

Objectives of the Course

This course aims to explore the historical, political, cultural, and social structure of the Caucasus, emphasizing the region’s geopolitical significance and its contemporary challenges. The course covers the geographical and strategic position of the Caucasus, the Russian Empire’s occupation in the 19th century, developments from the Crimean War to the Soviet era, and the conflicts and issues that emerged after independence. In addition, the historical trajectories of Turkic peoples in the region, the Ottoman and Turkish policies toward the Caucasus, and the strategies of regional and global powers are examined. The course is conducted through face-to-face interaction and a question-and-answer approach, ensuring active student participation. The primary objective is to enable students to gain a comprehensive understanding of the historical background, current challenges, and Turkey’s policies regarding the Caucasus.

Course Contents

This course provides a comprehensive analysis of the historical, political, cultural, and social dynamics of the Caucasus. In the initial weeks, the geographical position, strategic importance, and the Russian Empire’s conquest of the region in the 19th century are examined. Turning points such as the Crimean War, World War I, and the Soviet period are discussed to highlight the transformations of the Caucasus in the modern era. The course then addresses the Nagorno-Karabakh conflict between Armenia and Azerbaijan, ethnic issues in Georgia, and regional disputes such as those in Ossetia, Abkhazia, Adjara, and Javakheti, while also exploring the policies of regional and global powers, energy security, and the status of the Caspian Sea. In the second half of the course, the historical and cultural experiences of Turkic peoples such as the Nogais, Karachays, Balkars, Kumyks, Ahiska Turks, and Terekeme communities are studied. The Ottoman-Caucasus relations, Turkey’s Caucasus policies from the early Republican era through the 20th century, and the developments up to the 2000s are analyzed in detail. Conducted through face-to-face teaching with a strong emphasis on interaction and question-and-answer discussions, the course aims to help students not only grasp the historical background but also develop analytical perspectives on the region’s current issues.

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: Alaeddin Yalçinkaya – Political Developments in the Caucasus: From an Ethnic Knot to a Global Gordian Knot

Planned Learning Activities and Teaching Methods

This course is designed to examine the historical, political, cultural, and social dynamics of the Caucasus with active student participation. The learning process is structured to enable students to understand the geopolitical significance of the region, analyze historical developments, and evaluate contemporary issues. The course will be conducted through face-to-face interactive lectures and a question-and-answer approach, ensuring direct student engagement. Group work, discussions, and comparative evaluations will also be employed to strengthen students’ critical thinking and analytical skills. Maps, documents, charts, and visual materials will be used to contextualize the topics and enhance comprehension of the region’s dynamics. By working with historical documents, academic articles, and current reports, students will develop research, analysis, and document interpretation skills. Throughout the semester, students will be expected to prepare short presentations and reflection papers on selected topics, and by the end of the course, they will complete individual or group research projects.

Recommended Optional Programme Components

In order to better understand the historical, political, and cultural developments of the Caucasus, students are encouraged to engage in certain preparatory activities. Reviewing fundamental sources on the Ottoman Empire, Tsarist Russia, and the Soviet Union will provide a stronger background for approaching the course topics. Furthermore, following up-to-date academic publications on ethnic and regional conflicts in the Caucasus will help students contribute more effectively to in-class discussions. Since the course requires the analysis of historical documents, maps, and archival materials, students are advised to engage in additional work to improve their critical reading and interpretation skills. To better grasp current developments in the region, it is useful to examine the policies of international organizations (e.g., the UN, OSCE, Council of Europe) concerning the Caucasus. Moreover, consulting field studies, research reports, and documentaries on Caucasian Turkic communities will provide a broader perspective on the course content. Active student participation is expected, particularly in the question-and-answer sessions that structure the course. Therefore, regularly following both regional and international news sources will enhance the overall effectiveness of the learning process.

