

Objectives of the Course

The objective of this course is to provide students with a comprehensive understanding of the emergence, expansion, and political, social, and cultural structure of the Seljuk State. The course covers the Seljuks’ origins among the Oghuz tribes, their migrations, relations with neighboring powers such as the Ghaznavids, the Karakhanids, and the Abbasids, their conflicts with Byzantium, and the conquest of Anatolia. Key events such as the Battles of Dandanqan and Manzikert, the reigns of Alp Arslan and Malikshah, the expansion of the empire, the structure of government, the legal basis of sovereignty, and relations with the Abbasid Caliphate will be examined. Furthermore, students will explore the Seljuk system of administration, the military and iqta system, court life, titles and symbols of sovereignty, and other organizational features. The course also addresses cultural and intellectual life through the Nizamiyya madrasas, scientific and literary achievements, architectural works, and the ideas of figures such as al-Ghazali, Nizam al-Mulk, and Omar Khayyam. Conducted face-to-face and in an interactive question-and-answer format, the course encourages students not only to memorize historical facts but also to analyze connections between events and understand the social and cultural dynamics behind political developments. Ultimately, students will gain the ability to evaluate the role of the Seljuks in Islamic and Turkish history from a critical and well-rounded perspective.

Course Contents

This course provides a comprehensive examination of the history of the Seljuk State, focusing on its political, social, and cultural dimensions. It explores the Seljuks’ origins among the Oghuz tribes, their migrations, and their interactions with the Ghaznavids, Samanids, Karakhanids, and the Abbasids during their rise from Jand to Khorasan. The course analyzes the Battle of Dandanqan and the establishment of the Seljuk State, Tughril Beg’s relations with Byzantium and the Abbasid Caliphate, his Anatolian campaigns, and the internal rebellions. Under Alp Arslan, the Seljuks’ expansion into Anatolia and the Caucasus, the conquest of Ani, the Victory at Manzikert, and campaigns in Turkestan are studied. During Malikshah’s reign, the course examines policies in Turkestan, Syria, and Iraq, the empire’s expansion, and the challenges that followed. Students are introduced to the state organization, the iqta and ghulam systems, central and provincial administration, military and judicial structures, as well as the symbols of sovereignty such as the khutba, coinage, tugra, robes of honor, naubat, and the canopy. Attention is also given to the Nizamiyya madrasas, intellectual life, literature, architecture, and art, along with leading thinkers and scholars. Figures such as al-Ghazali, Nizam al-Mulk, and Omar Khayyam are discussed to highlight the intellectual and cultural environment of the period. Conducted face-to-face and in an interactive question-and-answer format, the course aims not only to teach historical events but also to help students understand their causes, consequences, and interconnections.

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: Ali Öngül - Seljuk Culture and Civilisation Ali Öngül - Seljuks History and Culture Bookshelf Erdoğan Merçil - Great Seljuk State Mehmet Altay Köymen - History of the Great Seljuk Empire: Volume 1 - Foundation Period Osman Turan - History of the Turkish World domination Osman Turan - History of Seljuks and Turkish-Islamic Civilisation

Planned Learning Activities and Teaching Methods

This course aims to examine the history of the Seljuks within a chronological framework, covering the foundation of the state, its political structure, military campaigns, cultural developments, and prominent figures. It is designed to enable students to understand historical events through cause-and-effect relationships and to evaluate political and social transformations with an analytical perspective. The course is primarily conducted through lectures, while question-and-answer sessions are consistently employed to ensure active student participation. During the lectures, the instructor poses thought-provoking questions, encouraging discussion and the expression of different perspectives. This method allows students not only to acquire knowledge but also to critically assess and interpret historical evidence. Students are expected to take notes during the course, respond to questions posed by the instructor, and actively participate in discussions. Multiple perspectives will be considered, and alternative interpretations of historical events will be emphasized. This interactive approach helps students go beyond memorization and equips them to analyze Seljuk history with their own interpretations.

