

Objectives of the Course

The aim of this course is to enable students to recognize primary and secondary sources related to Turkish history and to understand the historical processes of migration, state formation, cultural, and economic activities of the Turks. Throughout the course, students will gain comprehensive knowledge about the origin and meaning of the term "Turk," the ancient homeland of the Turks, nomadism and migrations, information about Turks in Chinese, Russian, Byzantine, and Islamic sources, travelogues, Turkish written and archaeological sources, oral traditions and epics, and the historical development of Turkish states. This will allow students to perform source-based analyses of Turkish history and enhance their historical awareness.

Course Contents

This course aims to introduce students to the sources of Turkish history and to enable them to understand the social, cultural, economic and political activities of the Turks in the historical process. The content of the course starts with the origin, pronunciation and meaning of the Turkish name, its transformation into the Turkish nation and the Turkish-Turanian similarity. Then the first homeland of the Turks, environmental and climatic conditions and cultural formation are discussed. Nomadism, the causes of migrations and the Turkish tribes participating in these migrations, the situation of the homeland after migrations and the reasons for the protection of national assets are examined in detail. Within the scope of the course, information about Turks in Chinese, Russian, Byzantine and Islamic sources, important travelogues, main sources written in Turkish and archaeological finds, oral sources and epics are also covered. Especially Orkhon and Karabalgasun inscriptions, kurgans, old Turkish coins, Dede Korkut stories and epic epics are discussed in detail. In addition, post-Islamic written sources, works such as Kutadgu Bilig, Divan-ü Lügat-it Türk and Codex Cumanicus are included in the course content.

Recommended or Required Reading

Within the scope of this course, the following books, articles and academic resources are recommended to support the topics of the course and to provide a broader perspective: Ahmet Bican Ercilasun - From the Beginning to the Twentieth Century: A History of the Turkish Language Ayşe Onat - Hun and Pre-Turkic Peoples in Chinese Mission Reports Ayşe Onat - The Old Turkish Tribes According to Chinese Sources (3rd century BCE – 10th century CE) Ayşe Onat, Sema Orsoy, Konuralp Ercilasun - The Turks in Chinese Sources: Old Tang History (Chiu T'ang Shu) Bahaeddin Ögel - Turkish Mythology (Vols. I and II) Bahaeddin Ögel - The History of the Great Hun Empire (Vol. I) Bahaeddin Ögel - The Stages of Development of Turkish Culture Belâzurî – The Conquest of the Countries (Futuh al-buldan) (Translated by Mustafa Fayda) Bilgehan Atsız Gökdağ – From the Beginning to the Present: Turkish Epics Cüzcânî – Tabâkât-i Naşîrî (Translation by Mustafa Öztürk) Faruk Sümer - Oghuz (Turkmen) Tribes Gardîzî – Zaynû'l-Aẖbâr (Translation by Ahsen Batur) Hüseyin Nihal Atsız - Issues in Turkish History İbrahim Kafesoğlu - Turkish National Culture İbnü'l-Esîr – al-Kâmil fi't-Târikh (Islamic History / Ibn al-Esîr's History) (Translation by Abdülkerim Özyaydın et al.) Kaşgarlı Mahmud – Compendium of the Turkic Dialects Necmeddin Sadak – Turkey and the Turks Mes'ûdî – The Golden Steppes (Trans. Ahsen Batur) Mehmet Kara – The Turks According to Byzantine Sources Mualla Uydu Yücel – The First Russian Chronicle: The Tale of Nestor Muharrem Ergin – Orkhon Inscriptions Muharrem Ergin – The Book of Dede Korkut Mustafa Argunşah & Galip Güner – Codex Cumanicus Narşahî – History of Bukhara (Trans. Horst Wilfert – Fuat Sezgin) Orhan Şaik Gökyay – Dede Korkut Stories Osman Karatay – The Huns and Turkic Peoples Ramazan Şeşen – The Travelogue of Ibn Fadlan Saadetdin Gömeç – History of the Göktürks Taberî – History of al-Tabari (Trans. Zekeriya Kitapçı et al.) Yaşar Çoruhlu – Sacred Tombs of Ancient Turks: Kurgans Yusuf Has Hacıp – Wisdom of Royal Glory Zeki Velidi Togan – Introduction to General Turkish History

Planned Learning Activities and Teaching Methods

This course aims to provide students with the ability to analyse and interpret historical documents by examining the main sources of Turkestan history. In the teaching of the course, the lecture method is predominant and the active participation of the students is ensured with the question-answer technique. Sources are discussed comparatively and students are encouraged to make independent evaluations through discussions.