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. Ability to Analyze Historical Processes of the Caucasus: Students will be able to evaluate the political, social, and cultural developments in the Caucasus from the 19th century to the early 21st century within their historical context and analyze their influence on contemporary issues.
- 2. Competency in Understanding Geopolitical and Strategic Dynamics: Students will be able to discuss the strategic significance of the Caucasus in terms of geography and energy security, while analyzing the interests of regional and global actors.
- 3. Ability to Evaluate Ethnic and Socio-Political Issues: Students will be able to discuss the challenges and conflicts arising from ethnic diversity in the Caucasus, examine efforts for resolution, and analyze cases such as Karabakh, Abkhazia, and Ossetia in a comparative perspective.
- 4. Ability to Assess Turkey’s Caucasus Policies in Historical Context: Students will be able to study Turkey’s policies toward the Caucasus from the Ottoman era to the Republican period and critically evaluate how these policies evolved over time.
- 5. Skills in Academic Discussion and Critical Thinking: Through active participation in question-and-answer sessions, students will develop the ability to analyze historical documents and academic sources, while engaging in scholarly discussions on regional and global developments.

Weekly Contents

Order	PreparationInfo	Laboratory	TeachingMethods	Theoretical	Practise
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Order	PreparationInfo	Laboratory TeachingMethods	Theoretical Practise
1	<p>This week, the following topics will be covered: 1. Geographical, Ethnic and Political Structure in the Caucasus To prepare for the topic, selected sections from the following sources should be read: Alaeddin Yalçinkaya – Political Developments in the Caucasus: From an Ethnic Knot to a Global Gordian Knot 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. Geographical, Ethnic and Political Structure in the Caucasus</p>
2	<p>This week, the following topics will be covered: 1. Soviet Period and Caucasus To prepare for the topic, selected sections from the following sources should be read: Alaeddin Yalçinkaya – Political Developments in the Caucasus: From an Ethnic Knot to a Global Gordian Knot 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. Soviet Period and Caucasus</p>

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3	<p>This week, the following topics will be covered: 1. Caucasus during the Disintegration of the Soviet Union To prepare for the topic, selected sections from the following sources should be read: Alaeddin Yalçinkaya – Political Developments in the Caucasus: From an Ethnic Knot to a Global Gordian Knot 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. Caucasus during the Disintegration of the Soviet Union</p>
4	<p>This week, the following topics will be covered: 1. Adygea Autonomous Region To prepare for the topic, selected sections from the following sources should be read: Alaeddin Yalçinkaya – Political Developments in the Caucasus: From an Ethnic Knot to a Global Gordian Knot 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. Adygea Autonomous Region</p>

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5	<p>This week, the following topics will be covered: 1. Karachay-Cherkess Autonomous Region To prepare for the topic, selected sections from the following sources should be read: Alaeddin Yalçinkaya – Political Developments in the Caucasus: From an Ethnic Knot to a Global Gordian Knot 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. Karachay-Cherkess Autonomous Region</p>
6	<p>This week, the following topics will be covered: 1. Kabardino-Balkaria Autonomous Republic To prepare for the topic, selected sections from the following sources should be read: Alaeddin Yalçinkaya – Political Developments in the Caucasus: From an Ethnic Knot to a Global Gordian Knot 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. Kabardino-Balkaria Autonomous Republic</p>

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7	<p>This week, the following topics will be covered: 1. Autonomous Republic of North Ossetia To prepare for the topic, selected sections from the following sources should be read: Alaeddin Yalçinkaya – Political Developments in the Caucasus: From an Ethnic Knot to a Global Gordian Knot 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. Autonomous Republic of North Ossetia</p>
8			Midterm Exam
9	<p>This week, the following topics will be covered: 1. Autonomous Republic of Ingushetia To prepare for the topic, selected sections from the following sources should be read: Alaeddin Yalçinkaya – Political Developments in the Caucasus: From an Ethnic Knot to a Global Gordian Knot 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. Autonomous Republic of Ingushetia</p>

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10	<p>This week, the following topics will be covered: 1. Autonomous Republic of Chechnya To prepare for the topic, selected sections from the following sources should be read: Alaeddin Yalçinkaya – Political Developments in the Caucasus: From an Ethnic Knot to a Global Gordian Knot 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.	Autonomous Republic of Chechnya
11	<p>This week, the following topics will be covered: 1. Autonomous Republic of Dagestan To prepare for the topic, selected sections from the following sources should be read: Alaeddin Yalçinkaya – Political Developments in the Caucasus: From an Ethnic Knot to a Global Gordian Knot 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.	Autonomous Republic of Dagestan

