

## Objectives of the Course

North of Central Asia and the Black Sea steppe tribes to teach the Domination and Cultural Geography. It is a course that examines Turkish and Central Asian history and aims to understand the historical, cultural and social structures of nomadic communities with steppe cultures. In this course, the place of the tribes living in the steppe in the historical process, their way of life, the characteristics of nomadic culture, the emergence of these tribes from Central Asia and their impact on world history are discussed.

## Course Contents

Steppe culture ensued from insufficiency of settled agriculture economy, and based on livestock. A nomadic lifestyle, based on livestock economy, began by following wetlands and grasslands. This new lifestyle named steppe-horse draw culture. Large sheep herds were guided by horses, and new watery and grassy lands were discovered. This nomadic lifestyle based on three principles; horse, sheep and metal.

## Recommended or Required Reading

Antik Çin ve Düşmanları, Nicola Di Cosmo, Kronik, İstanbul 2022.<br />brahim Kafesoğlu: Türk Milli Kültürü. Ötüken yay. İstanbul 2000.<br />Bozkır Halklarının Göçü, Karoly Czegledy, Kesit Yayınları, İstanbul 2009.<br />Gök Tengrinin Çocukları, Prof. Dr. Ahmet TAŞAĞIL<br />Türk Kültürünün Temelleri II, Salim KOCA, Ankara 2010 Eski Türklerde Devlet Gelenekleri ve Törenleri (Tarih Öncesi Devirlerden Türklerin İslam Dini Medeniyetine Girişine Kadar ), Kürşat KOÇAK, Yayınevi, Ankara 2019.

## Planned Learning Activities and Teaching Methods

Lectures will be made on the emergence of the steppe culture and the history of the steppe Turkish tribes.

## Recommended Optional Programme Components

It will be recommended to read historical sources and research works on the steppe tribes.

## Instructor's Assistants

There is no auxiliary staff.

## Presentation Of Course

Face to face

Dersi Veren Öğretim Elemanları

Prof. Dr. Kürşat Koçak

## Program Outcomes

1. Defines the Steppe Culture and gives information about its emergence.
2. Can give information about the steppe culture.
3. It provides information about the Steppe Culture, its social structure and the states belonging to that culture.

## Weekly Contents

Order	PreparationInfo	Laboratory TeachingMethods	Theoretical	Practise
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Order	PreparationInfo	Laboratory	TeachingMethods	Theoretical	Practise
1	<p>Turkish Steppe culture is a cultural formation shaped in the steppe climate of Central Asia, reflecting the lifestyle and culture of nomadic Turkish societies. Since the steppe consists of large, open areas and soils with little rainfall, the peoples in this region subsisted on animal husbandry instead of agriculture. The emergence of this culture was shaped by historical and geographical factors. The Anav Culture is a Neolithic culture that originated in the northeast of Central Asia, particularly in the Anav region of Turkmenistan, and dates back to 3000 BC-1500 BC. The most prominent features of the Anav culture include sedentary life, agriculture-based economies and stone structures. This culture is particularly known for its early agricultural and farming methods. The Andronova Culture is a culture that developed in western Central Asia (especially in Kazakhstan, Russia and Turkmenistan) between 2000-900 BC. This culture is associated with nomadic peoples, especially those who flourished in the early Bronze Age. The Andronova peoples were highly developed in metalworking and animal husbandry. It is also characterized by large stone structures and burial sites, showing the first signs of the transition to sedentary life.</p>	<p>This course does not have a laboratory.</p>	<p>This week, the pre-reading and discussion-based teaching method will be applied. Students are expected to read the relevant units from the recommended resources before coming to class. In class, the main points of the subject will be discussed with the question-answer method on the texts read and guided discussions will be held among the students. In this way, students' critical thinking skills will be developed and a better understanding of the subject will be ensured.</p>	<p>An overview of the Turkish History of Ancient</p>	<p>There is no practice in this course.</p>

