

Objectives of the Course

The objective of this course is to provide students with a comprehensive understanding of the early history of the Turks, focusing on their state-building processes, political developments, and cultural transformations. The course will cover key topics ranging from the Asiatic Huns to the European Hun State, including the Akhuns, Tabgach, Göktürks, Uyghurs, Karluks, Oghuz, and other significant Turkic communities, examining their political structures, cultural interactions, and regional roles. Students are expected to gain insight into the Turks’ historical homeland, state formation dynamics, and interrelations across different periods. Conducted in a face-to-face and question-answer format, the course encourages active student participation and discussion of historical events and processes within a cause-and-effect framework. By doing so, students will develop the ability to analyze early Turkic history from a multidimensional perspective and critically evaluate the processes of state formation.

Course Contents

This course provides a comprehensive examination of the early history of the Turks, focusing on the state-building processes, political, cultural, and social developments of various Turkic communities. In the first weeks, the course addresses the name “Turk,” Turkey as a geographical name in history, and the homeland of the Turks. Following weeks cover the establishment, political structures, and regional roles of early Turkic states such as the Xiongnu (Asiatic Huns), the Akhuns (Hephthalites), Tabgach (Tuoba), and the Göktürks. In the mid-part of the course, the Eastern and Western Göktürk States, the Second Göktürk State, and the Uyghur Khaganate are analyzed, focusing on their cultural interactions, diplomatic relations, and internal organization. Later weeks examine the Ganzhou (Kansu) Uyghur State, the East Turkestan Uyghur State, the Kyrgyz, the Türgesh, the Töles, the Karluks, and the Oghuz, exploring their political and cultural developments. The final week covers the European Hun State and the historical influence of Turkic communities migrating to the West. Conducted in a face-to-face and question-answer format, the course encourages active student participation, with discussions of the rise and fall of states and social relations within a cause-and-effect framework. This approach allows students to develop a multidimensional understanding of early Turkic history and to critically analyze processes of state formation.

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 Taşağıl - Gokturks Ahmet Taşağıl - Huns Ali Ahmetbeyoğlu - European Hun Empire Bahaeddin Ögel - History of the Great Hun Empire Caner Karavit - Tabgachs Eyüp Sarıtaş - According to Chinese Sources, Turgish Clan and Dominion Hüseyin Salman - Turgish Gülçin Çandarlıoğlu - History and Culture of Uighur States (According to Chinese Sources and Uighur Inscriptions) İbrahim Kafesoğlu - Turkish National Culture İlhami Durmuş - The Emergence, Meaning and Spread of the Turkish Name Marcel Brion - Huns in Asia and Europe Müslüme Melis Savaş - White Huns Mehmet Kıldıroğlu - Kyrgyz and Kipchaks

Planned Learning Activities and Teaching Methods

This course is designed to examine the early history of the Turks and the political, cultural, and social developments of Turkic states in Central Asia within their historical context, enabling students to analyze events through cause-and-effect relationships. The lectures follow a chronological framework, addressing the establishment, rise and fall of states, cultural interactions, and social relations in a comprehensive manner. The course is primarily conducted through lectures, while question-and-answer sessions are consistently integrated to ensure active student participation. During the lectures, the instructor poses guiding questions to encourage critical thinking and foster classroom discussions. This method not only helps students acquire knowledge but also enables them to assess and interpret it analytically. Students are expected to take their own notes during the sessions and actively contribute to discussions. Multiple perspectives are encouraged, and alternative interpretations regarding states, communities, and historical figures are highlighted. This interactive approach aims to move beyond memorization, helping students critically engage with historical events and develop a multidimensional understanding of early Turkish history.

Recommended Optional Programme Components

For the effective and productive conduct of this course, students are advised to attend classes regularly and carefully follow the topics discussed. Since the course content is presented in chronological order, it is important to recognize that each week builds upon the knowledge acquired in the previous sessions. Therefore, students are expected to review their notes regularly to grasp the overall continuity of historical developments. The teaching process is guided by questions posed by the instructor, with active student participation strongly encouraged. Students are therefore expected not only to listen but also to engage in discussions, share their opinions, and respond to the questions raised during the lectures. Developing comparative thinking skills is also essential, as it allows students to evaluate states, communities, and historical events from multiple perspectives. Students are encouraged to consult academic sources, historical documents, and period materials relevant to the course content to deepen their understanding. By doing so, they will not only acquire factual knowledge but also critically assess these developments within their historical context, gaining a broad and multidimensional perspective on early Turkish 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 Early and Medieval Turkic States: Students will be able to evaluate early and medieval Turkic states from the Xiongnu to the European Huns in a chronological framework, analyzing their establishment, governance, and decline.
2. Evaluating Leaders and Governance Systems: Through the study of prominent figures such as the Göktürk Khagans, Uyghur rulers, and other leading Turkic leaders, students will critically assess their strategies, administrative systems, and the reasons behind their successes and failures.
3. Comparative Analysis of Cultural and Social Structures: Students will examine and compare the social structures, cultural heritage, and societal transformations of different Turkic groups such as the Göktürks, Uyghurs, Karluks, and Oghuz, discussing cultural interactions across different periods.
4. Connecting Geography and Historical Events: Students will analyze the political and military decisions of Turkic states through the context of homelands, settlement areas, and strategic regions, establishing cause-and-effect relationships.
5. Historical Sources and Analytical Thinking: Using academic studies, historical documents, and archaeological data, students will go beyond acquiring information, developing the ability to critically analyze events and formulate independent interpretations.

