

History and Social Sciences Education: Perspectives, Practices, and Reflections

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History and Social Sciences Education: Perspectives, Practices, and Reflections

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Preface

Social studies teach the history of mankind where people have different perceptions or viewpoints concerning how they see and understand the world. It helps people understand the past and current events through critical thinking analysis where societies are continuing to reinvent some importance of preparing students with all the skills to address past narratives and analyze social phenomena. The book is about how one can broadly explore different approaches to the creative teaching of history and social sciences and resource learning, textbook evaluations, and historiography in modern communication.

The various chapters of the present book delve deeply into many and varied innovative aspects for enriching both content and methods of instruction. The focus of the first chapter is the focus of the French Revolution; its pedagogical implications are considered through the British history text. The chapter stresses the significance of primary and secondary sources in promoting a more profound understanding of this event among the greatest in world history. The second chapter studies the relations between the Ottomans and Europeans, and it reflects through textbook analysis on how this complicated and multifaceted relationship is portrayed in a 7th-grade social sciences textbook. It also gives suggestions for activities that may avail students themselves of this rich historical period. Finally, the third chapter emphasizes the importance of teaching communications history as a foundational course by examining the main literature characterizing this field and explaining how it will significantly contribute to understanding how society develops and transforms culturally.

This book aims to offer practical tools and conceptual frameworks to support teachers, researchers, and students in the effective navigation of the teaching and learning of history and social

sciences. Integrated into each chapter are historical and social contexts that combine into classroom practices, thereby ensuring that learners acquire the knowledge and the analytical skills required to interpret and engage with large currents of historical and social dynamism. Merging theory and application, this book wishes to furnish contributions toward this onward-moving discourse on the innovative education of history and social science.

Prof. Dr. Dursun Dilek

Prof Dr. Gülçin Dilek

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Introduction

Teaching in history and social sciences is at a crossroads between the old and the new. Indeed, these subjects are the subject of past events and social constructions; however, much has evolved in teaching-learning methodologies that apply them to a contemporary student. This book has a comprehensive perspective to update teachers on how to use innovative strategies in teaching history and social sciences. The perspectives in it intertwine on major historical events and cross-cultural interactions: general and basic disciplines such as communication history - an initiative that ignites inspiration in educators and students.

The first chapter, *The French Revolution in Source-Based Learning Contexts: Reflections from a British History Textbook*, discusses how this transformative event can be taught with primary and secondary source materials. Through the analysis of a British history textbook, the chapter shows how source-based learning creates critical thinking and a highly participatory approach to historical narratives.

The second chapter evaluates the 7th grade Social Studies textbook in Turkey in the context of Ottoman-European relations and analyzes current activities in conveying this topic to students. This section examines Ottoman-European politics, economic relations (capitulations and trade), cultural interactions and scientific developments, and diplomatic relations, and offers alternative activity suggestions for teachers.

The third section focuses on the equally important but less traditional topic of communication history. Examining communication history and the basic literature in this field, the section advocates the teaching of communication history as a tool for understanding social change, technological advances, and cultural transformations.

It leaves behind the multicultural and fluid nature of history and social science education. An educational resource book for faculty and students for both theoretical and practical approaches. While historical content is integrated with innovative pedagogical methodology, it aims to provide an engaging, important, and transformative educational experience. We hope that readers who read this book will be inspired to look at new horizons in the teaching and learning of history and social sciences.

Prof Dr. Gülçin Dilek

CHAPTER I

The French Revolution In The Context Of Source-Based Learning: Reflections from A British History Textbook

Prof Dr. Gülçin Dilek¹

Introduction

Revolutions are among the most prominent events in historiography. Particularly revolutions that impact not just a single country but the entire world become central in historical narratives. The French Revolution, Industrial Revolution, and October Revolution are unique regarding their effects and repercussions. Especially, it can be argued that the French and Industrial Revolutions, as turning points in European history, radically transformed the global order (İmamoğlu, 2018). Consequently, revolutions are integrated into nations' historical narratives, their impacts on their countries, or their significance in world history. At this point, the transition of the topic to history education gains

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importance. Similar to other history subjects, using primary and secondary sources (see Kaya et al., 2015; Dilek, 2007) in teaching revolutions can make their learning engaging and memorable.

Based on this argument, this chapter focuses on the pages titled "The French Revolution" (Shephard et al., 2004) from a British history textbook, *Discovering the Past Y8-Societies in Change*, which serves as an excellent example of source (evidence)-based learning. The chapter provides inspirations on how the topic, enriched with primary and secondary sources, can be taught using source-based learning in general and specifically in the context of teaching the French Revolution. It further explores how such a complex topic can be approached from multiple perspectives.

The French Revolution Unit:

In the mentioned British history textbook, the French Revolution is structured as a unit (Shephard et al., 2004, pp. 96–166). The textbook addresses the revolution not only in terms of its effects on British history but also as one of the most significant events in world history, dedicating extensive coverage to the topic. This section introduces the content plan of the French Revolution unit and examines its treatment in terms of source-based learning in history education, historical thinking skills, activities, and contexts such as gender.

1. The Structure of the Unit

Content Plan

Introduction

"How has the French Revolution been remembered?" (Shephard et al., 2004, pp. 96–99).

The first four pages of the unit, which form the introduction, are designed to capture students' attention and spark curiosity about the

subject. This section can be considered the attention-grabbing/motivational part of the unit. It features symbolic elements of the French Revolution, such as the guillotine and the Bastille prison, along with the Storming of the Bastille.

The Pre-Revolution Period:

"Was France well-governed before the Revolution?"

"What was life like before the Revolution?" (Shephard et al., 2004, pp. 100–109).

This section examines the social, economic, administrative, and political structure of France before the revolution, as well as the historical context that prepared for the revolution.

The Path to Revolution:

"Changes in France?" (Shephard et al., 2004, pp. 110–113).

This section discusses the social and economic transformations in French society during the 1780s, the economic and administrative problems faced by the people, the intellectual developments of the Enlightenment in the 18th century, and the influence of the American War of Independence on French ideas of liberty and equality. It also highlights the financial burden of supporting the war, dissatisfaction among various segments of society, and the underlying causes of the Revolution through historical sources and teaching materials.

The Revolutionary Process:

"Why did the Revolution erupt in 1789?"

"Did the Revolution make France a fairer country?"

"What should be done with the King?"

"Why did the French execute their King?"

“Was the terror necessary?”

“Did the French people support the Revolution?”

“Robespierre: hero or villain?” (Shephard et al., 2004, pp. 114–145).

This section traces the reasons and processes of the Revolution, the events during the Revolution, its actors, and its economic, legal, religious, political, and social reforms. Topics such as the problems with King Louis XVI, his escape and capture, the execution of the King and Queen, the Reign of Terror, the public's stance on the Revolution, and key figures such as Jean-Paul Marat and Maximilien Robespierre, are covered extensively.

Post-Revolution Period:

"Coup d'État [Napoleon's Era]"

“Did Napoleon betray the Revolution?”

“Napoleon: The first European?”

“Why was Napoleon defeated?”

“How has Napoleon been viewed through history?”

“The legacy of the French Revolution” (Shephard et al., 2004, pp. 146–169).

This section explores events during Napoleon's era, his “European Empire,” perspectives on the Revolution in the 20th century, the memory of the Revolution, and the influence of its ideas on contemporary politicians. The unit concludes by establishing a connection between the past and the present.

Sources Used

Primary Sources:

Period caricatures, visual depictions from the era, photographs of historical objects/artifacts, illustrations, artefacts, documents, eyewitness accounts, excerpts and quotations from period newspapers, and ephemera were utilized.

Secondary Sources:

Quotations from historians' works, statistical data, maps, and teaching materials such as infographics, diagrams, timelines, chronological tables, comics, graphs, and charts were included.

The primary and secondary sources were predominantly selected from French and British sources. During the analysis of these sources, students were guided to explore British perspectives on various aspects of the Revolution and to compare them with events in British history. Thus, the textbook connects the French Revolution to British history through occasional references and comparisons. Examples of this approach are provided under subsequent headings.

Use of Visual Sources:

The use of visual material in history education is significant as it contributes to imagining the past and fostering historical inquiry processes (Aslan, 2020; Dilek, 2010; Rogers, 1984). According to Levstik and Barton (2001), "Inquiry is the process of asking meaningful questions, finding information, drawing conclusions, and reflecting" (p. 13). To make inferences by questioning historical material, its content must first be fully and accurately understood. At this point, guidance should be provided to students. This guidance can be offered directly by the teacher or, as seen in the example

below taken from the textbook, through well-designed instructions that direct students.

"Look at Source 8. The artist has tried to show the different moments of the attack [Bastille] in one picture. Can you see:

- *the crowd entering the courtyard through the porch*
- *some soldiers joining the attackers*
- *attackers hacking down the chains of the drawbridge*
- *attackers firing on the fortress from nearby woodland*
- *attackers storming the doors*
- *the defenders showing a white flag of surrender*
- *wounded people being carried to safety*

On your own outline copy of this picture label the events in their right places" (Shephard et al., 2004, p. 98).

This visual source, which the inquiry process is directed towards, is presented in Figure 1.



Figure 1. The visual titled "Source 8: A depiction of Cholat, a wine shop owner and one of the conquerors of the Bastille," featured in the textbook.

Students are asked to take a copy of the image and mark the events described in the given instructions on this copy. Such an activity structures the process to help students discover data that they might otherwise struggle to identify with an open-ended question like, “What do you see in the image?” Indeed, a lack of sufficient experience with the subject may hinder students' ability to make inferences from the source. On the other hand, this activity involving the visual source is highly effective in stimulating historical imagination and achieving lasting learning, as it requires students to carefully examine the image and reflect on the scenes depicted. By completing the activity in line with the provided instructions, students can visually grasp how the Storming of the Bastille occurred and what events transpired during this process. In this regard, the primary role of the source can be argued to facilitate the acquisition of factual knowledge about the revolutionary process.

The fact that this source was created by Claude Cholat, a wine shop owner who fought alongside the revolutionaries during the Storming of the Bastille, further enhances its value, as it reflects the observations of a historical actor who directly witnessed the event.

Use of Textual Sources

Since the "French Revolution" unit in the textbook is designed under the source-based learning approach, the unit is primarily built on a framework of textual sources. Therefore, the analysis of historical material, most of which consists of primary textual sources, holds a central position in the teaching process. Within the unit, textual sources are sometimes presented on their own and sometimes supported by visual sources or other teaching materials. These sources aim to enable students to make historical inferences, interpret the sources, employ creative and critical thinking skills, discover the diverse perspectives reflected in the sources, and

develop a visual memory. Examples of textual sources are discussed under subsequent headings.

Historical Thinking Skills and Activities

Historical Inquiry Processes:

An essential stage of source-based learning is questioning the sources, that is, exploring their content by asking questions (Levstik & Barton, 2001; Yapıcı, 2006). Through this process, sources are analyzed, and inferences are made, which, coupled with the application of higher-order thinking skills (critical thinking, creative thinking, problem-solving), lead to historical understanding and interpretation. The historical inquiry processes can frequently be observed in the teaching of the French Revolution unit.

Below is an example demonstrating the questioning of visual sources under the heading "First Estate: The Clergy", accompanied by the relevant visual source (Figure 2) (Shephard et al., 2004, p. 105):

- "1. What does Source 5 suggest about the wealth of the Church?
2. Were all the clergy rich?
3. Why do you think the cartoonist of Source 5 did not show the poor clergy?" (Shephard et al., 2004, p. 105).