Order	PreparationInfo	Laboratory	TeachingMethods	Theoretical	Practise
2	<p>Natural Features Central Asia is a large landmass, a region where both the Asian and European continents meet. The region is characterized by vast steppes, mountains, deserts and lakes. One of the most distinctive geographical features of Central Asia is that most of the region has a continental climate.</p> <p>Mountains and Plain: Central Asia is characterized by large mountain ranges such as the Altai Mountains, Tien Shan and Pamir Mountains. These mountains are one of the important factors affecting the climate of the region. While the foothills of the mountains have fertile valleys, harsher climatic conditions prevail in the high altitude mountainous areas. Steppes and Deserts: Most of Central Asia is covered with steppes. These steppes offer suitable areas especially for agriculture and animal husbandry. In addition, large deserts such as Black Sand and Red Sand shape the geography of the region. Climate Central Asia is known for its continental climate. This type of climate has very cold winters and extremely hot summers. This difference is especially pronounced in the interior regions. Hot and Cold Differences: In summer, temperatures can reach up to 40°C, while in winter temperatures can drop as low as -30°C. Although these extreme temperature differences make life difficult for the people of the region, they have made them resilient.</p> <p>Precipitation Status: Rainfall is generally low. An arid climate prevails in the west and south of the region, while a milder climate prevails in the east. This climatic feature creates various difficulties for the peoples engaged in agriculture and animal husbandry.</p>	<p>This course does not have a laboratory.</p>	<p>This week, the pre-reading and discussion-based teaching method will be applied. Students are expected to read the relevant units from the recommended resources before coming to class. In class, the main points of the subject will be discussed with the question-answer method on the texts read and guided discussions will be held among the students. In this way, students' critical thinking skills will be developed and a better understanding of the subject will be ensured.</p>	<p>Nature, Climate and Human in Central Asia</p>	<p>There is no practice in this course.</p>

Order	PreparationInfo	Laboratory	TeachingMethods	Theoretical	Practise
3	<p>Origin of the Turks: Central Asia, especially the Altai Mountains, the Orkhon Valley and its surroundings are the regions where the Turks first settled. First Migrations: Turks, who adopted a nomadic lifestyle, migrated to different regions over time due to animal husbandry and climatic conditions. One of the first important migration movements was the migration of the Huns from Central Asia to Europe. Great Turkish Migrations and Periods of Expansion Huns (3rd century BC - 5th century AD): It is considered the first great migration of Turks to Europe. The Huns moved from Central Asia to Europe and fought wars against the Roman Empire. Göktürks (6th century AD): The establishment of the Göktürk Khaganate in Central Asia paved the way for the Turks to spread to a wider geography. Uighurs (8th century AD): The Uighurs settled in various regions of Central Asia and established their own state. During this period, Turks were also introduced to different religions such as Manichaeism and Buddhism.</p>	<p>This course does not have a laboratory.</p>	<p>This week, the pre-reading and discussion-based teaching method will be applied. Students are expected to read the relevant units from the recommended resources before coming to class. In class, the main points of the subject will be discussed with the question-answer method on the texts read and guided discussions will be held among the students. In this way, students' critical thinking skills will be developed and a better understanding of the subject will be ensured.</p>	<p>Migration and Spread of Turks</p>	<p>There is no practice in this course.</p>

Order	PreparationInfo	Laboratory	TeachingMethods	Theoretical	Practise
4	<p>History of Turkish Name The name Turk is a deep-rooted and meaningful concept that bears the traces of many civilizations throughout history. Turks have defined their culture, language and state by using their own names throughout history. In this lesson, we will make a brief examination of the origin, historical usage and meanings of the Turkish name. The etymology of the word Turk: The name Turk is a concept used by the nomadic peoples of Central Asia to describe themselves. It appears in Old Turkish as "Türük" or "Türk" and means "strong, firm, powerful". Early periods: The first use of the name Turk dates back to the Gokturks in Central Asia. The Göktürks formed the first great state under the Turkish name. Historical Usage of the Name Turk Göktürks and Central Asia: Göktürks were the first people to use the name Turk as a state. The Gokturk Khaganate was established in Central Asia in the 6th century and the name Turk started to be used as a state name in this period.</p>	This course does not have a laboratory.	This week, the pre-reading and discussion-based teaching method will be applied. Students are expected to read the relevant units from the recommended resources before coming to class. In class, the main points of the subject will be discussed with the question-answer method on the texts read and guided discussions will be held among the students. In this way, students' critical thinking skills will be developed and a better understanding of the subject will be ensured.	Turkish Name in History	There is no practice in this course.
5	<p>Turkish State Understanding The sanctity of the state in Turks (Kut understanding) The fundamental aims of the state: Public welfare, justice and order Impact of nomadic culture on the state Understanding of Administration in Turkish States Understanding of Kut: The belief that the ruler receives the authority to rule from God Dual Government: The division of the state into two as east-west or right-left Kurultay (Toy): The king's advisory council in the decision-making process State Organization Kagan (Hakan): Head of state, ruler Khatun: Wife of the Khan, influential in governance Assembly: Consultative assembly Army Disciplined and organized Turkish army (Decimal System) Bureaucracy: Shad (governors), Yabgu (Western administrator), Tudun (tax officer) Bkz. Salim Koca Türk Kültürünün Temelleri</p>	This course does not have a laboratory.	This week, the pre-reading and discussion-based teaching method will be applied. Students are expected to read the relevant units from the recommended resources before coming to class. In class, the main points of the subject will be discussed with the question-answer method on the texts read and guided discussions will be held among the students. In this way, students' critical thinking skills will be developed and a better understanding of the subject will be ensured.	State Tradition and Organization in Turks	There is no practice in this course.

