INVESTIGATION OF THE HISTORICAL ENVIRONMENT CONTENT IN NORTHERN CYPRUS SECONDARY SCHOOL TURKISH HISTORY TEXTBOOKS

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ABSTRACT

There have been numerous investigations conducted in Northern Cyprus regarding the Turkish History textbooks; however, there has been no research conducted on the topic of the historical environment found in these books. The purpose of this study is to investigate the content and visual material with regard to the level of priority that has been given to the topic of the historical environment in the Year 6,7,8,9 and 10 Turkish Cypriot History textbooks that are currently in use in Northern Cyprus. Qualitative research method was used in this study. Universe is not indicated because of the nature of qualitative research and purposeful sampling is used. The history textbooks taught in the classrooms for the year groups indicated above were chosen for sampling. Document analysis method is used to gather the data and data is analysed by the four steps mentioned in Yıldırım and Şimsek (2009). Categories used in the study are formed by the authors from the textbooks. To maintain the validity of categories, literature review is done and asked to experts. The definitions of categories are given to open accessibility for everyone at the same time units, titles and subtitles are chosen for record units and investigated then it is allowed to categories mentioned in the text as historical environment to contain enough content and dimensions. Frequencies of the categories mentioned in the text as historical environment and word counts of content are given. Measurements of visual material used in the text are also given. According to the study results, the context of the historical environment is mentioned in the Turkish Cypriot History textbooks used in Northern Cyprus in Years 6, 7 and 9, but is not referenced in the Year 8 and 10 units of the textbooks.

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This study aims to examine how the topic of the historical environment has been considered in terms of context and format in the Turkish history books used in North Cyprus for educational Years 6, 7, 8, 9 and 10. The following topics mentioned below have been studied to achieve the main aims of this paper:

Which sections of the book consider the topics of the historical environment?

How many pages have been reserved for the historical environment topics?

How much space is allocated to the visuals used when describing the historical environment topics?

How much room is assigned to the explanations in relation to the historical environment topics?

Which historical works have been given more priority in the descriptions of the historical environment topics?

In this manner, the space allocated to the topic of the historical environment in these books will be revealed along with an examination of whether the situation requires improvement. Qualitative research method was used in this study. Universe is not indicated because of the nature of qualitative research and purposeful sampling is used. The history textbooks taught in the classrooms for the year groups indicated above were chosen for sampling. Document analysis method is used to gather the data and data is analysed by the four steps mentioned in Yıldırım and Şimsek (2009). Categories used in the study are formed by the authors from the textbooks. To maintain the validity of categories, literature review is done and asked to experts. The definitions of categories are given to open accessibility for everyone at the same time units, titles and subtitles are chosen for record units and investigated then it is allowed to categories mentioned in the text as historical environment to contain enough content and dimensions. Frequencies of the categories mentioned in the text as historical environment and word counts of content are given. Measurements of visual material used in the text are also given. The secondary school textbooks for Years 6, 7, 8, 9 and 10 in Northern Cyprus were analysed in terms of the extent to which the topics of the historical environment were covered as well as the manner in which they were portrayed. According to the data collected, the Year 8 and 10 Turkish Cypriot History books have not assigned a single unit to the historical environment. However, certain units of the Year 6, 7 and 9 books focused on the topics of the historical environment under several headings and subheadings. The Year 6 Turkish Cypriot History textbooks referenced the Lusignan and Venetian historical works in the unit titled ‘Cyprus in the Middle Ages’. In the Year 7 Turkish Cypriot textbooks, the unit called “The Historical Works in Cyprus”, discussed the Ottoman historical works. Additionally, the Year 9 Turkish Cypriot History textbooks gave particular focus to the historical works of the Ottoman Period in the unit titled ‘Ottoman Rule in Cyprus’. In the Turkish Cypriot History textbooks, greater emphasis should be placed on informing the students about the historical environment. In the

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It is crucial to prioritize the historical environment in textbooks, while providing informative knowledge as to why the country's cultural heritage needs to be protected. To ensure that the topics within each of the books are correspondent, the same topics should not be included under separate headings for different year groups. This situation is thought to be the cause of general misconceptions.

Cyprus is an important island that has hosted many civilizations and, as a result, possesses a rich historical background, with a plethora of historical sites. With this in mind, the Turkish Cypriot History textbooks should not purely consider the Ottoman Historical works as the source of cultural wealth, but should also include the historical remains of Eastern Rome, the Lusignans, the Venetians and other civilizations as the historical environment.

In the Year 6 textbooks, in the section mentioning ‘The Polished Stone Age and the First Age in Cyprus’, more attention is given to historical works which provides the students with additional knowledge about the historical works belonging to antiquity.

