A Comparison of Stereotypes of German and Turkish Students towards Balkans

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Effective emotional thoughts like attitudes, stereotyped judgments and preconceptions are dependent on both collective and individual experiences. Experiences like reading an article or watching a movie that is based on a context determined by the curriculum might cause individual or collective discrimination towards different ethnic or cultural groups among students in a country. This study aims to explore the difference between two nations which are the Turkish nation that has many cultural and political bonds with Balkans in the history and the German nation, which is a nation that has little or no bonds with the Balkans. The main aim of the study is to figure out if the stereotypes towards Balkans can change according to the country in which an individual has grown up. MANOVA was used to figure out the difference between two capitals with regard to stereotypes towards Balkans. Findings of the study indicated that negative stereotype scores of students significantly changed according to the country in which students grew up, whereas no significant difference was found for positive stereotype scores. Moreover, it was found that Turkish students have more negative stereotypes towards Balkans than German students.

Keywords: curriculum difference, Balkans, stereotype, university students, German

INTRODUCTION

Affective emotional behaviours like attitudes, stereotypes, prejudices, and discrimination are dependent on both collective events and individual experiences. The Ancient Greek term stereotype meaning "concrete model" actually refers to "firm thoughts". Stereotyped thoughts are composed of certain features related to people's sense of belongings and are classified into two categories that are heterogeneous stereotypes and auto stereotypes. While heterogeneous stereotypes have limitations with regards to foreign culture group members, auto stereotypes are concerned with their own social group members (IKUD® Seminare, 2009). Stereotyped thoughts can transform into prejudices unless they are constantly thought over and evaluated by individuals.

Prejudices are formed as opposites of affective stereotypes. Allport (1973) defined prejudice as an act of refusal and hostility towards a person in a group due to inflexible and faulty generalizations regarding that group. Prejudices are simple but generic opinions full of negative emotions and resistant or almost impossible to change through experiences (Prändl, 2011). Therefore, it is inevitable for half-baked and concrete stereotyped thoughts among Balkan communities to become prejudices. According to Bergmann (2001) the concept of prejudice is essentially determined by normative and moral contents and differs from other attitudes by social undesirability. For that reason, research on this subject is limited to psychology, social psychology and sociology. Petrenco et al. (2003) approached stereotyped thoughts as follows: "The first summary works in this field were published in the mid-1930s by Klineberg (1935) and Dollard (1937). Dollard was also one of the authors of the "frustration-aggression hypothesis" (Dolard et al., 1939), which has been widely used to explain the formation of ethnic stereotypes and prejudices. According to this theory, frustration (defined as a state arising from an inability to satisfy some need) can evoke a number of negative emotions, and often aggression as well (2003: 28).

Racism can be seen in everyday practices like administrative procedures or institutional policy in implicit and subtle way (Zembylas, 2009). Ethnic/racial studies showed that stereotypical representations embedded in to the education policy and everyday teaching experience (Archer and Francis, 2005). Ross (2007) stated that children construct their identity in different contexts, racist talks and discriminative practices. Most of the studies assert that teachers instil their values about races in their classrooms either consciously or unconsciously (Donnelly, 2004; Bekerman & Maoz, 2005). That is the reason why educators need to be careful while using stereotyped adjectives for different races.

For Ericson (1950), education is a key stone in establishing a value system in child, especially in the early development stage where child can't yet perform the abstract thinking operations which mean that they think literally (Ericson, 1950). Moreover, a child who are not yet have critically thinking ability can take the values of educator. The lectures which are planned to reflect curriculum objectives can impose their own value system (Eşi, 2010). All the factors like educator value, stereotypes, curriculum, can have an effect on how child think and act, moreover what child should believe. Gilborn (2008) indicated the teachers can have (un)intended attitudes, behaviours and practices in a stereotypic way. After the First World War, politicians and teachers decided to review textbooks in order to overcome xenophobia, they also claim that textbooks stimulate national prejudices and inaccurate stereotypes (Pingel, 2009). In 1925 The League of Nations, suggested analysis of textbook especially between neighbourhood counties. Another attempt about revision of textbooks was done in 1937; twenty-six states signed a "Declaration regarding the teaching of history". In the declaration 3 main points was highlighted; these are, inclusion of history in text books more frequently, analysis of textbooks in order to prevent misinterpretation, and lastly, form of a teacher committee by gathering a teacher from each country for history.

