

Objectives of the Course

This course aims to examine the political, economic, cultural and social development processes of the Turkic World in the 20th century and to analyse the transformations of Turkic states and communities. Within the scope of the course, the independence struggles of the Turkish World, nation-state formation processes, the effects of the Soviet Union and other global powers, economic restructuring and the change of cultural identities will be examined. In addition, Turkey's relations with the Turkic World will be analysed in the context of regional integration initiatives and contemporary geopolitical dynamics. The main objective of the course is to enable students to comprehend the historical development of the Turkic World and to better understand the current political and cultural structures.

Course Contents

This course provides a comprehensive overview of the political, economic, cultural and social transformations of the Turkic World in the 20th century. The course analyses the historical processes of the independent Turkic states such as Azerbaijan, Kazakhstan, Kyrgyzstan, Turkmenistan and Uzbekistan, as well as the Turkic communities living within the borders of Russia, Iran and China. The struggles for independence, nation-state formation processes and the impact of the Soviet Union on the Turkic peoples are among the main topics of the course. In addition, economic development models, energy policies and the place of the Turkic World in the global system are also discussed in detail. The course aims to reveal the common values and differences of the Turkic peoples by covering the processes of cultural identity construction, alphabet changes, educational policies and literary developments in the region. In addition, Turkey's relations with the Turkic World are evaluated through economic, political and military co-operation with Azerbaijan and the Central Asian Turkic states. Current issues such as the Karabakh conflict, the status of the Caspian Sea, energy security and regional cooperation mechanisms are also among the important focal points of the course. In this framework, the course aims to contribute to students' understanding of the past and present of the Turkic World and to make more informed assessments of the future.

Recommended or Required Reading

Recommended or Required Reading Within the scope of this course, the following books, articles and academic resources are recommended to support the topics of the course and to provide a broader perspective: Ahmet Bican Ercilasun - Turkish World Literature from the Beginning to the Present Ahmet Kanlıdere - Identity and Cultural Policies in Uzbekistan Ahmet Kanlıdere - Language and Ethnic Politics in Uzbekistan Aigul Adibayeva - Media Freedom and Politics in Kazakhstan Aigul Adibayeva - Media and Political Control in Kazakhstan Ali Asker - Turkish Communities in Russia: Law and Politics Ali Fuat Göksel - Political Change and Democratisation in Kyrgyzstan Aslıhan P. Türk - Political System and Parties in Kyrgyzstan Aşkın Kıya - Turkmenistan's Neutrality Policy and Its Regional Implications Aşkın Kıya - Turkmenistan's Foreign Policy and Global Actors Aygun Attar - Cultural Identity and Modernisation in Azerbaijan Aynura Elemanova - Media Freedom and Politics in Kyrgyzstan Banu Mustafa - Azerbaijan Press: Birth and Development Cengiz Buyar - Kyrgyz Literature and Social Transformation Cengiz Buyar - Modernisation in Kyrgyz Literature and Historiography Emre Erşen - Kazakhstan's Foreign Policy: Geopolitics and Security Emre Erşen - Kazakhstan's Multi-Vector Foreign Policy Emre Erşen - Uzbekistan's Regional Policies and Identity Dynamics Emre Erşen - Turkey-Uzbekistan Relations: History and Politics Erhan Güven - Turkic Republics in Russia: Economic and Social Transformation Erkin Akhmadov - Ethnic Diversity and Language Policies in Kyrgyzstan Erkin Akhmadov - Ethnic Diversity and Social Transformation in Kyrgyzstan Firudin Aghasioglu Jalilov - Jadidism and National Awakening in Azerbaijan Fuat Aksu - Political Transformation in Kazakhstan and Nazarbayev Era Fuat Aksu - Turkey-Turkmenistan Relations: Historical and Strategic Dimensions Hakan Kırımlı - National Identity and National Movement among Crimean Tatars Hasan Ali Karasar - Kazakhstan: Ethnic Structure and Nation Building Hasan Ali Karasar - Authoritarianism and Modernisation in Kazakhstan Hikmet Aslanoğlu - Innovation Movements and National Identity in Azerbaijan Ibrahim Kafesoglu - Turkish National Culture İbrahim Kekeç - National Identity and Historiography in Kyrgyzstan Ibrahim Kekeç - Kyrgyz Historiography and Ethnic Origin Debates İlhami Işık - Public Administration and Local Governments in Azerbaijan İlınur Minnullin - Turkic Peoples in Russia: Autonomy and Politics İsmail Yıldız - Kazakhstan Economy: From Planned Economy to Market Economy Mehmet Saray - History of Azerbaijan Turks Mustafa Aydın - Turkey-Azerbaijan Relations in the Caucasus Mustafa Kibaroglu - Turkmenistan's Energy Policies and Economic Strategies Mustafa Öner - Chuvash and Gagauz: Identity and Cultural Heritage Nadir Devlet - Identity and Nationalism in Post-Soviet Uzbekistan Nadir Devlet - Uzbekistan: Post-Soviet Transformation and Modernisation Nâzım Hikmet Polat - Azerbaijan Press History Nergis Biçer - İsmail Gaspiralı and Jadidism in the Turkic World Nergiz Mehdiyeva - Media and Social Transformation in Azerbaijan Nesib Nesibli - Azerbaijan: Independence and After Nurcan Özgür Baklacioğlu - Language Policies and Identity Construction in Kyrgyzstan Nuri Yavuz - Identity and Language Policies in Kazakhstan Orhan Kavuncu - Modernisation in Azerbaijan Literature Orazpolat Eke - Turkmen Identity: Cultural Transformation and National Construction Pinar Akcalı - Fergana Valley: Conflict Dynamics and Security Pinar Akcalı - Regional Policies and Security Strategies of Kyrgyzstan Serdar Sahin - Turkmenistan: Politics and Power Structure Shevket Ozkan - Economy of Uzbekistan: Transition and Reforms Shuhrat Babahanov - Media and Politics in Uzbekistan Shingis Ibrayev - Kazakhstan's Energy Policies and Strategic Importance Shingis Ibrayev - Oil and Politics in Kazakhstan Tuncer Baykara - Studies on the History of Identity and Culture in Azerbaijan Yavuz Akpınar - An Overview of Azerbaijan Turkish Literature Yavuz Akpınar - Studies in Azerbaijani Literature Yavuz Akpınar - History of Uzbek Literature Yavuz Akpınar (ed.) - İsmail Gaspiralı: Selected Works (On Language, Education, Culture) Zafer Karatay - Shahriyar: Life and Works Vugar İmanbeyli - Azerbaijan Economy: Soviet Legacy and Transformation