When defining the important historical works, more words should be used in the descriptions. Thus, attention can be drawn towards the historical works that require particular emphasis. Furthermore, increasing the visual aids portraying the important historical works will give students an opportunity to observe them. In the prospective history textbooks, the topics related to the historical environment should be approached more contextually in order to attract greater attention and provide students with the opportunity to develop a sense of environmental protection towards the historical environment.

Keywords: Turkish Cypriot History, Textbooks, Northern Cyprus, Historical Environment

KUZEY KIBRIS'TA OKUTULAN ORTAÖĞRETİM KIBRIS TÜRK TARİHİ DERS KİTAPLARINDA TARİHİ ÇEVRE KONUSUNUN ARAŞTIRILMASI

ÖZET


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Cyprus is the third largest island in the Mediterranean after Sicily and Sardinia. Due to the geographical importance of the island, it has been the focus of significant attention for many years. There are several reasons for this phenomenon. For example, the importance of Cyprus has increased due its location on a key trade route, its geopolitical value, and its proximity to Jerusalem and the Suez Canal. After man first came to Cyprus, Cyprus hosted numerous civilizations throughout its tumultuous history and each civilization that established itself on this island has left traces of their own culture in its history. In terms of historical remains, Cyprus offers a rich landscape of cultural heritage, which bears a striking resemblance to an outdoor museum (Ozkul, 2006).

In this context, the environment represents the combination of the factors that affect all living and non-living things in the period of a life cycle (Yildiz, Sipahioglu & Yilmaz; 2011). The concept of the environment in terms of its characteristics can be divided into various categories. According to Kocatas (2003), the environment is divided into three categories, namely the natural, unnatural and socioeconomic environment. The natural environment can be further examined as two fragments, which are living (plants, animals and microorganisms) and non-living (soil, air and water). An artificial environment is the atmosphere that is formed in our natural surroundings, using materials from our inanimate environment, in relation to our knowledge and culture. However, a socioeconomic environment is one where people combine the economic, political and social systems of the area in which they reside (Kocatas, 2003). Erturk (2012) and Yildiz, Sipahioglu and Yilmaz (2001) address the environment as an artificial and natural environment. One’s environment is considered to consist of three fragments; physical, biological and social. As mentioned by the previous authors, the physical environment is found to refer to the concept of an artificial environment and the biological environment to a natural environment. However, the social environment consists of history, folklore, tradition, culture, religion, politics, moral values, family structure, education, profession, income, nutrition, use of spare time and welfare, as cited in Dincer-Nazlioglu (1998). Atasoy (2006) analyses the concept of the environment from five dimensions: place, characteristics, internal and external environment as well as geographical environment. According to this perspective, the dimensions can be subdivided into specific environments. For example, in the dimension of characteristics, the subdivisions of a physical and communal environment can be found; the dimension of space can be separated into local, regional and global environments; the dimension of the external environment includes political, economic, cultural, historical, architectural and technological environments; the dimension of the geographical environment is divided into the physical, humane, economic, rural and urban environments; and the internal environment dimension includes the environments of thought, psychology, emotion, moral
values, spirituality and knowledge, all from an individual’s perspective. For this reason, environmental education does not solely encompass the natural environment; moreover, it is an area that is extended to include the other dimensions that exist in the environment.

Every civilization forms its own cultural structure from its natural remains. These contain traces of previous eras and are symbolic representations of these periods. A community's existence is represented by their history. The historical ruins are the important remnants of the culture’s experiences. In connection to this, the historical environment hosts many important materials within its structure that explain the community’s development through social, cultural, economic and scientific progress (Safran, 2014). In other words, a historical environment is a function that enables us to recognize our modern existence and identity (Ahunbay, 1996). Historical places provide us with visual evidence that guides us to reconstruct the past. Historical ruins bridge the gap between our present day and the past, providing the community with environmental awareness, which contributes to the development of people’s respect for environmental values (Karatas, 2011). In our present day, historical environments provide us with characteristic data, which helps to create a sense of empathy with the previous eras. In other words, empathy is of significant importance when aiming to understand previous civilizations that have impacted history as well as their desires and behaviours. In this regard, historical ruins have significant value for providing empathy. Furthermore, a historical environment is an important factor that can be used in teaching history (Demircioglu, 2014), as it is essential for an individual to have the capability to creatively imagine the activities that have occurred. This enables students to physically touch, contact and observe the historical environment they have previously only experienced within the classroom; hence providing the opportunity to leave an indelible impact on their learning (Demircioglu, 2014). Thus, individuals will be able to gain democratic qualities and skills through history education. Consequently, this creates the opportunity for effectively evaluating events in accordance with the present standards. History education helps individuals acquire qualitative data concerning the historical environment. Therefore, individuals are empowered to make effective evaluation in line with modern standards using detailed information concerning historical remains.

