

Objectives of the Course

Established by considering the properties of states aimed at teaching the Turkish History of the Before Islam. Turkish Culture and Civilization of the Before Islam taught in comparison with other world states. Pre-Islamic Turkish history deals with the cultural, social, political, religious and economic life of the Turks before they accepted Islam. This period includes important developments in the process starting from the steppes of Central Asia until the spread of Turks to wide geographies. Pre-Islamic Turkish history covers nomadic life, Turkish tribes in Central Asia, epics, rulers' forms of government, ancient Turkish beliefs and much more. Understanding the history of the Turks during this period helps us understand the origins of the Turkish nation, both historically and culturally. The aim of the pre-Islamic Turkish history course is to teach students about the origins, historical development, cultural richness and social structure of the Turks. In addition, this course enables students to better understand the historical background and civilization of the Turkish nation and contributes to the survival of Turkish culture in the

Course Contents

Turkish Culture and Civilization of the Before Islam , the European Huns, Khazars, the Avars, Il. Gokturk Empire, Oguz, Bugarlar, Sabir (Suvarlar), Pechenegs, Cumans and Kipchaks. Pre-Islamic Turkish culture and civilization course is a course that provides information about the historical, cultural and social structures of Turks before they accepted Islam. The content of this course generally consists of the following topics: Origin of Turks and First Settlement Areas Historical origins of the Turks and the first migration routes. Geographical structure of Central Asia, climate and settlement of Turks in this region. Establishment of the first Turkish states (Gokturks, Uighurs, interaction with Sassanids etc.) Social Structure of Turks, Family structure, basic units of society. Tribes, tribes and tribal structure in Turks. Nomadic lifestyle and the effects of this lifestyle on culture. The role of men and women in society. Belief Systems of Turks Examination of Shamanism, Tengricism and other Turkish belief systems. Relations with God and nature, moral values. Belief in Sky God, sacrifices and prayers.

Recommended or Required Reading

Ahmet Taşağıl, Kök Tengri'nin Çocukları, Bilge Kültür Sanat Yayınları, İstanbul 2020. Ahmet Taşağıl, Göktürkler, Bilge Kültür sanat Yayınları, İstanbul 2018. Akdes Nimet Kurat, Türk Kavimleri ve Devletleri, Ankara 1992. İbrahim Kafesoğlu, Türk Milli Kültürü, İstanbul 1995.

Planned Learning Activities and Teaching Methods

Classical In-Class Lesson Will Be Given. In the class, the reasons and results of establishing a connection about the historical chain of events will be explained. A lesson will be given about the main sources of historical events and related research books.

Recommended Optional Programme Components

It will be recommended to read research works related to General Turkish history outside of class.

Instructor's Assistants

There is no assistant for this course.

Presentation Of Course

Pre-Islamic Turkish History and Civilization II course will be given face to face.

Dersi Veren Öğretim Elemanları

Prof. Dr. Kürşat Koçak

Program Outcomes

1. Can Explain Pre-Islamic Turkish History and Civilization
2. Can describe historical events.
3. Can establish relationships between international cultures and the history of other states.

Weekly Contents

Order	PreparationInfo	Laboratory	TeachingMethods	Theoretical	Practise
1	The general description of the Old Turkish Historical Geography and basic introductory information will be given in this course. Basic definitions of steppe culture will be made. Bkz. Ahmet Taşağıl, Kök Tengri'nin Çocukları s. 29-46.	This course does not have a laboratory.	In this week's lesson, the basic points of the subject will be discussed with the question-answer method through the read texts. In addition, the course will be explained by projecting the map etc. on the projection.	Basic Information on Steppe Culture and Geography will be given.	It is not a practical course.
2	Origin of the Scythians The Scythians were a nomadic people who settled in the steppes of Central Asia, especially in present-day Kazakhstan and the surrounding areas. Basic information about the ancestors of the Huns will be given. Bkz. Ahmet Taşağıl, Kök Tengri'nin Çocukları, s 45-558	This course does not have a laboratory.	In this week's lesson, the basic points of the subject will be discussed with the question-answer method through the texts read in the oral expression technique. in addition, the course will be taught by projecting maps etc. on the projection.	Scythians	It is not a practical course.