Planned Learning Activities and Teaching Methods

This course aims to provide a comprehensive overview of the historical, political and cultural developments of the Turkic world in the 20th century. The learning process is structured in a way to enable students to analyse historical events, comprehend cause-effect relationships and understand the socio-political transformations of the Turkic world. Students are expected to conduct research on the topics and develop critical thinking skills. In addition, maps, graphics and visual materials will be used to enrich the course content. Question-answer method will be used to encourage active participation of students.

Recommended Optional Programme Components

Within the scope of this course, students are advised to make some preliminary preparations in order to better comprehend the political, economic and cultural transformations of the Turkic world in the 20th century. In order to approach the topics of the course in a more informed manner, students are expected to study the main sources on the general history of the Turkic world and familiarise themselves with the developments in the Ottoman, Tsarist Russian and Soviet Union periods. In addition, it is important to follow current academic publications that will help them understand the current political, economic and social situation of independent Turkic states and communities. For a better understanding of the topics examined in the course, it will be useful to learn the policies of international organisations (UN, Council of Europe, Organisation of Turkic States, etc.) towards the Turkic world as well as documentaries and academic articles on the region. In addition, reading sources based on field studies and research conducted in different parts of the Turkic world will provide a more in-depth perspective on the content of the course. Students are expected to actively participate in the course and contribute to the course discussions.

Instructor's Assistants

No helpers are available.

Presentation Of Course

Face-to-Face Education

Dersi Veren Öğretim Elemanları

Assoc. Prof. Dr. Tekin Tuncer

1. Ability to Analyze Historical Processes: Students will be able to evaluate the political, economic, and cultural transformations of the Turkic world in the 20th century within a historical context, analyzing the influence of Tsarist Russia and the Soviet Union after the Ottoman era.
2. Understanding Independence and Nation-State Formation Processes: Students will examine the political, economic, and social challenges faced by newly independent Turkic states following the dissolution of the Soviet Union and assess the impact of these processes on contemporary developments.
3. Competency in Evaluating Geopolitical and Economic Dynamics: Students will critically analyze the role of the Turkic world in the global system, including energy policies and economic integration efforts.
4. Academic Research and Source Utilization Skills: Students will develop the ability to analyze historical documents, academic sources, and statistical data, making scientific inferences and assessing different perspectives.
5. Critical Evaluation of Contemporary Developments: Students will comprehend the global and regional challenges faced by the Turkic world, engage in academic discussions on future scenarios, and conduct political analyses on current issues.