Source 5 is a revolutionary caricature criticizing the wealth of the Church. It depicts a cardinal leaving his palace.

Figure 2. A revolutionary caricature criticizing the Church, taken from the textbook.

Visual Analysis in the Learning Process:

As seen in the example involving the visual provided in Figure 2, three questions are posed to help students make inferences about the revolutionary process. The first question focuses on understanding the content of the image, while the second and particularly the third questions aim to uncover the perspective of the cartoonist. Accordingly, the textbook's approach to using sources and historical inquiry processes is not limited to students acquiring factual information. Instead, it includes examining who created the sources and for what purpose, integrating these aspects into the historical inquiry process.

This method seeks to raise students' awareness of the fact that sources reflect the viewpoint of their creators. Therefore, when analyzing and interpreting a source, students are encouraged to consider this reality. For instance, the message of Source 5, the caricature, indicates that the cartoonist, who set out to criticize the First Estate, focused only on a segment of wealthy clergy. Students are expected to recognize this bias when interpreting the source.

Creative Thinking Skills

The unit includes various activities designed to foster creative thinking skills. Each activity is structured to have students evaluate data derived from a thorough examination of multiple primary/secondary sources and teaching materials. Below are some examples (Shephard et al., 2004):

Activity:

“Before the invention of television, people found out about new ideas from books, newspapers, magazines, pamphlets, songs, and poems. It is the 1780s. You believe France is badly ruled. Write a newspaper article, a song, or a poem which could help spread your ideas on what is wrong with the way France is ruled. Include suggestions on how you would like to change things. Include comments on the King’s power, whether Louis [King Louis XVI] is suitable for the role, how the country should be governed, who should make the laws, and how punishments and laws should be regulated” (p. 103).

Activity:

“You are an advisor to the King. Here are some suggestions you might make to the King on how he might balance his budget:

- *reduce expenditure*
- *raise the level of taxes on everybody*
- *make people pay taxes according to their wealth taxes based on wealth*
- *improve tax collection*
- *borrow more Money*

Which options would you favour? Prepare a three point plan for the king with your suggestions for solving the financial crisis:

Point 1: what must be done;

Point 2: why that must be done;

Point 3: who to expect opposition from” (p. 111).

This activity not only focuses on solving a historical problem using historical sources (see Ata, 2014) but also contributes to the development of problem-solving skills.

Activity:

"In groups, design the front page of a newspaper for 22 July 1791. Include headlines, articles, and illustrations about the [royal family's] flight to Varennes" (Shephard et al., 2004, p. 123).

Activity:

“You are members of the National Assembly. Louis is on his way back to Paris. You are debating what to do when he arrives. You know this is a sensitive time.

Now what are you going to do with Louis? There are various options open to you:

- *Welcome him back and carry on as before with government and king trying to work together.*
- *Keep him in prison until the constitution is ready for his agreement.*
- *Replace him with his son, Louis Charles, aged six.*
- *Proclaim him overthrown and declare a Republic.*
- *Arrange a REFERENDUM to decide his future.*

Remember that the King still has many supporters inside and outside France. If you make the wrong decision it could plunge France into war.

In groups, give each option a score out of ten (10 for a very good idea, 1 for a very bad idea). Explain why you have given it that score. Then compare your scores with other groups” (Shephard et al., 2004, p. 125).

“Using the evidence on these pages and what you have learned about Louis, write a speech summarizing his crimes or defending his innocence” (Shephard et al., 2004, p. 129).

The evidence includes excerpts from three deputies accusing the King, a defense speech by King Louis XVI, and statements from two of the King’s lawyers. Students will gain insights into the tone, themes, and emotions reflected in the speeches, allowing them to prepare their own speeches appropriately within the historical context.

Activity:

"Draw a poster to be displayed around France showing what all citizens can do to help solve France’s problems" (Shephard et al., 2004, p. 133).

Activity:

“Arrange a class debate on the topic: ‘The Terror was dreadful but necessary.’ To prepare for the debate, divide a page of your book in half. Using pages 132–137, on one side of the page write reasons why the terror was necessary and on the other side reasons why it was not necessary. Then write a paragraph expressing your own view on ‘Was the Terror necessary?’ Your teacher will give you some more ideas to get the debate started” (Shephard et al., 2004, p. 137).

Both activities meaningfully encourage students to think about the revolutionary process.

Historical Empathy and Multiperspectivity:

The textbook invites students to examine evidence reflecting different and conflicting perspectives on a historical event or actor, encouraging critical thinking and inference. This approach aims to develop the ability to view the past from multiple perspectives within

the context of human-centered history and to raise awareness that history can have conflicting interpretations (Cooper & Dilek, 2004; Cooper, 2007).

One example of this approach can be found in the section titled "What was life like before the Revolution?" (Shephard et al., 2004 p. 104-109). Here, primary and secondary sources are used to explore topics such as King Louis XVI, Queen Marie Antoinette, governance, law, and the characteristics of the social classes (First Estate: Clergy, Second Estate: Nobility, and Third Estate: the rest of the French population).

An example of a historical empathy activity appears on the page titled "The Second Estate: The Nobility" (2004, p. 106), which features eight sources (including one visual) (see Figure 3). Students are asked to complete the following two activities:

Activity 1:

“Put yourself in the position of someone who did not like the nobility. Using Sources 7 to 10, draw up a letter to a friend criticizing their lives and work” (Shephard et al., 2004, p. 106).

Activity 2:

“You are a member of the nobility. Us Sources 11 to 14, to help you write a letter responding to the criticism of your life and work” (Shephard et al., 2004, p. 106).


By examining these eight sources, students will encounter content that appears contradictory but actually reveals different facets of an event, phenomenon, or situation.

In this example, the nobility is portrayed as a heterogeneous group with diverse lifestyles, economic situations, and objectives, helping students understand that history cannot be viewed through a

monolithic lens. Figure 3 shows the textbook page titled "The Second Estate: The Nobility" (Shephard et al., 2004, p. 106).

WHAT WAS LIFE LIKE BEFORE THE REVOLUTION?

The Second Estate: the nobility



SOURCE 10 A nobleman's house before the Revolution – the Chateau de Chenonceaux

SOURCE 11 From a book on the French Revolution by the English historian Simon Schama, written in 1989

"No less than 60% of the nobility – some 16,000 families – lived in conditions where they found it hard to make ends meet. At the very bottom there were those (perhaps 5000 families) who were too poor to possess ... a sword, a dog and a horse."

SOURCE 7 By an eighteenth-century writer

"The young Duke of Sonfranc has just got out of bed. He is already rich and is heir to a fortune which would make a hundred families wealthy. His servant is putting his stockings on him; his butler is bringing a cup of chocolate, while his secretary writes tender little notes to the many young women the bored duke is courting."

SOURCE 8 A modern French historian describing the privileges of the nobility

"They did not have to pay most taxes. Peasants normally had to pay a tax in money or produce to the local aristocrat. He alone had the right to hunt. If a dispute between a peasant and his lord ended up in court, the judge would always be an aristocrat. Nearly all the top jobs in the government and armed forces went to the aristocrats."

SOURCE 12 A noble's complaint to a tax collector, 1692

"Are you not convinced that the tax is beyond my means? ... I have enough pride to want to hide how difficult it will be to pay even the small tax you are asking for. My house is in ruins. We are desperate and will soon have to turn to charity."

SOURCE 13 The income of some of the nobles in Northern France before the Revolution

Marquis de Mainvilllette	20,000 livres per year
Prince de Conti	14,000 livres per year
23 poorest noble families	500 livres per year

SOURCE 14 The historian Simon Schama argues that many nobles were involved in business, industry, mining and trade

"The Duc d'Orleans had glassworks ... the Vicomte de Lauget had paper mills; the Duc de La Rochefoucauld-Liancourt a linen factory ... examples that could be multiplied indefinitely."

Activity 1

Put yourself in the position of someone who did not like the nobility. Using Sources 7–10 draw up a letter to a friend criticising their lives and work.

Activity 2

You are a member of the nobility. Use Sources 11–14 to help you write a letter responding to criticism of your life and work.

Figure 3. The textbook page titled "The Second Estate: The Nobility"

The textbook provides various sources and materials supporting the idea that the social classes in France's past were heterogeneous groups. A page illustrating this can be examined in **Figure 4**.

What was life like before the Revolution?

In SOURCE 12 on the previous page you saw how the estates system was supposed to work. However, by the eighteenth century, the picture was actually more as shown in Source 1. In the next six pages we investigate what life was really like for members of the three estates.

As you study Source 1, remember that the nearer people are to the top of the diagram the wealthier they are.

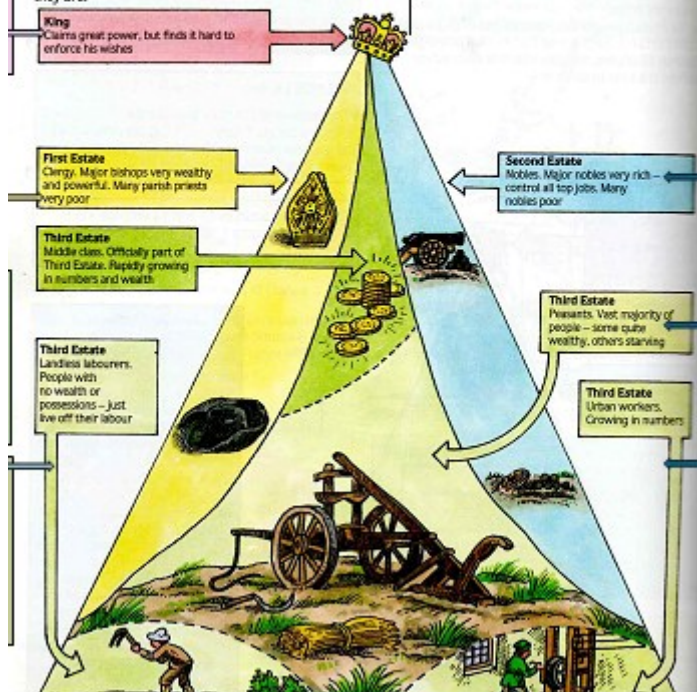


Figure 4. The diagram titled "French Society in the Late 18th Century" in the textbook

The diagram in Figure 4 visually depicts the diversity within the social classes of French society. This integration of historical sources with teaching materials like diagrams is designed to reinforce and complement one another.

To break monolithic and stereotypical views of each social class, the textbook also explores the differing living conditions within the First and Third Estates using a historical source analysis approach. For instance, on the page examining the Peasant layer of the Third Estate (see Figure 5), observations about the lives of peasants residing in eastern, northwestern, central, and southern France are mapped out.

The historical sources (Sources 19–23 and, for landless agricultural laborers, Source 25) include accounts from Arthur Young, an English farmer and journalist who traveled to France between 1787–90, and writings from Marshal of France Vauban in 1696 (Shephard et al., 2004, pp. 108–109). These sources reveal that peasants in all regions except southern France lived in poverty and hardship. In contrast, Arthur Young, upon witnessing the prosperity of southern French peasants, exclaimed that he "could not believe his eyes" (Source 23) (Shephard et al., 2004, p. 109).

Through analyzing these sources, students are expected to conclude that peasants in France did not share uniform living conditions, with some enjoying better circumstances than others. Figure 5 is presented below.

