



YEDİTEPE UNIVERSITY

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YEDİTEPE UNIVERSITY

FACULTY OF ARTS AND SCIENCES

UNDERGRADUATE PROGRAM IN ANTHROPOLOGY

BOLOGNA INFORMATION PACKAGE

2024

YEDİTEPE UNIVERSITY

FACULTY OF ARTS AND SCIENCES - UNDERGRADUATE PROGRAM IN ANTHROPOLOGY INFORMATION PACKAGE (2024)

Establishment

The Department of Anthropology started providing education within the Faculty of Arts and Sciences in 1996.

Purpose

The Anthropology Department aims to educate its students as individuals who are aware of cultural and social diversity, capable of examining social behaviors, able to analyze the complex structure of contemporary society, and equipped with knowledge and skills that they can utilize in various areas.

Target

The goal of the Anthropology Department is to educate students equipped with robust theoretical and applied training. They should demonstrate sensitivity towards national and global issues, uphold scientific ethics, and maintain professional integrity. Additionally, they should possess a solid understanding of scientific research methodologies and demonstrate critical thinking skills. Anthropology students are expected to comprehend and enhance existing scientific knowledge through interdisciplinary approaches, access new sources using contemporary technology, contribute to the accumulation of scientific knowledge by generating new information through scientific research, and create new projects aimed at this goal.

Degree Awarded

This department follows a first-cycle degree system in Anthropology in higher education, consisting of 130 credits/240 ECTS. Upon successful completion of the courses and fulfillment of program requirements, students obtain a Bachelor's degree in Anthropology.

Level of Qualification: First-Cycle

Admission Requirements

The admission of students to the program is detailed under the "Student Admission" section in the "About Yeditepe University" on the university's website.

Specific Arrangements for Recognition of Prior Learning (Formal, Non-Formal, and Informal)

Recognition of prior formal education in Turkish higher education institutions, including vertical, horizontal, and intra-university transfers, is carried out within the scope of the "REGULATION ON THE TRANSFER, DOUBLE MAJOR AND MINOR BETWEEN ASSOCIATE AND UNDERGRADUATE PROGRAMS, AND CREDIT TRANSFER BETWEEN HIGHER EDUCATION INSTITUTIONS" determined by the Higher Education Council (YÖK). However, the recognition process for non-formal education, certificate-based, or experiential learning outside formal education institutions in Turkey is still in its early stages. Therefore, the recognition of prior learning has not yet been fully implemented in all programs at Yeditepe University.

Qualification Requirements and Regulations

Completion of all courses in the program (totaling 240 ECTS credits) and having a weighted grade point average of at least 2.00 out of 4.00 are the necessary qualification conditions for graduation.

About Program

Anthropology is a discipline that seeks to understand the complexity of human life through a holistic approach. In its broadest sense, it examines the diversity of human experiences and analyzes how these experiences are shaped by different cultural practices. Ethnographic research is one of the most distinguishing features of anthropology from other social science disciplines, and through this research method, anthropologists analyze the impact of micro-level relationships and interactions such as kinship and ethnic and religious groups, as well as the effects of more macro-scale events such as ecology and capitalism on the local scale. The program aims to educate competent anthropologists with a critical perspective and research ethics by combining ethnographic skills with theoretical frameworks.

Employment Opportunities

Graduates from the Anthropology Department have the opportunity to build careers in a wide range of fields. Graduates from this specialized field of social sciences can assume effective roles in many companies across various sectors, from research firms to museums, media organizations to universities, government agencies to market research companies. Additionally, they have the potential to hold significant positions in international organizations such as UNESCO, UNICEF, ILO, and WHO.

Anthropology Department graduates also have various career opportunities in the field of non-governmental organizations (NGOs). These organizations provide our graduates with the opportunity to work on important issues such as human rights, environmental issues, education, and health, allowing them to enhance their field experience and take on effective roles in community-oriented projects.

Furthermore, anthropology education equips our graduates with a range of skills that make them valuable in the business world, including understanding and deeply analyzing cultural diversity and effective communication skills. In recent years, there has been an increasing demand for anthropology graduates, especially in areas such as market research, user experience research, and advertising. This demonstrates that our graduates have the potential to build successful careers not only in the public sector but also in the private sector.