Weekly Contents

Order	PreparationInfo	Laboratory TeachingMethods	Theoretical	Practise
1	<p>This week, the following topics will be covered: 1. The Emergence and Development of the Press in Azerbaijan 2. The Impact of the Press on National Identity and Independence 3. The Jadid Movement and Its Reflections in Azerbaijan 4. The Role of Azerbaijani Literature in the Modernization Process 5. Media Policies During the Soviet Era and After Independence 6. Contributions of Key Figures Such as Şehriyar, Caferoğlu, Gasprali, and Others To prepare for the topic, selected sections from the following sources should be read: Ahmet Bican Ercilasun - Turkish World Literature from the Beginning to the Present Banu Mustafa - Azerbaijan Press: Birth and Development Firudin Aghasioglu Jalilov - Jadidism and National Awakening in Azerbaijan (Turkish translation) Hikmet Aslanoğlu - Innovation Movements and National Identity in Azerbaijan Mehmet Saray - History of Azerbaijan Turks Nâzım Hikmet Polat - Azerbaijan Press History Nergis Biçer - Ismail Gasprali and Jadidism in the Turkic World Orhan Kavuncu - Modernisation in Azerbaijan Literature Tuncer Baykara - Studies on the History of Identity and Culture in Azerbaijan Yavuz Akpinar - An Overview of Azerbaijan Turkish Literature Yılmaz Öztuna - History of Great Turkey (chapters on Azerbaijan) Zafer Karatay - Shahriyar: Life and Works Students are expected to read the relevant sections of these selected sources, take notes on the main ideas, and be prepared to participate in class discussions.</p>	<p>Courses will be conducted face-to-face, and students are expected to participate actively in the process. The teaching method is based on the following core components: 1. Interactive Instruction In the courses, not only knowledge transfer but also discussion-based teaching methods will be applied. Students will be given the opportunity to reflect on topics, conduct analysis, and express their own opinions. The instructor will provide explanatory answers to students' questions and, when necessary, create a discussion environment. 2. Historical and Critical Analysis While addressing the topics, students will be expected to evaluate the causes and consequences of events. They will also be encouraged to compare perspectives from different sources and establish cause-and-effect relationships. 3. Active Student Participation Students will take an active role in the learning process by asking questions, sharing opinions, and engaging in discussions throughout the course. They will be provided with opportunities to interpret texts, make inferences, and develop their own analyses. Students are expected to read the recommended sources before class, take notes, and use these notes to contribute to the lessons. 4. Practical Examples and Case Studies In certain parts of the courses, topics will be examined through case study methods. Students will be asked to evaluate and interpret the studied processes and events from their own perspectives. 5. Discussion and Question-Answer At the end of each class, students will be encouraged to ask questions and provide comments actively; in this way, the topics will be assessed from multiple perspectives.</p>	<p>1. The Emergence and Development of the Press in Azerbaijan 2. The Impact of the Press on National Identity and Independence 3. The Jadid Movement and Its Reflections in Azerbaijan 4. The Role of Azerbaijani Literature in the Modernization Process 5. Media Policies During the Soviet Era and After Independence 6. Contributions of Key Figures Such as Şehriyar, Caferoğlu, Gasprali, and Others</p>	

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2	<p>This week, the following topics will be covered: 1. The Emergence and Modernization Process of the Azerbaijani Press 2. The Role and Impact of the Press in Identity Formation 3. The Reflections of the Jadid Movement in Azerbaijan 4. The Influence of Azerbaijani Literature on National Identity 5. Media Policies During the Soviet Era and After Independence 6. Contributions of Prominent Literary Figures: Gasprali, Caferoğlu, Şehriyar, and Others To prepare for the topic, selected sections from the following sources should be read: Nâzım Hikmet Polat - Azerbaijan Press History Hikmet Aslanoğlu - Innovation Movements and National Identity in Azerbaijan Nergis Biçer - İsmail Gasprali and Jadidism in the Turkic World Yavuz Akpınar - Studies in Azerbaijani Literature Banu Mustafa - Azerbaijan Press: Birth and Development Yavuz Akpınar (ed.) - İsmail Gasprali: Selected Works (On Language, Education, Culture) Students are expected to read the relevant sections of these selected sources, take notes on the main ideas, and be prepared to participate in class discussions.</p>	<p>Courses will be conducted face-to-face, and students are expected to participate actively in the process. The teaching method is based on the following core components: 1. Interactive Instruction In the courses, not only knowledge transfer but also discussion-based teaching methods will be applied. Students will be given the opportunity to reflect on topics, conduct analysis, and express their own opinions. The instructor will provide explanatory answers to students' questions and, when necessary, create a discussion environment. 2. Historical and Critical Analysis While addressing the topics, students will be expected to evaluate the causes and consequences of events. They will also be encouraged to compare perspectives from different sources and establish cause-and-effect relationships. 3. Active Student Participation Students will take an active role in the learning process by asking questions, sharing opinions, and engaging in discussions throughout the course. They will be provided with opportunities to interpret texts, make inferences, and develop their own analyses. Students are expected to read the recommended sources before class, take notes, and use these notes to contribute to the lessons. 4. Practical Examples and Case Studies In certain parts of the courses, topics will be examined through case study methods. Students will be asked to evaluate and interpret the studied processes and events from their own perspectives. 5. Discussion and Question-Answer At the end of each class, students will be encouraged to ask questions and provide comments actively; in this way, the topics will be assessed from multiple perspectives.</p>	<p>1. The Emergence and Modernization Process of the Azerbaijani Press 2. The Role and Impact of the Press in Identity Formation 3. The Reflections of the Jadid Movement in Azerbaijan 4. The Influence of Azerbaijani Literature on National Identity 5. Media Policies During the Soviet Era and After Independence 6. Contributions of Prominent Literary Figures: Gasprali, Caferoğlu, Şehriyar, and Others</p>	