Recommended Optional Programme Components

For the effective progress of this course, students are expected to attend classes regularly and follow the topics carefully. Since the course is taught in a chronological sequence, each week builds upon the knowledge gained in previous sessions. Therefore, it is essential for students to review their notes from earlier weeks in order to understand the continuity of the course as a whole. The teaching process is carried out through questions posed by the instructor, with active student participation strongly encouraged. Students are not expected to remain passive listeners; rather, they should engage in discussions, share their ideas, and respond to the questions raised during class. In this way, the lectures transform into an interactive learning environment rather than a one-way transmission of knowledge. Moreover, in order to evaluate the political, military, and social developments discussed in class from multiple perspectives, students should work on enhancing their comparative thinking skills. Consulting academic works, historical documents, and sources from the Seljuk period will also contribute to a deeper understanding of the subject matter. This approach will enable students not only to acquire factual knowledge but also to critically analyze it, thereby gaining a broader and more comprehensive perspective on Seljuk history.

Instructor’s Assistants

No helpers are available.

Presentation Of Course

Face-to-Face Education

Dersi Veren Öğretim Elemanları

Assoc. Prof. Dr. Tekin Tuncer

Program Outcomes

1. Understanding the Origins and State Formation of the Seljuks: Students will be able to evaluate the Seljuks’ position within the Oghuz tribes, their migrations, and their state formation in Khorasan in a chronological context, analyzing the political, military, and social transformations of this process.
2. Evaluating Battles, Conquests, and Seljuk-Byzantine Relations: Students will analyze battles such as Nasa, Dandanqan, Pasinler, and Manzikert within their historical context, discussing their impact on Seljuk-Byzantine relations and the Turkification of Anatolia.
3. Analyzing the Seljuk State Organization and Concept of Legitimacy: Students will examine the Seljuk state organization, dynastic structure, and the ghulam and iqta systems, assessing the legal basis of sovereignty and interpreting the concept of legitimacy through relations with the Abbasid Caliphate.
4. Interpreting Historical Events Through Cause-Effect and Critical Perspective: Students will engage in discussions of historical documents, sources, and events, interpreting Seljuk history not merely as a chronological narrative but through cause-effect relationships and multidimensional perspectives.

Weekly Contents

Order	PreparationInfo	Laboratory TeachingMethods	Theoretical	Practise
1	<p>This week, the following topics will be covered: 1. The Origins of the Seljuks 2. The Seljuks and the Oghuz Turks 3. The Migration of the Seljuks to Jand 4. Relations of the Seljuks with the Samanids and the Karakhanids 5. Chaghri Bey's Expedition to Explore Eastern Anatolia 6. The Captivity of Arslan Yabghu 7. The Leadership of Chaghri and Tughril Beg To prepare for the topic, selected sections from the following sources should be read: Erdoğan Merçil - Great Seljuk State Mehmet Altay Köymen - History of the Great Seljuk Empire: Volume 1 - Foundation Period Osman Turan - History of the Turkish World domination Osman Turan - History of Seljuks and Turkish-Islamic Civilisation 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 Origins of the Seljuks 2. The Seljuks and the Oghuz Turks 3. The Migration of the Seljuks to Jand 4. Relations of the Seljuks with the Samanids and the Karakhanids 5. Chaghri Bey's Expedition to Explore Eastern Anatolia 6. The Captivity of Arslan Yabghu 7. The Leadership of Chaghri and Tughril Beg</p>	

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2	<p>This week, the following topics will be covered: 1. The Migration of the Seljuks to Khorasan and Their Struggle with the Ghaznavids 2. The Battle of Nasa 3. The Battles of Sarakhs–Talhab and the Declaration of the Seljuk State 4. The Battle of Dandanqan 5. The Establishment and Organization of the Seljuk State To prepare for the topic, selected sections from the following sources should be read: Erdoğan Merçil - Great Seljuk State Mehmet Altay Köymen - History of the Great Seljuk Empire: Volume 1 - Foundation Period Osman Turan - History of the Turkish World domination Osman Turan - History of Seljuks and Turkish-Islamic Civilisation 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 Migration of the Seljuks to Khorasan and Their Struggle with the Ghaznavids 2. The Battle of Nasa 3. The Battles of Sarakhs–Talhab and the Declaration of the Seljuk State 4. The Battle of Dandanqan 5. The Establishment and Organization of the Seljuk State</p>