Moreover, after the Second World War, in 1949 UNESCO published "A handbook for the improvement of textbooks and teaching materials as aids to international

understanding", moreover in 1974 UNESCO accepted ''the importance of comparative textbook studies'' and works on textbooks has been continued until today. Beside the attempts of UNESCO, The George-Eckert-Instituted for international textbook research, asserted the importance analysis and revision of textbook in favour of maintaining peaceful relations between countries. In accordance with this purpose, the instituted has published many researches about providing objectivity in textbooks about nations. Furthermore, after the Revolutions of 1989 that ended Soviet-style Communism in the East European socialist states from the Baltic to the Balkans, The Council of Europe, EU and Western government elaborated projects aimed at revising history teaching (Koulour, 2009). All the projects was conducted for the sake of peace in countries where these world changing wars took place. The revision of history teaching was aimed to protect peace in the war countries.

In brief, history text book was found as including negative stereotypes against neighbours and moreover curriculum was found as an important cause of world wars (Pingel, 2009). Furthermore, school history textbooks have been identified as one of the potential causes for intolerance between different nations or ethnic communities and, consequently, as a reason for conflict. Thus, history textbooks and other school books were revised in order to remove negative stereotypes and prejudice against other peoples (Koulour, 2009).

Cultural and Political Bonds between Balkans-Germany and Balkans-Turkey

The stereotypes directed at the Balkan States that are included in this study have the following features: due to the encounters of Anatolian ethnic groups living within the Ottoman Empire with ethnic groups of Balkan States as of the 14th Century, heterogeneous stereotype and auto stereotype thoughts must have been formed between the two parties. Other fundamental components of auto stereotype thoughts also apply to ethnic groups in the Balkan States with respect to their friendship with or sympathy towards the Turkish/Muslim ethnic groups. Cultural relations have been formed between Ottoman and Balkan ethnics due to encounters and these cultural relations have been inherited from generation to generation via both written and oral literature. Majorities and minorities living in Anatolia and Thrace were raised with such myths.

Rumelia Turks were dominant in the Balkans in 1683; but with the increasing invasions of the European Ethnics in the last quarter of the 17th century, the Balkans came under the domination of the West, therefore after this period Balkan history was written by the Western ethnics (Çiçek, 2002; Öztuna, 2006; Arslan, 2008). Cultural encounters within approximately 300 years formed the emotional thoughts. These cultural encounters were not just in the form of wars and involved all forms of social interactions. Among the ethnic groups living in this area, all of the Turks, Bosnians and Pomaks were Muslims and most of the Albanians became Muslims as well. However, Serbians, Bulgarians, Montenegrins, Wallachs, Greeks and the rest of the Albanians were Orthodox (Turkish General Staf, 1979; Arslan, 2008). Experiences formed via interpersonal relationships and political migration has created enmity through wars or companionship based on neighbourhood. Moreover, marriages with people from Balkan ethnics have also created kinships. Meanwhile, ethnic groups have also been influenced by each other's religion

and have mutually undertaken some religious rituals (e.g. Easter/coloured egg tradition in Muslims living in the Thrace and Aegean regions or the "Baba" (i.e. father) word adapted and used by Greeks).

Balkans-German

Germany also has important place in Balkan's history. At the end of the World War I, Yugoslavia was created by unity of Croat, Slovenian, and Bosnian with the Serbian Kingdom and at the end of World War II, after the invasion of Nazi forces Yugoslavia breakup; however country was reunified at the end of the war by Josip Broz Tito (Rogel, 1998; Fischer, 2002). Although Yugoslavia was reunited again; country had overtones of Nazi invasion and this formed a basis for breakup (Rogel, 1998; Lucarelli, 2000).