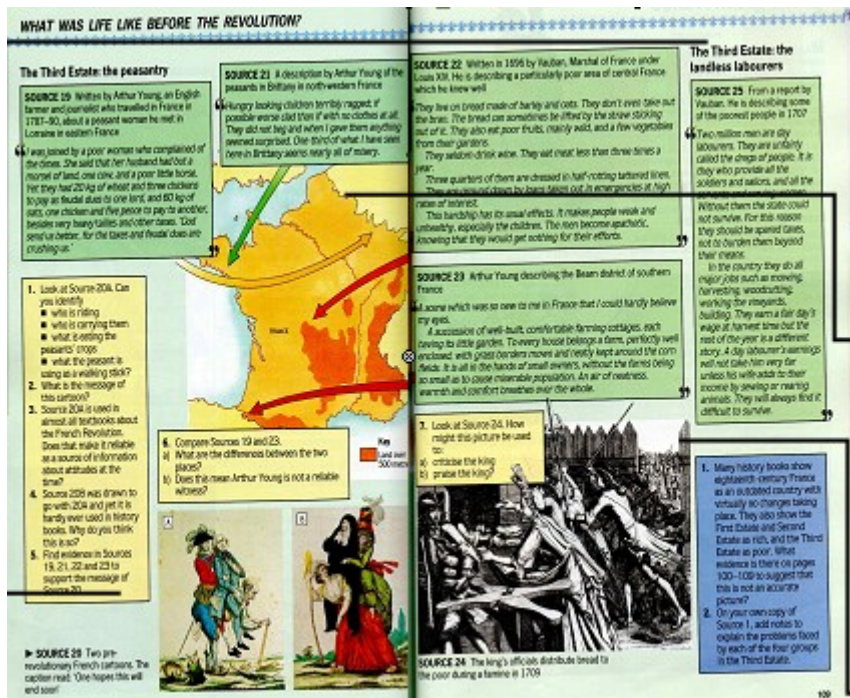


Figure 5. Textbook pages titled "The Third Estate: Peasants"

These pages provide another noteworthy example in the context of history education. Source 20, coded as two caricatures published in France before the Revolution, is analyzed alongside other sources on these pages (Sources 19–23). Students are asked to evaluate the caricatures’ messages and provide evidence from the four accompanying sources to support their interpretations.

This integration of firsthand textual sources, including direct testimonies, with a primary visual source aims to enhance students’ understanding. Students analyze the message of the caricature (depicting the Third Estate carrying the First and Second Estates on its back, symbolizing the burdened and oppressed population) and identify supporting sentences from the provided sources as evidence.

This approach activates evidence-based reasoning and visual thinking skills, enriching the historical understanding process.

The caricature's (Source 20) evaluation from a gender perspective will be further discussed under the "Gender" section.

Following the analysis of all sources presented under the topic "What was life like before the revolution?", the textbook assigns the following task to students:

"Many history books show eighteenth-century France as an outdated country with virtually no changes taking place. They also show the First and Second Estates as rich and the Third Estate as poor. What evidence is there on pages 100–109 to suggest that this is not an accurate picture?" (Shephard et al., 2004, p. 109). Looking at the past from multiple perspectives, as seen in Activity 1 and Activity 2 under the "Second Estate: Nobility" section, involves viewing historical events through the eyes of the people of the time (incorporating empathy) and evaluating the past from different viewpoints (see Akça Berk, 2014).

Another example of this approach is presented in Figure 6 (Shephard et al., 2004, p. 109), an excerpt from the textbook that illustrates these practices in action.

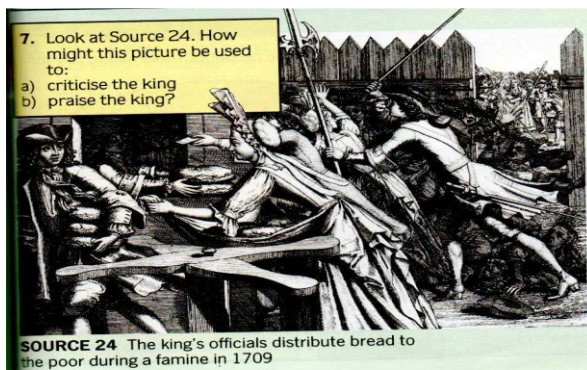


Figure 6. A Visual Source Focusing on an Event in France in 1709

The visual source presented in Figure 6 can serve two contrasting purposes depending on the perspective taken.

Criticism of the King:

The image may be used to highlight the King's inability to prevent famine or his failure to implement preventive measures to avoid leaving his people in dire straits during times of scarcity. As a result, the King is depicted as neglectful or ineffective, forcing his subjects to rely on distributed bread to survive.

Praise for the King:

Alternatively, the visual may also serve to portray the King positively, as a responsible and compassionate leader who took action to alleviate the hunger of his people by distributing bread.

Thus, this visual source (Source 24) can be interpreted as evidence of either the King's mismanagement or his concern for his subjects, depending on the perspective. The inclusion of this source, along with two questions prompting its analysis, exemplifies the textbook's approach to encouraging students to view historical events—particularly the French Revolution—and figures from multiple perspectives, fostering multidimensional thinking skills.

Evaluating Robespierre from Multiple Perspectives

Another example of the textbook's focus on analyzing historical events and figures from differing perspectives can be found in the section titled "Robespierre: Hero or Villain?".

Robespierre, one of the most prominent figures of the French Revolution and a key architect of the Reign of Terror, is presented as a divisive character:

"Sometimes, during a revolution, an individual can gain great power and use it ruthlessly. Maximilien Robespierre earned this reputation during the French Revolution. For five years, he was a leading figure of the Revolution, just as Cromwell was a leading figure of the English Revolution. Fifty years ago it was estimated there were over 10,000 books written on Robespierre. You have already read about Robespierre in this unit. Now, we are going to try to draw some conclusions about him.

Comments on Robespierre:

Robespierre has been described as both 'the most hateful character in history' and 'the greatest man in history.' To some, he was the defender of the rights of the poor, who bravely led the Revolution through the great crisis when it could have been overthrown. To others, he was a cruel, ambitious monster who was responsible for the murder of thousands of innocent victims. How did he earn such different reputations?" (Shephard et al., 2004, p. 144).

Following this introduction, the textbook provides 11 sources, including a chronology of Robespierre's life, excerpts from his speeches, testimonies of his contemporaries, historians' interpretations, and a period caricature. These sources are accompanied by questions and instructions to guide students in their analysis.

The relevant pages can be seen in Figure 7 (Shephard et al., 2004, pp. 144–145). This approach invites students to critically evaluate Robespierre's legacy, fostering empathy by examining the perspectives of his supporters and detractors. Students are encouraged to reflect on how his actions and leadership during the Revolution have been interpreted in vastly different ways, depending on the observer's viewpoint and historical context.

Robespierre: hero or villain?

SOMETIMES during a revolution an individual can gain great power and use it ruthlessly. Maximilien Robespierre earned this reputation during the French Revolution. For five years he was a leading figure of the Revolution, just as Cromwell was a leading figure of the English Revolution. Fifty years ago it was estimated there were over 10,000 guillotines in Robespierre's name.

You have already read about Robespierre in this unit. Now we are going to try to draw some conclusions about him.

Interpretations of Robespierre

Robespierre has been described as both 'the most hated character in history' and 'the greatest man in history'. To some he was the defender of the rights of the poor, who brought the Revolution through the great crisis when it could have been overturned. To others he was a cruel, ambitious character, who was responsible for the murder of thousands of innocent victims. How did he earn such different reputations?



1793 Born in Arras, northern France. He would die when he was young.
1792 Robespierre starts working for Robespierre in France.
1794 Becomes lawyer, defends poor people.
1795 Elected to the French Council of National Assembly, National Convention, Masses thousands of speeches.
1796 Becomes one of the most powerful of the French people.
1797 Elected to the Committee of Public Safety, which was the most powerful body in France.
1798 Robespierre's reputation as a hero of the Revolution.
1799 Robespierre's reputation as a hero of the Revolution.
1800 Robespierre's reputation as a hero of the Revolution.
1801 Robespierre's reputation as a hero of the Revolution.
1802 Robespierre's reputation as a hero of the Revolution.
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SOURCE 1: Robespierre's career

SOURCE 2: Extracts from Robespierre's speeches

"We want a country in which the government befits after the manner of every individual. One's duty is to punish traitors, to help the needy, respect the weak, defend the oppressed, do good to one's neighbour and behave justly. To how did he justify his methods?"

"The people always wish for the best but they don't always see what is best. Because in a revolution the state is at war, it doesn't have to follow all the laws. I defend the death penalty. I moved for its abolition, but in this case of the King it is justified because the country must live. Laws must die."

1. Look at Source 1. Decide on three words to describe Robespierre.
2. Look at Source 2. Robespierre believed that violence could be used to achieve good ends. Do you agree?

How was he viewed at the time?

SOURCE 3: Said by a same-clothed - a Parisian worker and militant supporter of the Revolution
"The bastards aren't satisfied with being the boss, they've got to be God as well."

SOURCE 4: From the London Times, 28 September 1792
"Robespierre was tried a butcher. This may account for the calm with which he has brought such numbers to the block. No man that better talents be the leader of the mob than this."

SOURCE 5: Written by Bertrand Barere in 1832. He sat on the Committee of Public Safety with Robespierre but helped overthrow him.
"He was a man without personal ambition. His masterpiece was to have acted at a dictatorship which he believed was the only way to stop the spread of evil."



SOURCE 6: A caricature of the 'reign' of Robespierre

SOURCE 7: Written by Jerome Petion, radical member of Paris from 1791. A critic of Robespierre and the Jacobins, he committed suicide in 1794 rather than face the guillotine.
"Robespierre is extremely haughty and suspicious. He was just and honest everywhere. He is innocent of oppression. He never attacks mistakes."

SOURCE 8: Description of Robespierre from a government enquiry after his execution
"A depraved monster of small talent."

3. Why might some of Robespierre's former friends and colleagues say unpleasant things about him after July 1794?
4. Using Sources 3-8 explain what people at the time thought of him.

Some historians' views

SOURCE 9: Richard Boston, in an article in a British newspaper, 1987
"There is general agreement that he was physically repulsive as well as being brutal, ruthless, merciless, of mediocre intelligence, vicious, selfish, cold, cruel, dishonest and spiteful."

SOURCE 10: Lord Acton, a British historian, in a lecture in the 1890s
"We had been the equal of emperors and kings as a way of 100,000 men obeyed him and he controlled millions in secret session (and) yet he lived on a stipend of allowance of just 18 francs, saving a fortune of more than 20 guineas."

When the lecture was published, he added
"He was the most hateful character in history."

SOURCE 11: By George Rude, a recent French biographer of Robespierre
"The Revolution's outstanding leader, at every stage of its most creative years, and the first champion of democracy and the people's rights. This is his main claim to greatness."

5. (a) Compare the words you used to describe Robespierre in question 1 with the words used to describe him in Source 9.
6. Does the fact that the author of Source 11 is French explain why he disagrees with the authors of Sources 9 and 10 about Robespierre?

7. Use the sources to make a list of three good points about Robespierre. Then list three bad points.
8. Robespierre helped carry the Revolution through a crisis. Was he a hero or a villain? What do you think? Give reasons for your answer.

Figure 7. Textbook Pages Titled "Robespierre: Hero or Villain?"

