

Objectives of the Course

The objective of this course is to provide students with a comprehensive understanding of the history of the Scythians, Huns, Ogurs, Avars, Bulgars, Khazars, Pechenegs, Oghuz, and Kipchaks in Eastern and Central Europe and the Khazar region. The course will examine the political structures, leaders, interactions, cultural life, and relations with other states of these peoples from a historical perspective. Students are expected to gain knowledge about the migrations, rise and fall, diplomatic relations, and cultural contributions of these groups. Conducted in a face-to-face and question-answer format, the course encourages active student participation and promotes discussion of events within a cause-and-effect framework. In this way, students will develop the ability to analyze the early history of Turks in Europe and the Khazar region from a multidimensional perspective and critically evaluate the historical dynamics of these peoples.

Course Contents

This course provides a comprehensive examination of the history of the Scythians, Huns, Ogurs, Sabirs, Avars, Bulgars, Khazars, Pechenegs, Oghuz, Cumans-Kipchaks, Berendeys, and Karakalpaks in Eastern and Central Europe and the Khazar region. In the initial weeks, the course covers the inhabitants of Eastern Europe before the Huns, the rise of the Hunnic Khaganate, and the periods of Bleda and Attila. Subsequent weeks discuss the Ogurs, Sabirs, Avars, the fall of the Avar Khaganate, and the origins of the Bulgars. The Great Bulgar and Danube Bulgar Khaganates, as well as the Volga Bulgar Khaganate and the Mongol invasion, are analyzed in detail. The Khazar Khaganate, its political relations, cultural life, and diplomatic interactions are studied in the middle section of the course. The course also addresses the Pechenegs and their Byzantine relations and cultural contributions, the Oghuz and Cumans-Kipchaks and their interactions, and, in the final weeks, the historical roles of the Berendeys and Karakalpaks. Conducted in a face-to-face and question-answer format, the course encourages active student participation, discussing political, social, and cultural interactions between peoples and states within a cause-and-effect framework. This approach enables students to analyze early Turkic history in Europe and the Khazar region from a multidimensional perspective and to critically evaluate historical dynamics.

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: Akdes Nimet Kurat – Pechenegs Ali Ahmetbeyoğlu – History of Bulgarian Turks from Khanate to Tsardom Ali Ahmetbeyoğlu – History of Bulgarian Turks from Khanate to Tsardom Altay Tayfun Özcan – Khazar Khaganate and the World Around It Asim Korkmaz – Kuman-Kipchaks: The mighty warriors of medieval Eastern Europe Ayşe Kazdal – The Power That Shook Eastern Rome: Danube Bulgarian Khan Simeon and his Period (863-927) Dinçer Koç – Idyll Bulgarians Ebru Akkan – Khazar Khaganate and Saltovo-Mayatsk Culture Fatih Şengül – The Solution of Sabir, Sekel, Avar and Bulgarian Ethnic Issues Fatma Aysel Ilgin – Avars: Traces of 250 Years of Dominance in Europe H. Ahmet Özdemir – Mongol Invasion: Genghis and Hülagu Periods İlhan Aslan (Trans.) – Studies on Uzs, Pechenegs and Kuman/Kipchaks Maciej Miechowita – Historical Geography of Eastern Europe Mualla Uydu Yücel – Pechenegs from Turkestan to Danube Osman Karatay, Serkan Acar – Eastern European Turkish History Salih Yılmaz – History of Karakalpak Turks in the XVI-XXth Centuries Sezgin Güçlüay – Pecheneg-Byzantine Political Relations Şerif Baştav – Attila the Hun Walter Pohl – The Avars: A Steppe People in Central Europe (567-822) Yusuf Gedikli – European Huns and European Hun Turkish

Planned Learning Activities and Teaching Methods

This course is designed to examine the history of the Scythians, Huns, Ogurs, Avars, Bulgars, Khazars, Pechenegs, Oghuz, Cumans-Kipchaks, Berendeys, and Karakalpaks in Eastern and Central Europe and the Khazar region within their historical context, enabling students to analyze events through cause-and-effect relationships. The lectures follow a chronological framework, addressing key political actors, diplomatic relations, wars, cultural interactions, and social transformations in a comprehensive manner. The course is conducted face-to-face and primarily through lectures, while question-and-answer sessions are consistently integrated to ensure active student participation. During the lectures, the instructor poses guiding questions to stimulate critical thinking and foster classroom discussions. This approach aims not only to help students acquire knowledge but also to enable them to critically and analytically assess it. Students are expected to take their own notes during the sessions and actively contribute to discussions. Multiple perspectives are encouraged, and alternative interpretations of historical developments are highlighted. This interactive approach aims to move beyond memorization, allowing students to analyze historical events independently and develop a multidimensional historical perspective.

