

1 National Identity and Neighbour Country Perceptions 2 of Pre-Service Social Studies Teachers (Turkish Case) 3

4 *It is aimed to this research to determine pre-service social studies teachers’*
5 *knowledge and perceptions both towards their national identity and*
6 *neighbor countries of Turkey. Based on qualitative research methodology,*
7 *participants consisted of 73 pre-service social studies teachers at a*
8 *university located in the western part of Turkey. The selection of pre-service*
9 *teachers was based on purposeful sampling with no gender-specific*
10 *selection. A questionnaire was developed based on qualitative means which*
11 *included open-ended questions regarding the pre-service social studies*
12 *teachers’ perceptions of both national identity and neighbor states of*
13 *Turkey. They also created metaphors about those countries. In conclusion it*
14 *is seen that for Turkish pre-service social studies teachers being a Turkish*
15 *citizen equaled with kinship, loyalty to historical heritage, patriotism and*
16 *duties towards own nation. In the case of neighbor countries, they could*
17 *present less knowledge about those countries.*

18
19 **Keywords:** *National identity, neighbor country, social studies, pre-service*
20 *social studies teachers*
21

22 In Baldacchino (2011)’s article relationship with the individual and the
23 state is explained in three manner. First of all are the communities like
24 Basques, Québécois, Cree Indians that consider themselves nations, but which
25 are not recognized as such by others or are not granted the legitimacy and
26 mechanisms of fully fledged states. He called the seconds as “cleft states” that
27 are collection of two or more distinguishable, often ethnic, groups. In this kind
28 of states loyalty to the clan/nation usually assumes priority. He adduced Malta
29 in the third category and called this category as “states without nations” in
30 which there is no interplay between different ethnic groups within the same
31 state, or between states; no ‘minority–majority’ relationship; no conflict
32 between a dominating and a dominated ethnic group. Than he estimated the EU
33 membership as an opportunity for Malta to think, at long last, of themselves in
34 relation to an external other.

35 According to Triandafyllidou (1998) the world is divided into nations
36 which are the only legitimate source of political power and the whole
37 perception by each individual of the surrounding world is based on the
38 distinction between the ingroup, namely the nation, and the foreigners, those
39 belonging to other communities, the ‘others’. As Petersoo (2007) said the
40 concept of the other is increasingly popular which usually proposes the
41 existence of one significant other for any national self, and that this other is
42 usually threatening and negative. Triandafyllidou (1998) writes that ‘the
43 history of each nation is marked by the presence of significant others that have
44 influenced the development of its identity by means of their “threatening”
45 presence’. Nation states are defined differently from one another by traits,
46 stereotypes and national characteristics through otherness. Nations sometimes
47 use stereotypes to define its boundaries (Kuzio, 2001). These stereotypes are

1 generally context-dependent and people talk of both their national identity and
2 the others in terms of the context which they are presented. This theory is
3 called as self-categorization and views category identity as inherently relational
4 and conceives of stereotyping as being bound up with capturing the meaning of
5 one category in relation to another (Hopkins and Murdoch, 1999). Sometimes
6 people even in the same country define different people or nations as others.
7 Kuzio (2001)'s article is an example for this which shows that four groups in
8 Ukrainian politics have different Russia and the West perceptions. Thus,
9 identities do not have to be perceived as negative and mutually hostile, but they
10 do need to be perceived as different and as contributing to the crystallization of
11 a particular national identity in one way or another.

12 We must go to the past centuries to understand what do "we" and the
13 "others" mean to people. If we analyze the thoughts of Greek philosophers we
14 can see that asked how each of them was held together and differed from
15 others. For Plato the identity of the polis lay in the way it defined and
16 organized itself for the pursuit of the good life. His view was broadly accepted
17 by Aristotle and others. A different view of national identity emerged in the
18 seventeenth century and Hobbes rejected the possibility of the collectively
19 shared conception of the good life. He emphasized the shared conception of
20 legitimacy and located the identity in its formal and autonomously constituted
21 structure of authority. Locke, Rousseau and many others shared his views in
22 varying degrees. The rise of nationalist ideas in nineteenth century marked the
23 emergence of a very different view of national identity. For the nationalist
24 writers every polity namely nation was an organic whole and distinguished by
25 a unique spirit and this soul gave life to its institutions. This nationalist soul
26 also distinguished the nation from others (Parekh, 1994). National identity has
27 once again become a subject of the debates in many countries together with
28 notions on globalism.

29 National identity is a collective sentiment based upon the belief of
30 belonging to the same nation and of sharing most of the features that make it
31 different from others (Guibernau, 1997). In this study, this term means a
32 common history, culture, language, and destiny. According to Guirbenau
33 (1997), national identity has five dimensions. These are psychological, cultural,
34 territorial, political and historical. The psychological dimension arises from the
35 consciousness of forming a group of people who feel that they are ancestrally
36 related. The internalization of national identity results in individuals charging it
37 emotionally. Political leaders are totally aware of the power of the national
38 identity and generally call people in action and sacrifice in the face of threats to
39 the nation. As mentioned above, cultural dimension is another element of the
40 national identity. Values, believes, customs, habits and practices are important
41 in nations and they transmitted to the new members. Through traditions all
42 members whatever their origins or socio-economic backgrounds come together
43 and united in a single nation. Members of a nation tend to feel proud of their
44 ancient roots and generally interpret them as a sign of resilience, strength and
45 even superiority when compared with other nations. History provides the
46 members of the nation with a collective memory filled with events and

1 experiences that allow people to increase self-esteem by feeling as do members
2 of the community which has proved capable of great things and which might
3 be ready once again. All nations evoke some natures that make them special.
4 History contributes to the construction of a certain image of the nation. In
5 territorial dimension Guirbenau (1997) suggested that people who had access
6 to education acquired a much more accurate sense of the territorial boundaries
7 of the nation. Besides, individuals' identity is defined by the roles he or she
8 played within relate territory. The political aspect of the national identity is
9 related with the actions of the state destined to construct a cohesive society
10 through a homogeneous citizenry.