The questions and instructions provided in Figure 7 aim to raise students' awareness of doing history. One such instruction reads:

"7. Use the sources to list three good points about Robespierre. Then list three bad points" (Shephard et al., 2004, p. 145).

This directive encourages students to move beyond binary oppositions like "good vs. bad" and adopt a more nuanced perspective. Evaluating Robespierre along the historical context by considering the conditions that led him to support terror becomes essential. However, understanding these conditions does not imply endorsing his support for terror.

The activities involving these sources are designed to enhance students' critical thinking skills. At the end of the section,

students are expected to draw their own conclusions and express their interpretations:

"Robespierre helped carry the Revolution through a crisis. Was he a hero or a villain? What do you think? Give reasons for your answer" (Shephard et al., 2004, p. 145).

This open-ended question leaves the final judgment about Robespierre to the student, encouraging them to analyze historical sources and form their own interpretations, much like a historian. This approach aligns with postmodern historiography's emphasis on the interpretive nature of history and its argument that absolute truths in history do not exist (Jenkins, 1997; Munslow, 1997).

Historical Empathy and Perspective-Taking Activities

The textbook also includes other activities aimed at developing historical empathy and perspective-taking skills (Shephard et al., 2004), such as:

Activity:

"You are a labourer living in Paris in 1789. Look back of the story of the attack on the Bastille (pages 98–99). Explain why you joined in the attack" (p. 117).

Activity:

"Imagine you are plotting against the Revolution. Write a secret report to a friend outside Paris to describe a sans-culottes" (p. 139).

Developing the ability to view the past through the perspectives of historical actors is essential for constructing their intentions and actions within the relevant historical context. It also facilitates interpreting the past (Dilek & Alabaş, 2014; Dulberg, 1998).

In these examples, as in other parts of the unit designed in line with the source-based learning approach, students are expected to activate their historical imagination. By engaging with the sources, they explore the perspectives of historical actors of the French Revolution, understanding the past through their eyes. As noted by Lee (1984), historical imagination is closely tied to evidence derived from sources.

Critical Thinking Skills

The French Revolution offers significant opportunities for developing critical thinking skills. The "Did the Revolution make France a fairer country?" section provides an excellent example of the textbook's focus on fostering these skills.

Under this heading, various reforms introduced by the Revolution are discussed, including administrative, local government, electoral, and church reforms. A schematic source (Source 6) related to electoral reforms is presented.

In Figure 8 (Shephard et al., 2004, p. 119), the accompanying explanatory text states:

"The Revolution believed in democracy, the right of the people to rule themselves. In the new constitution, the 'active' male citizens could elect the following:" (Shephard et al., 2004, p. 119).

The diagram below this text shows that the officials elected by voting citizens (active male citizens) included judges, deputies, tax collectors, and priests.

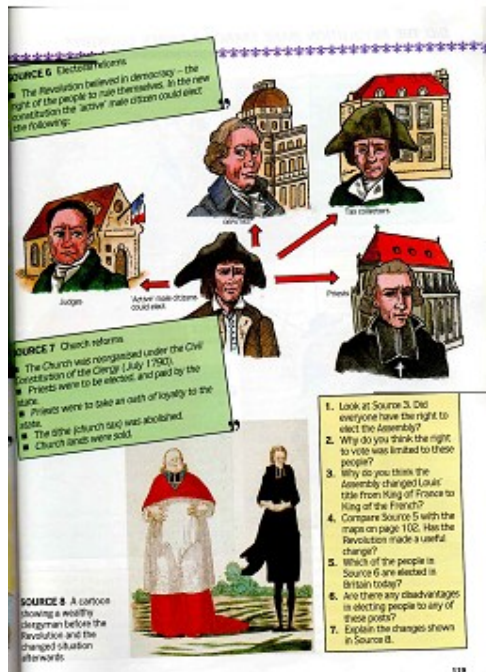


Figure 8. Diagram of Elected Officials in the Textbook

The diagram in Figure 8 (Source 6) is accompanied by analytical questions aimed at fostering critical thinking:

"Which of the people in Source 6 are elected in Britain today?" and "Are there any disadvantages in electing people to any of these posts?" (Shephard et al., 2004, p. 119).

Students are first asked to compare the process of appointing officials in the past with the current system in their own country. By identifying which roles are filled by election versus appointment in the present-day context, they are likely to notice differences from the practices during the French Revolution (Deniz, 2019).

This foundational understanding sets the stage for students to reflect on why having every state official elected might pose challenges, prompting the application of critical thinking skills.

Through this inquiry, students can transition back to the past and consider how electing these officials during the French Revolution might have created problems, gaining insights into the limitations of democratic reforms of the era.

Source 7 and Church Reforms

Following this activity, Source 7, under the heading "Church Reforms," outlines the changes introduced during the Revolution. Source 8, a period caricature, prompts analysis with the question:

"Explain the changes shown in Source 8." (Shephard et al., 2004, p. 119).

By comparing the depictions of the clergy (First Estate) before and after the Revolution, students are expected to draw conclusions about the transformation process. This analysis not only fosters the development of inference-making skills but also enhances historical understanding through visual literacy.

Critical Thinking Example: Comparing the Trials of Two Kings

Another notable example of critical thinking activities from the textbook involves comparing the trials of King Louis XVI and King Charles I:

*"1. Who was accused of the most serious crimes?
2. List threeways in which the trials were similar and three ways in which they were different."
3. Who had the fairer trial?
4. Both kings were found guilty and executed. Did one deserve to die more than the other? Give reasons for all your answers"*
(Shephard et al., 2004, p. 129).

This activity is significant for several reasons. First, it connects the French Revolution to English history, encouraging a comparative perspective. Second, it promotes critical thinking by prompting

students to analyze historical and secondary sources to evaluate fairness and culpability in historical trials.

As demonstrated in the examples above, the textbook frequently integrates activities, questions, and instructions designed to foster high-order thinking skills, including critical thinking, creative thinking, and historical problem-solving.

Gender in the French Revolution

The textbook consciously incorporates gender equality by highlighting the roles of women in history, particularly during the French Revolution. The Revolution was a historical event in which women actively participated in diverse roles, ranging from initiating uprisings to organizing women's movements (Çakmak, 2007) and even assassinating a leader like Jean-Paul Marat, who contributed to the escalation of violence (Serebryakova, 2012).

Women also led the march on the Palace of Versailles and, along with others who joined them, forced the King and his family to relocate to the Tuileries Palace in central Paris (Merriman, 2018). The textbook's deliberate focus on female actors in the Revolution is evident in its approach (Deniz 2018a).

One notable example highlighting the visibility of women is the depiction of the Third Estate, emphasizing that it was not only men but also women who bore the burden of the other two Estates. This is conveyed in the textbook through a period visual and accompanying explanation:

"Source 20B was drawn to go with 20A and yet it is hardly ever used in history books. Why do you think this is so?" (Shephard et al., 2004, p. 108).

These visuals can be examined in Figure 9. The inclusion of this content underscores the textbook's effort to address gender dynamics and encourage students to reflect on the historical invisibility of women in traditional narratives.

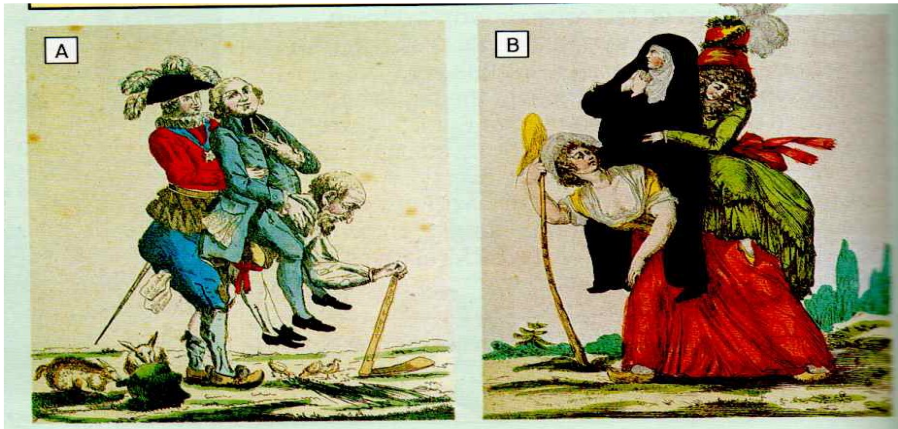


Figure 9. A Pre-Revolutionary French Caricature from the Textbook

The question posed to students about the caricature in Figure 9 suggests that the visual depicting women may have been deliberately ignored. The textbook appears to aim at raising awareness about the exclusion of women from historiography and, by extension, from history textbooks (Deniz, 2018b). By including the visual coded as Source 20B, which has traditionally been excluded, the textbook highlights the intentional effort to make women visible in historical narratives.

Similarly, throughout the unit, other examples underscore the visibility of women in both pre-revolutionary French society and the narrative of the French Revolution. One such example is the march of women on the Palace of Versailles on 5–6 October 1789, depicted in Figure 10 (Shephard et al., 2004, p. 117).

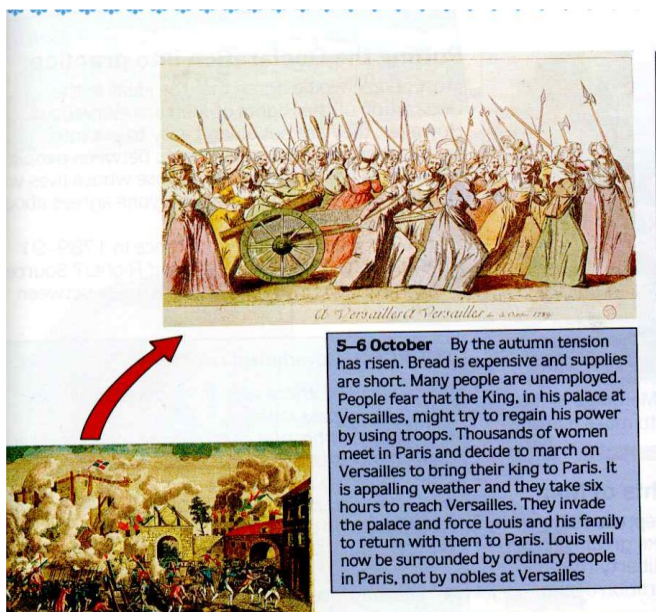


Figure 10. Textbook Page Depicting the Women's March on Versailles

The narrative and visual content in Figure 10 from the textbook underscore the pivotal role of women as significant historical actors in initiating the Revolution.

Women's Experiences in the French Revolution

Another notable point under this heading is how the textbook examines women's experiences during the Revolution within the broader argument that the Revolution did not bring justice for everyone. This is articulated as:

"It is often important to look at the things which were not done to judge properly the full effect of changes after a revolution" (Shephard et al., 2004, p. 121).

One such "overlooked" issue was that the rights granted to men were not extended to women. Source 13 highlights this by referencing how French women responded to the Declaration of the

Rights of Man (and Citizen) with their own Declaration of the Rights of Women:

"Woman is born free and her rights are the same as those of a man... the law must be an expression of the general will; all citizens, men and women alike, must participate in making it...it must be the same for all" (Shephard et al., 2004, p. 121).

Following this, Source 14 discusses a female militia, the National Amazons, established in March 1790. It includes a quote from the militia's founder, Theroigne de Mericourt:

"We can handle weapons other than the needle and the spindle"; the source also notes that women militias were later banned by the National Assembly (Shephard et al., 2004, p. 121). A visual of the militia accompanies this text.