After the death of Tito, Slobodan Milošević become the president of Serbia in 1989, and soon put an end to Kosovo's autonomous status to the task. To provide control over Kosovo, he sent military forces to region and dissolved the Kosovo government (Fischer, 2007). Upon declaration of independence from Yugoslavia in 1991, Croatia and Slovenia were sent tanks to the border of Slovenia. By triggering a short battle, it prevented secede of Slovenia. By this attempt Serbs in Croatia were encouraged to cling to the weapon (Fischer, 2007). In January 1992, Bosnia- Herzegovina declared its independence in March. This time he gave support to the Bosnian Serb rebellion. Three years after the start of the Bosnian war, he has agreed to sit at the peace table with Bosnian Croat leaders (Rogel, 1998).

Slovenia and Croatia declared their independence by 1991, Germany, gave a very clear and active support; with putting pressure on allies to recognize the independence of these republics (Lucarelli, 2007). After reunite of Germany, government started to formulate policies which would help Germany become dominant power in Europe by controlling the economic and financial capabilities. Thus, by breaking up the former Yugoslavia, Germany created four new member states at the United Nations, who would vote in favour of Germany being given a seat on the UN Security Council (Lucarelli, 2007). Moreover, Germany would have access to the Adriatic Sea via these two states who were old allies in the World War II (Lucarelli, 2007). Hence, Germany's support had played a major role in restoring the independence of Slovenia and Croatia.

Beside from internal factors, external factors played an important role in Yugoslavia breakup like collapse of communism in Eastern Europe, the unification of Germany, and the collapse of the Soviet Union (Fischer, 2007). The absence of a strong central government, growing nationalism in this multiracial country, economic problems and external political changes revealed a rapid progress towards the elimination process of Yugoslavia.

Curriculum in Germany and in Turkey; Turkey-Balkan State Relationships in Turkish High Schools

Bergman (2001) affirms in his article called "Rasismus in Sprache Lied- und Schriftgut" that racist notions are deepened via nursery rhymes and children's literature arguing that perceptual examples have entered our language in this way and have been transferred to the next generations via moral nursery rhymes and children's stories. The verses used in

Turkish folk literature like "Look at rocks of Ankara. Look at the tears in my eyes. We are captured by the Greek. What kind of a fate is this?" (Gevher Aktaş, 2013) can be given as an example denoting nationalist stereotyped thoughts in this respect.

In class contextual practices (e.g. classroom texts / movies) can lead to individual and/or collective discrimination in encounters with people from different ethnics and groups while living in the same country. Topics covered regarding the Balkans in the history of the Ottoman Empire and the Turkish Republic in primary (primary school) and secondary (high school) education in Turkey are important in the formation of stereotyped thoughts. Year and topic lists for textbooks are accessible from two ministerial sites of the Ministry of National Education (MoNE). In these lists a few examples regarding the knowledge of specific facts about Balkan states in social sciences lessons are given below:

8th Grade Revolution History and Kemalism Textbook (MoNE, 2013); Armistice of Mudros; Death Decree of the Ottoman Empire: Treaty of Sevres; National Forces against the enemy; which neighbour countries of the Ottoman Empire were involved in the war? 1st and 2nd Inonu Wars; Battle of Sakarya are some of the examples.

Examples from the High School History Lesson Topic List (see also High school lesson topics and History Lectures): A clause from the Treaty of Kucuk Kaynarca (Küçük Kaynarca Antlaşması, 2014): Orthodoxies living in the Ottoman Empire will be put under the patronage of Russia. (This clause must have created both prejudices and stereotypes between the Muslim and Orthodox ethnics living in the Ottoman Empire). 19th century Nationalist Movements in the Ottoman Empire (Serbian Riot; Greek Riot; panislamism movements). "Treaty of San Stefano" (ethnic of Serbia, Montenegro (Crna Gora), and Romania, Bulgaria and Albania). History lesson program helps students to attain its objectives regarding facts between countries and ethnics in the past at the Knowledge of Specifics (Bloom et al., 1972) step through "what, where, when and who" questions. On the other hand, the History program explains dependent and independent variable relations to students through their guessing competence regarding the pre-events and post-events at the "extrapolation" step (Bloom et al., 1972). Students reconstruct stories they hear from their grandparents and heroic tales related to the past via information learned from such social science classes.