Access to Further Studies

Candidates who successfully complete their undergraduate education may pursue graduate studies in their own field or related fields, provided that they receive a passing score in the ALES exam and have a sufficient level of proficiency in the English language.

Assessment and Evaluation

The assessment for each course is described in detail in "Individual Course Description".

Score	Course Grade	Grade Points
90-100	AA	4.00
85-89	BA	3.50
80-84	BB	3.00
75-79	CB	2.50
70-74	CC	2.00
60-69	DC	1.50
50-59	DD	1.00
49 and below	F	0.0
Absence	FA	0.0

Additionally, the following abbreviations or explanations can be used to indicate students' statuses in grade sheets and files:

I	Incomplete
P	Pass
X	In progress
T	Transfer

W	Withdrawal
NC	Non-credit
ND	Non-degree
R	Repeat
L	Leave
ADD	Course Add
DR	Course Drop
AU	Audit

I grade is given to students who are unable to complete the required coursework due to a valid excuse. The deficiencies required by the "I" grade must be completed by the last day of the next regular registration period. Once the deficiencies are rectified, the student will receive the deserved course grade; however, if unsuccessful, the "I" grade will be converted to "FF"

P grade is given to students who pass the course but do not contribute to their grade point averages.

X grade is given to students who are engaged in ongoing projects, theses, or similar endeavors.

R grade indicates that the course has been repeated.

NC grade is used for courses taken on a non-credit basis.

ND grade is used for courses taken at Yeditepe University that are not intended for earning a diploma, whether taken for credit or non-credit.

L grade is used for students who are excused according to the regulations.

T grade is given for courses taken by students who transferred from another department, faculty, or university and whose adaptation has been approved by the relevant board of directors, or for courses previously taken and recognized by the board of directors based on the recommendation of the department, but which do not contribute to the GPA. It is also used for students who re-enroll in the university through ÖSYM exams.

W grade is given to courses that are dropped after the final drop date, within the period determined in the academic calendar each year, with the permission of the relevant board of directors, provided that the minimum course load is not reduced, and after obtaining the opinion of the advisor and the instructor.

Graduation Requirements

Undergraduate students must complete the compulsory, departmental elective, and free elective courses in the course program (totaling 130 credits/240 ECTS) and achieve a minimum GPA of 2.00 to graduate. The graduation overall GPA is calculated on a scale of 4.00; all courses taken are included in this calculation.

Mode of Study: Full-time

Contact and Address Information

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Facilities

The Anthropology Department's undergraduate program consists of 2 professors, 3 assistant professors, 2 research assistants, and 1 graduate student with a scholarship. In addition to the full-time faculty members, 4 lecturers contribute to the department part-time. Each office is equipped with a computer for every staff member. Furthermore, there is a printer connected to all computers.

Our students can access the resources they need for their studies through the university's database from their computers and also benefit from the library for written publications. Yeditepe University, established in 1996, has a library located in the Rectorate Building with an area of 6000 square meters and a seating capacity of 400.

Computer terminals are available in various locations throughout the campus, and students make use of these computers for their academic needs.

Surveys conducted on students

Our faculty conducts a student survey prepared by the faculty's board of directors for each course every semester. The survey results are archived, and at the end of each semester, the survey results for each faculty member are provided to them by the department chairs. The department chair draws attention to averages below 2.5 out of 5 received by faculty members.

Double Major Programs

Currently, we have dual diploma agreements with the departments of History, Psychology, Sociology, Translation Studies, English Language and Literature, Philosophy, Arts Management, Journalism, Radio-Television-Cinema, Gastronomy and Culinary Arts, Nutrition and Dietetics, Political Science, and International Relations. Additionally, efforts are made to establish new agreements based on students' requests.

Erasmus Agreements

Within the framework of our department's Erasmus Student and Faculty Exchange Program, we have agreements with 11 universities in a total of 6 different countries: 3 in Poland, 3 in Germany, 1 in Austria, 2 in Bulgaria, 1 in Greece, and 1 in Italy.