The Importance of Historical Environment Education

The importance of the education of the historical environment for students is listed below:

• It develops students’ observation, classification, analysis and evaluation skills.
• It develops students’ understanding of historical dates, continuity, change, variation and an understanding of chronology.
• It helps enhance the perception of how historical materials change over time
• It contributes to developing students emotionally.
• It develops students’ environmental awareness.
• It provides an opportunity for students to objectively view bias and different interpretations.
• It develops students’ predictive, planning and evaluation skills.
• It helps students understand the difference between fact and fiction.
• It shows students a cause-effect relationship.
• It helps students develop a core concept and teaches the concepts that are difficult to learn in relation to history.
It creates an opportunity for students to use, analyse and evaluate visual sources as opposed to literature sources (as cited in Demircioglu, 2014; Safran, 2014, Demircioglu, 2015).

2. Objectives

Cypriots live within a rich historical environment. Yet, it is apparent that the historical environment is increasingly being destroyed and the frequency with which examples of this are reported in the media indicates that the topic of the historical environment is not clearly understood by the community. Furthermore, this highlights the fact that the importance of the topic of the historical environment being included in history lessons has not been considered to the extent that it should have been. This study aims to examine how the topic of the historical environment has been considered in terms of context and format in the Turkish history books used in North Cyprus for educational Years 6, 7, 8, 9 and 10. In this manner, the space allocated to the topic of the historical environment in these books will be revealed along with an examination of whether the situation requires improvement. In terms of the current literature, the present study will be characterized as the first to study this particular topic. In this manner, it fills an important gap in the literature and leads the way for prospective studies.

The following topics mentioned below have been studied to achieve the main aims of this paper:

1) Which sections of the book consider the topics of the historical environment?
2) How many pages have been reserved for the historical environment topics?
3) How much space is allocated to the visuals used when describing the historical environment topics?
4) How much room is assigned to the explanations in relation to the historical environment topics?
5) Which historical works have been given more priority in the descriptions of the historical environment topics?

3. Methodology

The study was conducted using a qualitative method. In accordance with the nature of qualitative studies, the study universe was not specified and the purposive sampling method was applied. In the study, Year 6, 7, 8, 9 and 10 Turkish Cypriot History textbooks were chosen as samples and the units mentioning the topics of the historical environment were analysed. Since the course books were utilized as the only source of data, the document analysis method was used for this purpose. In this method, the documents were not used in relation to the other methods of collecting data, but were employed as a direct source to collect data. In the analysis of the data collected in this method, the examples were chosen according to the research topics, the categories were expanded, the units of analysis were determined and the data was quantified, according to Yıldırım and Simsek (2013). The categories of the research topics were formed in accordance with the writers of the textbooks. To achieve reliability for these categories, the literature was analysed and an expert view was taken. An explanation was provided for each category in order to make them more accessible to the readers. Furthermore, the units in the books, the topic headings and the subheadings were chosen and studied as units of documentation. Hence, this provided the opportunity to cover the relevant texts and images in relation to the topic dimensions. The number of times that the historical environment categories were mentioned in the books and the word count that formed the dimensions of the topic were calculated. The measurements of the visuals found in the books
4. Findings

In the content of the study, 14 categories were formed. These are:

1. Inns: A large structure used for trade by businessmen, found either on roads or in the city and also used to accommodate travellers and foreigners.


3. Structures transformed from a church into a mosque: A sacred building that was built as a place of worship for Christians and was later transformed into a place of worship for Muslims.

4. Masjid: A small Mosque without a minaret, where an Eid or Friday prayer does not take place.

5. Dervish Lodge: A private building under the rule of a Sheikh, where whirling Dervishes reside and where Islamic prayers are recited.

6. Turkish baths: A place to cleanse.

7. Libraries and Madrasas: A place filled with books; a place where subjects are taught, or a school.

8. Dungeons and castles: A dark and intimidating prison from ancient history/a firm structure with thick walls; permits armaments to be placed facing all directions in the defence towers, enclosing soldiers inside it in order to fight against the enemy.

9. Aqueducts: An arched bridge with a water path flowing along it.

10. Fountains: A historical work made of marble which has drinkable flowing water.

11. Martyr monuments, tombs, graves and graveyards: Monuments made in remembrance of deceased soldiers (Martyrs) / graves.

12. Coastal Gate: A gate that allows entrance into a town.


14. The Ancient City (Town): The old remnants of previous civilizations

The Categories of the Historical Environment Found in the Year 6 Turkish Cypriot History Textbook

In Unit 2 of the book, in the ‘civilizations before history in the North Cyprus’ section, under the 3rd subheading of heading A, the book refers to an ancient settlement called Khirokitia. The category was not defined and an image of the site measuring 7cm long and 14.5cm wide was used on the page.