Recommended Optional Programme Components

In order to follow this course efficiently, students are advised to attend the lectures regularly, carefully follow the connections between the topics covered and review the content covered in the previous weeks. Since the course progresses in a chronological framework, comprehension of previous knowledge will facilitate a better understanding of subsequent topics. It is important for the students to regularly read the sources recommended in the course and to analyse the texts and documents. In addition, active participation is encouraged through the question-answer method applied during the lectures and students are expected to make evaluations from different perspectives. In this way, it is aimed that students develop the ability to analyse historical events independently.

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. Competency in Recognizing and Utilizing Sources of Turkish History: Students will be able to identify and comparatively evaluate information about Turks in Chinese, Byzantine, Russian, and Islamic sources, as well as travel accounts, oral traditions, and written texts (such as the Orkhon Inscriptions, Dede Korkut, Kutadgu Bilig, and Divan-ü Lügat-it Türk).
2. Understanding Historical Geography and the Original Homeland: Students will be able to explain the first homeland of the Turks, its environmental and climatic conditions, and how these factors influenced cultural and social development.
3. Ability to Analyze the Dynamics of Migration and Nomadism: Students will be able to discuss the causes of Turkic migrations, the impact of nomadic life on social and economic structures, the role of tribes in these processes, and the transformations experienced in the homeland.
4. Skills in Interpreting Cultural and Epic Sources: Students will be able to interpret cultural heritage elements such as archaeological findings from kurgans, ancient Turkic coins, epic traditions, and Dede Korkut stories, assessing their role in the formation of Turkic identity.
5. Competency in Understanding Post-Islamic Turkic Written Sources: Students will comprehend the historical and cultural significance of works such as Kutadgu Bilig, Divan-ü Lügat-it Türk, and Codex Cumanicus, and evaluate the intellectual and cultural world of the Turks after the adoption of Islam.
6. Oral Discussion and Critical Engagement Skills: Through face-to-face and question-answer sessions, students will actively participate in discussions, engaging with diverse historical sources and developing critical thinking skills.

Weekly Contents

Order	PreparationInfo	Laboratory TeachingMethods	Theoretical	Practise
1	This week, the following topics will be covered: 1. The Historical Origins of the Name "Turk" 2. The Phonetic Representation of the Name "Turk" 3. The Semantic Significance of the Name "Turk" 4. From the Term "Turk" to the Formation of the Turkish Nation 5. The Conceptual and Cultural Correlation between Turk and Turan To prepare for the topic, selected sections from the following sources should be read: Ahmet Bican Ercilasun - History of Turkish Language from the Beginning to the Twentieth Century Hüseyin Nihal Atsız - Issues in Turkish History Ibrahim Kafesoglu - Turkish National Culture Necmeddin Sadak - Turkey and Turks Zeki Velidi Togan - Introduction to General Turkish History Students are expected to read the relevant sections of these selected sources, take notes on the main ideas, and be prepared to participate in class discussions.	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 Historical Origins of the Name "Turk" 2. The Phonetic Representation of the Name "Turk" 3. The Semantic Significance of the Name "Turk" 4. From the Term "Turk" to the Formation of the Turkish Nation 5. The Conceptual and Cultural Correlation between Turk and Turan	

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2	This week, the following topics will be covered: 1. The Original Homeland of the Turks 2. Environmental and Climatic Conditions of the Homeland 3. The Issue of the Origins of Turkish History and the Formation of Turkish Culture To prepare for the topic, selected sections from the following sources should be read: Bahaeddin Ögel - Turkish Mythology (Volume I and II) Ibrahim Kafesoglu - Turkish National 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.	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 Original Homeland of the Turks 2. Environmental and Climatic Conditions of the Homeland 3. The Issue of the Origins of Turkish History and the Formation of Turkish Culture	

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3	This week, the following topics will be covered: 1. The Issue of Nomadism 2. Causes of Migrations To prepare for the topic, selected sections from the following sources should be read: Ibrahim Kafesoglu - Turkish National Culture Faruk Sumer - Oghuzs (Turkmens) 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 Issue of Nomadism 2. Causes of Migrations	

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4	This week, the following topics will be covered: 1. Pre-Christian Era Turkish Migrations 2. Post-Christian Era Turkish Migrations 3. Reasons for the Turks' Preservation of Their National Assets 4. Turkish Tribes Participating in Post-Christian Migrations and Their Chronology 5. The Condition of the Homeland Following the Migrations To prepare for the topic, selected sections from the following sources should be read: Saadettin Gömeç - Root Turk History Osman Karatay - Huns and Turkish Tribes Ibrahim Kafesoglu - Turkish National Culture Faruk Sumer - Oghuzs (Turkmens) Bahaeddin Ögel - History of the Great Hun Empire (Volume I) 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. Pre-Christian Era Turkish Migrations 2. Post-Christian Era Turkish Migrations 3. Reasons for the Turks' Preservation of Their National Assets 4. Turkish Tribes Participating in Post-Christian Migrations and Their Chronology 5. The Condition of the Homeland Following the Migrations	

