

The Assessment of Political Social and Psychological Effects of Wars on Society with Students' Views 1974 Sampling

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ABSTRACT Teacher and counselor candidates, whose views related to the social and psychological effects of the 1974 war in terms of Turkey and the Turkish Cypriot community, will ensure the emphasis on what will be reviewed about education in the formation of healthy communities in terms of social and psychological aspects. The purpose of this study is to describe the views of the students of History Teaching and Psychological Counseling and Guidance (PCG) departments of NEU Education Faculty related to the social and psychological effects of 1974 on the Turkish Cypriot and Turkey communities. The study was conducted using a qualitative research technique. A holistic time approach was used in the case study. The sampling was created with a "purposive sampling" method. Purposive sampling was used in the sampling criteria. As a result of study, the negative effects of the war were more influential than the positive effects.

INTRODUCTION

When there is no individual, there is no society, and when there is no society, there is no possibility of war. If individuals, society, and wars are accepted as parts of a system, a change to one of these parts directly or indirectly affects the other parts of the system. This interaction can happen not only on positive aspects but also in negative aspects. The attack, which was done to make the other society obey the wills of the attacker, is called 'war' in literature review. The decisions of wars are made by individuals, yet the results of the wars affect not only the individuals but also the societies where those individuals live. Nevertheless, the land pieces on which societies live, the strategic threats of other societies to their borders, being greedy for more lands or the fertility of these lands has caused wars throughout history (White et al. 2015; Davoine and Gaudillière 2016).

It is thought that war is not only a case of sociology, psychology, or history, but its results indirectly take place in the field of anthropology. The integrity principle, which is one of the principles of anthropology, is an important factor to understand the social changes that inevitably happen due to war and the adaptation problems of individuals in that society to the social changes that follow war (Ozbudun et al. 2014).

Cyprus, which holds a strategic location in the Eastern Mediterranean, has been the subject of national discussions and international negotiations throughout their history. By the year 1974 Turkey intervened militarily to the island in order to prevent the growing demands of Enosis of Greek Cypriots. Some of the Greek Cypriots with the support of Greece rose against president Makarios and overthrew him in a coup, which took place on 15th July. Nikos Sampson who made the coup with the support of Greece, announced Cyprus Helen Republic as the new president of the Republic. After this move of Greece, Turkey aimed to re-establish the order by interfering to the island on July. The war began on July 20th and ended on August 16th and established a new order on the island. However, this time the island's post-war condition was the problem. After the war between Turkey and Greek Cypriots in 1974, Cyprus became a divided island composed of Turkish Cypriots and Greek Cypriots (Firat 2001; Richter 2011; Wilson 2011; Caglayan 2014).

The two communities have tried to solve their problems through ongoing negotiations, but these efforts have so far failed to produce a solution acceptable to both sides. Today, Turkish Cypriots are forced to deal with many problems in isolation because a treaty was not made to ensure the rights they obtained after the 1974

war. This has left deep scars on both the psychological and sociological character of the Turkish Cypriot community (Yakinthou and Polili 2010; Caglayan 2014; Bahcheli 2014). These traces of trauma must be healed or removed before individuals can begin to plan for the future, understand the past, and sustain their life more effectively. This makes it critically important to research the views of the students of the Department of History Teaching (HT) and Psychological Counseling and Guidance (PCG) in North Cyprus regarding the social and psychological effects of the 1974 War on the Turkish Cypriot community.

In today's world, individuals, directly or indirectly, become the victims of war and acts of terrorism. Political conflicts between states, internal reckoning and terror cause the death of individuals, injuries or disabilities. When there were situations of war and conflict, their physical, social and psychological effects on individuals can be seen. Fear acts as a mental mechanism to protect from hazards and to ensure the survival of the individual. However, when this fear becomes too severe to be unmanageable, that threatening nature of the situation etched in the mind of the individual in detail is a traumatic life-threatening nature (Erden and Gürdil 2009).

The first sentence of the UNESCO Convention is as follows, "Wars begin in people's mind. Defense trenches of peace must be established in people's mind as well." (Principle, E 27.1110) Human beings, who saw two large wars between 1914-1918 and 1939-1945, it is understood that it is not possible to prevent the war by political and economic measures alone but with continuous training it is possible to establish peace by the means of education, science and culture (Safran and Ata 1996).

