not only “know” her or his history, but also to be aware of how historical narratives have been constructed and construed to serve particular political or ideological ends. History is commonly framed in national terms and serves to legitimate contemporary nation-states, and this is often done through constructing a view of a perceived “other”, who is portrayed as different from and hostile to “us”. These constructions vary from case to case, but a critical awareness of how national narratives are formed and how the past is used to justify exclusion and enmity in the present helps the student to both act responsibly in the modern world and in interpreting the past in a nuanced manner.

5. Awareness of specific perspectives and interpretations stemming from different national and cultural backgrounds

In training students it is important to expose them to various points of view and diverse historical narratives, both in order to broaden their perspective and to

encourage them to consider their own history from a different point of view. Moreover, students should be aware of diverse traditions of interpreting the same historical processes, and different methods of defining what is important and what is not. Thus students in countries of the European Union should be encouraged to read research of Turkish historians, and vice versa, in order to break down the barriers between the scientific communities.

6. Awareness of the complex interdependencies among various parts of Europe

Historical programmes and modules are commonly defined by contemporary spatial terms, reflecting our own visions of the world rather than the realities of the historical periods under review. History departments offer, for example, courses or programmes on national histories or European history, demarcating the area under study – the respective nations or Europe – on the basis of how these geo-political regions are defined today. In this manner we project our division of the world on the past when cultural and political boundaries were drawn in a very different manner from the present. Most of the European contemporary nation-states emerged in the 19th or 20th centuries, either through the merger of smaller units into larger states, or through the division of old empires – some of which had existed for centuries. In the same manner, Ottoman and Turkish history is commonly excluded from courses or modules on European history, because modern Turkey is perceived as non-European in both geographic and cultural terms. The fact is, however, that the Ottoman Empire was heavily involved in European history, and large areas of what we call Europe today are marked by the legacy of the Ottoman Empire. The student should be aware of these interconnections, both in order to understand her/his own past, but also to question the rigid divisions of the contemporary world.

7. Knowledge of European history, including Ottoman/Turkish, in a comparative perspective

A basic knowledge of historical processes, significant events, historical constellations, political and cultural movements, etc., is necessary precondition for a critical awareness of the past. Here it is encouraged to break down the artificial barriers between the Ottoman Empire/Turkey and “Europe” – that is, to look at the history of the Ottoman Empire and Turkey as a part of European history rather than clearly separated from it.

IV. Level indicators

First cycle

Knowledge and understanding

The graduate has a critical knowledge and understanding of the general diachronic divisions in Turco-European history as well as the main points of Turco-European interaction based on a up-to date bibliography and a selection of primary sources.

Applying knowledge and understanding

The graduate is able to critically assess the construction of national historiographies in relationship to political culture and scholarly changes.

Making judgements

The graduate is able to identify, retrieve and evaluate critically information on Turco-European history and interaction from a variety of sources in order to address relevant topics in the field or thematic area.

Communication

The graduate is able to communicate in appropriate form, written and orally, in his/her own and if possible another language, basic knowledge about the Turco-European history and interaction to students, peers and the general public.

Learning skills

The graduate knows where information about new developments in Turco-European history and interaction can be found and how to utilise it, in order to be updated.

Second cycle

Knowledge and understanding

The graduate has a critical knowledge and understanding of the current developments in Turco-European history and interaction, including interdisciplinary debates, sufficient to be able to formulate and address an original research problem.

Applying Knowledge and understanding

The graduate is able to apply the critical perspectives and methodologies acquired to address problems regarding more than one spatial or thematic area.

Making judgements

The graduate is able to propose well-founded interpretations of relevant social, ethical or other issues in Turco-European history and interaction basing them on the use of a critical bibliography and employing a variety of sources.

Communication

The graduate is able to illustrate and explain in his/her own and if possible another language to an audience (specialist or non specialist) his/her findings about Turco-European history and interaction and the sources and methodologies on which they are based, both in academic and non-academic form.

Learning skills

The graduate is able to undertake self-directed studies in Turco-European history and interaction using information, theories and methods and networks relative to various disciplinary frameworks.

Third cycle

Knowledge and understanding

The holder of the doctorate has a critical overview of the field, including an understanding of the historical and methodological contexts which mould the various national, thematic and disciplinary viewpoints; and the ability to assess critically those perspectives in an innovative manner.