Order PreparationInfo		Laboratory	TeachingMethods	Theoretical	Practise
6	<p>Understanding of Sovereignty in Ancient Turks The understanding of sovereignty in the ancient Turks was based on the belief that the ruler of the state derived his power from God. This understanding is called "Kut Understanding". Kut was the authority to rule given by God to the ruler and his family. This belief brought along the idea that the ruler should be fair and successful towards his people. Basic Elements of Sovereignty: Understanding of Kut: It was believed that the ruler received his authority from God. A failed ruler's kut would be lost and could be replaced by another. Understanding of Ulüş (Sharing): The state was considered the common property of the dynasty. Therefore, fights for the throne were frequent. Oksızlık (Independence): Independence was one of the most important values for Turks. It was unacceptable for the state to submit to another power. Traditions: Traditions were taken as basis to ensure justice in administration. The ruler had to obey the traditions. Conclusion: The understanding of sovereignty in the ancient Turks was considered to be of divine origin and was shaped on the basis of independence and justice. However, the fact that the state was considered the common property of the dynasty caused the Turkish states to be short-lived. Bkz. Salim Koca, Türk Kültürünün Temelleri</p>	This course does not have a laboratory.	This week, the pre-reading and discussion-based teaching method will be applied. Students are expected to read the relevant units from the recommended resources before coming to class. In class, the main points of the subject will be discussed with the question-answer method on the texts read and guided discussions will be held among the students. In this way, students' critical thinking skills will be developed and a better understanding of the subject will be ensured.	Understanding of Sovereignty in Ancient Turks	There is no practice in this course.
7	<p>Title of the Head of State In ancient Turks, the head of state was referred to by titles such as Kagan (Hakan), Khan, Ilterish, Shanyü, Idikut. Powers and Duties of the Kagan As the head of the state, he had the highest authority. He led the army and took decisions on war and peace. He ensured justice and enforced custom. He ruled the country and governed the tribes and beys. He was believed to have been chosen by God, and was considered to be the owner of kut. Dual Administration In Turkish states, East-West rule was practiced, with the Khagan ruling the east and his brother (Yabgu) ruling the west. Source of Sovereign Power Understanding of Kut: It was believed that the Kagan received the right to rule from Sky God. Custom: The kagan had to abide by the custom; arbitrary rule was not possible. Kurultay: State affairs were discussed in the Kurultay together with the boy beys and the khatun. Importance of the Khatun Kagan's wife Hatun had a say in the administration. He could receive envoys and participate in state affairs. Succession System and Division of the State Although the throne passed from father to son, all members of the dynasty had the right to the throne (succession system). This often led to internal struggles and the division of the state. In the ancient Turks, the head of state was a sacred office with both political and religious aspects. Tradition and the kurultay protected the order of the state by preventing the ruler from having absolute power.</p>	This course does not have a laboratory.	This week, the pre-reading and discussion-based teaching method will be applied. Students are expected to read the relevant units from the recommended resources before coming to class. In class, the main points of the subject will be discussed with the question-answer method on the texts read and guided discussions will be held among the students. In this way, students' critical thinking skills will be developed and a better understanding of the subject will be ensured.	Head of State in Ancient Turks	There is no practice in this course.
8	Midterm Exam				