In Unit 3 of the book, in the section titled ‘the early civilizations of North Cyprus’, under heading A, ‘the rule of the civilization of the first ages’, under the 4th subheading, ‘the marina colonies’ can be found on page 36 and 37. Under the 10th subheading, the historical works of the roman period (of the categories) were given space on pages 45 and 46. Under the subheading of the marina colonies, the explanation of the Akhaioi colony used 59 words. Two photographs were used to represent the Soloi ruins; one measuring 13cm long and 17.5cm wide and the other 7cm long and 13.5cm wide. In the explanation of the Dorians, 41 words were used. One photograph of the Curium
Amphitheatre measuring 12cm long and 18cm wide was included. When explaining the Roman period, 182 words were used and a picture of the Ancient Odeon of Paphos measuring 9.5cm long and 14.5cm wide was on the page. Under the subheading ‘The expansion of Christianity in Cyprus’, one can find a photograph of St. Barnabas Monastery measuring 10cm long and 13cm wide.

In the 5th unit of the book, under the Middle Ages (1571-1871) section, heading E, the historical works of the Lusignan era are detailed between pages 58 and 60. In the same unit, between pages 63 and 65 under heading F, the Venetian historical works located on the island of Cyprus are mentioned.

The headings are as follows;

The historical works of the Lusignan Period;

a- Lefkoşa Selimiye Camii ;

In the expansion of this topic, a total of 60 words were used. Furthermore, an entire page of the book was allocated to this topic. Additionally, two photos of the Selimiye Mosque were included. The first photograph that was used measured 13cm long and 10cm wide, while the second photograph measured 8.8cm long and 9cm wide.

b- Gazi Mağusa Lala Mustafa Paşa Camii ;

In the explanation of this subject, 62 words were used. Again, a whole page was given to this category in the book, including a picture of the Lala Mustafa Pasha Mosque itself. This photo was 12.3cm long and 17.8cm wide.

c- Girne Beylerbeyi Manastırı;

A total of 66 words were used to provide historical details of the monastery. An entire page was assigned to the subject and a photograph of the Bellapais Monastery measure 12.6cm long and 16.8cm wide was included.

The Historical works of the Venetian Period;

a- Lefkoşa Bedesten;

In the explanation of this category, 46 words were utilized. The book uses a full page for this category and incorporates a photograph of the Nicosia Bazaar measuring 12.4cm long and 17.5cm wide.

b- Gazi Mağusa Kara Kapısı (Akkule);

In total, 57 words were used to define this category. One page was assigned to this topic in the book and a photograph of the Sea Gate measuring 16.4cm long and 12.4cm wide was used.

c- Gazi Mağusa Deniz Kapısı

There were 59 words used to explain this category. A photograph of the Marina Gate measuring 16.4cm long and 12.4cm wide was used.

The Categories of the Topic of the Historical Environment Found in the Year 7 Turkish Cypriot History textbooks;

In the 5th unit of the year 7 Turkish Cypriot History textbooks, under the heading, ‘The historical works of Northern Cyprus’, the category of the historical works of the Ottoman period in North Cyprus was divided into seven subheadings between pages 54 and 75. The headings are as follows;
A- Our Historical Works in Nicosia;

The categories are as follows, with nine subheadings in the examined chapter:

1- Arab Ahmet Camii;

In the explanation of this category, 29 words were used. A whole page was assigned for this category in the book. A photograph of the Arab Ahmet Mosque measuring 19.5cm long and 15cm wide was used. Furthermore, on the left side of this image, another circular-shaped photo was found overlapping its upper edge.

2- Sarayönü Camii;

In the explanation of this topic, 22 words were used. An entire page was assigned to this category and a photograph of the Sarayonu Mosque measuring 19.8cm long and 15.3cm wide was applied. A circular image of the mosque taken from a different angle was found at the bottom right hand corner of this photograph.

3- Bayraktar Camii;

In the explanation of this topic, 69 words were used. The section on the Bayraktar Mosque uses a photo measuring 12cm long and 18cm wide. At the bottom of this photograph, another circular was found depicting the entrance of the mosque.

4- Lefkoşa Selimiye Camii (St. Sophia Cathedral, The Ayia Sofia Mosque);

This category used 26 words in its description. A photograph of the Selimiye mosque measuring 17cm long and 13.5cm wide was included. At the bottom left corner of this photograph, a circular image of the mosque taken from a different perspective was added.

5- Büyük Han;

In defining this topic, 45 words were utilized. In the book, a whole page was assigned to this topic. A picture of the Great Inn measuring 17cm long and 13.4cm wide was included on the page and, at the bottom left hand corner of the same photograph, a circular-shaped image of the inn taken from a different angle was also used.