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3	<p>This week, the following topics will be covered:</p> <ol style="list-style-type: none"> 1. Post-Independence State Structure in Azerbaijan 2. Public Administration and Local Government Reforms 3. Administrative Systems in the Context of Azerbaijan–Turkey Relations 4. Post-Soviet Economic Transformation and Transition to a Market Economy 5. Reconstruction of Educational, Media, and Cultural Institutions 6. The Role of the Press in the Socio-Political Structure and Identity-Building Process <p>To prepare for the topic, selected sections from the following sources should be read: Nesib Nesibli - Azerbaijan: Independence and After İlhami Işık - Public Administration and Local Governments in Azerbaijan Mustafa Aydin - Turkey-Azerbaijan Relations in the Caucasus Vugar İmanbeyli - Azerbaijan Economy: Soviet Legacy and Transformation Aygun Attar - Cultural Identity and Modernisation in Azerbaijan Nergiz Mehdiyeva - Media and Social Transformation in Azerbaijan</p> <p>Students are expected to read the relevant sections of these selected sources, take notes on the main ideas, and be prepared to participate in class discussions.</p>	<p>Courses will be conducted face-to-face, and students are expected to participate actively in the process. The teaching method is based on the following core components:</p> <ol style="list-style-type: none"> 1. Interactive Instruction In the courses, not only knowledge transfer but also discussion-based teaching methods will be applied. Students will be given the opportunity to reflect on topics, conduct analysis, and express their own opinions. The instructor will provide explanatory answers to students' questions and, when necessary, create a discussion environment. 2. Historical and Critical Analysis While addressing the topics, students will be expected to evaluate the causes and consequences of events. They will also be encouraged to compare perspectives from different sources and establish cause-and-effect relationships. 3. Active Student Participation Students will take an active role in the learning process by asking questions, sharing opinions, and engaging in discussions throughout the course. They will be provided with opportunities to interpret texts, make inferences, and develop their own analyses. Students are expected to read the recommended sources before class, take notes, and use these notes to contribute to the lessons. 4. Practical Examples and Case Studies In certain parts of the courses, topics will be examined through case study methods. Students will be asked to evaluate and interpret the studied processes and events from their own perspectives. 5. Discussion and Question-Answer At the end of each class, students will be encouraged to ask questions and provide comments actively; in this way, the topics will be assessed from multiple perspectives. 	<ol style="list-style-type: none"> 1. Post-Independence State Structure in Azerbaijan 2. Public Administration and Local Government Reforms 3. Administrative Systems in the Context of Azerbaijan–Turkey Relations 4. Post-Soviet Economic Transformation and Transition to a Market Economy 5. Reconstruction of Educational, Media, and Cultural Institutions 6. The Role of the Press in the Socio-Political Structure and Identity-Building Process 	

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4	<p>This week, the following topics will be covered: 1. Kazakhstan's Process of Seceding from the Soviet Union and Declaration of Independence 2. Reforms During the Nazarbayev Era and the Construction of the Political System 3. Economic Transition: From Communism to a Market Economy 4. Kazakhstan's Geopolitical Position and Foreign Policy 5. Ethnic Composition and Demographic Transformations 6. Kazakhstan's Energy Policies and International Investments To prepare for the topic, selected sections from the following sources should be read: Fuat Aksu - Political Transformation in Kazakhstan and Nazarbayev Era Ismail Yildiz - Kazakhstan Economy: From Planned Economy to Market Economy Emre Erşen - Kazakhstan's Foreign Policy: Geopolitics and Security Hasan Ali Karasar - Kazakhstan: Ethnic Structure and Nation Building Shingis Ibrayev - Kazakhstan's Energy Policies and Strategic Importance Students are expected to read the relevant sections of these selected sources, take notes on the main ideas, and be prepared to participate in class discussions.</p>		<p>Courses will be conducted face-to-face, and students are expected to participate actively in the process. The teaching method is based on the following core components: 1. Interactive Instruction In the courses, not only knowledge transfer but also discussion-based teaching methods will be applied. Students will be given the opportunity to reflect on topics, conduct analysis, and express their own opinions. The instructor will provide explanatory answers to students' questions and, when necessary, create a discussion environment. 2. Historical and Critical Analysis While addressing the topics, students will be expected to evaluate the causes and consequences of events. They will also be encouraged to compare perspectives from different sources and establish cause-and-effect relationships. 3. Active Student Participation Students will take an active role in the learning process by asking questions, sharing opinions, and engaging in discussions throughout the course. They will be provided with opportunities to interpret texts, make inferences, and develop their own analyses. Students are expected to read the recommended sources before class, take notes, and use these notes to contribute to the lessons. 4. Practical Examples and Case Studies In certain parts of the courses, topics will be examined through case study methods. Students will be asked to evaluate and interpret the studied processes and events from their own perspectives. 5. Discussion and Question-Answer At the end of each class, students will be encouraged to ask questions and provide comments actively; in this way, the topics will be assessed from multiple perspectives.</p>	<p>1. Kazakhstan's Process of Seceding from the Soviet Union and Declaration of Independence 2. Reforms During the Nazarbayev Era and the Construction of the Political System 3. Economic Transition: From Communism to a Market Economy 4. Kazakhstan's Geopolitical Position and Foreign Policy 5. Ethnic Composition and Demographic Transformations 6. Kazakhstan's Energy Policies and International Investments</p>	