Applying Knowledge and understanding

The holder of the doctorate has demonstrated the ability to conceive and execute an innovative research project designed to address a relevant problem in Turco-European history and interaction which makes a substantial contribution to existing debates or raises new questions, such as to merit national or international publication.

Making judgements

The holder of the doctorate is able to analyse and evaluate complex aspects of Turco-European history and interaction and to propose syntheses that may lead to further academic research and facilitate knowledge transfer.

Communication

The holder of the doctorate is able to communicate, in his/her own and at least one other language, both specialised and general knowledge about Turco-Eu-

ropean history and interaction in an interactive way (establishing a dialogue) with specialists from other disciplines (law, economics, international relations, sociology etc.) and general audiences, and has the ability to initiate and conduct public debate.

Learning skills

The holder of the doctorate has the ability to initiate, conduct and participate in debates regarding new developments in the broad field of the social sciences and humanities, enhancing knowledge and understanding in the field as related to Turco-European history and interaction; and to promote projects and activities suitable to increase knowledge and understanding.

V. Learning, teaching and assessment

1. APPROACHES TO LEARNING, TEACHING AND ASSESSMENT

As developing EU-Turkey dialogue does not form a basis for special or dedicated programmes, the learning, teaching, and assessment methods for this activity are similar or the same as for general history programmes. The few crucial competences which were outlined above (section III) are developed further in this section as a demonstration of how they can be taught and learned on each of the three cycles of university study, and how they can be assessed when the student has completed the course unit or the programme in question. Although the seven competences are divided here between the study cycles, this does not imply that they are only important for that particular cycle.

First cycle

Competence: 3	Ability to act with social responsibility and civic awareness
Teaching Method	Lectures, seminars, discussion groups, supervised projects.
Learning Activities	Attending lectures and/or seminars; directed reading. Individual and group projects; written and oral presentations.
Way of Assessment	Written and/or oral examination; essays; assessment of participation in group discussions and where used also of presentations and group project work

Competence: 6	Awareness of the complex interdependencies among various parts of Europe
Teaching Method	Lectures; seminars and workshops; discussion groups.
Learning Activities	Attending lectures or course modules, reading assigned bibliography comprised of texts from more than one historiographical tradition; participation in discussions in work groups; utilizing e-learning material; writing papers and debate in groups; use specific cases to exemplify general trends and processes.
Way of Assessment	Written and/or oral examinations; assessment of presentation and participation in discussion groups; written essays on selected topics or research questions.

Competence: 7	Knowledge of European history, including Ottoman/Turkish history, in a comparative perspective
Teaching Method	Lectures, workshops, group work; emphasis on integrating Ottoman/Turkish perspectives into the course bibliography, lectures and special assignments.
Learning Activities	Attending lectures, reading assigned bibliography, participating in discussion groups, writing papers and/or making presentations in class, reading and contextualising texts relative to the period which represent various historiographical traditions (including Turkish academic works).
Way of Assessment	Written and/or oral examinations; assessment of presentations in discussion groups or exercises; assessment of written essays or exercises.

Second cycle

Competence: 2	Ability to interact constructively with others regardless of background and culture, even when dealing with difficult issues
Teaching Method	Lectures, dealing with controversial issues in Ottoman/Turkish/European history; discussion groups encouraging constructive debates and exchange of views on specific historical events or processes; oral presentation in calls; essays; intensive programmes bringing together instructors and students from Turkey and two or more EU-countries.

Learning Activities	Discussion in groups focusing on controversial issues in Ottoman/Turkish/ European history; oral reports on sensitive issues in EU-Turkey relations; essays, using literature (both primary and secondary literature) expressing different points of view on controversial issues in EU-Turkish relationship; organized student exchange between EU and Turkish universities; organized discussion and debates between students and instructors with diverse cultural background in intensive programmes.
Way of Assessment	Assessment of written essays, oral presentations, and participation in class; regular feedback on participation in class; student self-assessment and assessment of other students.