As can be seen in these statements there are mental, physical and psychological effects of the war on the lives of individuals who were exposed to or witnessed it. The traces of trauma need to be improved for individuals to be able to predict the future, to understand the past in order to sustain their life more effectively. For all these reasons, it was worth doing a research about the views of the students of the Department of History Teaching (HT) and Psychological Counseling and Guidance (PCG) students studying in North Cyprus about the social and psychological effects of the 1974 on Turkish Cypriot community.

The overall objective of this research is to identify the views of the students of the Department of History Teaching and PCG students studying in North Cyprus, about the social and psychological effects of the 1974 War on the Turkish and Turkish Cypriot communities. The following sub-objectives were investigated within the overall framework of the study.

1. What kind of positive or negative effects do the students think that the 1974 War created for the Turkish Cypriot community and society in Turkey?
2. What kind of positive or negative psychological effects do the students think that the 1974 War created for the Turkish Cypriot community and society in Turkey?

METHODOLOGY

This study was conducted with qualitative research techniques. In the research, a case study (sampling event) integrated the pattern of the single case design used by Yildirim and Simsek (2006). Then, the perspectives and assessments of the teacher and counselor trainees about how the Turkish and Turkish Cypriot communities were affected during the 1974 war and post-war period were analyzed in detail.

Participants

This study used a "purposive sampling" method with a sampling criteria method. Participants were chosen from among students of the 4th grade Psychological Counseling and Guidance Department, and 5th grade History Teaching Department, and they were all senior students during the spring semester of the 2011-2012 academic year. In total, 90 (33 male, 57 female) students participated, including 33 (23 male, 10 female) from the Department of History Teaching and 57 (34 male, 23 female) from the PGC Department.

Validity and Reliability

In this study, opinions and approvals of the experts in this field were taken to ensure the validity of the data by variation. In addition, the research appears to be valid, as the results are consistent with theories related to the research question of the study, the necessary explanations for these results have been tested in other

research studies, and the results can be tested in similar environments (Yildirim and Simsek 2006). Statistical generalization does not apply in case studies so analytical generalizations related to the theory were crafted instead.

RESULTS

When the answers to the research questions were evaluated within the context of the working group, it was clear that the students generally thought the war occurred in 1974 had negative effects both on the Turkish Cypriot community in Cyprus and Turkish society. When the students' responses were divided into categories, the negative political and psychological effects of the war covered a wider area than the positive political and psychological effects of the war for both communities.

The Psychological Counseling and Guidance department students provided more details about the psychological effects of the war on the societies in Cyprus and Turkey, while the students of the Department of History Teaching in Cyprus mostly gave details about the political effects of the war on the societies in Cyprus and Turkey.

About ten percent of the students from the Department of Psychological Counseling and Guidance answered, "I have no idea" or "I'm not familiar with this issue" to all questions. It is thought that the more comprehensive history education focused on primary and secondary school students that is provided to students of the Department of History Teaching is the primary reason that these participants did have some knowledge of the 1974 War, despite being at the same age and grade as the PCG Department students.

As shown in Table 1, the most frequent positive psychological effect of the 1974 Operation for the Turkish Cypriot community is "feeling safe," with 76.6 percent. Under this heading, replacing the fear of death, slavery, and oppression with peace and relaxation (46.6%) is one of the most frequently reported psychologically positive effects supporting the sense of feeling safe. Students emphasized on the following topics related to the category of "feeling safe":

- "The feelings of anxiety and worry are replaced by comfort after the deaths ended up." (Student (S) 53 from PCG)
- "Through this action, the Turkish Cypriot community began breathing again, because

Table 1: Positive aspects of the 1974 operation for the Turkish Cypriot community

	<i>f (90)</i>	<i>%</i>
<i>Political</i>		
Being of two states	31	34.4
Disappearance of uncertainty	2	2.2
Struggle for independence, freedom, recovery and strengthening the presence relaxation	27	30
Being an example to other minorities	2	2.2
<i>Psychological</i>		
Feeling safe	69	76.6
Understanding of not being alone/getting closer to Turkey emotionally	20	22.2
Fear of death, bondage and oppression escape/peace and	42	46.6
Removal of uncertainty, glory, and happiness	7	7.7
Social dimension	16	17.7
Not to lose self-culture	2	2.2
Brotherhood, unity, and integrity	14	15.5

we lived under Greek oppression and torture." (Student (S) 25 from HT)