Similarly, Source 15 depicts another example of women's organization, with a visual showing a meeting of female revolutionaries. A note explains:

"There were no women in the National Assembly. Some women, who resented being excluded, set up the Patriotic Club for women revolutionaries" (Shephard et al., 2004, p. 121).

Additionally, the exclusion of women from suffrage and the right to hold office can also be inferred from Source 3, which discusses government reforms. It notes that only taxpaying men had the right to vote and be elected (Shephard et al., 2004, pp. 118–119).

Student Activity on Women's Rights

The textbook page dedicated to women during the Revolution (p. 121) includes the following activity:

"Activity: Divide into groups. You have been asked to add one more sentence to the Declaration of the Rights of Man to help make France a fairer place. What will you add? Use the new

sentences and Source 2 to create a class ‘declaration’” (Shephard et al., 2004, p. 121).

Given the activity’s context, one expected learning outcome is for students to propose provisions addressing gender equality in their additions to the declaration.

Other Representations of Women in the French Revolution

Another example from the textbook illustrating women’s visibility and the perspective of gender equality is a schematic visual showcasing the contributions of the Sans-culottes, one of the Revolution’s radical factions. This image includes both a male and a female Sans-culotte, emphasizing the role of women in revolutionary actions.

Figures 11 and 12

Figure 11: Textbook page featuring Sources 13, 14, and 15 (Shephard et al., 2004, p. 121).

Figure 12: Visual of the Sans-culottes, depicting both male and female members (Shephard et al., 2004, p. 138).

These figures highlight how the textbook integrates women’s roles into the broader narrative of the French Revolution, ensuring their contributions are not overshadowed and promoting a gender equality perspective.

Liberty was not for all

It is often important to look at the things which were not done to judge properly the full effect of changes after a revolution.

SOURCE 13 From a woman's reply to the Declaration of the Rights of Man in September 1791: the Declaration of the Rights of Woman

Woman is born free and her rights are the same as those of a man... the law must be an expression of the general will: all citizens, men and women alike, must participate in making it... it must be the same for all.

SOURCE 16 From a recent history book

Though slavery was abolished in France on 18 September 1791, it was kept in her colonies, where its abolition would have harmed the interests of the great farmers who had friends in the Assembly.

SOURCE 17 Robespierre, a left-wing deputy, discusses the issue of black slavery in the National Assembly, April 1791

You keep on talking about the rights of man but you believe in them so little yourselves that you have kept slavery.



SOURCE 14 A women's militia, called the National Amazons, was established in Aunay en Poitou in March 1790. Its leader, Theroin de Americourt, said: 'We can handle weapons other than the needle and the spindle'. The National Assembly then banned women's militias

1. Look at Sources 13–15. How has the Revolution affected the position of women?
2. Look at Sources 16 and 17. What appears to be the explanation for the failure to abolish slavery in the colonies?
3. Do your answers to the last two questions mean that the Declaration of the Rights of Man was useless?

1. 'As a result of the changes made by the Revolution France was a fairer country.' Using the evidence on these four pages, do you agree?

SOURCE 15 A meeting of women revolutionaries. There were no women on the National Assembly. Some women, who resented being excluded, set up the Patriotic Club for women revolutionaries



Activity

Divide into groups. You have been asked to add one more sentence to the Declaration of the Rights of Man to help make France a fairer place. What will you add?

Use the new sentences and Source 2 to make a class 'declaration'.

Figure 11. Textbook Page Focusing on the Experiences of Female Revolutionaries

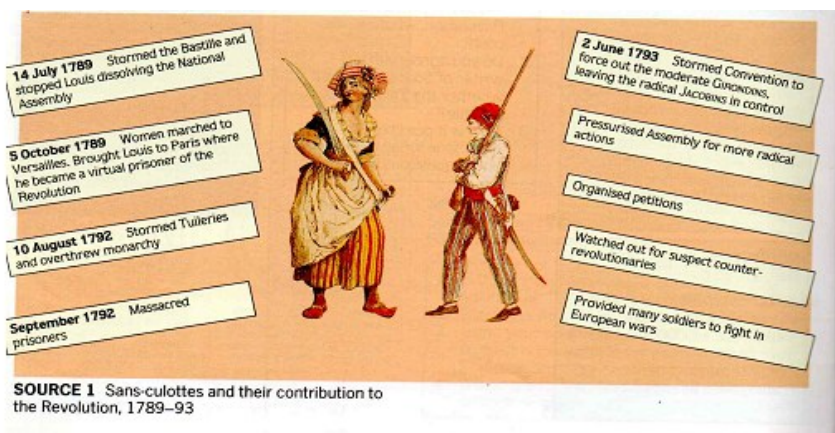


Figure 12. Visual from the textbook depicting the Sans-culottes and their contributions to the Revolution

Conclusion

This section has examined the "French Revolution" unit from a British history textbook (Y8) (Shephard et al., 2004), which incorporates a source-based learning approach. The analysis demonstrates how a pivotal event in European history, with global repercussions, can be presented in a rich and engaging manner through source-based learning. It also highlights the opportunities such an approach provides for fostering historical thinking skills in students.

One of the most notable features of the textbook is its use of extensive historical materials, including primary and secondary sources, to teach the French Revolution. The topic is supplemented with graphics, infographics, comics, diagrams, illustrations, and maps, making the Revolution and its historical actors accessible and imaginable for students. By the end of the unit, students are expected to have gained a deep understanding of the significant events, locations, historical figures, and concepts associated with the Revolution.

Building on this foundation, it can be argued that using a rich set of visual and textual historical sources, as well as teaching materials, makes history more accessible and observable for students through the lens of these sources. While directly observing the past is ontologically impossible, fragments of the past (historical materials) can be filtered through historical thinking and imagination to bring some aspects into focus (Collingwood, 1996).

Another striking feature of the textbook is its emphasis on fostering the ability to view the past from multiple perspectives. By presenting the French Revolution through historical sources reflecting diverse and sometimes conflicting viewpoints, the textbook aims to help students appreciate the Revolution's multilayered and complex nature. This approach underscores that viewing the Revolution—or any historical event—from a monolithic perspective risks missing the broader picture. It also raises awareness that historical events and actors, including those of the Revolution, are open to multiple interpretations.

The textbook often references traditional, monolithic, and stereotypical narratives in history textbooks and encourages students to find evidence in its pages to challenge these narratives.

Another notable theme in the textbook is its comparative perspective. Students are encouraged to compare events from the French Revolution with similar occurrences in British history, fostering critical thinking, historical inquiry, and interpretive skills.

The textbook includes a variety of questions, instructions, and creative activities designed to help students analyze sources like historians and develop historical thinking skills. These activities encompass not only historical inquiry but also critical thinking, creative thinking, problem-solving, inference-making, empathy, perspective-taking, and historical imagination. When applied, these

skills enable a rich and engaging learning experience about the Revolution.

Finally, the textbook's approach to highlighting the roles and experiences of women during the French Revolution, while questioning their exclusion from full citizenship, stands out as a particularly inspiring aspect of its teaching method. As Popkin (2023) emphasises, "A history of the French Revolution that does not remember women is incomplete" (p. 20).

By incorporating the features and approaches demonstrated in this textbook, students studying the French Revolution can have a rich and lasting learning experience.

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CHAPTER II

Ottoman-European Relations In Social Sciences Education: Evaluation Of The Social Sciences Textbook (7th Grade) And Activity Suggestions

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Introduction

The Ottoman Empire engaged in multidimensional relationships with Europe over centuries. These relationships were shaped primarily through political alliances, wars, commercial ties, and cultural interactions. At the middle school level, the Social Studies course plays a vital role in helping students comprehend these relationships. This study evaluates how Ottoman-European relations are addressed in the 7th-grade Social Studies textbook in terms of

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aiding students' understanding of historical events and processes, while also providing examples of activities.

The Social Studies textbook explains the Ottoman Empire's influence on European politics through wars and diplomatic relations during its rise. It particularly emphasizes the reign of Suleiman the Magnificent and explores the Ottoman impact on the balance of power in Europe. Within the context of capitulations and trade, the economic dimension is addressed, highlighting the negative consequences of privileges granted to European states on the Ottoman economy. Furthermore, the textbook briefly discusses scientific and cultural interactions between the Ottomans and Europe, though this section lacks depth.

While the textbook provides basic information to help students understand historical events, it lacks a detailed perspective that encourages critical thinking. Critiques of Eurocentric historiography and a more comprehensive analysis of cultural interactions are notably absent. From a pedagogical perspective, it is recommended to place greater emphasis on cause-and-effect relationships.

Ottoman-European Relations in the Textbook

In the 7th-grade Social Studies textbook, Ottoman-European relations are generally addressed under the following headings:

- The Ottoman Role in European Politics
- Capitulations and Trade
- Cultural Interactions and Scientific Developments
- Wars and Diplomatic Relations

The Ottoman Role in European Politics

The Social Studies textbook primarily explains the Ottoman Empire's influence on European politics through the lens of the Empire's expansion period and its impact on the balance of power in

Europe. In this context, political relations and Ottoman alliances during the reign of Suleiman the Magnificent are highlighted.

For example, the textbook states: "*In the 16th century, the Ottoman Empire was a significant power influencing the political balance in Europe*" (MEB, 2023, p. 114).

The Ottoman Empire was a decisive force in European politics from the late Middle Ages to the mid-modern Era. Particularly in the 15th and 16th centuries, the Ottomans became a key player in European power struggles through their military, diplomatic, and economic activities. Under this heading, the Ottoman role in European politics will be examined in the context of political alliances, wars, and diplomatic relations.

The Ottoman Expansion Strategy in Europe

The Ottoman Empire's influence on European politics initially manifested through conquests. With successive conquests in the Balkans and the capture of Constantinople in 1453, which marked the end of the Byzantine Empire, the Ottoman Empire became a significant threat in Eastern Europe (İnalçık, 2019, p. 54). This development led to the formation of an alliance against the Ottomans in the West from the second half of the 14th century, shaping the final waves of the Crusades.

By the late 15th century, Ottoman advances in the Balkans and threats to Hungary severely disrupted the European balance of power. During the reigns of Mehmed II and Suleiman the Magnificent, the Ottoman expansion strategy placed considerable pressure on the Habsburgs and other European kingdoms. For example, the 1526 Battle of Mohács, which resulted in the collapse of the Kingdom of Hungary, increased Ottoman influence in Central Europe (Finkel, 2007, p. 234; MEB, 2023, p. 112).

The Ottomans and Political Alliances

The Ottoman Empire influenced European politics not only through military conquests but also through diplomatic alliances. The 1536 capitulations agreement with France exemplifies the Ottoman strategy to gain allies and disrupt the Crusader alliance. This agreement aimed to counter Habsburg dominance in Europe and became a key component of Ottoman policy in subsequent periods (İnalçık, 2019, p. 131; Imber, 2002, p. 190). Additionally, the Ottomans established political ties through trade relations with Italian city-states such as Venice and Genoa (MEB, 2023, p. 116).

Impact on European Politics

The Ottoman presence in Europe deeply affected the continent's political structure. In the 16th century, the Ottoman-Habsburg rivalry polarized Europe into two opposing blocs. Ottoman military successes prompted strategic alliances within the Christian world and led European states to set aside their internal conflicts to unite against the Ottomans. Moreover, the Empire's unstoppable advances brought trade routes under its control, reshaping the European economy (Finkel, 2007, p. 112; Necipoğlu, 2011, p. 87).