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5	This week, the following topics will be covered: 1. Chinese Annals (Dynastic Histories) To prepare for the topic, selected sections from the following sources should be read: Ayşe Onat - Huns and Pre-Turks in Chinese Envoy Reports Ayşe Onat - Ancient Turkic Tribes According to Chinese Sources (III BC - X. Century AD) Ayşe Onat, Sema Orsoy, Konuralp Ercilasun - Turks in Chinese Sources: Ancient T'ang History (Chiu T'ang Shu) 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. Chinese Annals (Dynastic Histories)	

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6	This week, the following topics will be covered: 1. Russian Yearbooks To prepare for the topic, selected sections from the following sources should be read: Mualla Uydu Yücel - The First Russian Yearbook: Nestor Vakayinamesi 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. Russian Yearbooks	

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7	This week, the following topics will be covered: 1. Islamic Sources of Turkish History To prepare for the topic, selected sections from the following sources should be read: Tabari - Tarih-i Tabari (Tarih-i Rusûl ve'l-Mülûk) (Trans. Zekeriya Kitapçı et al.) Mas'ûdî - Golden Steppes (Mürûcû'z-Zeheb) (Trans. Ahsen Batur) Belâzurî - Conquest of Countries (Futûhu'l-Büldân) (Trans. Mustafa Fayda) Ibn al-Asîr - al-Kâmil fi't-Tarih (History of Islam / History of Ibn al-Asîr) (Trans. Abdülkerim Özeydin et al.) Narshahi - History of Bukhara (Târîh-i Bukhârâ) (Trans. Horst Wilfert - Fuat Sezgin) Gardîzî - Zeynû'l-Ahbâr (Trans. Ahsen Batur) Juzjânî - Tabakât al-Nâşirî (Translated by Mustafa Öztürk) 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. Islamic Sources of Turkish History	
8			Midterm Exam	
9	This week, the following topics will be covered: 1. Byzantine Sources of Turkish History To prepare for the topic, selected sections from the following sources should be read: Mehmet Kara - Turks According to Byzantine Sources 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. Byzantine Sources of Turkish History	

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10	This week, the following topics will be covered: 1. Travelogues To prepare for the topic, selected sections from the following sources should be read: Ramazan Şeşen - İbn Fadlan Travelogue 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. Travelogues	
11	This week, the following topics will be covered: 1. Main Sources of Turkish History Written in Turkish and Archaeological Finds To prepare for the topic, selected sections from the following sources should be read: Bahaeddin Ögel - Ages of Development of Turkish Culture Muharrem Ergin - Orkhon Abideleri 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. Main Sources of Turkish History Written in Turkish and Archaeological Finds	

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12	This week, the following topics will be covered: 1. Kurgans 2. Epics To prepare for the topic, selected sections from the following sources should be read: Yasar Coruhlu - Sacred Tombs of the Ancient Turks: Kurgans Bilgehan Atsız Gökdağ - Turkish Epics from the Beginning to the Present 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. Kurgans 2. Epics	
13	This week, the following topics will be covered: 1. Dede Korkut Stories To prepare for the topic, selected sections from the following sources should be read: Muharrem Ergin - The Book of Dede Korkut Orhan Shaik Gokyay - Dede Korkut Stories 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. Dede Korkut Stories	

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14	This week, the following topics will be covered: 1. Main Sources of Turkish History after Islam To prepare for the topic, selected sections from the following sources should be read: Yusuf Has Hacı - Kutadgu Bilig Kaşgarlı Mahmud - Divanü Lügati't Türk Mustafa Arıunşah & Galip Güner – Codex Cumanicus 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. Main Sources of Turkish History after Islam	

	P.O. 1	P.O. 2	P.O. 3	P.O. 4	P.O. 5	P.O. 6	P.O. 7	P.O. 8	P.O. 9	P.O. 10	P.O. 11	P.O. 12	P.O. 13	P.O. 14	P.O. 15
L.O. 1															
L.O. 2															
L.O. 3															
L.O. 4															
L.O. 5															
L.O. 6															

Table :