11 National identity is clearly an extremely potent force in the modern world.
12 They are so potent because they are usually objectified and reified and,
13 extraordinarily pervasive (Barrett, 2000). Importance of the national identity is
14 explained by Barrett (2000) as follow:

15
16 ... things that are associated with our national identity are permeate just about
17 every aspect of our everyday lives, from the language we speak through to the
18 food that we eat, from the weather forecasts which we watch on the television
19 through the events which we read about in our newspapers, from the clothes that
20 we wear through to the lifestyles that we lead, from the types of landscapes to
21 which we feel a curious kind of emotional attachment through to the
22 characteristic architecture of the house in which we live.
23

24 Research based on xenophobia have suggested that national identity is
25 empirically related to negative sentiments of individuals towards foreigners.
26 Thus, we should consider that negative sentiments when we talk about national
27 identity and the others. Lewin-Epstein and Levanon (2005) expand this
28 approach in their research and they said that in deeply divided societies like
29 Israeli, national identity itself might have different meaning among different
30 social groups. Their analysis from data of Israeli society showed that members
31 of dominant ethnic groups ascribed higher importance to the national
32 identification than members of subordinate ethnic groups and they perceived
33 the national identity based on ancestral terms while marginal ethnic groups
34 tended to associate it with cultural elements (Lewin-Epstein and Levanon,
35 2005).

36 Despite the importance of national identity in our lives we don't normally
37 think about it during our everyday business. However, they come to the surface
38 especially we think about other national identities. Thus, in this study national
39 identity takes a part with perceptions towards other national identities because
40 otherness and the national identity define who we are and they are closely
41 related. As cited by Medrano and Koenig, the role of national identity in
42 explaining social and political phenomena in the early 1970 and citizenship is
43 among them. Then, the early 1990s were characterised by a shift in research
44 from nationalism to citizenship, and within the field of citizenship studies from
45 a purely Marshallian focus, centered on the breadth of civil, political and
46 economic rights (Marshall 1964), to a Weberian focus on citizenship as an
47 institution of both inclusion and exclusion (Medrano and Koenig, 2005).

1 The basis of otherness can vary considerably in different situations. This
2 kind of research are done basically on multicultural issues and generally about
3 immigrants. Research show us that our attitudes and behaviors towards others
4 are clarified in either individual or group-level processes. The former depends
5 on personality while the latter directs attention to cultural traits. According to
6 the self-interest model, we can talk about unemployment, low income and
7 deteriorating living conditions as source for inter-ethnic hostility. In this
8 context, people perceive out-group members as representing a greater threat to
9 their well-being. In second model, inter-ethnic hostility based on socially
10 learning feelings and that feelings are shaped by cultural ideas and out-group
11 stereotypes, which are reinforced in the context of superficial contact.

12 To understand neighboring countries people need to understand themselves as
13 both citizens and a part of their countries. It means that the neighbors or the
14 “others” becomes meaningful only through the contrast with the national
15 identity. Besides, as we can understand from its’ definition, identity is only
16 operative with its’ opposite because it means the same (Petersoo, 2007). So, we
17 need others to be our selves. In Smith’s book (1991) self, in a word identity
18 explained with Oedipus and his effort to found out who he was. Self is
19 composed of multiple identities and one of them is national identity. People
20 need to be a part of and belongs to a group and nation is among that groups. A
21 nation can be defined *as a named human population sharing an historic*
22 *territory, common myths and historical memories, a mass, public culture, a*
23 *common economy and common legal rights and duties for all members* (Smith,
24 1991).

25 Medrano and Koenig (2005) also indicates that we actually know little
26 about how a nation defines itself how such definitions impact social relations
27 between “us” and “the others”. Thus, this study is an attempt to present how
28 Turkish people define both themselves and their neighbors and how this
29 definition affect their attitudes towards them. One of the primary goals of
30 social studies course is to develop students’ civic competency and social
31 understanding. It aims to enhance students’ ability to understand the social
32 world and their place in it and, helps to prepare children as citizens who have
33 necessary skills to be able to effectively participate in civic life. How people
34 define themselves and the others is important and effective in creating views
35 towards nations. Thus, children need to understand not only their nation but
36 also other nations to be able to become informed, reasoned and competent
37 citizens capable of meeting the demands and challenges of the 21st century.
38 Neighbor countries are especially important because both of their proximity
39 and cultural interaction. In this context, teachers should be good models to
40 regulate their students’ behavior. Therefore, it is important to research into
41 their cognition of neighbors. Hence, the purpose of this study was to
42 investigate pre-service social studies teachers’ perceptions of the neighboring
43 countries of Turkey.

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Method

In this study qualitative method has been applied. Qualitative research, broadly defined, means "any kind of research that produces findings not arrived at by means of quantification" (Strauss and Corbin, 1990) and that produces findings arrived from real-world settings where the "phenomenon of interest unfold naturally" (Patton, 2002). This means that qualitative researchers generally study a phenomenon in an open-ended way, without prior expectations, and they develop hypotheses and theoretical explanations that are based on their interpretations of what they observe (Johnson and Christensen, 2012). This kind of research allows the researcher to familiarize him/herself with the problem or concept to be studied, and perhaps generate hypothesis to be tested (Golafshani, 2003). Qualitative reports are detailed narratives that include the voices of the participants being studied (Hatch, 2002).

Sample/Research Group

In this study national identity and neighbor country perceptions of pre-service social studies teachers and their knowledge about them are found out. Due to this, research group was formed of 73 pre-service social studies teachers who were enrolled in a state university in Turkey. The selection of pre-service teachers was based on purposeful sampling with no gender-specific selection. The cohort that began the citizenship course in 2019 spring term consisted of 73 pre-service social studies teachers (females 40 and 33 males). Those are selected as participants of this research because; it was thought that if researcher understood participants' perspectives in natural context and spent enough time with those participants in those context, they might feel confident while the researcher was capturing their views (Hatch, 2002).

Data Collection Tool

A data collection tool was developed based on qualitative means which included open-ended questions regarding the pre-service social studies teachers' knowledge and perceptions about their national identity and the neighbor countries.

This questionnaire designed to assess the subjects' knowledge and perceptions about their national identity and the neighbor countries. It was a qualitative questionnaire that included mostly open-ended questions and consisted of both open and close ended items to extract the approaches of this group of pre-service social studies teachers.

Data Collection

Participants of the research took a citizenship course during their fourth term in their program of study. During the course, participants had opportunities to analyze and discuss citizenship and national identity. In this

1 course pre-service teachers are also asked to some specific readings both about
2 citizenship and the national identity. These readings also gave the participants a
3 chance to rethink about these issues. After that process, 73 pre-service social
4 studies teachers answered the questions in the questionnaire. It administered to
5 the subjects to take their opinions about national identity and the neighbor
6 countries.