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5	<p>This week, the following topics will be covered: 1. The Evolution of the Political Structure in Post-Soviet Kazakhstan 2. Economic Reform Processes and the Transition to a Market Economy 3. Kazakhstan's Multi-Faceted Foreign Policy and Regional Strategies 4. Ethnic Composition, Language Policies, and Identity-Building 5. Natural Resource Management and the Impact of Energy Policies on Domestic Politics 6. Media and Press Freedom Debates in Kazakhstan To prepare for the topic, selected sections from the following sources should be read: Fuat Aksu - Political Transformation in Kazakhstan and Nazarbayev Era Ismail Yildiz - Kazakhstan Economy: From Planned Economy to Market Economy Emre Erşen - Kazakhstan's Foreign Policy: Geopolitics and Security Hasan Ali Karasar - Kazakhstan: Ethnic Structure and Nation Building Shingis Ibrayev - Kazakhstan's Energy Policies and Strategic Importance Aigul Adibayeva - Media Freedom and Politics in Kazakhstan Students are expected to read the relevant sections of these selected sources, take notes on the main ideas, and be prepared to participate in class discussions.</p>	<p>Courses will be conducted face-to-face, and students are expected to participate actively in the process. The teaching method is based on the following core components: 1. Interactive Instruction In the courses, not only knowledge transfer but also discussion-based teaching methods will be applied. Students will be given the opportunity to reflect on topics, conduct analysis, and express their own opinions. The instructor will provide explanatory answers to students' questions and, when necessary, create a discussion environment. 2. Historical and Critical Analysis While addressing the topics, students will be expected to evaluate the causes and consequences of events. They will also be encouraged to compare perspectives from different sources and establish cause-and-effect relationships. 3. Active Student Participation Students will take an active role in the learning process by asking questions, sharing opinions, and engaging in discussions throughout the course. They will be provided with opportunities to interpret texts, make inferences, and develop their own analyses. Students are expected to read the recommended sources before class, take notes, and use these notes to contribute to the lessons. 4. Practical Examples and Case Studies In certain parts of the courses, topics will be examined through case study methods. Students will be asked to evaluate and interpret the studied processes and events from their own perspectives. 5. Discussion and Question-Answer At the end of each class, students will be encouraged to ask questions and provide comments actively; in this way, the topics will be assessed from multiple perspectives.</p>	<p>1. The Evolution of the Political Structure in Post-Soviet Kazakhstan 2. Economic Reform Processes and the Transition to a Market Economy 3. Kazakhstan's Multi-Faceted Foreign Policy and Regional Strategies 4. Ethnic Composition, Language Policies, and Identity-Building 5. Natural Resource Management and the Impact of Energy Policies on Domestic Politics 6. Media and Press Freedom Debates in Kazakhstan</p>	

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7	<p>This week, the following topics will be covered: 1. Post-Independence Political Structure of Kyrgyzstan and the Democratization Process 2. Formation of Kyrgyz Identity and the Impact of Historical Events on Nation-Building 3. Media and Freedom of Expression in Kyrgyzstan: Contributions and Limitations to Democratization 4. The Impact of Ethnic and Language Policies on Social Structure 5. Fergana Valley Conflicts and Regional Security Policies 6. The Role of Kyrgyz Literature in Social Change</p> <p>To prepare for the topic, selected sections from the following sources should be read: Ali Fuat Göksel - Political Change and Democratisation in Kyrgyzstan İbrahim Kekeç - National Identity and Historiography in Kyrgyzstan Aynura Elemanova - Media Freedom and Politics in Kyrgyzstan Erkin Akhmadov - Ethnic Diversity and Language Policies in Kyrgyzstan Pinar Akcali - Fergana Valley: Conflict Dynamics and Security Cengiz Buyar - Kyrgyz Literature and Social Transformation</p> <p>Students are expected to read the relevant sections of these selected sources, take notes on the main ideas, and be prepared to participate in class discussions.</p>	<p>Courses will be conducted face-to-face, and students are expected to participate actively in the process. The teaching method is based on the following core components: 1. Interactive Instruction In the courses, not only knowledge transfer but also discussion-based teaching methods will be applied. Students will be given the opportunity to reflect on topics, conduct analysis, and express their own opinions. The instructor will provide explanatory answers to students' questions and, when necessary, create a discussion environment. 2. Historical and Critical Analysis While addressing the topics, students will be expected to evaluate the causes and consequences of events. They will also be encouraged to compare perspectives from different sources and establish cause-and-effect relationships. 3. Active Student Participation Students will take an active role in the learning process by asking questions, sharing opinions, and engaging in discussions throughout the course. They will be provided with opportunities to interpret texts, make inferences, and develop their own analyses. Students are expected to read the recommended sources before class, take notes, and use these notes to contribute to the lessons. 4. Practical Examples and Case Studies In certain parts of the courses, topics will be examined through case study methods. Students will be asked to evaluate and interpret the studied processes and events from their own perspectives. 5. Discussion and Question-Answer At the end of each class, students will be encouraged to ask questions and provide comments actively; in this way, the topics will be assessed from multiple perspectives.</p>	<p>1. Post-Independence Political Structure of Kyrgyzstan and the Democratization Process 2. Formation of Kyrgyz Identity and the Impact of Historical Events on Nation-Building 3. Media and Freedom of Expression in Kyrgyzstan: Contributions and Limitations to Democratization 4. The Impact of Ethnic and Language Policies on Social Structure 5. Fergana Valley Conflicts and Regional Security Policies 6. The Role of Kyrgyz Literature in Social Change</p>	