Competence: 5	Awareness of specific perspectives and interpretations stemming from different national and cultural backgrounds
Teaching Method	Lectures demonstrating different interpretations of historical events and processes; discussion groups: oral presentations; essays focusing on disputed events and historical processes; intensive programmes bringing together instructors and students from Turkey and two or more EU-countries.
Learning Activities	Attending lectures or course; reading assigned bibliography assigned on the history of specific cases, periods or processes, written from various points of view; studying historical documents and the different interpretation of them; participate in discussions and debates both in seminars and intensive programmes.
Way of Assessment	Written exams, assessment of oral presentations and essays; assessment of participation in group work.

Third cycle

Competence: 1	Ability to be critical and self-critical.
Teaching Method	Research seminars; supervised reading; tutorials; international doctoral seminars.
Learning Activities	Supervised reading of documents and secondary literature; participation in research seminars and international doctoral seminars.

Way of Assessment	Doctoral thesis; written papers, oral presentations, participation in discussions; presentations at conferences; portfolio; evaluation by supervisor and fellow students
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Competence: 4	Understanding and awareness that beliefs and ideologies affect the construction of historical narratives.
Teaching Method	Research seminars, workshops, individual supervision, defined bibliographies of primary documents and secondary literature, doctoral seminars, international intensive programmes.
Learning Activities	Participation in research seminars and intensive programmes, participation in academic conferences, supervised reading of documents and secondary literature, writing of academic papers for national and international journals, oral presentation.
Way of Assessment	Doctoral thesis; written papers, oral presentations, evaluation of seminar discussions; evaluation of presentations at conferences; evaluation by supervisor and fellow students.

2. EXAMPLES OF GOOD PRACTICE IN PROMOTING EU-TURKEY DIALOGUE IN UNIVERSITY HISTORY PROGRAMMES

A wide range of strategies can be used to promote EU-Turkey dialogue in history programmes. The focus and reading lists of existing course units can be modified to highlight the interaction between the Ottoman Empire/Turkey and Europe in the past, special initiatives of bringing together students and teachers from Turkey and the European Union can be organized and special centres of Turkish or EU studies can be formed in universities to promote the development of EU-Turkey dialogue. Since the beginning of CLIOHWORLD, the Workgroup on EU-Turkey dialogue has undertaken, in cooperation with some of its member universities, various initiatives which can be used as paradigms in this respect. Here three such initiatives are described as examples of good practice.

a) A single course unit: Uppsala University

At the Uppsala University all first year students in History take a general chronological module in World History, which is divided into four courses, spanning the history from Antiquity to the present (30 ECTS in total). For the academic

year of 2010–11, the teachers were asked to pay special attention to Ottoman history in lectures a) dealing with geographical areas affected by the Ottoman Empire; and b) dealing with processes where enhanced knowledge of Ottoman or Turkish History would add to the students' perception of the process. The course literature used was screened from this point of view, which led to that John M Hobson's *The Eastern Origins of the Western Civilization* (Cambridge University Press 2004) was added to the reading list in the course. One general lecture on specific Ottoman History was also added to the third course, on "Early Modern History", called "The Ottoman Empire 1500–1800".

Each course has three or four three-hour seminars where prepared questions are discussed by the students and the results are presented orally in class to the other students in the course. For these seminars some of the questions were re-phrased or rewritten in order to emphasize the attention given to the Ottoman Empire in lectures. For instance, the following questions and tasks were given to the students in a three hour seminar: "Discuss the economic, political and social aspects of the Ottoman Empire", and "How would you characterize the relationship between the Empire and different European states?"

According to the teachers, these small but crucial changes in the course curriculum supported two of the defined learning outcomes in particular: 1) the ability to discuss how different categories of people were affected by historical processes; and 2) the ability to describe how different researcher's starting points affect their explanations and choice of sources.

In the regular course evaluation most of the students had very positive attitude to the ambition to problematize the historical narratives by a highlighting the similarities and differences between Ottoman History and the history of the rest of Europe, in addition to pointing out the strong links between at least parts of the area which is now in the European Union and the Ottoman Empire. The general competence that these changes enhanced was considered to be the "Ability to think of one's own values, practices and perspectives critically."

b) Intensive programme: Çukurova University, Adana

In January 2011, a ten-day Intensive Program (IP) was held at Çukurova University in cooperation with members of CLIOHWORLD. The main theme of the IP was "Empires and States" with a special focus on the relations between the Ottoman Empire and other European Empires and states in the past. Ten professors and 35 students, coming from twelve universities in nine European countries

– including Turkey – took part in the programme. Most of the participants were master’s students in history, but some were also studying international relations.