8 **Data Analyze**

10 Quantitative data were analyzed through content analyze technique. The
11 written data obtained from interview questions were read to obtain a general
12 sense of the information and to reflect on its overall meaning. Notes and
13 general thoughts about data were written in margins at this stage. Similar topics
14 were clustered together. Member-checking was used to determine the accuracy
15 of the findings. Figures were used to convey the findings of analysis.

18 **Findings**

20 **Turkish Citizenship**

22 Kinship (f=65) is an important concept which participants of the study
23 expressed in the context of the national identity. They thought that all people in
24 Turkey were inter-related because of their common ancestors. Thus, loyalty to
25 historical heritage (f=63) was the other common statement in the context of
26 Turkish citizenship which was said by social studies pre-service teachers.

27 Atatürk's' principles, honor, freedom, rights and responsibilities,
28 democracy, independency, nationalism, patriotism and respect for differences
29 are the other themes that ascertained from statements of pre-service social
30 studies teachers. Among them, freedom (f=62), rights and responsibilities
31 (f=57), honor (f=55) and patriotism (f=48) are common used. One of the
32 participant (Berna) expressed her opinions about being a Turkish citizen as
33 following: *"We have many duties and responsibilities as citizens. Turkish
34 citizenship makes me think that those duties and responsibilities. Besides, it is a
35 big honor for me to being a Turkish citizen."*

36 It is seen that all the citizenship conceptions of the student teachers in this
37 study were passive and corresponded to closed notions of community, duties
38 and obligations regarding community and the state. They were repeating
39 widely accepted terms about being a Turkish citizen. Despite this common
40 view, some of the participants expressed their opinions on citizenship in
41 relation with Atatürk's principles (f=20), democracy (f=17) and respect to
42 others (f=7). Social studies pre-service teachers who signified Atatürk and his
43 principles in the context of Turkish citizenship, identified it with democracy.
44 Thus, we can interpret this as democracy and democratic citizenship concepts
45 are connected to Atatürk and his principles in their minds.

1 Participants of this study didn't state any negative terms toward Turkish
 2 identity and Turkish citizenship although some of them have ethnic
 3 differences. Fighting for freedom and independence are the common senses of
 4 Turkish citizenship and history and the culture are strong glues that combine
 5 everyone into one. Pre-service social studies teachers in this research identified
 6 national identity in terms of national citizenship and thought that every citizen
 7 in Turkey had equal rights and ethnicity was not a decisive factor in identifying
 8 people as Turkish or not. One of the participants (Müge) explained it as
 9 following: *“All people in Turkey has equal rights and ethnicity has nothing to
 10 do with this. Even though I'm not Turkish in means of ethnicity, I'm Turkish
 11 because of my identity.”*

12 It is interesting that nobody in this study explained national identity and
 13 citizenship in terms of religion. Of course, citizenship and national identity are
 14 about state and not related with religion but, some people identify themselves
 15 by prioritizing their religion. In this research, language and land are also not
 16 mentioned in the context of citizenship and national identity. Besides,
 17 participants presented national identity in a collective sense rather than
 18 individualistic issues and loyalty to the state was the most common
 19 understanding of national identity. Freedom was an important factor in their
 20 national identity definitions and it could be related with their thoughts that if
 21 any one was not free we couldn't ask him to talk about national identity. Thus,
 22 this result show us that they don't explain it in a militarist and racist manner. If
 23 we talk with the terms of Guibernau, (1997) national identity presented by
 24 them only with its' political and historical dimensions and cultural, territorial
 25 and psychological dimensions were ignored. This instantiates the histories'
 26 effect on national identity perceptions and its' contributions to the construction
 27 of a certain image of the nation.

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30 **Knowledge about Neighbors**

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32 **Knowledge about Northwest Neighbors**

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34 Greece and Bulgaria are the northwest neighbors of Turkey. Participants of
 35 this research talked about history and conflicts when asked them to say
 36 something about Greece. Ancient Greek Culture (f=54), Byzantine Empire
 37 (f=51) and World War I (f=50) were the common themes. They mentioned
 38 Ancient Greek History in terms of philosophy and ancient civilizations. One of
 39 the participants (Burcu) stated that: *“Greece makes me think about Greek
 40 philosophers. That country has a strong background in this context. Besides,
 41 many ruins in our country are inherited from ancient Greek civilization.”*
 42 Byzantine Empire and İstanbul are the other concepts which are addressed by
 43 participants of this research. They identified Greece with Byzantine Empire
 44 and talked about the collapse on this empire proudly because of İstanbul and
 45 its' conqueror Fatih Sultan Mehmet.

1 World War I and the struggles between Turkish and Greek armies has
2 created the main understandings about Greece. Especially the battles during
3 Turkish Independence War has formed the “enemy” image in participants’
4 minds. Although Greece and Turkey has many common cultural elements and
5 familiar things any participants in this study noticed them and they continued
6 to make references to historical problems. Besides, any of them has never been
7 in Greece and met with a Greek people but they have negative attitudes
8 towards that country because of diplomatic issues.

9 Exchange of population during Independence War was the other theme
10 which participants (f=45) of this research stated together with their
11 understanding about the position of Greece in the context of World War I. One
12 of the participants (Canan) highlighted this as following: *“Many people moved
13 to Greece from our country because of their negative attitudes during World
14 War I and, Turkish people forced to come Turkey from Greek lands. They have
15 many bad memories.”*

16 These negativeness leads to negative expectations and most of the
17 participants thought that Greek people were same and had also negative
18 attitudes towards Turkey and Turkish people. Mete stated that: *“I think that it is
19 same for Greek people and they don’t like us. Yes, I know that we can’t
20 generalize people but every political or diplomatic issue, Greek people
21 maintain their negative attitudes. For example Eurovision is a remarkable
22 event which proves this, they always give less points to our country.”* Greece is
23 also known as a country in economic crises (f=62) by majority of the participants.
24 Begum said that: *“Greece is in an economic crises. Generally they have
25 problems economically.”*

26 Greece is known with its natural beauties and tourism potential in the
27 world but none of pre-service social studies teachers could talk about them and
28 when the researcher reminded that beauties they still continued to reveal them
29 with historical events. For example, Greek Islands were seen as problematic
30 area like Cyprus. Although they have little knowledge about historical
31 background and current situation of those issues, it is seen that their prejudices
32 and stereotypes dominated their views.