P.O. 1 :	Tarih Öncesi, Eskiçağ, Ortaçağ, Yeniçağ, Yakınçağ ve Yaşadığımız Çağ gibi tarihin temel alanlarına ait olay ve olguları bilimsel yöntem ve teknikler yardımıyla kavramsallaştırır ve bu kavramları tanımlar.
P.O. 2 :	Tarihsel verileri keşfeder, yorumlar, çözümler, güvenilirliği ve geçerliliğini değerlendirir.
P.O. 3 :	Tarihsel sorunları tanımlar, eleştirel bir yaklaşımla değerlendirir, kuramsal ve uygulamalı bilgilerle analiz eder.
P.O. 4 :	Öğrenme süreçlerinde disiplinler arası yaklaşımı analitik olarak kullanır.
P.O. 5 :	Ulusal ve evrensel değerlere sahip olarak milli kültür ile uluslar arası kültür ve medeniyetler arasında ilişki kurar, kültürel mirasa sahip çıkar.
P.O. 6 :	Toplumların gelişim özelliklerini ve farklılıklarını kavrayarak toplumların tarihi geçmişi ile şu andaki durumu arasında ilişki kurar.
P.O. 7 :	Tarih alandaki bir konuya uygun materyal geliştirir; bilgi ve tecrübe kazanımlarını farklı yöntemlerle kullanır.
P.O. 8 :	Kendini bir birey olarak tanıır; yaratıcı ve güçlü yönlerini kullanır, kişisel ve kurumsal iletişim ve etkileşim kurar.
P.O. 9 :	Alanıyla ilgili öğrenme gereksinimlerini belirler.
P.O. 10 :	Yaşam boyu öğrenme ve kalite yönetim süreçlerini öğrenebilir ve uygular; alanındaki sosyal, kültürel ve sanatsal etkinliklere katılır.
P.O. 11 :	Toplumsal sorumluluk bilinciyle mesleki proje ve etkinlikler planlar ve uygular.
P.O. 12 :	Tarih alanının gerektirdiği yabancı dili Avrupa Dil Portföyü B1 Genel düzeyinde kullanarak sözlü ve yazılı iletişim kurar.
P.O. 13 :	Bilişim teknolojilerini kullanır ve takip eder.
P.O. 14 :	Demokrasi, insan hakları, toplumsal, bilimsel, mesleki ve ahlaki değerlere uygun davranış kalıpları geliştirir.
P.O. 15 :	Kazanacağı bilgi birikimi ile sorumluluğu altında çalışanların öğrenme gereksinimlerini belirler, lisansüstü eğitimin gereklerini yerine getirir.
L.O. 1 :	Türk Tarihinin Kaynaklarını Tanıma ve Kullanma Yetkinliği: Öğrenciler, Çin, Bizans, Rus ve İslami kaynaklarda Türkler hakkındaki bilgileri, seyahatnameleri, sözlü ve yazılı kaynakları (Orhun Yazıtları, Dede Korkut, Kutadgu Bilig, Divan-ü Lügat-it Türk vb.) tanıyacak, karşılaştırmalı olarak değerlendirebilecektir.
L.O. 2 :	Tarihsel Coğrafya ve Anayurt Kavrayışı: Öğrenciler, Türklerin ilk anayurdunu, çevresel ve iklimsel koşullarını, bu şartların kültürel ve toplumsal gelişime etkilerini açıklayabilecektir.
L.O. 3 :	Göç ve Göçebelik Dinamiklerini Analiz Etme Yetkinliği: Öğrenciler, Türklerin göç sebeplerini, göçebe yaşamın sosyal ve ekonomik yapıya etkilerini, göçlere katılan boyların rollerini ve anayurtta yaşanan değişimleri tartışabilecektir.
L.O. 4 :	Kültürel ve Epik Kaynakları Yorumlama Becerisi: Öğrenciler, kurganlardan elde edilen arkeolojik buluntular, eski Türk paraları, destanlar ve Dede Korkut hikâyeleri gibi kültürel miras unsurlarını yorumlayabilecek ve bunların Türk kimliğinin oluşumundaki rolünü değerlendirebilecektir.
L.O. 5 :	İslâmiyet Sonrası Türk Yazılı Kaynaklarını Anlama Yetkinliği: Öğrenciler, Kutadgu Bilig, Divan-ü Lügat-it Türk ve Codex Cumanicus gibi eserlerin tarihsel ve kültürel önemini kavrayacak, İslâmiyet sonrası Türk kültür ve düşünce dünyasını değerlendirebilecektir.
L.O. 6 :	Sözlü Tartışma ve Eleştirel Katılım Becerisi: Öğrenciler, yüz yüze ve soru-cevap yöntemiyle işlenen derslerde aktif katılım sağlayarak, farklı tarihsel kaynaklardan elde edilen bilgileri tartışabilecek ve eleştirel düşünme becerisi geliştirebilecektir.