Order	PreparationInfo	Laboratory	TeachingMethods	Theoretical	Practise
3	Huns are a Turkic tribe originating from Central Asia. Asian Hun State (220 BC - 216 AD) Bkz. Ahmet Taşağıl, Kök Tengri'nin Çocukları s. 58-72	This course does not have a laboratory.	In this week's lesson, the basic points of the subject will be discussed with the question-answer method through the texts read in the oral expression technique. in addition, the course will be taught by projecting maps etc. on the projection.	Huns	It is not a practical course.
4	The Hun Empire after Mete Khan and its decline will be explained. Mete Khan (209 BC - 174 BC) founded the Hun Empire and made it a great power in Central Asia. Bkz. Ahmet Taşağıl, Kök Tengri'nin Çocukları s. s. 72-88.	This course does not have a laboratory.	In this week's lesson, the basic points of the subject will be discussed with the question-answer method through the texts read in the oral expression technique. in addition, the course will be taught by projecting maps etc. on the projection.	The Hun Empire after Mete Khan and its decline will be explained.	It is not a practical course.
5	The period of establishment and rise of the 1st Gokturk Khaganate will be explained. Bkz. Ahmet Taşağıl, Kök Tengri'nin Çocukları	This course does not have a laboratory.	In this week's lesson, the basic points of the subject will be discussed with the question-answer method through the texts read in the oral expression technique. in addition, the course will be taught by projecting maps etc. on the projection.	Turkish and other populations during the time of the Huns	It is not a practical course.
6	The Akhun state and the period of the establishment and rise of the I. Göktürk Khaganate will be explained. See Ahmet Taşağıl, Children of Kök Tengri, pp. 117-148.	This course does not have a laboratory.	In this week's lesson, the basic points of the subject will be discussed with the question-answer method through the texts read in the oral expression technique. in addition, the course will be taught by projecting maps etc. on the projection.	Akhun and I.Göktürk Khaganate establishment and collapse period will be explained.	It is not a practical course.
7	The period of conquest and the period of the foundation and collapse of the Second Göktürk Khaganate. See Ahmet Taşağıl, The Children of Kök Tengri s.152-173.	This course does not have a laboratory.	In this week's lesson, the basic points of the subject will be discussed with the question-answer method through the texts read in the oral expression technique. in addition, the course will be taught by projecting maps etc. on the projection.	The conquest period and the II.Göktürk Khaganate establishment and collapse period will be explained.	It is not a practical course.
8		This course does not have a laboratory.	Vize	Midterm Exam	It is not a practical course.
9	Gokturks and the Old Turkic state model See Ahmet Taşağıl, The Children of Root Tengri, pp.175-196.	This course does not have a laboratory.	In this week's lesson, the basic points of the subject will be discussed with the question-answer method through the texts read in the oral expression technique. in addition, the course will be taught by projecting maps etc. on the projection.	Gokturks and the Old Turkish state model will be explained.	It is not a practical course.
10	The foundation, rise and fall of the Uighur Khaganate. See Ahmet Taşağıl, The Children of Kök Tengri, pp. 197-219	This course does not have a laboratory.	In this week's lesson, the basic points of the subject will be discussed with the question-answer method through the texts read in the oral expression technique. in addition, the course will be taught by projecting maps etc. on the projection.	Uighur Khaganate	It is not a practical course.
11	The history of the tribes of the Kyrgyz, Kimeks, Turgish will be outlined. See Ahmet Taşağıl, Children of Kök Tengri, pp.221-238.	This course does not have a laboratory.	In this week's lesson, the basic points of the subject will be discussed with the question-answer method through the texts read in the oral expression technique. in addition, the course will be taught by projecting maps etc. on the projection.	Kyrgyz, Kimeks, Turgish	It is not a practical course.

Order	PreparationInfo	Laboratory	TeachingMethods	Theoretical	Practise
12	The establishment, development and collapse phase of the Oghuz, Karlik and European Hun state will be explained. See Ahmet Taşağıl, Kök Tengri'nin Çocukları, p.239-262.	This course does not have a laboratory.	In this week's lesson, the basic points of the subject will be discussed with the question-answer method through the texts read in the oral expression technique. in addition, the course will be taught by projecting maps etc. on the projection.	Oghuz, Karluk, the establishment, development and collapse phase of the European Hun state with the main lines will be explained.	It is not a practical course.
13	Information will be given about the general history of Turkic tribes such as Avars-Sabars-Hazars. See Ahmet Taşağıl, Kök Tengri'nin Çocukları, pp.262-280.	This course does not have a laboratory.	In this week's lesson, the basic points of the subject will be discussed with the question-answer method through the texts read in the oral expression technique. in addition, the course will be taught by projecting maps etc. on the projection.	Avars-Sabars-Khazars	It is not a practical course.
14	Information will be given on the general history of Turkish tribes such as the Great Bulgarian State and the Pechenegs. See Ahmet Taşağıl, Kök Tengri'nin Çocukları, pp.2880-300.	This course does not have a laboratory.	In this week's lesson, the basic points of the subject will be discussed with the question-answer method through the texts read in the oral expression technique. in addition, the course will be taught by projecting maps etc. on the projection.	Great Bulgarian State and the Pechenegs.	It is not a practical course.
15		This course does not have a laboratory.		There will be a final exam.	It is not a practical course.