Symbols related to Balkan state ethnics in different historical periods do prevail among the topics and textbooks in Turkish and Literature classes. Two examples in this context are as follows: Prose: Works of Halide Edip Adivar are among such recommended books. "Ateşten Gömlek" and "Türk'ün Ateşle İmtihanı" are among this group of works. "Ateşten Gömlek" is also influential as a movie. Poetry: Many literary works narrating the Turkish War of Independence in modern Turkish that are recommended by teachers for students to read "Kuva-i Milliye" poem of Nazim Hikmet (Ran, 2002) exist. On the other hand, literature lesson programs help students to attain the "Interpretation" (Bloom et al., 1972) goal of texts via symbols related to the periods they are written. Teachers engage students to work collectively using in-class group work technique at the "Application" step. Students reconstruct their authentic constructs after out-puts from

the "Knowledge". In other words, they direct the passive knowledge of subjects to active construction (see also Barsch, 2006).

German-Balkan State Relationships in German High Schools

The high schools named "Gymnasium" in the German education system form the starting point for the history class in this study. This is because students studying at German universities are mainly graduates of "Gymnasiums" and have passed their high school graduation exams (Reifeprüfung) there. Curriculum in the Federal Republic of Germany was arranged and developed according to states. Even though the participants of the study were Turkish studying at the University of Berlin, the history program adopted was from Hessen due to being one of the central states of Germany. Students at the University of Berlin come from many different states. The History program (6th to 9th grade) in Hessen has been analysed according to relations with Balkan states with respect to its goals and content.

The syllabuses of History (Lehrplan Geschichte) for 6th to 9th grades have the following explanations regarding the program format (Verwaltung Hessen):

Students learn history via studying the current states that affect their current lives and have relevance for their future through relevant content and questions. History teaching is carried out through explanations and orientation as well as the contrast of historical consciousness and helps the identity formation of students. Similar statements of lesson objectives are used to explain the outputs of the History lessons. The reason for these educational gains are selected here is that the History lessons are not restricted to answering "where, when and who" questions and that it starts off from personal interrogations like "why, what were the consequences, what kinds of model insights can be deduced for daily and future life experiences". Such practices help students to form dialectic thinking and examination into content of the above mentioned syllabus regarding the recent past of the History lesson (Verwaltung Hessen, 2014) revealing that "World War One and the Road to Europe's Disaster" and "The End of the War and a Peaceful Epilogue 1918-20" are part of the subject content. Moreover, "reasons, the objectives of the war, and war crimes" are within the non-compulsory educational content / homework. "National socialism and the second world war" content is included. With the previous mentioned objective and content, students in Germany also obtain visual information regarding the economic and social crises in the Balkan countries via the media. Moreover, as "foreign image and self-image" are among their teaching methods, they perceive the similarities and differences of Balkan ethnics and their own society. In this way such teaching methods helps German students to acquire intercultural thinking skills. A look into the relationship of Germans with Balkan states in history prevail the following facts: The developing 3rd Reich (1933 and onwards) was looking for economic and military allies supporting its new Europe order and who were against the Soviet Union and the Western Democracy. An episodic but violence oriented integration was growing (an authoritative regime partnership, genocide, armed-brotherhood relations formed with Bulgarians and Romanians in the 2nd World War and even the defeat and occupation of Greece, Yugoslavia, and Albania) (Petrenco et al., 2003). In conclusion, there is a widespread consensus that revision of school history can

prepare a peaceful coexistence among nations who have experienced conflict and hostility. In the light of historical backgrounds of two countries Germany and Turkey, it was aimed to investigate the difference between these two countries towards Balkan countries.

METHODOLOGY OF RESEARCH

The study was conducted at the faculties of education of two well-known universities in Berlin and Ankara. It aims to explore the differences with respect to ethical stereotypes towards Balkans between the Turkish and the German nation. The main goal of the study is to figure out if the stereotypes towards Balkans can change according to the country in which an individual has grown up. The study included six Balkan countries which are Albania, Bulgaria, Macedonia, Romania, Serbia, and Greece.