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12	<p>This week, the following topics will be covered: 1. Autonomous Republic of Abkhazia To prepare for the topic, selected sections from the following sources should be read: Alaeddin Yalçinkaya – Political Developments in the Caucasus: From an Ethnic Knot to a Global Gordian Knot 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.	Autonomous Republic of Abkhazia
13	<p>This week, the following topics will be covered: 1. South Ossetia Autonomous Region To prepare for the topic, selected sections from the following sources should be read: Alaeddin Yalçinkaya – Political Developments in the Caucasus: From an Ethnic Knot to a Global Gordian Knot 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. South Ossetia	Autonomous Region

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14	<p>This week, the following topics will be covered: 1. Autonomous Republic of Adjara To prepare for the topic, selected sections from the following sources should be read: Alaeddin Yalçinkaya – Political Developments in the Caucasus: From an Ethnic Knot to a Global Gordian Knot 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.	Autonomous Republic of Adjara
15	<p>This week, the following topics will be covered: 1. Meskhetian Turks To prepare for the topic, selected sections from the following sources should be read: Alaeddin Yalçinkaya – Political Developments in the Caucasus: From an Ethnic Knot to a Global Gordian Knot 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. Meskhetian	Turks



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

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

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

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, güvenilirliğini ve geçerliliğini değerlendirebilir.
- P.O. 5 :** Çalışmalarında ulusal ve evrensel değerleri kullanabilir.
- P.O. 6 :** Tarih alanındaki bir konuya uygun materyal geliştirebilir, farklı metotlarla bilimsel bir yayın haline getirebilir.
- 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 kurar.
- 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 :** Demokrasi, insan hakları, bilimsel ve mesleki değerlere uygun ahlaki davranış kalıpları geliştirir.
- P.O. 14 :**
- L.O. 1 :** Kafkasya'nın Tarihsel Süreçlerini Analiz Etme Yetkinliği: Öğrenciler, 19. yüzyıldan 21. yüzyılın başına kadar Kafkasya'da yaşanan siyasi, sosyal ve kültürel gelişmeleri tarihsel bağlamda değerlendirebilecek ve bu süreçlerin günümüze etkilerini analiz edebilecektir.
- L.O. 2 :** Jeopolitik ve Stratejik Dinamikleri Kavrama Yetkinliği: Öğrenciler, Kafkasya'nın coğrafi konumunun ve enerji güvenliği ile ilgili stratejik öneminin bölgesel ve küresel politikalarındaki rolünü tartışabilecek, farklı aktörlerin çıkarlarını analiz edebilecektir.
- L.O. 3 :** Etnik ve Sosyo-Politik Sorunları Değerlendirme Becerisi: Öğrenciler, Kafkasya'daki etnik çeşitliliğin ortaya çıkardığı sorunları, çatışmaları ve çözüm girişimlerini tartışabilecek; Karabağ, Abhazya, Osetya ve benzeri örnekleri karşılaştırmalı olarak inceleyebilecektir.
- L.O. 4 :** Türkiye'nin Kafkasya Politikalarını Tarihsel Bağlamda Değerlendirme Yetkinliği: Öğrenciler, Osmanlı'dan Cumhuriyet dönemine kadar Türkiye'nin Kafkasya politikalarını inceleyebilecek, bu politikaların farklı dönemlerdeki değişimlerini eleştirel bir bakışla değerlendirebilecektir.
- L.O. 5 :** Akademik Tartışma ve Eleştirel Düşünme Becerisi: Öğrenciler, soru-cevap yöntemiyle derslerde aktif katılım sağlayarak, tarihsel belgeler ve akademik kaynaklardan yararlanarak analiz yapabilecek, güncel bölgesel ve küresel gelişmeler üzerine akademik tartışmalar yürütebilecektir.