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3	<p>This week, the following topics will be covered: 1. The Nature of the Seljuk State and Its Early Conquests 2. Seljuk Raids and Relations with Byzantium 3. The Victory at Pasinler (Hasankale) 4. Tughril Beg's Campaign in Anatolia To prepare for the topic, selected sections from the following sources should be read: Erdoğan Merçil - Great Seljuk State Mehmet Altay Köymen - History of the Great Seljuk Empire: Volume 1 - Foundation Period Osman Turan - History of the Turkish World domination Osman Turan - History of Seljuks and Turkish-Islamic Civilisation 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 Nature of the Seljuk State and Its Early Conquests 2. Seljuk Raids and Relations with Byzantium 3. The Victory at Pasinler (Hasankale) 4. Tughril Beg's Campaign in Anatolia</p>

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4	<p>This week, the following topics will be covered: 1. Relations of the Seljuks with the Abbasid Caliphate 2. Tughril Beg's First Baghdad Campaign 3. Tughril Beg's Second Baghdad Campaign 4. Tughril Beg's Marriage to the Caliph's Daughter 5. Rebellions of Princes in the Seljuk State 6. The Revolts of Ibrahim Yinal To prepare for the topic, selected sections from the following sources should be read: Erdoğan Merçil - Great Seljuk State Mehmet Altay Köymen - History of the Great Seljuk Empire: Volume 1 - Foundation Period Osman Turan - History of the Turkish World domination Osman Turan - History of Seljuks and Turkish-Islamic Civilisation 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. Relations of the Seljuks with the Abbasid Caliphate 2. Tughril Beg's First Baghdad Campaign 3. Tughril Beg's Second Baghdad Campaign 4. Tughril Beg's Marriage to the Caliph's Daughter 5. Rebellions of Princes in the Seljuk State 6. The Revolts of Ibrahim Yinal</p>

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5	<p>This week, the following topics will be covered: 1. The Rebellion of Kutalmish 2. Other Events in the Seljuk Realm 3. The Death of Tughril Beg 4. The Accession of Alp Arslan To prepare for the topic, selected sections from the following sources should be read: Erdoğan Merçil - Great Seljuk State Mehmet Altay Köymen - History of the Great Seljuk Empire: Volume 1 - Foundation Period Osman Turan - History of the Turkish World domination Osman Turan - History of Seljuks and Turkish-Islamic Civilisation 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 Rebellion of Kutalmish 2. Other Events in the Seljuk Realm 3. The Death of Tughril Beg 4. The Accession of Alp Arslan</p>	

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11	<p>This week, the following topics will be covered: 1. Sources on the History of Seljuk State Organization 2. The Seljuk State and Its Neighbors 3. The Dynasty, the Ghulam System, and the Iqta System 4. The Legal Basis of Sovereignty (Legitimacy) 5. The Rise of the Seljuk Dynasty 6. The Designation of the Sultan and Rebellions of Princes 7. The Sultan and the Abbasid Caliph (Power and Authority) 8. The Suzerain State and Its Vassals To prepare for the topic, selected sections from the following sources should be read: Osman Turan - History of Seljuks and Turkish-Islamic Civilisation Osman Turan - History of Seljuks and Turkish-Islamic Civilisation Osman Turan - History of the Turkish World domination Erdoğan Merçil - History of Muslim Turkish States M. Altay Koymen - History of the Great Seljuk Empire. Volume II Second Imperial Period Faruk Sumer - Oghuzs (Turkmens): History - Boy Organisation - Epics Ibrahim Kafesoglu - Seljuk History 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. Sources on the History of Seljuk State Organization 2. The Seljuk State and Its Neighbors 3. The Dynasty, the Ghulam System, and the Iqta System 4. The Legal Basis of Sovereignty (Legitimacy) 5. The Rise of the Seljuk Dynasty 6. The Designation of the Sultan and Rebellions of Princes 7. The Sultan and the Abbasid Caliph (Power and Authority) 8. The Suzerain State and Its Vassals</p>