Among the issues discussed in the IP were “Relations between the Byzantine Empire and the Seljuks”, “Italian city states and the Ottomans”, “Italy and the Ottomans in the XV-XVI-XVII centuries”, “Burgundian-Habsburg State formation”, “Polish-Turkish relations in the 17th and 18th centuries”, “The Russian Balkan policy in the 19th century”, “The French-Ottoman treaty of 1535 and its consequences for the Mediterranean trade routes”, “Nation building in Greece and Turkey”, and “Germany and the destruction of the Armenians”.

The intensive programme was organized in lectures during the morning sessions and workshops held by groups of students, supervised by the lecturer, in the afternoons. After each lecture there was also a discussion session in which the participating students contributed with their questions and comments. In the afternoon workshops special attention was paid to form groups of students from different national backgrounds so that they could all bring different viewpoints and experiences to the discussion. At the end of the workshop, each group presented their reports.

Intensive programmes of this sort, which are conducted on a specific theme, in particular geographic and cultural surroundings, provide the students – and the teachers as well – with a perfect opportunity to share their experiences and insights, and to debate the past in a multicultural and multinational environment. They should encourage active student participation, candid debates, and participation from as many countries as possible. In this way they can serve as crucial steps in developing both informed and critical EU-Turkey dialogues.

c) A Centre for Turkish Studies: University of Ghent

At University of Ghent a new Centre for Turkish Studies has recently been created. This initiative is based on several premises:

- the special relation between Belgium, Flanders, on the one hand, and the Republic of Turkey and the important Turkish community in Belgium on the other;
- the engagement of Flemish Higher Education in an initiative called “Diversity as added value”
- the conviction that structural and sustainable cooperation between Ghent University and Turkey is an important aspect of the University’s educational policy

The Centre for Turkish Studies has several academic and social priorities, for example to highlight the role that the Ottoman Empire/Turkey has played in European history, to study its political and economical role in 21st-century Europe, and to explore the cultural and social consequences of the fact that several millions of people of Turkish descent reside in Western Europe – and more specifically, to encourage the integration of an important part of the population of Ghent of Turkish origin into the academic society.

The goals of the Centre for Turkish Studies are threefold:

- it promotes high standing research on Turkish languages and literature, on Turkish culture in a historical and comparative perspective and on Turkish societies in a historical, political, sociological and comparative perspective;
- it promotes teaching in several aspects: exchange of expertise, cooperation in the field of curricula; development of teaching materials, initiatives concerning lifelong learning, student mobility between the institutions for higher education in Ghent;
- it delivers services to society as a platform for promotion of contacts between Turkish and Flemish communities; it promotes the participation of Turkish students in higher education and increases the knowledge of Turkish history, languages and culture in the Flemish community and especially in the third generation of Turkish people in Flanders.

The Centre for Turkish Studies cooperates with the faculty of Humanities, the faculty of Political and Social Sciences, the University College Ghent, the University College Arteveldehogeschool, the city of Ghent, Turkish Embassy in Belgium, the Belgian Embassy in Turkey, several Ministries in Flanders and Turkey and Turkish companies and unions in Ghent and Belgium.

The CLIOHWORLD Workgroup on EU-Turkey dialogue cooperated with the Centre by producing in 2010 a Reader entitled *Developing EU-Turkey Dialogue* which is used in courses run by the Centre. The reader is a collection of chapters from the publication of CLIOHWORLD's sister network, CLIOHRES.net, which was research Network of Excellence funded by the European Commission under its Sixth Framework Programme (www.cliohres.net).

3. LIFELONG LEARNING STRATEGIES FOR ENHANCING EU-TURKEY DIALOGUE

Academic historians have both opportunities and obligations in developing Life Long Learning material and courses, introducing the results and insights of their research to the general public. It is impossible, however, to provide a single formula for such Life Long Learning initiatives, aimed at enhancing EU-Turkey dialogue, as they will necessarily vary according to the particular context. The subject of such courses, the content of the teaching material, the depth of the analysis, etc., will vary, reflecting the place of the teaching, the age of the students, their social and educational background. To take one example, the concerns, interest, and preconceptions of potential students are very different in Cyprus from those in Sweden, as the historical relations between these societies and the Ottoman Empire/Turkey have been very different through the centuries. The aim of all such LLL initiative should be the same, however, or to make the students aware of the complex and deep interactions between the Ottoman Empire/Turkey and 'Europe' – however defined – in the past, and how the history of modern Turkey and the EU has been interlinked for centuries. This is of particular importance for students living in regions which belonged to the Ottoman Empire in the past, because this history is often glossed over in their national (and nationalist) narratives which inform the great majority of people of their past.