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9	<p>This week, the following topics will be covered: 1. The Political Structure of Kyrgyzstan and the Democratization Process 2. Ethnic Identity and Social Transformations 3. History Writing and Identity in Post-Soviet Kyrgyzstan 4. Language Policies and Their Impact on National Identity 5. Kyrgyzstan's Regional Relations and Foreign Policy Strategies To prepare for the topic, selected sections from the following sources should be read: Ali Fuat Göksel - Political Change and Democratisation in Kyrgyzstan Erkin Akhmadov - Ethnic Diversity and Social Transformation in Kyrgyzstan İbrahim Kekeç - National Identity and Historiography in Kyrgyzstan Nurcan Özgür Baklacioğlu - Language Policies and Identity Construction in Kyrgyzstan Pinar Akcali - Regional Policies and Security Strategies of Kyrgyzstan Students are expected to read the relevant sections of these selected sources, take notes on the main ideas, and be prepared to participate in class discussions.</p>	<p>Courses will be conducted face-to-face, and students are expected to participate actively in the process. The teaching method is based on the following core components: 1. Interactive Instruction In the courses, not only knowledge transfer but also discussion-based teaching methods will be applied. Students will be given the opportunity to reflect on topics, conduct analysis, and express their own opinions. The instructor will provide explanatory answers to students' questions and, when necessary, create a discussion environment. 2. Historical and Critical Analysis While addressing the topics, students will be expected to evaluate the causes and consequences of events. They will also be encouraged to compare perspectives from different sources and establish cause-and-effect relationships. 3. Active Student Participation Students will take an active role in the learning process by asking questions, sharing opinions, and engaging in discussions throughout the course. They will be provided with opportunities to interpret texts, make inferences, and develop their own analyses. Students are expected to read the recommended sources before class, take notes, and use these notes to contribute to the lessons. 4. Practical Examples and Case Studies In certain parts of the courses, topics will be examined through case study methods. Students will be asked to evaluate and interpret the studied processes and events from their own perspectives. 5. Discussion and Question-Answer At the end of each class, students will be encouraged to ask questions and provide comments actively; in this way, the topics will be assessed from multiple perspectives.</p>	<p>1. The Political Structure of Kyrgyzstan and the Democratization Process 2. Ethnic Identity and Social Transformations 3. History Writing and Identity in Post-Soviet Kyrgyzstan 4. Language Policies and Their Impact on National Identity 5. Kyrgyzstan's Regional Relations and Foreign Policy Strategies</p>	

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10	<p>This week, the following topics will be covered: 1. Kyrgyzstan's Independence Process and Political Transformation 2. Functioning of the Parliamentary System and the Role of Political Parties 3. Kyrgyz Ethnogenesis and Controversial Issues in Historiography 4. The Fergana Valley and Ethnic Conflicts 5. Language Policies and Identity-Building in Kyrgyzstan 6. The Modernization Process of Kyrgyz Literature and Historiography To prepare for the topic, selected sections from the following sources should be read: Ali Fuat Göksel - Political Change and Democratisation in Kyrgyzstan Aslıhan P. Türk - Political System and Parties in Kyrgyzstan İbrahim Kekeç - Kyrgyz Historiography and Ethnic Origin Debates Pinar Akcali - Fergana Valley: Conflict Dynamics and Security Nurcan Özgür Baklacioğlu - Language Policies and Identity Construction in Kyrgyzstan Cengiz Buyar - Modernisation in Kyrgyz Literature and Historiography Students are expected to read the relevant sections of these selected sources, take notes on the main ideas, and be prepared to participate in class discussions.</p>	<p>Courses will be conducted face-to-face, and students are expected to participate actively in the process. The teaching method is based on the following core components: 1. Interactive Instruction In the courses, not only knowledge transfer but also discussion-based teaching methods will be applied. Students will be given the opportunity to reflect on topics, conduct analysis, and express their own opinions. The instructor will provide explanatory answers to students' questions and, when necessary, create a discussion environment. 2. Historical and Critical Analysis While addressing the topics, students will be expected to evaluate the causes and consequences of events. They will also be encouraged to compare perspectives from different sources and establish cause-and-effect relationships. 3. Active Student Participation Students will take an active role in the learning process by asking questions, sharing opinions, and engaging in discussions throughout the course. They will be provided with opportunities to interpret texts, make inferences, and develop their own analyses. Students are expected to read the recommended sources before class, take notes, and use these notes to contribute to the lessons. 4. Practical Examples and Case Studies In certain parts of the courses, topics will be examined through case study methods. Students will be asked to evaluate and interpret the studied processes and events from their own perspectives. 5. Discussion and Question-Answer At the end of each class, students will be encouraged to ask questions and provide comments actively; in this way, the topics will be assessed from multiple perspectives.</p>	<p>1. Kyrgyzstan's Independence Process and Political Transformation 2. Functioning of the Parliamentary System and the Role of Political Parties 3. Kyrgyz Ethnogenesis and Controversial Issues in Historiography 4. The Fergana Valley and Ethnic Conflicts 5. Language Policies and Identity-Building in Kyrgyzstan 6. The Modernization Process of Kyrgyz Literature and Historiography</p>	