Program Learning Outcomes

P.L.O 1. Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.

P.L.O 2. Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.

P.L.O 3. Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.

P.L.O 4. Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.

P.L.O 5. Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.

P.L.O 6. Identify social problems and develop social projects using anthropological theory and research methods.

P.L.O7. Effectively utilize current databases, information resources, and information technologies.

P.L.O 8. Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology.

P.L.O 9. Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.

P.L.O 10. Proficiently engages in academic-level English thinking, reading, writing, and oral expression.

Program Teaching Objectives

T.O.1. Demonstrate an in-depth knowledge of the fundamental concepts, historical development, and theoretical perspectives within the discipline of anthropology.

T.O.2. Demonstrate proficiency in utilizing fundamental research methods within anthropology, with a particular emphasis on analyzing or designing ethnographic studies.

T.O.3. Achieve mastery of the fundamental principles of qualitative and quantitative research methods.

T.O.4. Explore the concept of culture using diverse research techniques and develop an unbiased researcher perspective.

T.O.5. Consider ethical values in examining diverse cultures and behave accordingly.

T.O.6. Design interdisciplinary studies and draw theoretical and empirical benefits from other branches of the social sciences.

T.O.7. Develop skills in presentation and communication in English, while also honing mastery in academic writing style.

T.O.8. Cultivate a sense of social responsibility and actively demonstrate this awareness both in social projects and everyday life.

The Matrix of Teaching Objectives and Program Outcomes

	T01	T02	T03	T04	T05	T06	T07	T08
PO1	√				√			
PO2	√	√	√	√				
PO3	√	√	√	√	√			
PO4			√	√	√			
PO5		√	√	√	√			√
PO6	√	√			√			√
PO7			√			√		
PO8		√	√		√			
PO9						√	√	√
PO10							√	

UNDERGRADUATE PROGRAM IN ANTHROPOLOGY COURSE STRUCTURE DIAGRAM

FIRST SEMESTER							
			Credits	T	A	L	ETCS
ANT	101	Introduction to Cultural Anthropology	3	3	0	0	6
ANT	103	History of Anthropology	3	3	0	0	8
ANT	115	Scholarly Reading and Writing in Anthropology I	3	2	2	0	5
ANT	154	Culture and Archaeology	3	2	1	0	8
HUM	103	Humanities	2	2	0	0	3
			14				30

SECOND SEMESTER							
			Credits	T	A	L	ETCS
ANT	116	Scholarly Reading and Writing in Anthropology II	3	2	2	0	5
ANT	160	Biological Anthropology	3	3	0	0	6
ANT	158	Introduction to Social Theory	3	3	0	0	8
PHIL	101	Introduction to Philosophy	3	3	0	0	5
PSY	101	Introduction to Psychology	3	3	0	0	6
			15				30

THIRD SEMESTER							
			Credits	T	A	L	ETCS
ANT	227	Anthropological Theory I	3	3	0	0	6
ANT	275	Turkish Mythology and Folk Beliefs	3	3	0	0	8
RSCH	411	Quantitative Research	3	3	0	0	4
TKL	201	Turkish Language I	2	2	0	0	2
ANT		Area Elective I	3				5
		Free Elective I	3				5
			17				30

FOURTH SEMESTER							
			Credits	T	A	L	ETCS
ANT	220	Ethnography: Critics and Applications	4	2	2	0	5
ANT	228	Anthropological Theory II	3	3	0	0	6
ANT	276	Kinship and Social Organization	3	3	0	0	7
TKL	202	Turkish Language II	2	2	0	0	2
ANT		Area Elective II	3				5
		Free Elective II	3				5
			18				30

FIFTH SEMESTER							
			Credits	T	A	L	ETCS
ANT	317	Anthropological Studies in Rural Areas	3	3	0	0	8
ANT	383	Gender and Culture	3	3	0	0	4
ANT	319	Ethnography and the History of Anthropology in Turkey	3	3	0	0	6
HTR	301	History of Turkish Republic I	2	2	0	0	2
ANT		Area Elective III	3				5
		Free Elective III	3				5
			17				30