33 It is seen that pre-service social studies teachers in this study generally
34 showed negative attitudes although they had less knowledge about that country.
35 Athens was the only city they remembered even though Thessaloniki’s
36 importance. It is the city where Ataturk was born but none of them linked it
37 with Greece.

38 However, Greece is the only country which was presented not just with
39 political an historical dimensions but also cultural and geographical conditions
40 were handled.

41 Bulgaria was the second neighbor country that pre-service social studies
42 teachers ask to speak about their knowledge about that country and it is seen
43 that, they knew less about Bulgaria. Migration from Bulgaria at the end of the
44 1980’s (f=70) and Turkish minority still living there (f=57) were the main
45 theme that they mentioned. For example, Burcu said that: *“I know that
46 Bulgarian government tyrannized over Turkish minority in Bulgaria and forced*

1 *them to move in Turkey. I'm living in Bursa and many immigrants from*
 2 *Bulgaria are living there. We have neighbors and they told that Bulgarian*
 3 *government tried to change their names and religion.” It is seen that those bad*
 4 *memories made a big impression in peoples' mind even many people got*
 5 *knowledge about those issues through oral history. Tuna explained his ideas as*
 6 *following: “I haven't got many words about Bulgaria, I only know that it is our*
 7 *neighbor and I remember the oppression towards Turkish minority. My parents*
 8 *told me and have seen something on net, people had bad days.”*

9 Capital city Sofia (f=63) was the only city which they knew in Bulgaria
 10 even though they heard about many cities in Bulgaria in their history classes
 11 especially in the case of Ottoman Empire. Communism (f=43) and Balkan
 12 Wars (f=39) were the others which participants stated about Bulgaria.

13 In general, participants of this research presented their knowledge about
 14 Bulgaria in the context of the history but not related them with current
 15 situation. They didn't state things like tourism (especially skiing), Bulgaria's
 16 political position in terms of European Union and economic relationship
 17 between Turkey and Bulgaria.
 18

19 **Knowledge about East and South East Neighbors**

20
 21 Iraq, Iran and Syria are the east and south east neighbors of Turkey. When
 22 I asked their knowledge about those countries social studies pre-service
 23 teachers in this research stated various things but generally relevant with war.
 24 Saddam Hussein (f=70), USA (f=60), Iraq-Iran War (f=52) and the Gulf War
 25 (f=43) were the mostly stated words about Iraq. It is seen that Saddam Hussein
 26 was the common theme that almost all of the participants formed their
 27 knowledge about Iraq and they related USA with this knowledge. For example
 28 Murat said that: *“I know Saddam about Iraq and USA's intervention to Iraq.*
 29 *Death of Saddam. USA still interferes in the internal affairs of that country.*
 30 *Iraq couldn't been an independent country along history, England dominated it*
 31 *before and now USA is there.”*

32 Mosul and Kirkuk (f=52) were the cities they knew in addition to the
 33 capital city Bagdad (f=71). They know these cities because of the historical and
 34 current problems in north part of Iraq. Musa stated that: *“Iraq was under the*
 35 *domination of Ottoman History and today Mosul and Kirkuk are places that*
 36 *many Turkish people still living.”* Ceyda also mentioned the cities of Iraq and
 37 said: *“Bagdad is the capital city of Iraq and I know nothing about the other*
 38 *cities in Iraq. May be, Mosul and Kirkuk but that's all, I know only names.”*

39 Oil (f=40) was the other common knowledge in case of Iraq. Seda
 40 mentioned that: *“Iraq has many oil resources and Turkey gets oil from Iraq.”*
 41 We can relate this theme with the economic dimension but citations show us
 42 that they actually don't know the economic relations between two countries.

43 Iran was the other neighbor country I asked to present their knowledge
 44 about and, nuclear weapons (f=64), sharia (f=59) and underground resources
 45 (f=43) were the most popular themes in this category. Majority of the pre-
 46 service social studies teachers in this research presented Iran in current position

1 on the contrary of other neighbor countries. They didn't say things from history
 2 but talked about technological developments and religious rules in Iran. Ayşe
 3 stated that: *"Iran is a great power in the world and many countries are scared
 4 because of that power. If Iran use it, power balance of the world will change
 5 but states like UK and USA don't let this."*

6 Khomeini (f=34) and Teheran (f=33) were the other concepts that
 7 participants of this study gave information about. Actually they knew that
 8 Khomeini was the leader of that country and Teheran was the capital city but
 9 didn't know any more. İlknur stated that: *"I heard about Khomeini was the
 10 religious and political leader of Iran and they respected to him. His pictures
 11 are still everywhere even in textbooks. The other thing that I know about Iran
 12 is the capital city Teheran. I watched a documentary about that city, it is
 13 valuable because of historical beauties."*

14 It is seen that social studies pre-service teachers in this research knew less
 15 about Iran than other neighbors of Turkey and most of their knowledge were
 16 second hand. The last neighbor country located in south east part of Turkey and
 17 asked about to participants was Syria. Syria differs from others because of its'
 18 special situation and refugees living in Turkey. Almost all of the participants
 19 introduced Syria in the context of war (f=71) and refugees (f=68) with a
 20 negative attitude. For example Mehmet stated that: *"Syria is in a civil war and
 21 people moved to our country from Syria. I know that they were in danger but
 22 they have no right to move anywhere in case of war. They must fight and
 23 defend themselves instead of move to our country. They put our country and
 24 people in a difficult position."*

25 Their expressions showed that many of them knew just the name and the
 26 capital city of Syria before the civil war. Now, their understandings towards
 27 that country changed with reference to civil war and refugees. Unfortunately
 28 majority of them had negative attitudes towards refugee people although they
 29 tried to be objective. Immigration and refugees reminded them the border
 30 (f=42) between Turkey and Syria and battles in that area because of the civil
 31 war. Hatay (f=23) was the other theme they stated and this city is mentioned by
 32 them both because of its historical place and current problems. Emir talked
 33 about this issue and said: *"Border between Syria and Turkey is a battlefield
 34 today although we were close friends before. Turkish soldiers died because of
 35 the civil war in Syria regardless to people moved to Turkey instead of stayed
 36 their country for fight."* Betül was the one of the participants who related Syria
 37 with Hatay and said that: *"People has seen Syria as an old friend but Hatay
 38 was a problematic area in history and I think that they still want to get it."*

39 Majority of them related Syria with Bassar Asad (f=38) but couldn't
 40 consider his position in civil war. Ali stated that: *"Actually, I don't know what
 41 was happening in Syria and why Asad is the bad guy. Because we were friends
 42 before and I can't explain the problem."* However some of the participants
 43 (f=14) said negative things about Asad depended on news on Net and Tv. Esra
 44 was one of them and said: *"People moved to our country because of Asad. He
 45 wants to control all people in Syria and manipulate all."*

1 These statements showed that participants of this research deal with the Syrian
 2 case from civil war and refugee aspects although they didn't analyse it
 3 scientifically and without getting reliable knowledge about what is happening
 4 in Syria.