6- Kumarcılar Hanı (Hımarcılar Hanı, Kemancılar Hanı, Komarcılar Hanı);

In this category, 35 words were used to describe the Inn. An entire page was assigned to this category and picture of the Gamblers’ Inn measuring 17cm long and 13.5cm wide was found. On the bottom left hand corner of this photo, an additional circular-shaped photo of the Inn from a different angle was used.

7- Mevlevi Tekkesi;

A total of 103 words were used to define this topic. In this section, two photographs of the Museum of Whirling Dervishes were used. These images were on difference areas of the page, with one of the museum at the top right hand corner of the page measuring 8.9cm wide and 9.6cm long. Furthermore, the second image encompassed the entire bottom section of the page, measuring 9.4cm long and 18cm wide. Consequently, a whole page was assigned for this category.

8- II. Sultan Mahmut Kütüphanesi;

In the expansion of this topic, 99 words were used. A whole page was assigned to this category in the book. One photo of the Library of Sultan Mahmut II was used on the top of the page measuring 13.3cm long and 18cm wide and on the left side of the page, two circular-shaped photographs are found.
9- Derviş Paşa Konaği;

In the explanation of this topic, 87 words were used. An entire page was assigned to this category in the book. One photograph of the Dervish Pasha Mansion was used on the top of the page measuring 13.3cm long and 18cm wide and two further circular-shaped photographs were found on the right side of the page.

B- Our Historical Works in Nicosia;

There are four subheadings that were examined in the chapters, which are:

1- Cafer Paşa Hamamı;

In the explanation of this topic, a total of 55 words were used. The category encompassed half a page in the book and a photograph of the Cafer Pasha Turkish Bath, measuring 13.8cm long and 9.4cm wide, was used.

2- Akkule Mescidi;

In the explanation of this category, 32 words were used and half a page in the book was assigned. A picture of the Akkule Mosque measuring 11.6cm long and 18.5cm wide was included on the page.

3- Kutup Osman Tekke ve Türbesi;

In the explanation of this topic, 72 words are used and an entire page was allocated to the category. Two pictures of the Kutup Osman Dervish Lodge and Tomb were used, one measuring 11.8cm and 12cm wide and the other measuring 12cm long and 17.8cm wide.

4- Lala Mustafa Paşa Camii (St. Nicholas Cathedral/The Aya Sofya Mosque of Famagusta);

In the explanation of this category, 51 words were used. In the book, a full page was used for this category with two accompanying photographs of the Mosque itself. Both of these images were located on the upper section of the page, one measuring 12.3cm long and 17.8cm wide and the other 11.8cm long and 11.8cm wide.

C- Our Historical Works in Kyrenia;

The two subheadings in the categories analysed in the chapter are as follows;

1- Ağa Cafer Paşa Camii;

In the explanation of this category, 21 words were used. In the book, a full page was assigned to the category. Two photographs depicting the Agha Cafer Pasha Mosque were used, one on the top section of the page measuring 15cm long and 17.8cm wide, and the other on the bottom left section of the page measuring 10.5cm long and 11.6cm wide.

2- Hasan Kavizade Huseyin Efendi Çeşmesi;

In the explanation of this category, a whole page was used. Three photographs of the fountain were used; one on the upper section of the page measuring 15cm long and 17.8cm wide, another in the top left section of the aforementioned photo measuring 6.5cm long and 9cm wide, and the third on the bottom left hand corner of the page measuring 10.5cm long and 11.6cm wide.
D- Our Historical Works in Lefka (Lefke);

The categories analysed under two headings in the chapter are as follows;

1- Vezir Osman Paşa;

In the explanation of this topic, 36 words were used. In the book, half a page was given to this category and one photograph of the grave of Vizier Osman Pasha was added to the top left hand corner of the page, measuring 10.1cm long and 11.2cm wide.

2- Piri Osman Paşa (Yukarı Camii);

In the explanation of this category, nine words were used. A whole page was given to this category in the book and one photograph of The Mosque of Piri Osman Pasha measuring 12.8cm long and 17.8cm wide was used.

E- Our Historical Works in Larnaca;

The categories analysed in the chapter as three subheadings are as follows;

1- Hala Sultan Külliyesi;

In the explanation of this category, 95 words were used. A whole page was assigned to the category in the book. Two photographs of the Hala Sultan Complex were used, one on the bottom of the page measuring 12.6cm long and 7.6cm wide and the other on the top right hand corner of the page measuring 9cm long and 10cm wide.

2- Ulu Camii (Camii Kebir);

In the explanation of this topic, 15 words were used. In the book, an entire page was used for the category. Two photographs of The Great Mosque were on the page; one measuring 12.3cm long and 10cm wide on the top right hand corner of the page, the other at the bottom of the page measuring 12cm long and 17.6cm wide.