SIXTH SEMESTER							
			Credits	T	A	L	ETCS
ANT	334	Ritual and Religion	3	3	0	0	8
ANT	348	Approaches in Applied Anthropology	3	3	0	0	4
ANT	358	Research Technologies and Ethics	4	2	4	0	6
HTR	302	History of Turkish Republic II	2	0	0	0	2
ANT		Area Elective IV	3				5
		Free Elective IV	3				5
			18				30

SEVENTH SEMESTER							
			Credits	T	A	L	ETCS
ANT	459	Current Debates in Anthropology	3	3	0	0	7
ANT	463	Project Design in Social Sciences	3	3	1	0	7
ANT	419	Ecology and Anthropology	3	3	0	0	6
ANT		Area Elective V	3				5
		Free Elective V	3				5
			15				30

EIGHTH SEMESTER							
			Credits	T	A	L	ETCS
ANT	432	Politics and Culture	3	3	0	0	6
ANT	464	Medical Anthropology	3	3	0	0	6
ANT	498	Writing Thesis	4	2	4	0	8
ANT		Area Elective VI	3				5
		Free Elective VI	3				5
			16				30

Required for Graduation	
Credits	130
ETCS	240
Number of Courses	42

COURSE CATEGORY LIST					
Core Courses		ECTS	Department/Area Elective Courses		ETCS
ANT 101	Introduction to Cultural Anthropology	6	ANT 229	World Cultural Heritage	5
ANT 103	History of Anthropology	8	ANT 266	Technology and Culture	5
ANT 115	Scholarly Reading and Writing in Anthropology I	4	ANT 326	Historical and Cultural Anthropology of Turkish World	4
ANT 116	Scholarly Reading and Writing in Anthropology II	5	ANT 346	Economics and Anthropology	5
ANT 157	Culture and Archaeology	8	ANT 349	Different Faces of Urban Poverty	5
ANT 158	Introduction to Social Theory	8	ANT 367	Digital Anthropology	5
ANT 160	Biological Anthropology	6	ANT 445	Anthropology of Nomads	5
ANT 227	Anthropological Theory I	6	ANT 455	Anthropology of Senses	5
ANT 228	Anthropological Theory II	6	ANT 476	Forensic Archaeology and Anthropology	5
ANT 229	World Cultural Heritage	5	ANT 478	Visual Culture Studies	5
ANT 275	Turkish Mythology and Folk Beliefs	8	SOC 156	Social Problems in Turkey	7
ANT 276	Kinship and Social Organization	7	SOC 251	Social Awareness	5
ANT 317	Anthropological Studies in Rural Areas	8	ART 104	Basics of Art Sociology	5
ANT 319	Ethnography and the History of Anthropology in Turkey	6	ART 207	Museology	7
ANT 334	Ritual and Religion	8	Support Courses		

ANT 346	Economics and Anthropology	5	TKL 201	Turkish Language I	2
ANT 348	Approaches in Applied Anthropology	4	TKL 202	Turkish Language II	2
ANT 349	Different Faces of Urban Poverty		HTR 301	History of Turkish Republic I	2
ANT 358	Research Technologies and Ethics	6	HTR 302	History of Turkish Republic II	2
ANT 383	Gender and Culture	4	RSCH 411	Quantitative Research	4
ANT 419	Ecology and Anthropology	6	TKL 201	Turkish Language I	2
ANT 432	Politics and Culture	6	TKL 202	Turkish Language II	2
ANT 459	Current Debates in Anthropology	7			
ANT 463	Project Design in Social Sciences	7			
ANT 464	Medical Anthropology	6			
ANT 220	Ethnography: Critics and Applications	5			
ANT 498	Writing Thesis	8			