Weekly Contents

Order	PreparationInfo	Laboratory TeachingMethods	Theoretical Practise
1	<p>This week, the following topics will be covered: 1. The Name "Turk" 2. Turkey as a Geographical Name in History 3. The Homeland of the Turks To prepare for the topic, selected sections from the following sources should be read: İbrahim Kafesoğlu - Turkish National Culture İlhami Durmuş - The Emergence, Meaning and Spread of the Turkish Name 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 Name "Turk" 2. Turkey as a Geographical Name in History 3. The Homeland of the Turks</p>

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2	<p>This week, the following topics will be covered: 1. The Xiongnu (Asiatic Hun) State (221 BCE–220 CE) To prepare for the topic, selected sections from the following sources should be read: Bahaeddin Ögel - History of the Great Hun Empire Ahmet Tasagil - Huns İbrahim Kafesoğlu - Turkish National Culture</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. The Xiongnu (Asiatic Hun) State (221 BCE–220 CE)</p>

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3	<p>This week, the following topics will be covered: 1. The Akhun (Hephthalite) State (367–557) To prepare for the topic, selected sections from the following sources should be read: Müslüme Melis Savaş - White Huns</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. The Akhun (Hephthalite) State (367–557)</p>
4	<p>This week, the following topics will be covered: 1. The Tabgach (Tuoba) (385–550) To prepare for the topic, selected sections from the following sources should be read: Caner Karavit - Tabgaçlar</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. The Tabgach (Tuoba) (385–550)</p>

Order	PreparationInfo	Laboratory TeachingMethods	Theoretical Practise
5	<p>This week, the following topics will be covered: 1. The First Göktürk State (552–582) To prepare for the topic, selected sections from the following sources should be read: Ahmet Taşağıl - Gokturks</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. The First Göktürk State (552–582)</p>
6	<p>This week, the following topics will be covered: 1. The Eastern Göktürk State (582–630) 2. The Western Göktürk State (582–630) To prepare for the topic, selected sections from the following sources should be read: Ahmet Taşağıl - Gokturks</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. The Eastern Göktürk State (582–630) 2. The Western Göktürk State (582–630)</p>

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7	<p>This week, the following topics will be covered: 1. The Second Göktürk State (682–745) To prepare for the topic, selected sections from the following sources should be read: Ahmet Taşağıl - Gokturks</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. The Second Göktürk State (682–745)</p>
8			Midterm Exam
9	<p>This week, the following topics will be covered: 1. The Uyghur Khaganate (745–840) To prepare for the topic, selected sections from the following sources should be read: Gülçin Çandarlıoğlu - History and Culture of Uighur States (According to Chinese Sources and Uighur Inscriptions) 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 Uyghur Khaganate (745–840)</p>

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10	<p>This week, the following topics will be covered: 1. The Ganzhou (Kansu) Uyghur State (840–1226) To prepare for the topic, selected sections from the following sources should be read: Gülçin Çandarlıoğlu - History and Culture of Uighur States (According to Chinese Sources and Uighur Inscriptions) 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 Ganzhou (Kansu) Uyghur State (840–1226)</p>
11	<p>This week, the following topics will be covered: 1. The East Turkestan Uyghur State (840–1368) To prepare for the topic, selected sections from the following sources should be read: Gülçin Çandarlıoğlu - History and Culture of Uighur States (According to Chinese Sources and Uighur Inscriptions) 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 East Turkestan Uyghur State (840–1368)</p>

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12	<p>This week, the following topics will be covered: 1. The Kyrgyz (202 BCE–960 CE) To prepare for the topic, selected sections from the following sources should be read: Mehmet Kıldıroğlu - Kyrgyz and Kipchaks 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 Kyrgyz (202 BCE–960 CE)</p>
13	<p>This week, the following topics will be covered: 1. The Türgesh (634–766) To prepare for the topic, selected sections from the following sources should be read: Hüseyin Salman - Turgish Eyüp Sarıtaş - According to Chinese Sources, Turgish Clan and Dominion 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 Türgesh (634–766)</p>