Order	PreparationInfo	Laboratory	TeachingMethods	Theoretical	Practise
9	<p><b>State Understanding in Ancient Turks</b> Ancient Turks called the state "il". It was believed that the state was a sacred entity and the authority to rule was given to the kings by God through kut. <b>Ruler and Administration</b> The head of the state was the Kagan (Hakan). While ruling the country, the Kagan received support from the assembly called toy (kurultay) and state officials such as aygucı (prime minister). <b>Wise (knowledgeable), alpine (brave) and fairness</b> were required in state administration. <b>Country Organization</b> Dual Administration: The country was divided into east-west, with the kagan ruling the east and the yabgu ruling the west. <b>Boy System:</b> The basis of the state consisted of tribes and buduns. <b>Beys</b> were at the head of the tribes. <b>Law and Justice</b> The Turks were based on traditions instead of written law. Traditions were based on the principles of justice (könilik), equality (tüzlük), goodness (uzluk) and mercy (kişilik). Customs could not be changed by the kagan alone, they were regulated by the decisions taken in the toy. <b>Kurultay (Assembly)</b> and <b>Elements of Democracy</b> Kurultay (Toy) was the assembly where important state issues were discussed. Among the participants were the kagan, khatun, beys, tribe leaders and viziers. In some cases, the opinion of the people was also taken, and in this respect, it was close to democracy. The administrative structure of the ancient Turks was based on strong leadership, customary law, clan organization and military order. <b>Elements</b> such as the Kurultay ensured consultation and the people to have a say in the administration. This system formed the basis of the Turkish state tradition.</p>	This course does not have a laboratory.	This week, the pre-reading and discussion-based teaching method will be applied. Students are expected to read the relevant units from the recommended resources before coming to class. In class, the main points of the subject will be discussed with the question-answer method on the texts read and guided discussions will be held among the students. In this way, students' critical thinking skills will be developed and a better understanding of the subject will be ensured.	Administrative Structure and Features in Ancient Turks	There is no practice in this course.
10	<p><b>Steppe Law and Tradition</b> Töre: It is the name given to the unwritten rules of law in Turkish societies. Töre is a system that has emerged to ensure social order and covers traditions, customs and moral rules. State rulers (khan, kagan) must act in accordance with the custom. Töre has a changeable structure; it can be updated over time with the common will of the people, beys and the kurult (assembly). <b>Sources of Töre</b> Customs and Traditions: Traditions passed down from generation to generation over many years. <b>Orders of the Khan:</b> The rules issued by the ruler must be in line with custom. <b>Kurultay Decisions:</b> Decisions taken at meetings attended by the elders of the state (beys, aksakals). <b>Basic Principles of Tradition</b> Justice (Könilik): Everyone getting their due and the rule of law. <b>Equality:</b> Rulers and people are subject to custom. <b>Independence:</b> Protecting the freedom of the state and the independence of the people. <b>Family and Social Order:</b> The family is sacred and social order is maintained by custom. <b>Punishments and Legal Sanctions</b> According to Custom Crimes such as murder and theft were met with severe punishments (retaliation, exile, payment of fines). Behaviors that disrupted family and social order were subject to harsh sanctions. The congress is the highest authority to resolve major cases. In steppe culture, the understanding of law is aimed at maintaining social order, and the custom is the most basic set of rules that the state and the people must follow. Even the ruler is not above the custom and the custom can be changed over time by the common will of the people.</p>	This course does not have a laboratory.	This week, the pre-reading and discussion-based teaching method will be applied. Students are expected to read the relevant units from the recommended resources before coming to class. In class, the main points of the subject will be discussed with the question-answer method on the texts read and guided discussions will be held among the students. In this way, students' critical thinking skills will be developed and a better understanding of the subject will be ensured.	Steppe Culture Understanding of Law, Custom	There is no practice in this course.