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12	<p>This week, the following topics will be covered: 1. The Sultan and Symbols of Kingship 2. Titles, Epithets, and Honorifics 3. The Friday Sermon (Khutba) 4. Coinage (Sikke) 5. The Tugra and Tawki (Imperial Signature and Decree) 6. Tiraz and Robes of Honor 7. The Naubat (Ceremonial Drums) 8. The Canopy (Chatr) 9. The Ghashiya (Royal Cover) 10. The Palace and Its Organization 11. The Central (Government) Administration To prepare for the topic, selected sections from the following sources should be read: Ali Öngül - Seljuk Culture and Civilisation Ali Öngül - Seljuks History and Culture Bookshelf Osman Turan - History of the Turkish World domination Osman Turan - History of Seljuks and Turkish-Islamic Civilisation 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 Sultan and Symbols of Kingship 2. Titles, Epithets, and Honorifics 3. The Friday Sermon (Khutba) 4. Coinage (Sikke) 5. The Tugra and Tawki (Imperial Signature and Decree) 6. Tiraz and Robes of Honor 7. The Naubat (Ceremonial Drums) 8. The Canopy (Chatr) 9. The Ghashiya (Royal Cover) 10. The Palace and Its Organization 11. The Central (Government) Administration</p>

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15			1. General Review	

	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													
L.O. 4													

Table :

- P.O. 1 :** Tarihe ait olay ve olguları uzmanlık düzeyinde bilimsel yöntem ve teknikler yardımıyla kavramsallaştırabilir.
- P.O. 2 :** Araştırma süreçlerinde disiplinler arası yaklaşımları kullanabilir.
- P.O. 3 :** Edindiği uzmanlık düzeyindeki bilgileri tanımlayabilir, eleştirel bir yaklaşımla değerlendirebilir ve analiz edebilir.
- P.O. 4 :** Tarihsel verilere ulaşabilir, yorumlar, güvenilirliğini ve geçerliliğini değerlendirebilir.
- P.O. 5 :** Çalışmalarında ulusal ve evrensel değerleri kullanabilir.
- P.O. 6 :** Tarih alanındaki bir konuya uygun materyal geliştirebilir.
- P.O. 7 :** Yaşam boyu öğrenme süreçlerini geliştirebilir.
- P.O. 8 :** Sorumluluğu altındaki birey veya grupların öğrenme süreçlerini yönlendirebilir.
- P.O. 9 :** Sosyal sorumluluk bilinciyle mesleki proje ve etkinlikleri uzmanlık düzeyinde planlayabilir ve uygulayabilir.
- P.O. 10 :** Tarih alanının gerektirdiği yabancı dili Avrupa Dil Portföyü B2 Genel düzeyinde kullanarak sözlü ve yazılı iletişim kurabilir.
- P.O. 11 :** Bilişim ve iletişim teknolojilerini kullanabilir ve bu alandaki gelişmeleri takip ederek kendini yenileyebilir.
- P.O. 12 :** Demokrasi, insan hakları, bilimsel ve mesleki değerlere uygun ahlaki davranış kalıpları geliştirebilir.
- P.O. 13 :** Bu programdan edindiği donanım ile doktora programını sürdürebilir.
- L.O. 1 :** Selçukluların Kökeni ve Devletleşme Sürecini Anlama: Öğrenciler, Selçukluların Oğuz boyları içindeki konumunu, göç hareketlerini ve Horasan'da devletleşme sürecini kronolojik bağlamda değerlendirebilecek, bu süreçteki siyasî, askerî ve toplumsal dönüşümleri analiz edebilecektir.
- L.O. 2 :** Savaşlar, Fetihler ve Bizans-Selçuklu İlişkilerini Değerlendirme: Öğrenciler, Nesa, Dandanakan, Pasinler ve Malazgirt gibi savaşları tarihsel bağlamı içinde inceleyebilecek, bu savaşların Selçuklu-Bizans ilişkileri ve Anadolu'nun Türkleşmesi üzerindeki etkilerini tartışabilecektir.
- L.O. 3 :** Selçuklu Devlet Teşkilatını ve Meşruiyet Anlayışını Çözümleme: Öğrenciler, Selçuklu devlet teşkilatını, hanedan yapısını, gulâm ve iktâ sistemlerini ele alarak iktidarın hukukî dayanağını değerlendirebilecek ve Abbasi Halifeliği ile ilişkiler üzerinden meşruiyet anlayışını yorumlayabilecektir.
- L.O. 4 :** Tarihsel Olayları Neden-Sonuç İlişkisiyle ve Eleştirel Bakış Açısıyla Yorumlama: Öğrenciler, derslerde işlenen tarihsel belgeler, kaynaklar ve olaylar üzerinden farklı yorumları tartışarak, Selçuklu tarihini sadece kronolojik bir anlatı olarak değil, neden-sonuç ilişkileri ve çok boyutlu perspektifler ışığında değerlendirebilecektir.