- "Cypriot society understood that they were not alone, and had the feeling of being protected and cared for by the 1974 operation." (S 2 HT)
- "The Turkish Cypriot community feels closer to Turkish society and became sure that they will be close to Turkey under all circumstances." (S 5 PCG)

"Two separate states" was indicated as the most positive political effect on the Turkish Cypriot community by 34.4 percent of the students. Some of the statements reinforcing the struggle for independence, freedom, recovery, and strengthening their presence are listed below:

- "Turkish Cypriots had the opportunity to gain their freedom in the face of harassment policies of Greeks." (S 20 HT)
- "July 20, Turkish society has strengthened its presence. The Turkish Cypriot community's self-management earned them the chance to defend their rights and their independence." (S 6 HT) As shown in Table 2, the psychological dimension "anxiety, loss, and grief" is the most frequently mentioned (41.1%) negative aspect of the 1974 war for the Turkish Cypriot community.
- "People at that time lost everything due to migration to a safer place. There is period of mourning to these losses." (S 46 PCG)

Table 2: Negative aspects of the 1974 operation for the Turkish Cypriot community

	<i>f (90)</i>	%
<i>Political</i>		
Division of island into two	24	26.6
Depending on Turkey	11	12.2
Embargoes	5	5.5
Hypoplasia of the industry	8	8.8
Political sanctions and forced migration	31	34.4
Being a citizen of an unrecognized state	4	4.4
Imposing nationalism	2	2.2
Causing internal and external migration	25	27.7
<i>Psychological</i>		
Anxiety, loss, and mourning	37	41.1
Restlessness		14
Fear of being murdered, anxiety, and pain of losing their relatives	11	12.2
Not being able to get rid of the psychology of war	10	11.1
Loss of Cypriot identity	2	2.2
Psychological sanctions	15	16.6
Wrong policies, economic impositions	11	12.2
Public sees itself as Turkish colony	4	4.4

- “Losses, grief, and solitude.” (S 1 PCG)
- “The downside for the Turkish Cypriot people today is living under embargo, not getting recognized by other states” (S13 HT). This expression was evaluated negatively not only in a psychological sense but also through a political lens. Under the category of “sanctions”, the subsection “wrong policies and economic impositions” was described as a psychologically negative aspect by 12.2 percent of participants.
- “Turkey’s will to keep Cyprus under control even by making the TRNC (Turkish Republic of Northern Cyprus) authorities of Cyprus sign various protocols has led the Turkish Cypriot community to be against the leaders of the Republic of Turkey.” (S 15 HT) The category “political sanctions and forced migration” was listed as a negative political aspect by 34.4 percent of participants, while the subsection “causing internal and external migration” was described as the most profound negative political aspect by 27.7 percent of participants.
- “Turks of Cyprus came north after leaving their property, their ancestors’ lands, and whatever they had in the south.”(S 31 HT)
- “Leaving all loved ones and their usual lives caused a negative impact of adaptation to

settling in a different country, social and environmental life, culture and people.” (S 40 PCG) As shown in Table 3, the positive dimension of the war for Turkey came to the fore in the political aspects of Turkish society. The positive strategic aspects of the war were noted by 38.8 percent of participants.

Table 3: Positive aspects of the war of 1974 on Turkish society

	<i>f (90)</i>	%
<i>Political</i>		
Strategic aspects	35	38.8
Proving its political power	9	10
Retrieval of lands and securing the boundaries of the territory	24	26.6
Migration from Turkey to Cyprus	2	2.2
Identity aspect	13	14.4
The continuity of Islam provided	1	1.1
National consciousness occurred	12	13.3
<i>Psychological</i>		
Communication aspects	18	20
Communication aspects	18	20
Strengthening communication between Turkish people from Turkey and the Turkish Cypriots	10	11.1
Rapprochement to Turkey, brotherhood, unity, and integrity	8	8.8

- “Turkey is transforming the north of the island into a cage of gold for the sake of their own foreign policies.”(S 19 HT)
- “The Turkish community won control of the Mediterranean again.” (S 41 PCG)
- “Thus, Turkey has gained a political voice and a military base at a very strategic point in the heart of the Mediterranean.” (S 52 PCG) Some of the expressions used in the positive identity dimension include:
- “Islam has continued to live on this continent. The influence of the Ottoman Empire, which had been terminated, begun on the island once more.”(S 12 HT)
- “The national feelings of both communities increased dramatically during the Peace Operation, and for this reason, many people benefitted.” (S 57 PCG) Students who mentioned the positive psychological aspects of the operation for Turkish society focused on the communication dimension. Specifically, communication between Turkey and the Turkish Cypriots was strengthened and reinforced through feelings of brotherhood, unity, and integrity, according to twenty percent of participants. When Table 2 is