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11	<p>This week, the following topics will be covered: 1. The Historical Context of Uzbekistan and Its Place in Turkestan 2. Cultural and Political Factors in the Formation of Uzbek Identity 3. Identity Transformation During the Soviet Era and After Independence 4. The Role of Media and the Press in Uzbekistan 5. Modern Uzbek Literature and National Consciousness 6. The Impact of Regional Policies on Uzbek Identity To prepare for the topic, selected sections from the following sources should be read: Ibrahim Kafesoglu - Turkish National Culture Ahmet Kanlıdere - Identity and Cultural Policies in Uzbekistan Nadir Devlet - Identity and Nationalism in Post-Soviet Uzbekistan Shuhrat Babahanov - Media and Politics in Uzbekistan Yavuz Akpinar - History of Uzbek Literature Emre Erşen - Uzbekistan's Regional Policies and Identity Dynamics Students are expected to read the relevant sections of these selected sources, take notes on the main ideas, and be prepared to participate in class discussions.</p>	<p>Courses will be conducted face-to-face, and students are expected to participate actively in the process. The teaching method is based on the following core components: 1. Interactive Instruction In the courses, not only knowledge transfer but also discussion-based teaching methods will be applied. Students will be given the opportunity to reflect on topics, conduct analysis, and express their own opinions. The instructor will provide explanatory answers to students' questions and, when necessary, create a discussion environment. 2. Historical and Critical Analysis While addressing the topics, students will be expected to evaluate the causes and consequences of events. They will also be encouraged to compare perspectives from different sources and establish cause-and-effect relationships. 3. Active Student Participation Students will take an active role in the learning process by asking questions, sharing opinions, and engaging in discussions throughout the course. They will be provided with opportunities to interpret texts, make inferences, and develop their own analyses. Students are expected to read the recommended sources before class, take notes, and use these notes to contribute to the lessons. 4. Practical Examples and Case Studies In certain parts of the courses, topics will be examined through case study methods. Students will be asked to evaluate and interpret the studied processes and events from their own perspectives. 5. Discussion and Question-Answer At the end of each class, students will be encouraged to ask questions and provide comments actively; in this way, the topics will be assessed from multiple perspectives.</p>	<p>1. The Historical Context of Uzbekistan and Its Place in Turkestan 2. Cultural and Political Factors in the Formation of Uzbek Identity 3. Identity Transformation During the Soviet Era and After Independence 4. The Role of Media and the Press in Uzbekistan 5. Modern Uzbek Literature and National Consciousness 6. The Impact of Regional Policies on Uzbek Identity</p>	

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12	<p>This week, the following topics will be covered: 1. Uzbekistan's Modernization Process and Post-Independence Policies 2. Turkic-Uzbek Relations and Turkey's Role 3. Ethnic and Language Policies in Uzbekistan 4. Post-Soviet Nation-Building and Historical Perception 5. Uzbek Literature and Cultural Development 6. Economic Reforms and the Transition Process To prepare for the topic, selected sections from the following sources should be read: Nadir Devlet - Uzbekistan: Post-Soviet Transformation and Modernisation Emre Erşen - Turkey-Uzbekistan Relations: History and Politics Ahmet Kanlıdere - Language and Ethnic Politics in Uzbekistan Yavuz Akpınar - History of Uzbek Literature Shevket Ozkan - Economy of Uzbekistan: Transition and Reforms Students are expected to read the relevant sections of these selected sources, take notes on the main ideas, and be prepared to participate in class discussions.</p>	<p>Courses will be conducted face-to-face, and students are expected to participate actively in the process. The teaching method is based on the following core components: 1. Interactive Instruction In the courses, not only knowledge transfer but also discussion-based teaching methods will be applied. Students will be given the opportunity to reflect on topics, conduct analysis, and express their own opinions. The instructor will provide explanatory answers to students' questions and, when necessary, create a discussion environment. 2. Historical and Critical Analysis While addressing the topics, students will be expected to evaluate the causes and consequences of events. They will also be encouraged to compare perspectives from different sources and establish cause-and-effect relationships. 3. Active Student Participation Students will take an active role in the learning process by asking questions, sharing opinions, and engaging in discussions throughout the course. They will be provided with opportunities to interpret texts, make inferences, and develop their own analyses. Students are expected to read the recommended sources before class, take notes, and use these notes to contribute to the lessons. 4. Practical Examples and Case Studies In certain parts of the courses, topics will be examined through case study methods. Students will be asked to evaluate and interpret the studied processes and events from their own perspectives. 5. Discussion and Question-Answer At the end of each class, students will be encouraged to ask questions and provide comments actively; in this way, the topics will be assessed from multiple perspectives.</p>	<p>1. Uzbekistan's Modernization Process and Post-Independence Policies 2. Turkic-Uzbek Relations and Turkey's Role 3. Ethnic and Language Policies in Uzbekistan 4. Post-Soviet Nation-Building and Historical Perception 5. Uzbek Literature and Cultural Development 6. Economic Reforms and the Transition Process</p>	