Order	PreparationInfo	Laboratory TeachingMethods	Theoretical	Practise
14	<p>This week, the following topics will be covered: 1. The European Hun State (374–469) To prepare for the topic, selected sections from the following sources should be read: Ali Ahmetbeyoğlu - European Hun Empire Marcel Brion - Huns in Asia and Europe 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>	1. The European Hun State (374–469)	

15	1. General Review
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#### Assesments

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

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

Table :

<b>P.O. 1 :</b>	Tarihe ait olay ve olguları uzmanlık düzeyinde bilimsel yöntem ve teknikler yardımıyla kavramsallaştırabilir.
<b>P.O. 2 :</b>	Araştırma süreçlerinde disiplinler arası yaklaşımları kullanabilir.
<b>P.O. 3 :</b>	Edindiği uzmanlık düzeyindeki bilgileri tanımlayabilir, eleştirel bir yaklaşımla değerlendirebilir ve analiz edebilir.
<b>P.O. 4 :</b>	Tarihsel verilere ulaşabilir, yorumlar, güvenilirliğini ve geçerliliğini değerlendirebilir.
<b>P.O. 5 :</b>	Çalışmalarında ulusal ve evrensel değerleri kullanabilir.
<b>P.O. 6 :</b>	Tarih alanındaki bir konuya uygun materyal geliştirebilir.
<b>P.O. 7 :</b>	Yaşam boyu öğrenme süreçlerini geliştirebilir.
<b>P.O. 8 :</b>	Sorumluluğu altındaki birey veya grupların öğrenme süreçlerini yönlendirebilir.
<b>P.O. 9 :</b>	Sosyal sorumluluk bilinciyle mesleki proje ve etkinlikleri uzmanlık düzeyinde planlayabilir ve uygulayabilir.
<b>P.O. 10 :</b>	Tarih alanının gerektirdiği yabancı dili Avrupa Dil Portföyü B2 Genel düzeyinde kullanarak sözlü ve yazılı iletişim kurabilir.
<b>P.O. 11 :</b>	Bilişim ve iletişim teknolojilerini kullanabilir ve bu alandaki gelişmeleri takip ederek kendini yenileyebilir.
<b>P.O. 12 :</b>	Demokrasi, insan hakları, bilimsel ve mesleki değerlere uygun ahlaki davranış kalıpları geliştirebilir.
<b>P.O. 13 :</b>	Bu programdan edindiği donanımla doktora programını sürdürebilir.
<b>L.O. 1 :</b>	Erken ve Orta Dönem Türk Devletlerini Anlama: Öğrenciler, Asya Hunları'ndan Avrupa Hunlarına kadar olan erken ve orta dönem Türk devletlerini kronolojik bağlamda değerlendirebilecek, devletlerin kuruluş, yönetim ve yıkılış süreçlerini analiz edebilecektir.
<b>L.O. 2 :</b>	Liderler ve Yönetim Sistemlerini Değerlendirme: Ders süresince incelenen Çağataylar, Göktürk kağanları, Uygur hükümdarları ve diğer önde gelen Türk liderleri üzerinden öğrenciler, bu liderlerin stratejilerini, devlet yönetim biçimlerini ve başarı/başarısızlık nedenlerini eleştirel bir bakış açısıyla değerlendirebilecektir.
<b>L.O. 3 :</b>	Kültürel ve Toplumsal Yapıları Karşılaştırmalı Olarak Analiz Etme: Öğrenciler, Göktürkler, Uygurlar, Karluklar ve Oğuzlar gibi farklı Türk topluluklarının sosyal yapıları, kültürel birikimleri ve toplumsal dönüşümlerini karşılaştırmalı olarak inceleyebilecek, farklı dönemlerdeki kültürel etkileşimleri tartışabilecektir.
<b>L.O. 4 :</b>	Coğrafya ve Tarihsel Olaylar Arasındaki Bağlantıyı Kurma: Öğrenciler, Türklerin anavatanı, coğrafi yerleşim alanları ve stratejik bölgeler üzerinden, devletlerin politik ve askeri kararlarını neden-sonuç ilişkisi çerçevesinde analiz edebilecektir.
<b>L.O. 5 :</b>	Tarihsel Kaynaklar ve Analitik Düşünme Becerisi: Ders boyunca kullanılan akademik çalışmalar, tarihsel belgeler ve arkeolojik veriler aracılığıyla öğrenciler, bilgi edinmenin ötesine geçerek, olayları eleştirel ve analitik bir şekilde değerlendirme ve kendi yorumlarını oluşturma becerisi kazanacaktır.