- compared to Table 4, it is clear that participants have more opinions about the negative effects of the war on Turkish Cypriot community. However, the participants who noted the negative political impact of "sanctions and risks" on Turkish society is not a small proportion (35.5%).
- "The Cyprus problem is placed in front of Turkey in any condition again and again." (S 14 HT)

Table 4: Negative aspects of the War of 1974 on Turkish Society

	<i>f</i> (90)	%
<i>Political</i>		
Sanctions and risks	32	35.5
Sanctions for the EU countries	3	3.3
An obstacle to the UN-Turkey relations	1	1.1
Risk of losing Cyprus	2	2.2
Expense and burden of the war in Cyprus	26	28.8
Identity aspect	2	2.2
Prevalence of misconception among Turkey's society that TRNC is as a part of Turkey	1	1.1
Turkish Cypriots embrace Cypriot ideology rather than Turkish ideology	1	1.1
<i>Psychological</i>		
Anxiety, loss and mourning	11	12.2
Concern and pain of losing relatives	11	12.2
Social dimension	4	4.4
Problems of adaptation of the ones migrated to Cyprus from Turkey	3	3.3
Emphasizing the dependence on Turkey with the motherland-daughter land expressions	3	3.3
	1	1.1

- "Turkey faced an embargo because of the operation, while the TRNC is trying to stand with help from Turkey." (S 37 PCG)

DISCUSSION

Participants also expressed that the island of Cyprus is of great importance, especially geopolitically, for Turkey. With this in mind, the findings of this research show that the students in this study group believe it was a positive political development for Turkey to flex its political power in the war of 1974, to provide security for its borders, and allow migration from Turkey to Cyprus. However, as research conducted on both Turkish Cypriots and Greek Cypriots shows, these migrations were done to increase the population of Turks in Cyprus, which even-

tually had a negative impact on the peace of the island (Keser 2006; Ozmatyatli and Ozkul 2013; Caglayan 2014).

According to the data obtained from the research, another important positive political impact for Turkey was found in the identity dimension. Sonmez (2005) described ideology as propositions that are to organize life completely and consistent in themselves. The two most important features of this ideology are that it contains a theoretical framework and it can be applied to life.

According to Dogan (2007), the official ideologies mostly take into account the traditional values. However, they encourage the universal values in line with contemporary developments. There are two main determinants of Turkish society—civilization and nationalism. The aim of the community in civilization dimension is to Westernize while the aim of the nationalist dimension is to make up a Turkish Society whose culture, language and belief is one.

When the results of the study were analyzed, it was clear that some of the students in the study group used similar expressions. In particular, the events of 1974 consolidated the presence of the Turkish nation with a single language and religion, rather than separating the Turkish Cypriot community from the larger Turkish society. The most important political drawback in terms of the Turkish Cypriot community was the embargoes that deprived the Turkish people living in the north of their rights to directly trade and travel. Hyperplasia in the industry from time to time brings questions to mind about the success of the operation.

Ibn Khaldun emphasizes that political repression and persecution with "Anger Theory", which blocks development and growth of economic activity by killing the desire in humans (Dogan 2007). TRNC's presence is not considered, is legally ignored due to the lack of international recognition (Arkonac et al. 2011). From this perspective, there are common views that the desire of economic activity is destroyed in time in the society itself when it is observed with the political pressure on the Turkish Cypriot community.

Participants stated that there are positive results of the 1974 war in terms of the Turkish Cypriot community like the development of positive emotions such as feeling secure, understanding that they are not alone, reaching peace

and relaxation by getting rid of the Greek oppression and atrocities, which are under the psychological dimension and not losing the self-culture, brotherhood, unity and integrity under the social dimension. It is possible to see the negative effects of war on individuals. Psychological well-being is impaired along with the social and physical well-being of society. Emotional needs like being safety, love-compassion, being respected, and being taken care cannot be covered (Tarhan 2012). When the views of the students were examined, it was found out that the students think that the 1974 war contributed to Turkish Cypriots to get rid of their psychological discomforts, to feel secure again, to understand that they are not alone and so to keep on living neither losing their lives nor self-culture.