6 **Knowledge about North East Neighbors**

8 Azerbaijan, Georgia and Armenia are the countries located in north east
 9 part of Turkey and Azerbaijan and Georgia were popular among social studies
 10 pre-service teachers although they knew less especially about Georgia. They
 11 have positive attitudes towards Azerbaijan and Georgia on the contrary of
 12 Armenia. However, they only knew that Georgia was a state which was built
 13 after collapse of USSR (f=65) and its' capital city was Tbilisi (f=53). For
 14 example Müge stated that: *"Georgia is a familiar state to us, I know that it is*
 15 *among states that are built after the collapse of USSR, I don't know any other*
 16 *but it is familiar."* Asli also said that: *"Georgia is a good neighbor state, we*
 17 *are friends and have similar culture... I know Tbilisi about it and collapse of*
 18 *USSR, I mean it is a newly founded state."* Besides, Georgia is mentioned by
 19 its' tourism potential by social studies pre-service teachers and Batumi (f=68)
 20 was the mostly highlighted city. Some of the participants talked about their
 21 visits to Batumi during Black Sea tours. Turkish people can visit Georgia
 22 without passport and many people who are joining to a trip to the east part of
 23 the Black Sea region of Turkey generally visit Batumi even it is only such
 24 hours. Thus, there were people who visited Batumi and Ercan was one of them
 25 said that: *"I know Batumi the touristic city in Georgia and I visited there two*
 26 *years ago."*

27 Azerbaijan was the most favorite neighboring country that pre-service
 28 social studies teachers in this research talked about although they had little
 29 information about that country. Nakhichevan (f=64), autonomy (f=37) and
 30 blood hood (f=69) were the all information they knew about Azerbaijan. Sibel
 31 talked about her information about Azerbaijan like this: *"Azerbaijan and*
 32 *Turkey are brothers. Among our neighbors, it is the only friend. Now, I noticed*
 33 *that I know little about that country but I know that we are brothers."* Özgür
 34 stated like Sibel that: *"People in Azerbaijan are Turkish and we are brothers.*
 35 *We have same language and culture."* Betül said about Azerbaijan that: *"I*
 36 *remembered Nakhichevan, I'm not sure but I know that it is an autonomous*
 37 *district."*

38 Armenia was the last neighbor county which asked to pre-service social
 39 studies teachers to present their knowledge about that country that it is seen
 40 that they were negative to that country. However, it was interesting that they
 41 knew more about Armenia than their favorite states like Georgia and
 42 Azerbaijan. World War I (f=63) and Armenian Genocide (f=73) were the
 43 common information that they knew about Armenia. Armenian Genocide was
 44 stated by all of the participants. Efe said about this issue that: *"Armenian*
 45 *people were living together with Turkish people in Ottoman Empire but they*
 46 *caused to problems during World War I and National Independence War, and*

1 *Turkish government forced them for immigration. It was a necessity because of*
 2 *their attitudes. Today, they still continue to do this and try to tarnish Turkey's*
 3 *image.” Aynur stated that: “We were living together in peace during Ottoman*
 4 *Empire period, but they didn't obey the rules in World War I and collaborated*
 5 *with our enemies. Thus, their immigration is not a genocide.” Nagorno*
 6 *Karabag (f=36) was mentioned by the participants of this research in the*
 7 *context of Armenia and it was stated as a problem caused by Armenia. Pelin*
 8 *stated that: “Armenia causes to problems in Nagorno Karabag. Political*
 9 *struggle for Karabag has damaged our relations because Azerbaijan is our*
 10 *brother country. Besides, Armenian Diaspora has efforts against Turkey and*
 11 *Azerbaijan.” Armenian Diaspora (f=47) was highlighted by majority of the*
 12 *participants during interviews and they stated their views towards diasporas'*
 13 *negative attitude towards our country. They also emphasized the power of*
 14 *Armenian Diaspora in international arena. For example Melih said that:*
 15 *“Armenian Diaspora has strong relations with governments of European*
 16 *countries and impresses them against Turkey. They try to make them to accept*
 17 *genocide. Europe is with them, Armenian people in Europe have power*
 18 *because of money.”*

21 **Images about Neighbors**

22
 23 We have seen that historical dimension of the national identity is effective
 24 on participants' neighbor images. Creating common enemies is a strategy
 25 generally employed by the state to construct the national identity. The
 26 prosecution of war has proven crucial to the emergence and consolidation of a
 27 sense of community among citizens united against an external threat.
 28 Participants of this research presented their images towards neighbor countries
 29 generally based on their national identity, friend and enemy perceptions.

30 In the case of Greece, participants of this study stated their images as
 31 mythology (f=63), philosopher (f=54), naughty kid (f=51) and brain (f=43).
 32 They stated images about philosophy and mythology because of Ancient
 33 Greece period. When we compared these images with their knowledge about
 34 Greece, it is seen that their Greece images were based on ancient times
 35 although their knowledge was generally depended on World War I and Turkish
 36 Independence War. Besides, their sentences and talking styles were not
 37 negative as their views during information parts of the interviews. They talked
 38 moderately and shared their positive views towards future. For example Gözde
 39 said that: *“Greece is a philosopher for me because of the ancient period. Many*
 40 *philosophers were born and lived there, philosophy was born in Greece.”*
 41 Similar with Gözde, Mert stated that: *“In ancient times, Greek philosophers*
 42 *had great effects to humanity. Greece is the birthplace of democracy and the*
 43 *civilization. Ancient Greece must owe European people's thanks.”* Participants
 44 of this research were pre-service social studies teachers and it is seen that their
 45 images towards Greece was shaped by their departments because they have

1 taught issues on democracy, human rights and philosophy and they used that
2 knowledge in this case.