Data were collected from the students studying at the faculties of education at Berlin University (Germany) and Hacettepe University (Ankara) at the end of the semester using the purposive sampling method. In selection of participant, students were expected to meet the predetermined conditions. These were students who need to be native (German or Turk), don't have any relatives or acquaintance from Balkans, never been to any Balkan countries, never watch a movie about Balkans, students who satisfied these conditions was selected as participants. During the handling of survey a small interview was conducted to choose participants. After interviews, students who could be participants of the study were determined. Of all the participants (N=144) in the study; 78 students were from Hacettepe University and 66 from Berlin University.

In the current study, 52 stereotyped adjectives from Tezcan (1974)'s dissertation and predetermined stereotypes that was found from literature with history teachers was used. However, before conducting the surveys three experts in the field examined these adjectives and found that 27 of them were identical thus, the 52 stereotyped adjectives was reduced to 27 by three consultants in the field. After that, 27 stereotyped adjectives were separated into two codes as negative (14 stereotypes) and positive (13 stereotypes). The data was also grouped according to 27 stereotypes; as negatives and positives. Negative stereotypes were selected as superstitious, betrayed, lustful, scruffy, selfish, materialist, deceiver, aggressive, emulative, vengeful, cruel, angry, two-faced, and jealous whereas positive stereotypes were chosen as tolerant, honourable, manful, sympathetic, reliable, loyal, the human rights protector, idealistic, smart, hospitable, clever and faithful to family. The instrumentation of the study includes demographic information form and stereotype survey. The demographic form includes questions about student's nationality, gender and age. In the stereotype survey, students were given a form that involves 27 stereotypes and name of countries. All participant was asked to assign 3 stereotype from 27 stereotype to each Balkan country; Albania, Bulgaria, Macedonia, Romania, Serbia, and Greece.

RESULTS OF RESEARCH

At the beginning of the analysis, after all data was entered, the total scores of stereotypes for each country were calculated and the analysis was carried out on those total scores. Descriptive statistics for the two universities were analysed, the findings indicated that, the mean positive stereotype score for Berlin (N= 66) was M=45.33 and standard

deviation was SD=15.23 and he positive stereotype score for Turkey (N=78) was M=50.33 and standard deviation was SD=19.53. For the negative stereotype scores, descriptive data showed that students from Berlin university has M=47.67 with SD=16.62, and students from Hacettepe University has M=61.83 with SD=44.50.

In the light of the descriptive data for negative and positive stereotype scores from two universities, a difference can be expected for negative stereotype scores. From 144 students, Turkish sample includes 44 male and 33 female students, while German sample includes 42 male and 25 female students.

The age range of participants was 20 to 24. Because social science faculties having more history and literature lessons participants were selected from faculty of engineering. Faculties and department that students were from were as follows; department of biology, chemistry, and pharmacy, department of mathematics and computer science from Berlin University; and faculty of science, faculty of engineering from Hacettepe University Descriptive data was presented in Table 1.

Table 1: Descriptive Data for Positive and Negative Stereotype Scores towards Balkans of Berlin and Hacettepe Universities Students

Capitals		N	Min.	Max.	M	SD
Berlin	Positive	66	20.00	65.00	45.33	15.23
	Negative	66	32.00	77.00	47.67	16.62
Turkey	Positive	78	14.00	75.00	50.33	19.53
	Negative	78	23.00	127.00	61.83	44.50

To investigate the effect of the country in which an individual grown up on negative and positive stereotypes towards Balkans, Multivariate Analysis of Variance was used. MANOVA is preferred over using multiple ANOVAs for the aim of reducing Type 1 error rate. Moreover, as the study has two independent variables and several dependents variables MANOVA was preferred. In analysing the data, IBM SPSS package program, version 20 was utilized (IBM Corp, 2011).

MANOVA was performed using countries Germany and Turkey as the independent variables and positive and negative stereotypes (superstitious, betrayed, lustful, scruffy, selfish, materialist, deceiver, aggressive, emulative, vengeful, cruel, angry, two-faced, jealous, tolerant, honourable, manful, sympathetic, reliable, loyal, the human rights protector, idealistic, smart, hospitable, clever and faithful to family) towards Balkans as the dependent variables. Before conducting the main analysis the necessary MANOVA assumptions were checked.