However, it was also thought that war of 1974 has negative effects like restlessness, fear of being killed, and anxiety of loss, grief, and not being able to get rid of war psychology on Turkish Cypriots. Fear is one of the most basic emotions for individuals experienced war. Fear of death is the essence of the fear. Then it is followed by inner conflict. There could be an increase of the negative feelings like individual's desire to live or conflict of fight obligation and fear of death, the relatives will die, she/he will die, their work will get worse, uncertainty, anxiety whose cause is not known, hopelessness and internal conflict (Tarhan 2012).

Fear operates as a mind mechanism to ensure of the individual's self-protection from dangers and survival. However, when this fear becomes so intense, which cannot be handled anymore, this threatening situation, which is detailed in the minds of individuals, is traumatic nature for him/her (Erden and Gurdil 2009). The death of a loved one is a traumatic crisis. Traumatic crisis, which threatens spiritual existence, social identity, safety and satisfaction turns up suddenly, is accepted by everyone as painful (Sonneck et al. 2000). Especially untimely death is seen as a major blow to the expectations of survival of individuals (Palabiyikoglu 2000).

When community views of the participants about the psychological effects of the war in 1974 on Turkey society were examined, it was stated that there were positive effects like the strengthening of communication, convergence, brotherhood, unity and cohesion between individuals in both communities. However, it is thought that the problems of harmonization of

Turkish Cypriots to live with individuals who migrated to Cyprus from Turkey, and Cyprus became dependent on Turkey with the statements of motherland-daughter land have an effect under negative dimensions. Keser (2006) states that a new and a heterogeneous identity, which represents people who have different political understanding, traditions, cultures because the migrations were not an optional, which caused psychological harm on individuals. The current discourse on Cyprus is around the axis of "Motherland-daughter land" both in the media and in everyday language in Turkey and the TRNC (Baruh and Popescu 2008). However, when the literature review is examined, it is seen that there are few research available on mutual communications between Turkish Cypriots and Turkish people. Arkonac et al. (2011) explained the expressions of motherland-daughter land with father-child metaphor. However, they also indicated that this situation has negative effects on both communities in their research called 'Subjective Existence within Power Relations: Cypriots and Turkish Migrants. In this context, it can be said that research findings support the results.

CONCLUSION

As a result, when the participants' views of the 1974 War are examined, it is clear that psychological and political negative effects of the "war" on both communities have been more pronounced than the positive effects. The teaching profession is constantly changing due to the need to be open-minded, catching up with modern developments, and renew itself accordingly. In this context, it is thought that the development of future teachers is important in order to contribute to the development of individuals in society at large, by establishing a link between the past and the future and producing reliable solutions by analyzing the problems.

When the results of this research are examined, it is clear that students in the history teaching department have more detailed opinions on political dimensions of this event, while psychological counseling and guidance students give more robust opinions about the psychological dimensions. Lastly, participants stated that there are positive results of the 1974 war for the Turkish Cypriot community, but there are also negative effects.

RECOMMENDATIONS

Based on these finds, the following recommendations have been developed:

1. Due to the fact that very little research exists about both the relationship between Turkish Cypriots and Turkish society, at large, more detailed research is recommended in this field.
2. The effects of war can be observed even after many years in all societies dealing with the aftermath of war. From this point of view, enabling peace education in schools and as part of a process of lifelong learning for all citizens would create more efficient processes for the future of society. Healthy learning environments can be developed by not limiting the content of peace education in schools to only one or two courses or training programs, but by addressing this matter with a more holistic approach.
3. It is recommended to avoid statements that contain implicit messages, to objectively describe both the positive and negative impacts on communities, and develop a full understanding of the causes and consequences of such events. This perspective should be a part of the school curriculum, which should take precedence over any specific political ideology. Societal prejudices can be minimized or eliminated by teaching history not through an emotional lens, but through a method that challenges students' analytical skills.
4. Thewar and the post war migrations caused a rash of mental disorders in the population affected by the events of 1974. Therefore, it is recommended especially for the candidates of psychological counseling and guidance to increase their knowledge about how to apply psychological counseling to individuals who experienced this situation and to understand the possible psychological problems people face after war.

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