Recommended Optional Programme Components

For the effective 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, covering the Scythians, Huns, Ogurs, Avars, Bulgars, Khazars, Pechenegs, Oghuz, Cumans-Kipchaks, Berendeys, and Karakalpaks, 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 based on 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 the political, diplomatic, and social events of these peoples from multiple perspectives. Students are encouraged to consult academic sources, historical documents, and contemporary written records 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, thereby gaining a broader and more analytical perspective.

Instructor's Assistants

No helpers are available.

Presentation Of Course

Face-to-Face Education

Dersi Veren Öğretim Elemanları

Assoc. Prof. Dr. Tekin Tuncer

1. Understanding the Historical Developments of Eastern European Peoples: Students will be able to evaluate chronologically the historical processes of the Scythians, Huns, Ogurs, Sabirs, Avars, Bulgars, Khazars, Pechenegs, Oghuz, Cumans–Kipchaks, Berendeys, and Karakalpaks, analyzing the effects of migrations, wars, and political structures.
2. Evaluating Leaders and the Politics of Khaganates: Through the study of leaders such as Bleda, Attila, and other regional figures, students will critically assess the political leaders, governance strategies, and reasons behind the successes and failures of these peoples.
3. Analyzing Cultural and Social Dynamics: Students will examine the cultural life, social structures, and diplomatic relations of peoples like the Khazars, Pechenegs, and Cumans–Kipchaks, analyzing social transformations and interactions.
4. Conducting Comparative Historical Analysis: Students will be able to perform comparative analyses of the political, social, and military structures of different peoples and use these comparisons to interpret historical developments.
5. Connecting Historical Sources and Events: Using academic studies, written records, and chronicles discussed during the course, students will establish cause-and-effect relationships between events and interpret Eastern European history from a multidimensional perspective.

Weekly Contents

Order	PreparationInfo	Laboratory TeachingMethods	Theoretical Practise
1	This week, the following topics will be covered: 1. The Scythians and the Inhabitants of Eastern Europe Before the Huns To prepare for the topic, selected sections from the following sources should be read: Osman Karatay, Serkan Acar - Eastern European Turkish History Maciej Miechowita - Historical Geography of Eastern 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.	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.	1. The Scythians and the Inhabitants of Eastern Europe Before the Huns

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2	<p>This week, the following topics will be covered: 1. The Rise of the Hunnic Khaganate: The Periods of Bleda and Attila To prepare for the topic, selected sections from the following sources should be read: Şerif Baştav - Attila the Hun Yusuf Gedikli - European Huns and European Hun Turkish 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 Rise of the Hunnic Khaganate: The Periods of Bleda and Attila</p>
3	<p>This week, the following topics will be covered: 1. The Ogurs, Sabirs, and Avars To prepare for the topic, selected sections from the following sources should be read: Fatma Aysel Ilgın - Avars: Traces of 250 Years of Dominance in Europe Walter Pohl - The Avars: A Steppe People in Central Europe (567-822) 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>1. The Ogurs, Sabirs, and Avars</p>

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4	<p>This week, the following topics will be covered: 1. The Fall of the Avar Khaganate and the Origins of the Bulgars To prepare for the topic, selected sections from the following sources should be read: Fatih Şengül - The Solution of Sabir, Sekel, Avar and Bulgarian Ethnic Issues Ali Ahmetbeyoğlu - History of Bulgarian Turks from Khanate to Tsardom 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 Fall of the Avar Khaganate and the Origins of the Bulgars</p>

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5	<p>This week, the following topics will be covered: 1. The Great Bulgar Khaganate and the Danube Bulgar Khaganate To prepare for the topic, selected sections from the following sources should be read: Ali Ahmetbeyoğlu - History of Bulgarian Turks from Khanate to Tsardom Ayşe Kazdal - The Power That Shook Eastern Rome: Danube Bulgarian Khan Simeon and his Period (863-927) 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 Great Bulgar Khaganate and the Danube Bulgar Khaganate</p>