The Era of Peace and Diplomacy

By the 17th century, the Ottoman role in European politics shifted from military dominance to diplomacy. The 1699 Treaty of Karlowitz marked the beginning of a period of territorial losses for the Ottomans, but it also showcased their continued influence in diplomatic relations with Europe (Necipoğlu, 2011, p. 190; Yazıcı, 2019a, p. 118; MEB, 2023, p. 119). During this period, the Ottoman Empire sought to maintain relations with European states primarily through peace treaties rather than warfare.

The Ottoman Empire served as both a threat and a stabilizing force in European politics for many years. The influence that began with conquests was solidified through political alliances and diplomatic relations and later shaped by peace treaties from the 17th century onward. The Ottoman role in European politics extended beyond military and diplomatic dimensions, influencing European economic and cultural developments.

Capitulations and Trade

The topic of the Ottoman Empire's commercial relations with Europe and capitulations is addressed as a result of economic interactions. The textbook emphasizes the impact of capitulations on the Ottoman economy and explains the advantages these agreements provided to European states.

A notable statement from the textbook is: *"The Ottoman Empire granted various privileges to European states to promote trade. These capitulations weakened the Ottoman economy"* (MEB, 2023, p. 116).

The capitulations, initially aimed at facilitating trade under Ottoman control and increasing commercial activities, eventually led to economic dependency and negatively impacted local production systems. This section examines the historical development, economic consequences, and role of capitulations in Ottoman-European trade relations

Definition and Historical Development of Capitulations

Capitulations were commercial and legal privileges granted by the Ottoman Empire to foreign merchants. Initially introduced during the reign of Orhan Gazi in the 14th century, these agreements became institutionalized with Suleiman the Magnificent's 1536 capitulations treaty with France (Arıkan, 1995,

p. 12). This treaty exempted foreign merchants from customs duties and allowed them to be tried in their consular courts.

While initially viewed as a tool to increase trade volume and attract foreign merchants, capitulations gradually undermined the economic and legal sovereignty of the Ottoman state, especially from the 17th century onward (İpek, 2011, p. 27).

Ottoman-European Trade and the Effects of Capitulations

Capitulations facilitated European states' ability to trade within Ottoman territories and increased their economic influence. European merchants, particularly the British and French, gained significant economic advantages by conducting trade in Ottoman lands at low costs (Shaw, 1976, p. 203).

While the Ottoman Empire exported wheat, silk, and other raw materials to Europe, it imported manufactured goods from the continent. This trade dynamic weakened the competitiveness of local production and caused imbalances in the Ottoman economy (Pamuk, 2000, p. 89).

Socioeconomic Effects of Capitulations

Capitulations turned Ottoman port cities into major centers of trade. Cities such as Izmir, Thessaloniki, and Istanbul became hubs of European merchants' activities (Eldem, 1999, p. 72). However, this process weakened the local production system and disrupted the balance of foreign trade. This situation led to the loss of economic activities by local artisans and merchants, changes in the social fabric of the population, and increased economic dependence on Europe (Aydın, 2016, p. 54).

Abolishment of Capitulations

By the late 19th century, the Ottoman Empire recognized the economic damages caused by capitulations and attempted to abolish

them. However, these efforts failed due to diplomatic pressures from European states. Capitulations were officially abolished only with the Treaty of Lausanne in 1923 (Ahmad, 2009, p. 123).

Cultural Interactions and Scientific Developments

The Social Studies textbook also addresses the scientific and cultural interactions between the Ottoman Empire and Europe. It highlights the influence of the Renaissance and Enlightenment movements on the Ottoman Empire. However, the information provided is limited, requiring more detailed analysis.

Cultural interactions between the Ottoman Empire and Europe extended beyond political and economic relations, encompassing mutual exchanges in science, art, and technology. These interactions significantly influenced not only the Ottoman lands but also Europe itself. This section evaluates Ottoman-European cultural interactions and their impact on scientific developments, based on various historical sources.

Scientific Developments and Technology Transfer

In the 15th and 16th centuries, the Ottoman Empire served as a bridge, transferring scientific knowledge from the Islamic world to Europe. During this process, the Ottomans transmitted knowledge in astronomy, medicine, and mathematics inherited from the Islamic Renaissance to the West while also being influenced by Europe's scientific revolutions (Karamustafa, 1992, p. 82).

For example, mathematics and astronomy taught in Ottoman madrasas were developed through the reinterpretation of concepts learned by European scientists from the Islamic world. Additionally, the introduction of the printing press to the Ottoman Empire in the 18th century accelerated the dissemination of scientific knowledge (Goodwin, 1997, p. 134).

Architectural and Artistic Interactions

Cultural interactions between the Ottoman Empire and Europe are also evident in architecture and art. The use of perspective techniques in the works of Mimar Sinan and the presence of European painters in Ottoman palaces are tangible examples of these exchanges (Necipoğlu, 2011, p. 152).

The adoption of Baroque and Rococo architectural styles in Ottoman structures (Yazıcı, 2019b, p. 35) indicates the influence of European art on Ottoman design. Similarly, European artists were inspired by Ottoman ornamental art, leading to the development of a movement known as “Turkish Baroque” (Freely, 2010, p. 98).

The Role of Cultural Diplomacy

An important dimension of cultural interactions was the activities of Ottoman envoys in Europe and European observers in Ottoman lands. Visits by Ottoman envoys to cities such as Paris and Vienna in the 18th century increased the impact of European modernization movements on the Ottoman Empire (Tezcan, 2000, p. 67).

Conversely, the observations and writings of European travelers in Ottoman territories helped familiarize Europe with Ottoman culture. Writers such as Edmondo de Amicis and Evliya Çelebi documented this cultural exchange through their works, which remain significant sources (Lewis, 2001, p. 75).

Developments in Medicine and Healthcare

Another aspect of Ottoman-European scientific interactions was in the field of medicine. European knowledge of anatomy and surgical techniques was studied by Ottoman physicians, while the Ottoman approach to hospital management and pharmacology garnered interest in Europe (Singer, 2008, p. 143).

For instance, the practice of smallpox vaccination, which began in the Ottoman Empire in the 18th century, was introduced to England and inspired the development of modern vaccination techniques in Europe (Dols, 1992, p. 211).

Ottoman-European cultural interactions enriched the scientific and artistic legacies of both regions. These exchanges, seen in areas ranging from science to architecture, and from art to diplomacy, demonstrate that the Ottoman Empire maintained an innovative approach by preserving its traditional values while embracing influences from Europe.

Wars and Diplomatic Relations

The Ottoman-European wars are addressed in the textbook in a chronological order, with a focus on events such as the Siege of Vienna and the Crusades. Diplomatic relations are primarily discussed in the context of peace treaties.

The relations between the Ottoman Empire and Europe were shaped by wars and diplomatic activities. While Ottoman expansionist policies altered Europe's political balance, diplomatic treaties determined the state's strategies for peace and trade. This section analyzes Ottoman-European wars and diplomatic relations as presented in the 7th-grade Social Studies textbook(Topsakal & Deniz Anamur, 2022).

Ottoman War Strategies

In the 15th and 16th centuries, the Ottoman Empire established a strong military presence in Europe, advancing from the Balkans to Central Europe. During this period, the strategic superiority of the Ottoman army formed the foundation of its expansionist policies. For instance, the Ottoman victory at the Battle of Mohács in 1526 brought Hungary under Ottoman control, establishing a significant military base in Central Europe (Faroqhi, 2006, p. 213).

The Ottoman Sieges of Vienna are among the most notable examples of the power struggle with the Habsburg Empire in Europe. The first siege in 1529 demonstrated the Ottoman threat to the heart of Europe, while the second siege in 1683 marked the end of Ottoman expansion in the West (Ágoston, 2009, p. 321).

Diplomatic Relations and Peace Treaties

The Ottoman Empire consolidated its power in Europe not only through wars but also through diplomatic treaties. The 1536 capitulations agreement with France, signed during the reign of Suleiman the Magnificent, is a significant document reflecting Ottoman diplomacy in Europe (Mansel, 1995, p. 178). This agreement was part of the Ottoman strategy to balance Habsburg dominance.

Peace periods often followed wars and were formalized through treaties. For example, the Treaty of Karlowitz in 1699 marked the beginning of a new era in which the Ottoman Empire lost significant territory and diplomatic influence in Europe (Jorga, 2000, p. 289).

Balance Between War and Diplomacy

The Ottoman presence in Europe involved efforts to balance war and diplomacy. The balance of power in Europe constantly shifted due to Ottoman diplomatic maneuvers and military successes. In the 16th century, Ottoman trade and peace treaties with states such as Venice and Poland were used to mitigate the economic impacts of war (Imber, 2009, p. 210).

Despite military decline during conflicts like the Ottoman-Austrian wars, the Empire maintained its presence by leveraging its diplomatic capabilities (Fleet, 2010, p. 113).

Ottoman-European Wars and Diplomatic Relations

The wars and diplomatic relations between the Ottoman Empire and Europe allowed the state to maintain its political and military power for a long time. However, from the late 17th century onwards, diplomacy began to replace wars, marking the start of the Ottoman withdrawal from Europe. This shift resulted in the Ottoman Empire transitioning from being a military threat in Europe to becoming a diplomatic power.

Activities in the 7th-Grade Social Studies Textbook

The 7th-Grade Social Studies Curriculum includes two outcomes related to Ottoman-European relations. The first outcome, in the *Culture and Heritage* learning area, is: “7.2.3. *Understands the processes that forced the Ottoman Empire to undergo changes in connection with developments in Europe.*” The second outcome, in the *Science, Technology, and Society* learning area, is: “7.4.3. *Analyzes the impact of developments in Europe between the 15th and 20th centuries on the formation of today’s scientific knowledge.*”

There are six activities in the 7th-grade Social Studies textbook linked to the first outcome:

1. In the first activity, students are given a text and asked to answer two questions based on it. Since these types of activities do not require students to think critically, the answers are often directly within the text and are not open-ended. Instead, questions that require conclusions, critiques, or summaries derived from the text should be preferred.
2. In the second activity, students are asked to research the life of a figure mentioned in the topics of the Renaissance and Enlightenment and fill in the provided schematic spaces. However, there is a high likelihood that students will fill in the blanks without examining the person's life in detail,

effectively engaging in copy-paste behavior. Thus, this activity remains at the knowledge level only.

3. The third activity asks students to express memorized information in their own words. This activity also does not go beyond the comprehension level.
4. The fourth activity includes a map. Unlike the previous three activities, this activity prompts students to think and consider the information they have learned. The three questions based on the map are thought-provoking.
5. The fifth activity requires students to fill in blanks with memorized information, which again keeps the activity at the knowledge level.
6. In the sixth activity, students are asked to write learned concepts into appropriate columns. The activity is designed solely to measure knowledge.

Deficiencies in the Activities in the Social Studies Textbook

The rote-learning system, which has persisted from past to present, significantly limits critical thinking. Learning occurs more effectively when individuals start thinking and questioning. Therefore, a system that encourages thinking and allows questioning will have a more lasting impact than one based on rote memorization (Dilek, 2014). Since the Social Studies curriculum includes multiple disciplines (Dilek, 2022, p. 115), asking questions that stimulate thinking is among the key responsibilities of teachers as implementers of the teaching-learning process (Aktaş, 2017).