Box's M test is used to test for equality of covariance matrix and the test for homogeneity is significant, $F (38538679.69) = 29.93$, $p = .00$. It can be concluded that the assumption of homogeneity of variance/covariance matrices is violated. Thus, Pillai's criterion instead of Wilks' Lambda will be used to evaluate the significance values. As it can be seen from table 2, country has a significant main effect on the dependent variables; negative and positive stereotypes towards Balkans, Pillai's Trace = .109, $F (2,141) = 8.64$, $p < .05$ with effect size of $\eta2 = .11$ which indicates weak effect according to Cohen's criterion (Cohen, 1988).

Table 2: Multivariate Tests the Effects of Countries on Negative and Positive Stereotypes towards Balkans

Effect		Value	F	Hypothesis df	Error df	p	η^2
Intercept	Pillai's Trace	.95	1341.03[b]	2.00	141.00	.00	.95
	Wilks' Lambda	.05	1341.03[b]	2.00	141.00	.00	.95
	Hotelling's Trace	19.02	1341.03[b]	2.00	141.00	.00	.95
	Roy's Largest Root	19.02	1341.03[b]	2.00	141.00	.00	.95
Capitals	Pillai's Trace	.11	8.64[b]	2.00	141.00	.00	.11
	Wilks' Lambda	.89	8.64[b]	2.00	141.00	.00	.11
	Hotelling's Trace	.12	8.64[b]	2.00	141.00	.00	.11
	Roy's Largest Root	.12	8.64[b]	2.00	141.00	.00	.11

After finding main effect of the independent variables on the dependent variable, the univariate analysis was conducted to examine these effects in terms of each dependent variable. Before conducting one way analysis of variance, assumption of analysis was checked. Normality assumptions was satisfied, the Levene's test for the equality of variance was conducted to test the homogeneity and both of the variables were satisfied this assumption, for positive stereotypes p =.06, and for negative stereotypes p =.08.

Multivariate analysis of variance (MANOVA) was conducted to evaluate the effect of country on stereotypes towards Balkans. The Bonferroni procedure was used to examined significance of the results to control for Type I error also to examine the univariate form of multivariate findings (α/2 = .05/2 = .025 for stereotypes), hence new alpha value was determined as .025.

The MANOVA result was found significant for the effect of country on negative stereotypes towards Balkans, F (2, 141) = 5.98, p < .025, however positive stereotypes was not presented a significant difference between Berlin and Ankara, F (2, 141)=2.86, p = ns. Furthermore, 4% (η2= .04) of the total variance in the negative stereotypes was accounted for by the two countries, Berlin and Turkey. It can be also concluded from mean scores that Turkish students have more negative stereotypes than German students towards Balkans (see Table 3).

Table 3: MANOVA Results for the Effects of Country on Stereotypes

Source	Stereotypes	SS	df	MS	F	η^2
Corrected Model	positive	893.75[a]	1	893.75	2.86	.02
	negative	7174.83[b]	1	7174.83	5.98	.04
Intercept	positive	327187.97	1	327187.97	1045.09	.88
	negative	428651.44	1	428651.44	357.17	.72
Capitals	positive	893.75	1	893.75	2.86	.02
	negative	7174.83	1	7174.83	5.98[*]	.04
Error	positive	44456.00	142	313.07		
	negative	170419.50	142	1200.14		
Total	positive	377702.00	144			
	negative	618601.00	144			
Corrected Total	positive	45349.75	143			
	negative	177594.33	143			

*p=.025

To understand which capitals' students has more negative stereotype towards Balkans estimated marginal means values were controlled. The estimated marginal means tell us the mean response for each factor, adjusted for any other variables in the model.

Table 4: Estimated Marginal Mean Scores for Negative and Positive Stereotypes

Capitals	Stereotypes	M	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Berlin	positive	45.33	1.88	41.59	49.08
	negative	47.68	2.05	43.58	51.75
Turkey	positive	50.33	2.21	45.93	54.74
	negative	61.83	5.04	51.80	71.87

The follow up analysis showed that Turkish students seem to have more negative stereotyped towards Balkans than German students. On the contrary, although non-significant comparison was found on positive stereotypes, Turkish students have scored higher on positive stereotypes towards Balkans than German students. Results were presented in Table 4.