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6	<p>This week, the following topics will be covered: 1. The Volga Bulgar Khaganate and the Mongol Invasion To prepare for the topic, selected sections from the following sources should be read: Dinçer Koç - Idyll Bulgarians H. Ahmet Özdemir - Mongol Invasion: Genghis and Hülagu Periods 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 Volga Bulgar Khaganate and the Mongol Invasion</p>

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7	<p>Courses will be conducted face-to-face, and students are expected to participate actively in the process. The teaching method is based on the following core components:</p> <ol style="list-style-type: none"> 1. Interactive Instruction In the courses, not only knowledge transfer but also discussion-based teaching methods will be applied. Students will be given the opportunity to reflect on topics, conduct analysis, and express their own opinions. The instructor will provide explanatory answers to students' questions and, when necessary, create a discussion environment. 2. Historical and Critical Analysis While addressing the topics, students will be expected to evaluate the causes and consequences of events. They will also be encouraged to compare perspectives from different sources and establish cause-and-effect relationships. 3. Active Student Participation Students will take an active role in the learning process by asking questions, sharing opinions, and engaging in discussions throughout the course. They will be provided with opportunities to interpret texts, make inferences, and develop their own analyses. Students are expected to read the recommended sources before class, take notes, and use these notes to contribute to the lessons. 4. Practical Examples and Case Studies In certain parts of the courses, topics will be examined through case study methods. Students will be asked to evaluate and interpret the studied processes and events from their own perspectives. 5. Discussion and Question-Answer At the end of each class, students will be encouraged to ask questions and provide comments actively; in this way, the topics will be assessed from multiple perspectives. 	<p>Courses will be conducted face-to-face, and students are expected to participate actively in the process. The teaching method is based on the following core components:</p> <ol style="list-style-type: none"> 1. Interactive Instruction In the courses, not only knowledge transfer but also discussion-based teaching methods will be applied. Students will be given the opportunity to reflect on topics, conduct analysis, and express their own opinions. The instructor will provide explanatory answers to students' questions and, when necessary, create a discussion environment. 2. Historical and Critical Analysis While addressing the topics, students will be expected to evaluate the causes and consequences of events. They will also be encouraged to compare perspectives from different sources and establish cause-and-effect relationships. 3. Active Student Participation Students will take an active role in the learning process by asking questions, sharing opinions, and engaging in discussions throughout the course. They will be provided with opportunities to interpret texts, make inferences, and develop their own analyses. Students are expected to read the recommended sources before class, take notes, and use these notes to contribute to the lessons. 4. Practical Examples and Case Studies In certain parts of the courses, topics will be examined through case study methods. Students will be asked to evaluate and interpret the studied processes and events from their own perspectives. 5. Discussion and Question-Answer At the end of each class, students will be encouraged to ask questions and provide comments actively; in this way, the topics will be assessed from multiple perspectives. 	<ol style="list-style-type: none"> 1. The Khazar Khaganate

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9	<p>This week, the following topics will be covered: 1. The Political Relations and Cultural Life of the Khazar Khaganate To prepare for the topic, selected sections from the following sources should be read: Altay Tayfun Özcan - Khazar Khaganate and the World Around It Ebru Akkan - Khazar Khaganate and Saltovo-Mayatsk Culture Students are expected to read the relevant sections of these selected sources, take notes on the main ideas, and be prepared to participate in class discussions.</p>	<p>Courses will be conducted face-to-face, and students are expected to participate actively in the process. The teaching method is based on the following core components: 1. Interactive Instruction In the courses, not only knowledge transfer but also discussion-based teaching methods will be applied. Students will be given the opportunity to reflect on topics, conduct analysis, and express their own opinions. The instructor will provide explanatory answers to students' questions and, when necessary, create a discussion environment. 2. Historical and Critical Analysis While addressing the topics, students will be expected to evaluate the causes and consequences of events. They will also be encouraged to compare perspectives from different sources and establish cause-and-effect relationships. 3. Active Student Participation Students will take an active role in the learning process by asking questions, sharing opinions, and engaging in discussions throughout the course. They will be provided with opportunities to interpret texts, make inferences, and develop their own analyses. Students are expected to read the recommended sources before class, take notes, and use these notes to contribute to the lessons. 4. Practical Examples and Case Studies In certain parts of the courses, topics will be examined through case study methods. Students will be asked to evaluate and interpret the studied processes and events from their own perspectives. 5. Discussion and Question-Answer At the end of each class, students will be encouraged to ask questions and provide comments actively; in this way, the topics will be assessed from multiple perspectives.</p>	<p>1. The Political Relations and Cultural Life of the Khazar Khaganate</p>