3 Bulgaria is presented as migratory birds (f=55), bridge (f=53), silence
4 (f=41) and closed box (f=32) by social studies pre-service teachers. Migratory
5 bird image is common because of the immigrants who came to Turkey during
6 1980's. Our participants knew that event although they were younger than that
7 generation who had memories. Cem said about Bulgaria that: "Migratory birds
8 visualizing when I'm thinking about Bulgaria. Turkish people moved to our
9 country because treated bad towards them." Besides, Merve presented her
10 views as: "I remember Naim Süleymanoğlu and migration from that country.
11 People has forced to move to Turkey like migratory birds." Bridge was the
12 second common term that participants stated in the context of their images
13 about Bulgaria. They explained the reason of this image with Bulgaria's
14 location. Barış said about this that: "Bulgaria is a bridge between Turkey and
15 Europe. We pass to Europe over Bulgaria." Silence and closed box images are
16 originated from Bulgaria's inactive passion in European policy and participants
17 of this research explained their hesitant manner toward that country. Melis
18 stated that: "I'm not sure about Bulgaria, when we look at historical process
19 Bulgaria was generally against us, but that countries' current position is like a
20 closed box, you can never know what it covers unless you open it." According
21 to Ata: "Bulgaria is a secret country, sometimes good, sometimes bad but
22 generally in bad behavior toward Turkish people. We are neighbors but I
23 couldn't decode that country."

24 When we talked about east and south east neighbors, Iraq is seen as a
25 puzzle (f=63), battle tank (f=55), time bomb (f=43), oil -well (f=42) and a pion
26 (f=37) by social studies pre-service teachers. They mentioned that country with
27 puzzle image because of the complicated position of that country. Mete stated
28 that: "Iraq is like a puzzle like other middle east countries, various ethnicities
29 are living there historically. That puzzle was never been finished because
30 European countries and USA always mixed the parts." However, some of the
31 participants like Ege thought that Iraq was a puzzle not just because of it is
32 location but also population of Iraq caused it. Ege said that: "People move to
33 other countries from Iraq and they don't try to solve their problems. A puzzle
34 can be finished and people can see it as one piece but I think that people in
35 Iraq don't let that puzzle to been completed." Participants imagined Iraq as
36 battle tank and time bomb because of the wars Iraq has experienced. Mine
37 stated that: "Iraq has a great history and it is a strong civilization but it is
38 equal with war for a long time. It is like a time bomb which could explode
39 anytime." Bilge added her opinions as: "Battle tank comes to my mind when I
40 think about Iraq, because there is always a war in Iraq and battle tanks are
41 around." Participants visualized Iraq with oil well and its reason is clear and
42 connected with oil wells in Iraq. Müge explained it as following: "Iraq is an oil
43 well for me, countries in the world are also aware of this and want to benefit
44 from its advantages. Wars in Iraq are depended on this reality." Iraq is seen as
45 a pion by some of the participants because of its diplomacy. They thought that,
46 European countries exploit Iraq and provoke towards Middle East countries

1 like Iran and Kuwait. Yunus stated that: *“Iraq is a pion and European*
 2 *countries direct it according to their political aims. During history, Great*
 3 *Britain exploited that country and used its resources and now USA does it.”*

4 Iran is evaluated as hand bomb (f=49), nuclear weapon (f=34) and bully
 5 boy (f=21) images by participants. This country is seen as hand bomb because
 6 of its political effect in international arena. They mentioned the power of Iran
 7 in global scale and visualized it as a bully boy depending on rebellious and
 8 insistent attitude of Iran. Anil declared that: *“Iran is a strong country, its’*
 9 *history, civilization and nuclear power. Those keep it going and strengthen its’*
 10 *position globally. But, it is like a hand bomb and could be exploded*
 11 *somewhere.”* Mustafa said that: *“It is a bully boy who stands up to the whole*
 12 *world and don’t pull back”*. Iran is visualized with nuclear weapon image
 13 based on its’ nuclear power. Özge stated that: *“Iran has a big nuclear power*
 14 *and could use it against other countries and they scared of this. Thus, anybody*
 15 *tempts to intervene in evets in Iran.”*

16 Syria is visualized with refugee (f=69), broken family (f=52) and boiling
 17 cauldron (f=47) images by participants. Reasons of those images are very clear
 18 because of the current situation of this country and refugees moved to Turkey.
 19 Negative attitudes towards that country continued during interviews about
 20 country images and Efe stated that: *“Refugees are all around us and they don’t*
 21 *intent to turn back to their country. It is a responsibility to stay in your country*
 22 *in any case and defense it but Syrian people don’t do it. I can’t understand*
 23 *them”*. Buse explained her views as: *“People from Syria came to our country*
 24 *and they have many problems about adaptation. I understand that being a*
 25 *refugee is not easy for anyone but also it is not easy to being a host.”* Broken
 26 family is the second popular image in this category and related with the refugee
 27 image. Berke said that: *“People have problems because they left some of their*
 28 *family members and friends in their country. This causes to behavioral*
 29 *problems and they also have emotional and social problems.”* It is seen that
 30 participants of this research matched the country with people in the case of
 31 Syria and answered questions about this country in the context of population
 32 who moved to other countries because of the war that is occurred in their
 33 country. Syria is seen as a boiling cauldron which could be over and damaged
 34 others especially Turkey. One of the participants (Onur) explained it as
 35 following: *“Syria don’t calm down and boiling any time. It scared me”*.

36 Georgia is seen as friend (f=43) and visualized as a silence (f=21) by
 37 social studies pre-service teachers. As I explained in the information part of
 38 this research they could mention limited images about this country and I think
 39 that it is result of their ignorance about Georgia. Interestingly they expressed
 40 their views and images about Georgia in a good manner even they have little
 41 about it. Metin stated that: *“I noticed that I had little about Georgia but this*
 42 *country sounded good to me. Georgia is a friend country.”* Buse said that:
 43 *“Georgia is a friend on my mind. We don’t have problems.”* Besides, Georgia
 44 has a silence image for some of them. Murat stated his views as: *“There is*
 45 *nothing on my mind about Georgia, so I can only imagine it with a silence.”*
 46 According to this citation we can related this image with their illiteracy but this

1 image is also related with inactive position of Georgia in global arena. Melis
2 explained it as follows: “*Georgia isn’t active in world scale, thus this country*
3 *equal with a silence for me.*”