Order	PreparationInfo	Laboratory TeachingMethods	Theoretical	Practise
13	<p>This week, the following topics will be covered: 1. Post-Independence Political Structure of Turkmenistan and the Regime Model 2. The Country's Neutrality Policy in Foreign Affairs 3. Key Dynamics of Turkmenistan's Economy and the Energy Sector 4. Post-Soviet Cultural Transformation and the Construction of Turkmen Identity 5. Turkey–Turkmenistan Relations and Areas of Cooperation To prepare for the topic, selected sections from the following sources should be read: Serdar Sahin - Turkmenistan: Politics and Power Structure Aşkın Kıya - Turkmenistan's Neutrality Policy and Its Regional Implications Mustafa Kibaroglu - Turkmenistan's Energy Policies and Economic Strategies Orazpolat Eke - Turkmen Identity: Cultural Transformation and National Construction Fuat Aksu - Turkey-Turkmenistan Relations: Historical and Strategic Dimensions Students are expected to read the relevant sections of these selected sources, take notes on the main ideas, and be prepared to participate in class discussions.</p>	<p>Courses will be conducted face-to-face, and students are expected to participate actively in the process. The teaching method is based on the following core components: 1. Interactive Instruction In the courses, not only knowledge transfer but also discussion-based teaching methods will be applied. Students will be given the opportunity to reflect on topics, conduct analysis, and express their own opinions. The instructor will provide explanatory answers to students' questions and, when necessary, create a discussion environment. 2. Historical and Critical Analysis While addressing the topics, students will be expected to evaluate the causes and consequences of events. They will also be encouraged to compare perspectives from different sources and establish cause-and-effect relationships. 3. Active Student Participation Students will take an active role in the learning process by asking questions, sharing opinions, and engaging in discussions throughout the course. They will be provided with opportunities to interpret texts, make inferences, and develop their own analyses. Students are expected to read the recommended sources before class, take notes, and use these notes to contribute to the lessons. 4. Practical Examples and Case Studies In certain parts of the courses, topics will be examined through case study methods. Students will be asked to evaluate and interpret the studied processes and events from their own perspectives. 5. Discussion and Question-Answer At the end of each class, students will be encouraged to ask questions and provide comments actively; in this way, the topics will be assessed from multiple perspectives.</p>	<p>1. Post-Independence Political Structure of Turkmenistan and the Regime Model 2. The Country's Neutrality Policy in Foreign Affairs 3. Key Dynamics of Turkmenistan's Economy and the Energy Sector 4. Post-Soviet Cultural Transformation and the Construction of Turkmen Identity 5. Turkey–Turkmenistan Relations and Areas of Cooperation</p>	

Order	PreparationInfo	Laboratory TeachingMethods	Theoretical	Practise
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	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															
L.O. 4															
L.O. 5															

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 :	Alanyla 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 :	Tarihsel Süreçleri Analiz Etme Yetkinliği: Öğrenciler, 20. yüzyılda Türk dünyasının geçirdiği siyasi, ekonomik ve kültürel dönüşümleri tarihsel bağlamda değerlendirebilecek, Osmanlı sonrası süreçte Çarlık Rusyası ve Sovyetler Birliği'nin etkilerini analiz edebilecektir.
L.O. 2 :	Bağımsızlık ve Ulus-Devletleşme Süreçlerini Kavrama: Öğrenciler, Sovyetler Birliği'nin dağılmasının ardından bağımsızlığını kazanan Türk devletlerinin karşılaştıkları siyasi, ekonomik ve toplumsal zorlukları inceleyerek, bu süreçlerin günümüzdeki etkilerini değerlendirebilecektir.
L.O. 3 :	Jeopolitik ve Ekonomik Dinamikleri Değerlendirme Yetkinliği: Öğrenciler, Türk dünyasının küresel sistemdeki rolünü, enerji politikalarını ve ekonomik entegrasyon süreçlerini eleştirel bir bakış açısıyla inceleyebilecektir.
L.O. 4 :	Akademik Araştırma ve Kaynak Kullanma Becerisi: Öğrenciler, tarihsel belgeleri, akademik kaynakları ve istatistiki verileri analiz ederek, bilimsel yöntemlerle çıkarımlarda bulunabilecek ve farklı bakış açılarını değerlendirebilecektir.
L.O. 5 :	Güncel Gelişmeleri Eleştirel Değerlendirme Yeteneği: Öğrenciler, Türk dünyasının karşılaştığı güncel küresel ve bölgesel meydan okumaları kavrayarak, geleceğe yönelik senaryolar üzerine akademik tartışmalar yapabilecek ve politik analizler geliştirebilecektir.