3- Ebubekir Paşa Su Kemerleri;

In the explanation of this topic, 79 words were used. In the book, a whole page was used for this category. Two photographs of this historical work were included, one is found on the top right hand corner of the page measuring 12cm long and 10cm wide, while the other is found at the bottom of the page and measures 12cm long and 17.6cm wide.

F- Our Historical Works in Limassol;

This category has been analysed under two subheadings, which are as follows;

1- Köprüülü Camii ( Dere Camii, The Camii Cedit);

The explanation of this category uses 16 words. In the book, a full page is assigned to this topic. Two photographs of The Bridge Mosque have been used; one on the upper corner of the page measuring 13.4cm long and 17.8cm wide, while the other oval shaped picture is found on the bottom right hand corner of the page measuring 9.8cm long and 9.8cm wide.

2- Büyük Camii (Camii Kebir);

In the explanation of this category, 26 words were used. In the book, a whole page was assigned to this topic. Two pictures were used of The Grand Mosque; one in the upper section of the page measuring 13.4cm long and 17.8cm wide, the other on the bottom right hand corner measuring 9.8cm long and 9.6cm wide.
G- Our Historical Works in Paphos;

This category was analysed as one subheading;

1- Baf Kalesi;

In the explanation of this topic, 49 words were used. In the book, a whole page was assigned to this topic. Two photographs of Paphos Castle were used, one on the upper left hand corner of the page measuring 11.6cm long and 12.2cm wide, the other on the bottom section of the page measuring 12.3cm long and 17.8cm wide.

In the 3rd Unit of the Year 9 Turkish Cypriot History textbooks, under the heading of ‘Cyprus Under Ottoman Rule (1571-1871)’, subheading I between pages 59 and 65, the category of the historical works of the Ottoman Period in Cyprus are divided into eleven subheadings, which are as follows;

1- The Inns;

This category is considered under two subheadings.

Büyük Han;

In the explanation of The Great Inn, 40 words were used. One fifth of the page consisted of a photograph of the Great Inn itself.

Kumarcılar (Hımarcılar) Hanı;

In the explanation of the Gamblers’ Inn, 60 words were used. Two fifths of the page is covered with a picture of this historical work measuring 16.5cm wide and 8cm long.

2- The Mosques;

This category has been considered under nine subheadings, which are as follows;

Bayraktar camii ve türbesi;

In the explanation of this historical work, 42 words have been used. One fifth of the page has been allocated to this historical work.

Cam-i Kebir;

In the explanation of this historical work, 49 words were used. One fifth of the page was used for this historical work.

Peristerona Köyü Camii;

In the explanation of this historical work, 17 words were used. One fifth of the page was used for a photograph of this historical work.

Arab Ahmet Camii;

In the explanation of this mosque, 43 words were used. Approximately half of the page was allocated for a photograph of the historical work measuring 12cm long and 16.5cm wide.

Yeni Camii;

In the explanation of this topic, 33 words were used. One fifth of the page was used for a photo of this historical work.
Iplik Pazarı Camii;
In the explanation of this topic, 21 words were used. A photo depicting the historical work encompassed one fifth of the page.

Turunçlu Camii;
In the explanation of this historical work 23 words were used. A photo covering one fifth of the page was used.

Sarayönü Camii;
In the explanation of the mosque 16 words were used. One fifth of the page was reserved for a picture of the historical work.

Other mosques;
Under this subheading, only the mosque names and some of the mosques’ locations are mentioned.

Musalla Tepesi Camii, Minareliköy Camii, Cami-i Cedit (Köprüli İbrahim Ağa Camii), Seyit Mehmet Ağa Camii (Lapta Yukarı Camii), Lefke Orta Camii, Piri Osman Paşa Camii, Lefke Aşağı Camii (Mahkeme Camii), Dali Camii (Ziya Paşa Camii), Mehmetçik Köyü Camii, Sazlıköy (Livadıya) Camii, Girne’de Ağa Cafer Paşa Camii, Yazıcızade Camii, Lapta Aşağı Camii (Hacı Ömer Camii- Haydarpaşazade Mehmet Bey Camii), Ozanköy (Kazafana) Camii, Limasol’dan Arnavut Camii ve Çeşmesi, Yalovada Piskobu Camii.

3- Structures transformed from a church into a mosque;
This category has been analysed under two subheadings.

Selimiye Camii (St. Sophia Cathedral);
In the explanation of this historical work, 64 words were used. Approximately half of the page was reserved for a photograph of the historical work, measuring 14.5cm long and 10.8cm wide.