Order	PreparationInfo	Laboratory	TeachingMethods	Theoretical	Practise
11	<p>Steppe Culture and Military Structure The effect of steppe lifestyle on army organization The importance of warrior identity in nomadic societies The effect of military order on social structure in Turks Army Organization in Turks Turkish states that established the first regular army The "System of Ten" and Mete Khan's military reforms Ranks and distribution of duties within the army Battle Tactics of the Steppe Army The importance and superiority of mounted troops Crescent Tactic (Turan Tactic) and false retreat Strategic use of light cavalry units Weapons and Armor Basic weapons such as bow, arrow, sword and spear Use of light armor and mobility The advantages of horses and their equipment in battle Military Discipline and Strategy in Turks Combat training of women and youth Warrior ethics and the importance of discipline Military strategies developed by Turks throughout history The Impact and Legacy of the Steppe Army Contributions of Turkish armies to world history States such as the Mongols and the Ottomans were influenced by the Steppe military tradition Traces of steppe military tradition in today's Turkish army This content provides a basic lesson plan on the formation, structure and war strategies of the army in Steppe Culture.</p>	<p>This course does not have a laboratory.</p>	<p>This week, the pre-reading and discussion-based teaching method will be applied. Students are expected to read the relevant units from the recommended resources before coming to class. In class, the main points of the subject will be discussed with the question-answer method on the texts read and guided discussions will be held among the students. In this way, students' critical thinking skills will be developed and a better understanding of the subject will be ensured.</p>	<p>The Army in Steppe Culture</p>	<p>There is no practice in this course.</p>
12	<p>Social life in ancient Turks was shaped by nomadic and semi-nomadic lifestyle. Family structure, social order, traditions and economic activities are the cornerstones of social life. Family and Social Structure The family is the smallest but most important unit of society. The father has authority, but the mother also has a say. Families came together to form tribes and tribes came together to form "budun". Solidarity and cooperation were essential in the society. Traditions and Customs Toy (feast): Entertainment and meetings where important decisions were taken. Yug (funeral): Ceremonies organized after the deceased. Kimız (horse milk drink): It was served to important guests. Place of Women in Social Life Women were respected in society and could have a say in governance. Khatuns participated in state administration alongside the kaghan. Economic and Daily Life Ancient Turks lived on animal husbandry and were masters of horse breeding. Leather and felt tents (yurts) were used. Trade was carried out especially through the Silk Road. Social life in ancient Turks was based on solidarity and freedom brought by nomadic life. The family structure was strong, women played important roles in social life and traditions regulated social life.</p>	<p>This course does not have a laboratory.</p>	<p>This week, the pre-reading and discussion-based teaching method will be applied. Students are expected to read the relevant units from the recommended resources before coming to class. In class, the main points of the subject will be discussed with the question-answer method on the texts read and guided discussions will be held among the students. In this way, students' critical thinking skills will be developed and a better understanding of the subject will be ensured.</p>	<p>Social Life in Ancient Turks</p>	<p>There is no practice in this course.</p>



Order	PreparationInfo	Laboratory	TeachingMethods	Theoretical	Practise
13	<p>Economic Life in Ancient Turks The economy of the ancient Turks was based on a nomadic and semi-nomadic lifestyle. Livestock was the most important source of livelihood; horses, sheep, cattle and camels were raised. Meat, milk, wool and leather were obtained from these animals. Agriculture was practiced to a limited extent depending on climatic conditions. Trade was also important. Turks made economic gains by trading with China, Iran and Byzantium thanks to their location on the silk and spice routes. Barter was common, but metal coins were also used in time. Handicrafts and mining were developed; blacksmithing was particularly important. Economic life was based on solidarity and sharing. Economic relations between tribes were shaped by animal husbandry and trade.</p>	<p>This course does not have a laboratory.</p>	<p>This week, the pre-reading and discussion-based teaching method will be applied. Students are expected to read the relevant units from the recommended resources before coming to class. In class, the main points of the subject will be discussed with the question-answer method on the texts read and guided discussions will be held among the students. In this way, students' critical thinking skills will be developed and a better understanding of the subject will be ensured.</p>	<p>Economic Life in Ancient Turks</p>	<p>There is no practice in this course.</p>

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Order	PreparationInfo	Laboratory	TeachingMethods	Theoretical	Practise
14	Religion among the Turks of the steppe culture was generally shaped as a reflection of their nomadic lifestyle and their interaction with nature. Animism, the belief in the existence of spirits of beings in nature, has an important place in this culture. Natural phenomena and celestial bodies such as the sun, moon and stars were considered sacred. As a result, religion in the steppe culture of the Turks has been enriched with new beliefs and practices while carrying the traces of the past. This religious and cultural diversity has created the multi-layered structure of Turkish society.	This course does not have a laboratory.	This week, the pre-reading and discussion-based teaching method will be applied. Students are expected to read the relevant units from the recommended resources before coming to class. In class, the main points of the subject will be discussed with the question-answer method on the texts read and guided discussions will be held among the students. In this way, students' critical thinking skills will be developed and a better understanding of the subject will be ensured.	Religion in the Turks of Steppe Culture	There is no practice in this course.