Workload

Activities	Number	PLEASE SELECT TWO DISTINCT LANGUAGES
Ara Sınav Hazırlık	1	3,00
Final Sınavı Hazırlık	1	3,00
Derse Katılım	14	3,00
Ders Sonrası Bireysel Çalışma	14	2,00
Vize	1	1,00
Alan Çalışması	5	2,00
Sözlü	3	1,00
Ders Öncesi Bireysel Çalışma	14	3,00
Diğer	4	2,00
Bütünleme	1	1,00
Tartışmalı Ders	5	1,00

Assesments

Activities	Weight (%)
Vize	40,00
Final	60,00

	P.O. 1	P.O. 2	P.O. 3	P.O. 4	P.O. 5	P.O. 6	P.O. 7	P.O. 8	P.O. 9	P.O. 10	P.O. 11	P.O. 12	P.O. 13	P.O. 14	P.O. 15
L.O. 1															
L.O. 2															
L.O. 3															

Table :

- P.O. 1 :** Tarih Öncesi, Eskiçağ, Ortaçağ, Yeniçağ, Yakınçağ ve Yaşadığımız Çağ gibi tarihin temel alanlarına ait olay ve olguları bilimsel yöntem ve teknikler yardımıyla kavramsallaştırır ve bu kavramları tanımlar.
- P.O. 2 :** Tarihsel verileri keşfeder, yorumlar, çözümler, güvenilirliği ve geçerliliğini değerlendirir.
- P.O. 3 :** Tarihsel sorunları tanımlar, eleştirel bir yaklaşımla değerlendirir, kuramsal ve uygulamalı bilgilerle analiz eder.
- P.O. 4 :** Öğrenme süreçlerinde disiplinler arası yaklaşımı analitik olarak kullanır.
- P.O. 5 :** Ulusal ve evrensel değerlere sahip olarak milli kültür ile uluslar arası kültür ve medeniyetler arasında ilişki kurar, kültürel mirasa sahip çıkar.
- P.O. 6 :** Toplumların gelişim özelliklerini ve farklılıklarını kavrayarak toplumların tarihi geçmişi ile şu andaki durumu arasında ilişki kurar.
- P.O. 7 :** Tarih alandaki bir konuya uygun materyal geliştirir; bilgi ve tecrübe kazanımlarını farklı yöntemlerle kullanır.
- P.O. 8 :** Kendini bir birey olarak tanıır; yaratıcı ve güçlü yönlerini kullanır, kişisel ve kurumsal iletişim ve etkileşim kurar.
- P.O. 9 :** Alanıyla ilgili öğrenme gereksinimlerini belirler.
- P.O. 10 :** Yaşam boyu öğrenme ve kalite yönetim süreçlerini öğrenebilir ve uygular; alanındaki sosyal, kültürel ve sanatsal etkinliklere katılır.
- P.O. 11 :** Toplumsal sorumluluk bilinciyle mesleki proje ve etkinlikler planlar ve uygular.
- P.O. 12 :** Tarih alanının gerektirdiği yabancı dili Avrupa Dil Portföyü B1 Genel düzeyinde kullanarak sözlü ve yazılı iletişim kurar.
- P.O. 13 :** Bilişim teknolojilerini kullanır ve takip eder.
- P.O. 14 :** Demokrasi, insan hakları, toplumsal, bilimsel, mesleki ve ahlaki değerlere uygun davranış kalıpları geliştirir.
- P.O. 15 :** Kazanacağı bilgi birikimi ile sorumluluğu altında çalışanların öğrenme gereksinimlerini belirler, lisansüstü eğitimin gereklerini yerine getirir.
- L.O. 1 :** İslamiyet Öncesi Türk Tarihi ve Medeniyetini Açıklayabilir
- L.O. 2 :** Tarihsel olayları tanımlayabilir.
- L.O. 3 :** Uluslararası kültürler ve diğer devletler tarihi arasında ilişki kurabilir.