DISCUSSIONS

This study investigated whether the country in which a student is grown up can affect the stereotypes towards Balkans. The results of the current study indicated that country in which a person is grown up did have an effect on ethnic stereotypes. It was found that German and Turkish students differed according to their negative stereotypes towards Balkans. Moreover, Turks were found to have more negative stereotypes than Germans towards the Balkan ethnics. The results of the present study are consistent with previous studies (Burdiak, 2010; Neofotistos, 2004) and it was confirmed that Turks and Balkan countries have mutual negative ethical stereotypes. Furthermore, a comprehensive study was conducted by Ültanır et al., (2006), in which Greek university students' perceptions about their neighbouring Balkan nations was examined. The findings of the study indicated that Greek students over-emphasized the positive attributes of their own nations. The reason of this positive attribution was given as primary and secondary teachers and text books. Another finding of the same study was Greek students' perceptions about neighbouring nations, the study indicated that these perceptions were effected by the historical past and experiences with immigrants.

Therefore, it can be inference that the differences among Turkish and German students might have arisen from historical and curriculum differences. Wars between Balkan countries and empires in the Balkan territory, the expansion of territories as survival strategies, and inadequate communication between Balkans and other countries, fostered the birth of ethical stereotypes towards Balkans (Rapti & Karaj, 2012). Moreover, the invasion of the Balkan territory by Ottomans and the Austro-Hungarian war made Balkans an important part of the Turkish History. Moreover, the exchange of Turkish and Balkan citizens in the mid 14th Century between the Ottoman Empire and the Balkan states helped to increase the cultural relations and interaction between the two ethic groups. The reasons behind the I. World War and the occupation of Ottoman territories by some of the Balkan countries during the I. World War might be the reasons for negative stereotypes that Turkish citizens have for Balkans.

CONCLUSIONS

Many studies made comparisons among the Balkan countries and Balkan ethnic groups (Neofotitos, 2004; Burdiak, 2010; Rapti & Karaj, 2012). Moreover, Turkey was also included in these studies with other nations. However, none of the studies focused on Turkey and other countries separately with respect to stereotypes towards the Balkan countries. Furthermore, Turkey takes place in this study as a separate nation from Balkans.

This research is important because it presents the difference between the students of two countries who have different teachers and educators with different racial/ethnic background, also have different educational policy and curriculum.

This study also proves the hypothesis that curriculum and history lesson have a greater effect in the establishment of ethnic stereotypes. Such ethnical stereotypes may cause difficulties and barriers for further collaboration, and the socio and economic development of Balkans. Therefore, projects designed to change the curriculum to prevent such kind of stereotypes can be taken in to consideration, especially for students of faculties of education who are the teachers of future. Last but not least, more studies with larger sample sizes and different Balkan countries can be replicated to understand the main reasons behind these ethnic stereotypes.

Gillborn (2008) emphasizes the importance of formulating anti-racist education by reconstructing academic agenda. School should prepare citizens of democratic states who would live together peacefully and not potential soldiers of rival nations. Consequently, educational reforms were supported by both western and local agents, aimed at stabilization and reconciliation of the region. These initiatives can be understood in terms of international intervention. Moreover, to prevent formation of stereotypes, the content of literature and history lessons should be document to facts, not to authors or historians perspectives.

Large structural transformation of educational system in education faculties in the way of increasing awareness about racism and nationalism need to be done, especially in the programs of curriculum, teacher training and educational administration. Moreover, mini psychological and social trainings can be given to these program students in order to diminish their racist/ethnical stereotypes and increase their awareness.

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Turkish Abstract
Balkanlara Karşı Türk ve Alman Öğrencilerin Basmakalıplarının Karşılaştırılması