High-level cognitive questions develop students' creative and critical thinking as well as problem-solving skills, whereas low-level cognitive questions focus solely on knowledge-based learning, preventing students from thinking critically (Gardner, Demirtaş, and Doğanay, 1997). Furthermore, inquiry-based teaching techniques,

when enriched with research on language and concept development, can significantly contribute to the development of historical thinking (Aktın & Dilek, 2014, p. 39).

The questions posed in textbooks before introducing a topic are primarily aimed at assessing knowledge rather than encouraging students to think about the subject. When students encounter knowledge-focused questions before starting a lesson, their first response is to memorize the information and repeat it when asked again. These questions are low-level, knowledge-based ones.

Upon examining the activities in textbooks following the introduction of learning outcomes, it is evident that the activities are largely designed to measure memorization and prevent critical thinking.

A significant shortcoming of the activities in the Social Studies textbook is the underutilization of the constructivist approach (Topsakal, 2019). Although the constructivist approach has been adopted, the activities still lean towards encouraging rote learning. Textbooks prepared in line with the constructivist approach include texts that activate students' knowledge, experiences, and interpretations while fostering an environment for interpretation. This establishes a student-centered approach (Kabapınar, 2007, pp. 28–29). However, it is observed that the textbook continues to reflect a rote-based approach.

Most activities are developed using the lower levels of cognitive processes, such as recalling and understanding. The activities should be redesigned by experts to align with the constructivist approach and incorporate higher-order cognitive processes such as evaluation and creation. Only in this way can learning become permanent. Experiential and hands-on learning is also tied to this. For this to happen, more emphasis must be placed

on the evaluation and creation levels, and activities should be designed accordingly.

Suggested Activities for the 7th-Grade Social Studies Textbook

Expectations for activities designed in connection with the existing learning outcomes are as follows:

- Encourage students to be more active and increase participation in the lesson.
- Enhance student interaction through group work.
- Facilitate idea exchanges on the topic.
- Promote collaboration and teamwork.
- Motivate students to think critically rather than rely on memorization.

Grade Level: 7th Grade

Learning Objective: *7.2.3. Understands the processes that forced the Ottoman Empire to undergo changes in connection with developments in Europe.*

Duration: 1 Class Hour (40 minutes)

Activity Name: *European Developments Taboo*

Materials:

1. Worksheet-1
2. Worksheet-2
3. Stopwatch
4. A4 paper for each student

Process:

1. The teacher shares the following instructions with the students:
“Dear students, the purpose of today’s activity is to reinforce the concepts we have studied in the topic of ‘European Developments’ and identify any areas you may need to review.”
2. The concepts covered in the lesson—*Geographical Discoveries, Renaissance, Reformation, Enlightenment, Industrial Revolution and Colonialism, and the French Revolution*—are summarized and written sequentially on the board for students.
3. The numbers on Worksheet-1 are cut out, and each student selects one. Students with the same number are placed in the same group, forming six groups.
4. Each student is given an A4 sheet of paper. They are asked to write down a single word that the concepts listed on the board remind them of, one by one.
5. Small cards cut from Worksheet-2 are distributed to all students. Each group is assigned one concept from the board (e.g., *Renaissance* for Group 1).
6. The students write their assigned concept at the top of the card and then add three words below it that they think represent the concept based on their notes. These cards are then used to create game cards.
7. The teacher explains the game rules, and the cards are collected, shuffled, and formed into a deck.

Game Rules:

- Each narrator is given one minute to explain.
 - If the group guesses the word within the time limit, the narrator moves on to the next card.
 - If the narrator cannot explain a card, they can say “pass,” and the card is set aside.
 - The narrator is not allowed to point, gesture, or use sign language to explain.
8. Volunteers chosen as narrators from each group pick a card from the deck and attempt to explain the concept to their group without using the forbidden words listed on the card.
 9. After all group representatives finish their turns, discussion questions are addressed:
 - *While trying to recall the concepts, did you realize whether you learned and understood the topic?*
 - *What approach will you take to study the concepts or topics you struggled to remember after this activity?*
 10. The teacher summarizes the key takeaways from the activity and concludes the session.

Activity 2: (Evaluation)

Grade	Level:	7th	Grade
Learning Objective: 7.2.3. <i>Understands the processes that forced the Ottoman Empire to undergo changes in connection with developments in Europe.</i>			
Activity	Name:	Learning	Gallery
Duration:	2 Class	Hours	(80 minutes)
Materials: A4 paper for each student			

Process:

1. The teacher shares the following instructions with the students:
“Dear students, the purpose of today’s activity is to summarize the topic ‘Developments in Europe’ and identify areas where you may need further learning.”
2. The teacher briefly summarizes the main concepts covered in the topic: *Geographical Discoveries, Renaissance, Reformation, Enlightenment, Industrial Revolution and Colonialism, and the French Revolution*. These concepts are written sequentially on the board.
3. Students are divided into six groups of four.
4. Each group is assigned one topic.
5. The teacher distributes one A4 sheet to each student and asks them to write down the outcomes of the assigned topic (e.g., *The outcomes of the French Revolution*).
6. Each student lists the outcomes related to their assigned topic on their own paper, recalling and writing what they have learned.
7. The lists from the first group are displayed on the walls for review. The process is repeated for the remaining groups one by one.
8. Group members take turns examining the displayed lists. If they find outcomes related to their topic that they missed or forgot to write, they mark them using a pen of their assigned group color.
9. At the end of the activity, students are asked the following question:

- *“Would you be able to summarize the subtopics related to European developments if asked?”*
- Responses are taken sequentially.

10. The teacher concludes the session by summarizing each subtopic.

Activity Notes:

- The purpose of this activity is to assess how many students have successfully learned the material.
- While each group is initially assigned one topic, these can be switched and repeated later.
- After the activity, each group member identifies and fills in their knowledge gaps.

Example: Outcomes of the French Revolution Written by Group Members

1st Student	2nd Student	3rd Student	4th Student
1.The privileges granted to the nobility were abolished.	1.The transition from the Early Modern Era to the Contemporary Era began.	1.Concepts like democracy, nationalism, and freedom spread worldwide.	1. The understanding of human rights developed.
2.Nation-states were established.	2.The Ottoman Empire began to disintegrate.	2.The principle of equality among citizens was adopted.	2.Nationalism began to spread worldwide.
3.The transition from the Early Modern Era to the Contemporary Era began.	3.The privileges granted to the nobility were abolished.	3.The privileges granted to the nobility were abolished.	3.The privileges granted to the nobility were abolished.
4.The Ottoman Empire began to disintegrate.	4.Concepts like democracy, nationalism, and freedom spread worldwide.	4.The transition from the Early Modern Era to the Contemporary Era began.	4.Nation-states were established.

Activity 3: (Analysis)

Examine the visual provided above. Analyze and explain the similarities between the visual and the Age of Exploration using your own thoughts.

Why is there a connection between the visual and the Age of Exploration?



Activity 4: (Synthesis)

Grade Level: 7th Grade

Learning Objective: 7.2.3. Understand the processes that forced the Ottoman Empire to change in connection with developments in Europe.

Activity Name: Interpreting the French Revolution

Duration: 1 Class Period (40 minutes)

Materials: One A4 paper per student

Process:

The teacher reads the following instructions to the students to convey the purpose of the activity:

“Dear students, in this activity, we will discuss the French Revolution that we studied earlier. You will interpret it by considering the conditions of that era and answer the question I provide.”

A4 paper is distributed to the students.

The question is written on the board:

"Imagine you were a citizen living under the conditions of the 18th century. What factors would have led you to support or oppose the French Revolution?" (A synthesis question that moves from part to whole).

After writing the question on the board, students are asked to answer it. They are given one class period to complete their responses.

At the end of the class, the papers are collected.

Activity Note:

The purpose of this activity is not to test knowledge. Instead, it aims to encourage students to think critically, starting from smaller components and moving towards a larger concept. In the synthesis stage, the goal is not to measure knowledge but to engage students in thinking and reflecting.

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CHAPTER III

The Significance of a Communication History Course and Its Foundational Literature

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The history of communication is one of the most fundamental elements of human history. It is an important tool for understanding today's technology, culture and society. It also has a structure that needs to be constantly updated(Rogers, 1986). From the very beginning of existence, communication between people has evolved. This process has shaped social structures, cultural values, and technological innovations. It also plays a critical role in shaping world history(Hamelink, 1997). Therefore, understanding the history of communication is like understanding human history. In every understanding, it is essential to grasp history in a broader context. It not only explains how humanity shares information. It also reveals how societies create a common culture to coexist. Early periods such as cave paintings, symbols and oral narratives form its

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basis. With the invention of writing, it gradually gains a more meaningful structure with more permanent and effective tools. Writing facilitated the preservation and transmission of information across generations. It significantly affected the rise of cultures and civilizations. Similarly, the invention of the printing press, telegraph, radio and later television and today the internet affected society (Crowley, & Heyer, 2015). It profoundly transformed the socio-cultural and political structures of societies. In order to understand the development of today's technologies, it is necessary to examine the history of communication. Why was the impact of the printing press on the dissemination of information important? How did the telegraph affect the rapid communication capabilities during the industrial revolution? To what extent did television have power over public perceptions? Where will the future of modern digital media and internet technologies evolve? In order to know these questions, we need to know the history of communication (Hauser, 1996).

It is important to know the history of communication in order to understand the impact of social media on global culture. The printing press and television are interconnected (Dursun & Dilek). Although they are different tools in every sense. The history of communication sheds light on how societies are shaped. It helps to trace the roots of contemporary problems faced by modern societies. Intercultural interactions have gained momentum with the proliferation of communication tools. It has contributed to the emergence of a common global culture (Eriksen, 2005). This process has also given rise to social inequalities. It has also provided a basis for cultural conflicts and ideological divisions. It is very important to analyze these dynamics in a historical context. It provides a vital reference point for developing effective solutions in today's world. In Turkish universities, history education is an important discipline included in almost all higher education institutions. In addition, history attracts the attention of all segments of Turkish society.

However, when the curricula of history departments are examined, Ottoman and Turkish history come to the forefront first. Therefore, it is important to understand Turkish history and the role of the Ottoman Empire in global history. However, it also reflects a narrow approach. Students need to look at their understanding of history from a broader perspective. This is essential for a good history education. In order to ensure that students grasp the broader dynamics in world history, courses with a broader perspective are needed (Pamuk, 2021). Otherwise, it creates a gap in providing a global historical perspective. In particular, the history of communication is rarely included in the curricula of history departments, which indicates a significant deficiency in history education.

The history of communication is not limited to a specific geography or period. Instead, it is an interdisciplinary field that examines the cultural, technological and social evolution of humanity from China to Africa and from America to Europe(Headrick, 2009). This course is the most important tool that shows how societies share knowledge. They learn how people enter into cultural interactions and how they adopt technological innovations through this course. It provides a historical analysis of how they structure power relations in the world. However, in Turkey, communication history is generally taught in departments such as journalism, public relations, and radio-television within communication faculties. It is rarely found in history departments, with a few exceptions.

For these reasons, history education in Turkey cannot provide a comprehensive perspective on world history. It also remains inadequate in the development of history education. The historical development and social effects of communication technologies constitute the essence of history education. It is especially important for history students (Staley, 2015).