The target groups for such LLL initiatives span the whole spectrum of people, ranging from the young to the mature, from the highly educated to those who have only elementary education. Groups such as school teachers – both in elementary and secondary schools – and journalists should be targeted, because they serve a crucial role in shaping people's visions of history. Prospective tourists, travelling from Turkey to EU countries and vice versa, are also an ideal target group, because 'cultural tourism' is growing in popularity as travelling becomes easier. Finally, one could mention Turkish immigrants in Europe or people of Turkish descent living in the EU, who often learn very little about the history of their country of origin.

VI. Quality criteria

Criteria for the EU-Turkish Dialogue Quality Label

One of the most effective methods of developing the EU-Turkey dialogue is through increasing the students' awareness of the interconnectedness of "Europe" and "Turkey" through the centuries. In essence, this means to question the ways in which historians and the teaching of history has constructed the "other" as different from – and unrelated to – "us", and thus either it is ignored or deemed as unessential for the study of EU or Turkish history.

Course units/modules of history programmes which enhance EU-Turkish dialogue may be awarded a quality label, if they comply with the following criteria:

General Criterion:

The course unit/module or programme:

- a. emphasizes how beliefs and ideologies affect the construction of historical narratives and highlights how perspectives and interpretations stemming from different national and cultural backgrounds influence the study of history.

Specific Criteria:

The course unit/module or programme:

- b. provides knowledge of European history, including Ottoman/Turkish history, in a comparative perspective.
- c. deals with the interaction (cultural, social, economic, political) between the Ottoman Empire and other European empires in specific chronological periods.
- d. develops awareness of the on-going nature of historical debate and research in European and Ottoman/Turkish history.
- e. highlights how perspectives and interpretations stemming from different national and cultural backgrounds influence EU-Turkish relations.

Course unit label

The course unit label can be awarded to a course that addresses the general criterion (a) and two out of the four specific criteria (b to e).

Programme Label

The programme label can be awarded to a degree programme that addresses all five criteria.

Members of CLIOHWORLD Work Group 4

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Publications of the CLIOHWORLD Erasmus Academic Network

BOOKS

1. *Developing EU-Turkey Dialogue. A CLIOHWORLDReader*, Guðmundur Hálfðanarson, Hatice Sofu eds., Pisa 2010; second revised and expanded edition, Pisa 2011.
2. *Multiculturalism in Historical Perspective* (CLIOHWORLD-ISHA Reader I), Francesco Malfatti ed., Pisa 2009.
3. *Being a Historian. Opportunities and Responsibilities, Past and Present* (CLIOHWORLD-ISHA Reader II), Sven Mörsdorf ed., Pisa 2010.
4. *East and West. Bridging the Differences* (CLIOHWORLD-ISHA Reader III), Vedran Bileta, Anita Buhin eds., Pisa 2011.
5. *Perspectives on European Integration and European Union Histor. A CLIOHWORLDReader*, Ann Katherine Isaacs ed., Pisa 2011; second revised and expanded edition, *Perspectives on European Integration and European Union History. A CLIOHWORLDReader*, Ann Katherine Isaacs, Ewald Heibl, Luisa Trindade eds., Pisa 2011
6. *Myths, Heroes, Gender and Identities* (CLIOHWORLD-ISHA Reader IV), Aureliana Popa, Bogdan Rentea eds., Pisa 2011.
7. *World and Global History. Research and Teaching. A CLIOHWORLD Reader*, Seija Jalagin, Susanna Tavera, Andrew Dilley eds., Pisa 2011, revised edition Pisa 2011.
8. *Regional and Regional and Transnational History in Europe. A CLIOHWORLD Reader*, Steven G. Ellis, Iakovos Michailidis, eds., Pisa 2011
9. *Guidelines and References Points for Learning and Teaching in the Areas of History of European Integration and of the European Union, World and Global History, e-Learning and Digitisation in History, Developing EU-Turkey Dialogue, Regional and Transnational History* (CLIOHWORLD Guide 1), Pisa 2011, second revised edition, Pisa 2011.