Tutumlar, basmakalıp yargılar ve önyargılar gibi etkili duygusal düşünceler hem kolektif hem de bireysel deneyimlere dayalıdır. Bir müfredatla belirlenmiş bir bağlama dayalı makale okuma ya da film izleme gibi deneyimler bir ülkede öğrenciler arasında farklı etnik veya kültürel gruplara karşı bireysel ve kolektif ayrımcılığa neden olabilir. Bu çalışma Balkanlarla birçok kültürel ve politik bağları olan bir millet Türkiye'yle, Balkanlarla çok az ya da hiç bağı bulunmayan bir millet olan Almanlar arasındaki farklı ortaya çıkarmayı amaçlamaktadır. Çalışmanın asıl amacı balkanlara karşı olan basmakalıp yargıların bireyin büyüdüğü ülkeye göre değişip değişmediğini ortaya çıkarmaktır. MANOVA farkın ortaya çıkarılması için kullanılmıştır. Çalışma bulguları öğrencilerin negatif basmakalıp puanlarının ülkelere göre değiştiğini gösterirken, pozitif puanlar için anlamlı farklılık bulunmamıştır. Dahası balkanlara karşı negatif basmakalıpların Türk öğrencilerde Alman öğrencilere göre daha fazla olduğu bulunmuştur.

Anahtar Kelimeler: müfredat farklılığı, Balkanlar, basmakalıp, üniversite öğrencileri, Alman

French Abstract
Une Comparaison des Stéréotypes d'Étudiants allemands et turcs vers les Balkans

Des pensées émotionnelles efficaces comme des attitudes, des jugements stéréotypés et des préconceptions dépendent d'expériences tant collectives qu'individuelles. Les expériences comme la lecture d'un article ou d'une observation d'un film qui est basé sur un contexte déterminé par le programme d'études pourraient causer la discrimination individuelle ou collective vers des groupes ethniques ou culturels différents parmi des étudiants dans un pays. Cette étude a pour but d'explorer la différence entre deux nations qui sont la nation turque qui a beaucoup de liens culturels et politiques avec les Balkans dans l'histoire et la nation allemande, qui est une nation qui a peu ou pas de liens avec les Balkans. Le but principal de l'étude est de comprendre si les stéréotypes vers les Balkans peuvent changer selon le pays dans lequel un individu a grandi. MANOVA a été utilisé pour comprendre la différence entre deux capitales en ce qui concerne des stéréotypes vers les Balkans. Les découvertes de l'étude ont indiqué que le stéréotype négatif beaucoup d'étudiants significativement changés selon le pays dans lequel les étudiants ont grandi, tandis qu'aucune différence significative n'a été trouvée pour le grand nombre stéréotypé positif. De plus, il a été trouvé que des étudiants turcs ont plus de stéréotypes négatifs vers les Balkans que des étudiants allemands.

Mots Clés: différence de programme d'études, les Balkans, stéréotype, étudiants universitaires, allemand

Arabic Abstract

مقارنة بين الصور النمطية الألمانية وطلاب التركية نحو البلقان

الأفكار العاطفية فعالة مثل المواقف والأحكام النمطية والتصورات المسبقة تعتمد على كل من الخبرات الجماعية والفردية. تجارب مثل قراءة مقال أو مشاهدة الفيلم الذي يستند إلى السياق الذي يحدده المنهج قد تسبب التمييز الفردي أو الجماعي تجاه المجموعات العرقية أو الثقافية المختلفة بين الطلاب في البلاد. وتهدف هذه الدراسة إلى استكشاف الفرق بين دولتين والتي هي الأمة التركية يحتوي على العديد من الروابط الثقافية والسياسية مع دول البلقان في التاريخ والأمة الألمانية، وهي الأمة التي لديها سندات قليلة أو معدومة مع دول البلقان. والهدف الرئيسي من هذه الدراسة هو معرفة إذا كانت الأفكار النمطية نحو البلقان يمكن أن تتغير وفقا للبلد الذي نما الفرد. وقد استخدم MANOVA لمعرفة الفرق بين عاصمتين فيما يتعلق النمطية نحو البلقان. وأشارت نتائج الدراسة إلى أن عشرات النمطية السلبية للطلاب تغيرت بشكل ملحوظ وفقا للبلد الذي نما طالب وطالبة، في حين لم يوجد فرق كبير لعشرات نمطية إيجابية. وعلاوة على ذلك، فقد وجد أن الطلاب الأتراك لديهم الصور النمطية أكثر سلبية تجاه البلقان من الطلاب الألمان.

كلمات البحث: الفرق المناهج الدراسية، البلقان، الصورة النمطية، طلاب الجامعة، الألمانية