Lala Mustafa Paşa Camii (St. Nicholas Cathedral);
In the explanation of this historical work, 58 words were used. A photograph covering approximately half of the page was included, depicting this historical work

4- Masjids;
While explaining this category, some Masjid names and Masjid locations in Cyprus were provided. Furthermore, a total of 19 words were used in the description. One fifth of the page was used for a photograph of the historical work.

5- The Dervish Lodges;
This category was analysed under three subheadings.

Mevlevi Tekkesi;
In the explanation of this topic, 49 words were used. A photograph covering approximately half a page and measuring 12cm long and 17cm wide was reserved for this historical work.

Kutup Osman Tekkesi;
In the explanation of this topic, 64 words were used. One fifth of the page was used for a photograph of the historical work.
Hala Sultan Tekkesi;

In the explanation of this topic, 95 words were used. One fifth of the page was used for a photograph of the historical work.

6- Turkish Baths;

In the process of explaining this category, the names and locations of various Turkish baths were mentioned. In the explanation of this category, 27 words were used. An image depicting the Great Turkish Bath measuring 7.4cm long and 9.8cm wide was also included.

7- Libraries and Madrasas (Schools);

While explaining this category, priority was given to three historical works. In the explanation of the Library of Mahmut II, 38 words were used. The Madrasas in Famagusta and Peristerona, the names and locations were also referenced in the book. In total, 52 words were used in the explanation of this topic. One third of the page was reserved for a photograph of the historical work.

8- Dungeons and Castles;

This category has been analysed under three subheadings.

The Namik Kemal Dungeon;

In the explanation of this historical work, 58 words were used. A picture covering half a page was used for the historical work, measuring 11.4cm long and 9.2cm wide.

Larnaka Kalesi;

In the explanation of this historical work, 26 words were used. One fifth of the page was used for a photograph of this historical work.

Baf Kalesi;

In the explanation of the historical work, 32 words were used. One fifth of the page used a photo of this historical work measuring 5.8cm long and 10.5cm wide.

9- Aqueducts;

This category was analysed under two subheadings.

Arif Paşa Su Kemerleri;

In the explanation of this topic, 33 words were used. A picture covering approximately one fifth of the page was used for the historical work.

Ebubekir Paşa Su Kemerleri;

In the expansion of this topic, 68 words were used. Two fifths of the page was designated for a photograph of the historical work, measuring 8.5cm long and 8.5cm wide.

10- Fountains;

In the expansion of this category, the names and locations of some fountains were provided. Around one fifth of the page was reserved for the following historical works: Lefkoşa’da Zehri Çeşme, Atatürk Meydani (Sarayönü) Çeşmesi, Mevlevi Tekke Sokağı Çeşmesi, Laleli Çeşmesi, Fuzuli Sokağı Çeşmesi, Küçük Medrese Çeşmesi, Kuru Çeşme, Selimiye Çeşmesi, Dükkanlar Önü Çeşmesi, Gazimagusa’da Cafer Paşa Çeşmesi, Girne’de Hasan Kavızade Hüseyin Efendi Çeşmesi, Esseyit Emin Efendi Çeşmesi, Girne Kalesi arkasındaki çeşme, Larnaka’daki Cami-i Kebir (Ulu
Camı Çeşmesi, Larnaka Kasabasına bağlı Tuzla’da Hacı Hamit Bey Vakfı Çeşmesi, Limasol’da Osmanlı Çeşmesi, Gazi Paşa Çeşmesi, Baf’ta (Lower Paphos) Osmanlı Çeşmesi

11- The Martyr Monument, Tombs, Graves and Graveyards;
This category was analysed under four subheadings.

Çanakkale Şehitliği;
In the explanation of the Martyr Monument, 41 words were used. Two fifths of the page was used for a photograph of the Martyr Monument measuring 6.5cm long and 11.5cm wide.

Hz. Ömer Türbe ve Mescidi;
In the explanation of this historical work, 78 words were used. Approximately one fifth of the page was used for a photograph of the historical work measuring 6.3cm long and 10.8cm wide.

Canbulat Türbesi;
In the explanation of this historical work, 80 words were used. One fifth of the page was used for a photograph of the historical work.

Pertev Paşa Mezarı;
In the explanation of this historical work, 53 words were used. Approximately one fifth of the page was used for a photograph of this historical work.

5. Discussion
In the Year 6 textbooks, the historical works in the ‘Polished Stone Age and The First Civilization of Cyprus’ unit were not assigned separate headings, while the historical works belonging to the Lusignan and Venetian Period were divided under separate subheadings. This reveals that a significant amount of attention is paid to the historical works dating from antiquity.