4 Azerbaijan is of course discussed in a positive attitude and visualized with
5 well behaved child (f=43) and brother (f=41) images. It is seen that
6 participants of this research could say less about this country although they
7 mentioned their positive feelings. Brother image for Azerbaijan is common
8 among Turkish people and social studies pre-service teachers repeated that
9 common view. Mete said that: “*Azerbaijan is our brother country, we are same*
10 *and in common action. We are all together for any issue and help to each*
11 *other.*” Azerbaijan is seen as well behaved child because of its’ problem free
12 attitude both for Turkey and the whole world. Burcu said that: “*I have never*
13 *heard a problem that Azerbaijan caused. It is unproblematic.*”

14 Last country which I asked pre-service social studies teachers to explain
15 their views and images about was Armenia. This country is presented with
16 cunning fox (f=44), parrot (f=40), broken record (f=32) and spoiled kid (f=23)
17 images. It is a cunning fox according to them because of the attempts against
18 Turkey in global arena. They mean deportation of Armenian people during our
19 independence war and Armenian people’s attempts toward enforce both
20 Turkey and to world that it was a genocide. Arda said that: “*Armenia is*
21 *unreliable and don’t behave friendly It is so wily as a fox and we must be*
22 *careful*”. This country is visualized as a parrot because of their persistence in
23 the context of genocide. Selim stated that: “*Armenia continues to speak about*
24 *genocide allegation in all areas globally. They don’t get bored. I think they*
25 *only know that issue and cant talk about any other like a parrot. A parrot can*
26 *say too little words and repeats these words continuously.*” Besides, Armenia
27 is visualized with a broken record because of same reason. Eda stated that:
28 “*Armenia is a like a broken record, always repeating the same.*” It is
29 interesting that child image was common in the manner of three different
30 neighbors. First of them was Greece which is seen as a naughty child by social
31 studies pre-service teachers and the second was Azerbaijan with its’ well
32 behaved child image among them. Armenia is seen as a spoiled kid which was
33 get spoiled by European countries and USA. Anil said that: “*European*
34 *countries spoiled that country because they supported Armenian claims. Thus,*
35 *Armenian people think that can do anything in global arena.*”

36 37 38 **Results and Discussion** 39

40 Even though the debates on how globalization and transnational migration
41 are transforming the structure and meaning of the citizenship, national
42 citizenship is still a core theme and people are keeping to encourage their
43 national identities. National identity perceptions of people in any country differ
44 depends on various variables. Age is one of them and especially citizens of
45 multi ethnic countries and the populations of Eastern European countries after
46 Soviet Union period have distinct differences between the age groups in the

1 understanding national identity. For example in Georgian context, youth
2 generation define Georgian identity in terms of citizenship while adult and
3 senior generations. Besides, the adult and the senior generations do not have
4 any pre-conditions for establishing diplomatic and friendly relations with
5 Moscow while the only time youth prefer diplomatic relations with Russia is if
6 Russia de-occupies Abkhazia and South Ossetia (Galdava, 2015).

7 Equality, freedom, social order, national security, a world at peace, respect
8 for tradition, respect for privacy, social justice, independent, protecting the
9 environment, loyalty, obedient, helpful, and responsible are common words
10 which participants of several research (Akar and Aschenberger, 2016; Yiğit,
11 2016) about Turkish citizenship introduced us. It is seen from here that,
12 Turkish people's citizenship perceptions are mainly emphasized on public
13 good over individual benefits, collectivity over self interest and responsibilities
14 over rights. It is same with the conceptions towards China's citizenship that is
15 introduced by Lee (2005). Lee also shows the strong emphasis on national
16 identity, nationalism and patriotism despite the initiatives towards liberal
17 citizenship. In our study it was similar and majority of our participants
18 discussed citizenship in the context of collectivity, public good and
19 responsibilities. Even though, ideas towards liberalism, freedom, rights,
20 individual differences and so on, since 21st century in Turkey, it was seen that
21 citizenship perceptions has not changed in a liberal and more democratic way.
22 However, Koutselini (2008) analysed student teachers' citizenship perceptions
23 in Cyprus and showed understandings towards active citizenship. The majority
24 of the student teachers in his study advocated a form of citizenship relating to
25 community service engagement and civic action to gain power.

26 Participants' explanations about neighbor countries were underpinned by
27 such concepts as war, tension, exploitation, friendship and globalization. Their
28 perceptions were basically on their historical knowledge which they have
29 learned in school and their main source was television. Besides, they especially
30 have attracted by social media and, their national identity perceptions are
31 shaped by current events. Tensions with neighbor countries formed their
32 conceptions, and globalization has also influenced their national identity
33 notions.

34 Participants of the study explained their views such as they honored to be a
35 Turkish citizen. Honor is generally a common element of national identity and
36 people feel honored because of their national identities. Barrett (2000)
37 mentioned this honor as national pride and exemplified it with emotional
38 responses which swept across the nation whenever national teams played
39 games to each other. Many people also take great pride in the unique artistic
40 and cultural heritage of their nation but in my research none of the participants
41 talked about them.

42 I saw that the majority of the participants discussed on neighbor countries
43 in the context of their historical characteristics. They didn't state the traits like
44 habits, customs, social practices, etc...which are supposed to be common to all
45 members of each country. Opposite to this people generally pertain with their
46 political or public life but define personal characteristics.

1 National stereotypes came in our participants minds when I asked them to
2 give some knowledge about each neighbor of Turkey and as Guibernau (1997)
3 said stereotypes have an origin and they direct us to set of characteristic which
4 are believed to be shared by those who belong to particular nations. In my case
5 I thought that those stereotypes' origin was history lessons and textbooks
6 although textbooks were at the last row of the table which presented their
7 references of neighbors, because before social media, Internet and other
8 technological materials people got knowledge from textbooks and especially in
9 history courses and now they share those information through social media.