Without communication history, students who try to understand global history only through the lens of national history may make mistakes. They may encounter significant deficiencies in understanding the complexities of the modern globalized world. Language students who do not know the impact of the printing press in Europe and the revolutionary role of the telegraph in global communication will experience great problems in the development of their scientific infrastructure in the future. Understanding the transformative effect of social media on modern societies, in particular, is an integral part of history education. Communication history not only helps us understand technological innovations. It is not only related to communication faculties. It also provides insights into cultural and social transformations. For example, the evolution of writing from ancient civilizations to the present constitutes the essence of history education. It demonstrates its profound impact on the production and sharing of knowledge. Similarly, the democratization of information through the printing press (Martin Luther initiated the reformation), the acceleration of global communication through the telegraph (paving the way for globalization), the impact of mass media such as radio and television on social perceptions (bringing the internet world closer together) are fundamental issues in the history of communication (Dilek & Dilek, 2023).

These processes are not limited to a single region. They are vital to understanding social and cultural transformations on a global scale (Held et al., 1999). Therefore, the history of communication should be a mandatory course in undergraduate and graduate history programs in Turkey, especially in history departments. Such a course not only provides students with the key to understanding world history, but also provides students with a broad perspective (İmamoğlu, 2014). It also helps them grasp the complexities of contemporary social and technological structures at the time. In an increasingly globalized world, the history of

communication becomes more meaningful. Such an education can be a critical area of reform for history departments in Turkey(İmamoğlu, 2011). The history of communication is a core discipline not only for history departments, but also for other social sciences. Professors of the history of communication can make sociology and philosophy more meaningful by focusing on disciplines such as philosophy and sociology. Sociology is the study of societies and social processes(Dilek, 2002). This provides tremendous benefit to professors of communication history in understanding the role of communication media and forms in studying societies and social structures, interpersonal relationships, and social change. Invention of writing allowed societies to record information and pass it over generations(Adamu, 2015).

The printing revolution restructured societies by making information available to larger audiences. Provisions such as radio and television reshaped societies through cultural influence. Thus, the absence of communication history is a significant gap in disciplines like sociology(İmamoğlu, 2017). Similarly, philosophy, which attests to understand humanity's intellectual development is closely related to communication history. This is evident from the transmission of philosophical ideals in ancient Greece that was possible because of communication channels. During the modern era, media and technology spread philosophical arguments to larger societies.

Communication history plays an important role in understanding societal changes. Therefore, it should not only be seen as a core pillar of education in history but also in other social sciences and should augment their analysis with a historical perspective. Its general incorporation in social science curriculum in Turkey will enhance the quality of education. A course on communication history must encompass the evolution of the media of communication which has been some of the basic processes that

have shaped human history. Its scope would need to stretch from fairly primitive methods of communication that were used by the earliest human beings to today's most advanced technological means, especially artificial intelligence-based communication tools. Indeed, the history of communication goes back much before the invention of writing and has an approximately 50,000-year-old past that can be traced to the earliest monuments of humanity. The long time during which communication has held a central role in the formation and development of social structures, cultures, and technologies.

Such a history of communication course should embrace within its range not merely the technical evolution of communication media but also their cultural and social and economic consequences. From the invention of writing to the printing revolution, telegraph, radio, television, internet, artificial intelligence, these are the key components in the syllabus and should be reflected in the course. To better understand these phenomena, a recourse to scientifically grounded basic studies is required.

One such important publication in this field is *Communication in History: Technology, Culture, Society* edited by David Crowley and Paul Heyer. The volume synthesizes research on the historical character of communication while defining such scientific evidence-casts regarding the larger effects of technological innovations in society and culture.

Starting from writing invented, the book aims at covering a lengthy timeline leading to modern technologies and analyzing the critical role played by communication tools throughout the history of mankind (İmamoğlu, 2016). The volume, compiled by eminent expert authors, promises to become an important source not only in history but also in social sciences investigation.

He study will examine this importance of the book for historical education. In particular, the book offers students a broad view on communication history, one of the cornerstones of their history education. The insights that it provides are relevant not just for students of history but also valuable for other branches of the social sciences. It helps students better understand their past towards developing a critical view of the contemporary world. *Communications in History: Technology, Culture, Society*, was published first in 1992 by Longman. This extensive history, from the Ice Age to present-day scientific studies examining communication technologies, culture, and society, is widely considered an authoritative work in the field. Over the years it has become an essential reference for a number of different disciplines, like history, sociology, media studies, and cultural studies. The Turkish translation is by Berkay Ersoy; it was first published in September 2010 by Phoenix Publications. Based on the 2007 edition of the original book, this translation provides readers with a comprehensive perspective on the history of communication. The book is divided into eight primary sections, each written by different authors who have specialized in the area of the section in question. Sections give a sweeping panoramic view of the impact of communication media over the ages on humankind. Below is the list of the sections and their contributing authors.

Book constitutes the eight major divisions, each dealing with the historical advancements of communication media and their impact on societies. The first section entitled, 'Mediating Early Civilizations', explores the means of communications that predate written language. It ranges from the art and symbols of the Ice Age people to the media in ancient empires. The second section is called 'The Tradition of Western Literacy', which deals with the evolution of literacy in Western civilization as well as its impacts on social structures. The third section 'Printing Revolution', focuses on the invention of the printing press and its transformative effects on

socio-structural realities as far as accelerated diffusion of knowledge is concerned.

The forth part is about "The Electric Wires Join the World", as well as revolutionary effects of telegraph and telephone as electric media for the social effects. As forth paper "The Rise of Mass Culture and Visual Arts" analyzes all visual communication technologies and mass society development, particularly focusing on photography, revolutions in graphics, and advertising.

The sixth part is all about "Radio Days"; explore evolution in radio broadcasting and the impact on mass communication. The seventh chapter is "The Age of Television", which investigates how television shapes social and cultural structures. The last part, however, is "New and Old Media in the Age of Information" which offers a very wide perspective on the societal transformations brought by digital revolution and communication media in the Information Age.

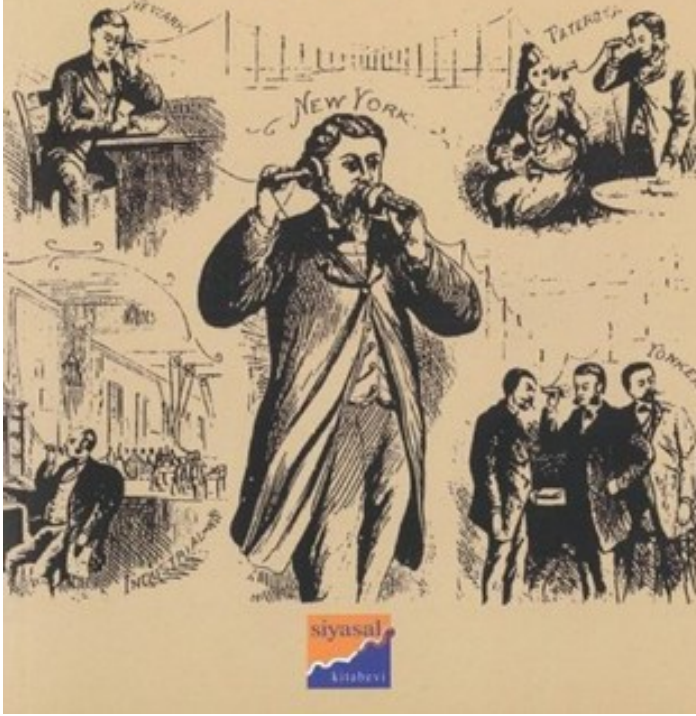
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İletişim Tarihi

Taş Devri Sembollerinden Sosyal Medyaya

David Crowley – Paul Heyer

Çeviren: Berkay Ersöz



Cover of the Turkish edition of the book

COMMUNICATION IN HISTORY

Technology, Culture, Society



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1991

DAVID CROWLEY & PAUL HEYER

Cover of the first international edition of the book

Contributors to the Book

1. Chapter: Media of Early Civilization

- **Alexander Marshack:** An archaeologist and historian known for his studies on prehistoric symbols and art.
- **Denise Schmandt-Besserat:** An archaeologist and historian specializing in the historical development of writing and symbols.
- **Harold Innis:** An economic historian recognized for his work on the impact of communication tools on civilization development.
- **Marcia Ascher and Robert Ascher:** A mathematician and anthropologist duo famous for their research on the communication systems (quipu) of the Inca civilization.

2. Chapter: The Western Literacy Tradition

- **Jack Goody and Ian Watt:** An anthropologist and literary theorist who examined the effects of literacy on social structures.
- **Eric Havelock:** A classical philologist and philosopher known for his work on ancient Greek literacy and culture.
- **H.J. Chaytor:** A medieval historian who researched written culture and literacy.
- **James Burke:** A historian of science and technology who focused on medieval communication systems.

3. Chapter: The Printing Revolution

- **T.F. Carter:** A historian known for his studies on the historical development of paper and printing technologies.

- **Elizabeth Eisenstein:** A historian recognized for her analyses of the printing press's impact and the dissemination of knowledge.

4. Chapter: Electric Wire Binds the World

- **Daniel Czitrom:** A media historian focusing on the societal impacts of electrical technologies.
- **James Carey:** A communication theorist who studied the influence of the telegraph on perceptions of time and space.
- **Michael Schudson:** A sociologist and journalism historian known for his work on new journalism trends.
- **Carolyn Marvin:** A communication theorist specializing in the societal impacts of early telephone technologies.

5. Chapter: The Rise of Mass Society and Visual Arts

- **Rosalyn Williams:** A cultural historian noted for her research on consumer culture.
- **William Ivins:** An art historian who studied the impact of photography on visual arts.
- **Daniel Boorstin:** A historian who explored graphic revolutions and visual communication.
- **William Leiss, Stephen Kline, and Sut Jhally:** Scholars who researched advertising and consumer culture.

6. Chapter: The Days of Radio

- **Stephen Kern:** A historian specializing in the history of wireless technologies and radio broadcasting.
- **Susan J. Douglas:** A communication historian who studied the societal impacts of radio broadcasting.

- **William Stott:** A sociologist known for his work on radio broadcasting and documentation.

7. Chapter: The Era of Television

- **Edmund Carpenter:** An anthropologist who studied the impact of television on language.
- **Raymond Williams:** A cultural historian and theorist recognized for his work on television and society.
- **Stanley Aronowitz:** A sociologist who examined television's effects on working-class culture.
- **Mitchell Stephens:** A journalism theorist specializing in the transformation of television news.

8. Chapter: New and Old Media in the Information Age

- **James Beniger:** A communication historian who focused on the control revolution and information technologies.
- **Anthony Smith:** A media and communication theorist who researched journalism in the computer age.
- **Derrick de Kerckhove:** A media theorist known for his studies on new psycho-technologies.
- **Joseph Weizenbaum:** A computer scientist specializing in artificial intelligence and human-machine relationships.

Communication History and History Education in Turkey

Communication in History: Technology, Culture, Society offers an essential perspective by examining the historical development of communication tools like writing, the printing press, the telegraph, radio, and television, and their societal impacts. While history education in Turkey often revolves around Ottoman and Turkish history, the effects of communication technologies on global history are insufficiently addressed (Dilek 2010).

This shortfall leaves students with a limited understanding of global historical contexts. By providing a detailed interdisciplinary approach to how communication tools shape cultural, social, and political structures, the book enriches history education with a broader perspective. Covering topics from the invention of writing to the digital revolution, it deepens the understanding not only of national history but also of world history.

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