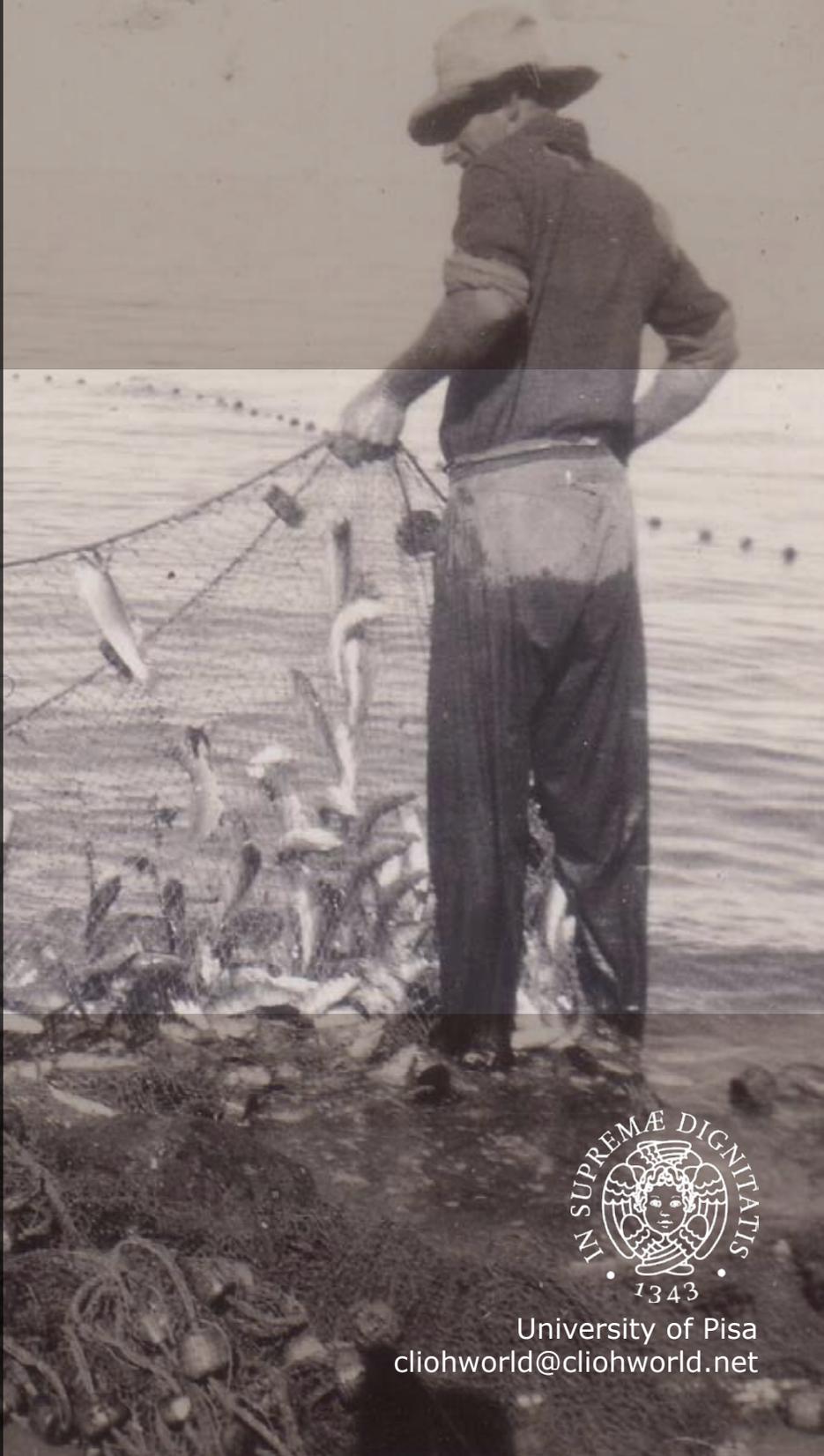
All the above are available in book form and for free download from www.clioeworld.net

Other Readers, reports, and learning/teaching tools are available in electronic form only and can be downloaded freely from the CLIOHWORLD website.

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