The Year 6 textbooks assigned three pages to the Lusignan historical works, while five pages were assigned to the Venetian period. The Year 7 textbooks allocated 20 pages to the Turkish Ottoman historical works. However, the Year 9 textbooks only assigned six pages to this period of history. The Year 7 textbooks assigned the highest level of importance to the topics related to the historical environment.

When the number of pages used in the Year 7 and 9 textbooks are considered, it is observed that the textbooks designated 27 pages to the Turkish Ottoman historical works. On the other hand, the Year 6 textbooks focused eight pages on the Venetian and Lusignan historical works. When considering the distribution of the number of pages assigned, it can be seen that the highest priority was given to the Turkish Ottoman historical works.

History education is an extremely important tool in terms of providing values. For this reason, it is thought that a greater priority was given to the Turkish Ottoman historical works with the aim of passing on these values to the students. In other words, the aim of the textbook is to emphasize the fact that Turkish Cypriots also have rights over Cyprus.

Inadequacies in the textbooks are demonstrated by the fact that minimal attention is paid to the historical works of Eastern Rome, while extensive priority is given to the Lusignan and Venetian historical works. It is indeed notable that some of the Ottoman historical works were not given any attention. In the Year 7 textbook, under the unit referencing the historical works in Cyprus and under the subheading of the Ottoman historical works, the Selimiye Mosque and The Lala Mustafa Pasha Mosque are the key areas of focus. However, in the Year 9 textbooks the same historical works are
mentioned under the heading of “Structures Transformed from Churches to Mosques”. The fact that the headings do not correspond reflects that the books have been written with no consideration of the others.

Chronologically, it is believed that The Great Inn is significantly older and it is also taller in comparison with the other inns; factors that make this particular historical work so important. Nevertheless, as the author of the textbook included only a short description of the historical site, this demonstrates the inadequacy in the textbook in presenting the importance of this unique historical remnant.

In the Year 9 textbooks, under the section with the heading ‘Dungeons and Castles’, the locating of a photograph of Paphos Castle next to the ‘Aqueducts’ heading, has significantly diminished the photograph’s complementary function. Additionally, in the section defining the Namik Kemal Dungeon, there are several typographical errors, including the font style of the first six words, which is different to the remainder of the text.

The Year 9 textbook contains a photograph under the section entitled ‘The Turkish Baths’. This photograph does not provide additional space for a detailed explanation of this topic and the faded sign in the photograph reading ‘The Grand Turkish Bath’ is relatively vague and could lead to difficulty in understanding that the photograph is actually of the Grand Turkish Bath.

6. Conclusion

The secondary school textbooks for Years 6, 7, 8, 9 and 10 in Northern Cyprus were analysed in terms of the extent to which the topics of the historical environment were covered as well as the manner in which they were portrayed. According to the data collected, the Year 8 and 10 Turkish Cypriot History books have not assigned a single unit to the historical environment. However, certain units of the Year 6, 7 and 9 books focused on the topics of the historical environment under several headings and subheadings. The Year 6 Turkish Cypriot History textbooks referenced the Lusignan and Venetian historical works in the unit titled ‘Cyprus in the Middle Ages’. In the Year 7 Turkish Cypriot textbooks, the unit called “The Historical Works in Cyprus”, discussed the Ottoman historical works. Additionally, the Year 9 Turkish Cypriot History textbooks gave particular focus to the historical works of the Ottoman Period in the unit titled ‘Ottoman Rule in Cyprus’.

7. Recommendations

In the Turkish Cypriot History textbooks, greater emphasis should be placed on informing the students about the historical environment. In the textbooks, it is crucial to prioritize the historical environment, while providing informative knowledge as to why the country’s cultural inheritance needs to be protected.

To ensure that the topics within each of the books are correspondent, the same topics should not be included under separate headings for different year groups. This situation is thought to be the cause of general misconceptions.

Cyprus is an important island that has hosted many civilizations and, as a result, possesses a rich historical background, with a plethora of historical sites. With this in mind, the Turkish Cypriot History textbooks should not purely consider the Ottoman Historical works as the source of cultural wealth, but should also include the historical remains of Eastern Rome, the Lusignans, the Venetians and other civilizations as the historical environment.

In the Year 6 textbooks, in the section mentioning ‘The Polished Stone Age and the First Age in Cyprus’, more attention is given to historical works which provides the students with additional knowledge about the historical works belonging to antiquity.
When defining the important historical works, more words should be used in the descriptions. Thus, attention can be drawn towards the historical works that require particular emphasis. Furthermore, increasing the visual aids portraying the important historical works will give students an opportunity to observe them. In the prospective history textbooks, the topics related to the historical environment should be approached more contextually in order to attract greater attention and provide students with the opportunity to develop a sense of environmental protection towards the historical environment.

REFERENCES

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Citation Information/Kaynakça Bilgisi