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10	<p>This week, the following topics will be covered: 1. The Pechenegs To prepare for the topic, selected sections from the following sources should be read: Akdes Nimet Kurat - Pechenegs Mualla Uydu Yücel - Pechenegs from Turkestan to Danube 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 Pechenegs</p>

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11	<p>This week, the following topics will be covered: 1. Pecheneg–Byzantine Relations To prepare for the topic, selected sections from the following sources should be read: Mualla Uydu Yücel - Pechenegs from Turkestan to Danube Sezgin Güçlüay - Pecheneg-Byzantine Political Relations 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. Pecheneg–Byzantine Relations</p>
12	<p>This week, the following topics will be covered: 1. Pecheneg–Byzantine Relations and Cultural Life To prepare for the topic, selected sections from the following sources should be read: Mualla Uydu Yücel - Pechenegs from Turkestan to Danube Sezgin Güçlüay - Pecheneg-Byzantine Political Relations 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>1. Pecheneg–Byzantine Relations and Cultural Life</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.

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13	<p>This week, the following topics will be covered: 1. The Uz (Oghuz) and the Cumans–Kipchaks To prepare for the topic, selected sections from the following sources should be read: İlhan Aslan (Trans.) - Studies on Uzs, Pechenegs and Kuman/Kipchaks Asim Korkmaz - Kuman-Kipchaks: The mighty warriors of medieval Eastern 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>	<p>1. The Uz (Oghuz) and the Cumans–Kipchaks</p>

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14	<p>This week, the following topics will be covered: 1. The Cumans–Kipchaks To prepare for the topic, selected sections from the following sources should be read: İlhan Aslan (Trans.) - Studies on Uzs, Pechenegs and Kuman/Kipchaks Asim Korkmaz - Kuman-Kipchaks: The mighty warriors of medieval Eastern Europe</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 Cumans–Kipchaks</p>

Order	PreparationInfo	Laboratory TeachingMethods	Theoretical Practise
15	<p>This week, the following topics will be covered: 1. The Berendeys and the Karakalpaks To prepare for the topic, selected sections from the following sources should be read: Salih Yilmaz - History of Karakalpak Turks in the XVI-XXth Centuries D. A. Rasovsky - Pechenegs, Torks and Berendis in Rus and Ugriya 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 Berendeys and the Karakalpaks</p>

	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 :

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 donanımla doktora programını sürdürebilir.
L.O. 1 :	Doğu Avrupa'daki Kavimlerin Tarihsel Gelişmelerini Anlama: Öğrenciler, İskitler, Hunlar, Ogurlar, Sabarlar, Avarlar, Bulgarlar, Hazarlar, Peçenekler, Oğuzlar, Kuman-Kıpçaklar, Berendiler ve Karakalpaklar gibi kavimlerin tarihsel süreçlerini kronolojik bağlamda değerlendirebilecek, göçler, savaşlar ve siyasi yapılanmalar üzerindeki etkilerini analiz edebilecektir.
L.O. 2 :	Liderler ve Hakanlıkların Siyasetini Değerlendirme: Ders süresince incelenen Bleda, Attila ve diğer bölgesel liderler üzerinden öğrenciler, kavimlerin siyasi liderlerini, yönetim stratejilerini ve başarı/başarısızlık nedenlerini eleştirel bir bakış açısıyla değerlendirebilecektir.
L.O. 3 :	Kültürel ve Toplumsal Dinamikleri Analiz Etme: Öğrenciler, Hazar, Peçenek ve Kuman-Kıpçak gibi kavimlerin kültürel hayatı, sosyal yapıları ve diplomatik ilişkilerini inceleyerek toplumsal dönüşümleri ve etkileşimleri analiz edebilecektir.
L.O. 4 :	Karşılaştırmalı Tarihsel Analiz Yapabilme: Öğrenciler, farklı kavimlerin siyasi, sosyal ve askeri yapıları ile karşılaştırmalı analiz yapabilecek ve bu karşılaştırmaları kullanarak tarihsel gelişmeleri yorumlayabilecektir.
L.O. 5 :	Tarihsel Kaynaklar ve Olaylar Arasında Bağlantı Kurma: Öğrenciler, ders boyunca incelenen akademik çalışmalar, yazılı belgeler ve kroniklerden hareketle olaylar arasında neden-sonuç ilişkisi kurabilecek ve Doğu Avrupa tarihini çok boyutlu bir perspektiften değerlendirebilecektir.