Order	PreparationInfo	Laboratory	TeachingMethods	Theoretical	Practise
15	The roots and historical importance of ancient Turkish literature. Written and oral literature traditions of the Turks. Oral Literature Epics: Important works such as "Köroğlu", "Oğuz Kagan", "Steppe Epic". Structural features and themes of epics. Folk Songs and Songs: Local melodies and words reflecting the life of the people. Written Literature Göktürk Inscriptions: The first written documents and their contents. Uighur Literature: Works developed under the influence of Manichaeism. Narration and Themes Universal themes such as nature, love, war, heroism. The place of shamanism and traditional beliefs in literature.	This course does not have a laboratory.	This week, the pre-reading and discussion-based teaching method will be applied. Students are expected to read the relevant units from the recommended resources before coming to class. In class, the main points of the subject will be discussed with the question-answer method on the texts read and guided discussions will be held among the students. In this way, students' critical thinking skills will be developed and a better understanding of the subject will be ensured.	Literary Culture in Ancient Turks	There is no practice in this course.

16 Final

#### Workload

Activities	Number	PLEASE SELECT TWO DISTINCT LANGUAGES
Vize	1	1,00
Final	1	1,00
Derse Katılım	14	3,00
Ders Öncesi Bireysel Çalışma	14	4,00
Ders Sonrası Bireysel Çalışma	14	3,00
Ara Sınav Hazırlık	1	3,00
Final Sınavı Hazırlık	1	6,00
Araştırma Sunumu	2	3,00
Seminer	2	4,00

Activities	Weight (%)
Ara Sınav	40,00
Final	60,00

Tarih Ana Bilim Dalı / TARİH ( DOKTORA ) X Learning Outcome Relation

	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
L.O. 1													
L.O. 2													
L.O. 3													

Table :

- P.O. 1 :** Tarihe ait olay ve olguları uzmanlık düzeyinde bilimsel yöntem ve teknikler yardımıyla kavramsallaştırır.
- P.O. 2 :** Araştırma süreçlerinde disiplinler arası yaklaşımları kavrar ve kullanır.
- P.O. 3 :** Edindiği uzmanlık düzeyindeki bilgileri tanımlayabilir, eleştirel bir yaklaşımla değerlendirir ve analiz eder.
- P.O. 4 :** Tarihsel verilere ulaşır, yorumlar, güvenilirliğini ve geçerliliğini değerlendirir.
- P.O. 5 :** Çalışmalarında ulusal ve evrensel değerleri önemser ve özümser.
- P.O. 6 :** Tarih alanındaki bir konuya uygun materyal geliştirir, farklı metotlarla bilimsel bir yayın haline getirir.
- P.O. 7 :** Yaşam boyu öğrenme süreçlerini geliştirir.
- P.O. 8 :** Sorumluluğu altındaki birey veya grupların öğrenme süreçlerini yönlendirir.
- P.O. 9 :** Sosyal sorumluluk bilinciyle mesleki proje ve etkinlikleri uzmanlık düzeyinde planlar ve uygular.
- P.O. 10 :** Tarih alanının gerektirdiği yabancı dili Avrupa Dil Portföyü B2 Genel düzeyinde kullanarak sözlü ve yazılı iletişim kurar.
- P.O. 11 :** Bilişim ve iletişim teknolojilerini kullanır ve bu alandaki gelişmeleri takip ederek kendini yeniler.
- P.O. 12 :** Demokrasi, insan hakları, bilimsel ve mesleki değerlere uygun ahlaki davranış kalıpları geliştirir.
- P.O. 13 :** Demokrasi, insan hakları, bilimsel ve mesleki değerlere uygun ahlaki davranış kalıpları geliştirir.
- L.O. 1 :** Bozkır Kültürünü tanımlar ve meydana çıkışı hakkında bilgi verir.
- L.O. 2 :** bozkır Kültürü hakkında bilgi verebilir.
- L.O. 3 :** Bozkır Kültürü Sosyal yapısı ve o kültüre ait devletler hakkında bilgi verir.