10 It is suggested according to the study at hand that national stereotypes are
11 not only about others but they also involved in national identity. It is
12 mentioned here because of the national identity perceptions of the participants.
13 Patriotism, rights and responsibilities are common national stereotypes. Our
14 sense of national identity links to our beliefs about how other people, who are
15 not members of our own national group, regard our national group (Barrett,
16 2000). This case was valid in my study because participants thought that other
17 countries tended to regard Turkish nation positively but they also thought that
18 most of other nations had bad intensions towards our territory. This is also
19 binding with their neighbor country images. Neighbor image of people is
20 effected by various factors and relationship between two neighbor countries is
21 not static in a time. For example, the relationship between USA and Canada
22 has changed historically based on their political, economic and global decisions
23 (Richter, 2005). It shows us that people see their neighbors as enemies and
24 their attitudes change toward friendship in a while according to political
25 agenda. Yılmaz and Yiğit (2010) found out the similar in the case of social
26 studies pre-service teachers and it was seen that participants viewed Turkey's
27 neighbors solely in terms of a friend-enemy dichotomy, drawing heavily on
28 their historical knowledge in their explanations which were mainly political in
29 character and focus. Thus, we can say that there is little change on their
30 neighbor country images and continue to viewing them as a friend or an enemy
31 based on their historical knowledge. Thus, I can say that throughout the ten
32 years little has changed in the context of neighbor country images of pre-
33 service social studies teachers in Turkey. Besides, geographical closeness of
34 neighbor countries lay out their relationships especially in international affairs.
35 Tie et all. (2019) explained it in the context of NATO member countries and
36 their research showed us that four-fifths of NATO member countries have been
37 convergent with the UK, but no country's military expenditure is convergent
38 with the US. This result is consistent with convergence theory and spillover
39 effect. However, the participant of this research didn't consider our neighbor
40 countries in large scale and only mentioned the problems between countries.
41 This results is important because our participants are pre-service social studied
42 teachers and they should be more objective, critical thinker and sophisticated to
43 educate their students as global citizens. They should handle issues in a large
44 perspective and get more knowledge to evaluate them in global manner.

45 Cultural, economic, geographical and political factors are important
46 determinants of views presented about other countries. These factors are also

1 important in international contests like Eurovision where countries should
2 behave objectively without regard to political sensitivities. In this study, some
3 of the participants explained their information and images about neighbor
4 countries like Greece and Azerbaijan in the context of Eurovision. They said
5 Greece was not among our friends and showed it with less points at
6 Eurovision. Besides, Azerbaijan is stated as friend country and mentioned with
7 the high points that awarded us. Clerides and Stengos (2006) also presented the
8 non-quality related factors at Eurovision. They have examined that factors and
9 showed systematic biases conceal the different considerations beyond the
10 aesthetic quality of the song itself that enter the voting preferences of
11 participant countries and are captured by what we have identified as affinity
12 factors that is variables that measure how each country feels towards another
13 country. There is also a link among denominational belonging, religious
14 practice, and racial intolerance. National contexts also matter greatly:
15 individuals living in Europe's most religious countries, countries with legacies
16 of ethnic-religious conflict and countries with low GDP are significantly more
17 likely to be racially intolerant than those living in wealthier, secular and
18 politically stable countries (Doebler, 2015).

19 War and terrorism has negative effect on neighbor country relations and it
20 is seen that the participant of this research dealt with the east and south east
21 neighbors of Turkey in the context of these issues. Syria was totally evaluated
22 in this manner and Iraq and Iran were presented as countries where war and
23 terrorism are generally occurred. Refugees from those countries and their
24 positions in Turkey were the main factors related with this result. Sousa, Mirza
25 and Verdier (2018) also studied about it and security was handled by them as
26 an important factor which plays a role in relationship among neighbor
27 countries.

28 It is also interesting that none of the participants mentioned any neighbor
29 country with popular artists, songs, novels, films, vocation areas and touristic
30 destinations (except Batumi). However, Russian young students presented their
31 Kazakhstan images as President Nursultan Nazarbayev (80%) and popular
32 singers like Abai and Roza Rynbaeva. Typical Kazakh image in this study was
33 familial, hardworking patriot, disciplined and peaceful collectivist (Narbut and
34 Trotsuk, 2017). Hanan (2006) defined the a country's image as a
35 representations of a country's positive or negative standing in media, in terms
36 of historical, political, economic, military, diplomatic and religious context. In
37 this context, Hobsbawm (1992) using a slightly different terminology, writes
38 about present aliens, past aliens, and purely notional aliens (cited in Petersoo,
39 2007). In this study it is seen that participants' images toward neighbor
40 countries were generally based on historical, military and diplomatic contexts.
41 However, the strongest image of Japan for Russian students was related with
42 culture and traditions like ikebana, tea ceremony, hara-kiri, high reverence, a
43 high regard for traditions and respect for the original culture. In the students'
44 opinions, Japanese were able to maintain old traditions and make harmony in
45 their lives. Besides, Japanese students represented Russia related with the
46 geographical and climate based conditions like cold climatic conditions, cold

1 country, there is a lot of snow, it is always cold, the severe winter, everyday it
 2 is snowing, low temperature, it is cold whole year and people wear fur caps
 3 (Zhilina, 2010). But, in this study cultural and geographical conditions were
 4 stated only in the cause of Greece and Georgia.

5 Own life experience may serve a basis for good neighborliness and in this
 6 study none of the participants said something about their visits on neighbor
 7 countries (except short visits to Batumi). Thus, it is suggested that if youth
 8 students have chance to go to other countries and get own life experiences this
 9 will ensure a strong basis for objective attitudes. Because, in today's political
 10 world any democratic country solely relies on military and economic powers
 11 and it is also important to get interactions with other countries. This is a kind of
 12 diplomacy which called by Cummings (2003) as cultural diplomacy and
 13 described as "the exchange of ideas, information, art and the other aspects of
 14 culture among nations and their peoples to foster mutual understanding". Our
 15 participants presented their views in this manner and majority of them
 16 highlighted neutrality and globalism, and in the context of the education for
 17 good neighborliness they shared their ideas towards getting more knowledge
 18 about each other. They thought that, if we knew more about each other we
 19 would be more positive and friendly. Exchanges between people in different
 20 countries and learn about the culture and the culture and society of the foreign
 21 country could have benefits for good neighborliness. In the case of Israel,
 22 according to studies done by Saxe, even three years after the trip 61 percent of
 23 Birthright alumni said they felt very connected to Israel and 71 percent felt a
 24 strong connection to the Jewish people (cited in Appel, Irony, Schmerz and
 25 Ziv, 2008). Germany and France are other examples for cultural diplomacy for
 26 good neighborliness. Today the two countries maintain close diplomatic
 27 relations although the early part of last century, France and Germany were
 28 fierce enemies, engaged in wars and violent conflicts. After Elysee Treaty two
 29 countries has a closer cooperation and recognize the importance that
 30 knowledge of each other's language and organizations and intuitions founded
 31 to succeed in making friends out of enemies (Appel, Irony, Schmerz and Ziv,
 32 2008). Thus, it is suggested that educational and cultural cooperation among
 33 neighbor countries could facilitate the interactions and make this process more
 34 peaceful and friendly.

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