Course-Program Outcomes Relationships

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
ANT 101	5	5	3	0	5	0	3	0	5	3
ANT 103	5	3	3	0	0	0	3	0	0	3
ANT 115	3	0	0	5	0	0	5	3	3	5
ANT 116	3	0	0	5	0	0	5	3	3	5
ANT 157	3	5	0	5	5	3	5	5	5	5
ANT 158	5	5	3	5	0	5	0	0	5	3
ANT 160	3	5	0	5	5	3	5	5	5	5
ANT 220	3	3	5	5	5	3	3	5	5	5
ANT 227	5	5	3	5	0	5	0	5	5	5
ANT 228	5	5	3	5	0	5	0	5	5	5
ANT 229	3	3	0	3	3	3	3	3	5	5
ANT 266	3	3	0	3	3	3	3	5	3	5
ANT 275	3	3	0	3	0	0	3	5	5	5
ANT 276	5	5	3	5	5	3	3	3	5	3
ANT 317	5	5	3	5	5	5	3	3	5	5
ANT 319	5	5	3	5	5	3	3	5	5	3
ANT 326	3	3	0	3	0	0	3	3	3	3
ANT 334	3	5	3	3	5	5	3	5	5	5
ANT 346	3	5	3	5	3	3	3	5	3	5
ANT 348	3	5	3	5	3	5	3	3	5	5
ANT 349	5	5	3	3	3	3	3	5	5	5
ANT 358	3	5	5	5	5	3	5	3	5	5
ANT 367	3	5	5	3	5	0	5	5	3	5
ANT 383	3	5	3	5	3	3	3	5	5	5
ANT 419	5	5	3	5	3	3	3	3	3	5
ANT 432	3	5	3	3	5	5	3	5	5	5
ANT 445	5	3	5	5	5	3	3	5	5	3
ANT 455	5	3	5	5	5	3	3	5	5	3
ANT 459	5	5	3	5	3	3	3	3	5	5
ANT 463	5	5	5	3	3	5	3	5	5	5
ANT 464	5	5	3	3	3	5	3	3	5	3
ANT 476	3	5	0	5	5	3	5	5	5	5
ANT 478	5	5	5	3	5	3	5	5	5	3
ANT 498	5	5	5	5	5	5	5	5	5	5

0: Not Supported

3: Moderately Supported

5: Supported by an advanced level

Teaching Methods*	Main Learning Activities	Tools Used
Lecture	Listening and comprehension	Standard classroom technologies, multimedia tools, projector, computer
Discussion-Based Class	Listening and comprehension, processing observations/situations, critical thinking, question development	Standard classroom technologies, multimedia tools, projector, computer
Small Group Discussion	Listening and comprehension, processing observations/situations, critical thinking, question development	Standard classroom technologies, multimedia tools, projector, computer
Presentation	Listening and comprehension, processing observations/situations	Real or virtual environments conducive to observation
Seminar	Research - writing, reading, listening and comprehension, managerial skills	Standard classroom technologies, multimedia tools, projectors, computers, and special equipment.
Fieldwork	Processing observations/situations, ethnographic method skills, translating information into data, research-writing, reading	
Laboratory	Data generation-transformation, statistics, computing, managerial skills, teamwork	Special equipment (Computer, SPSS, Nvivo, MAXQDA)

(*) Depending on the characteristics of the course, one or more of the methods listed here may be applied

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Introduction to Cultural Anthropology	ANT 101	Fall	3+0	3	6

Prerequisites	-
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Language of Instruction	English
Course Level	Undergraduate
Course Type	Compulsory
Course Coordinator	-
Instructors	Dr. Cemre Aydoğın Beyaz
Assistants	-
Goals	The aim of this course is to examine the processes of culture construction in an anthropological context. The basic concepts and history of Cultural Anthropology are explained through different case studies.
Content	The evolution of Cultural Anthropology into a separate discipline is discussed at the beginning of the course, and in the following weeks, the role and importance of topics such as economy, religion, and politics in the construction of culture are emphasized. The terminology of these topics is presented in detail.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
1- Focuses on the definition and basic research methods of Cultural Anthropology.	1,2,5,10	1,2,3,4	B
2- Explains the concepts of culture, the "other", border, and imagination.	3,4,5,10	1,2,3,4	B
3- Analyzes the impact of politics on understanding cultures.	7,8,10	1,2,3,4	B
4- Analyzes cultures by looking at everyday economic activities.	2,9,10	1,2,3,4	B
5- Analyzes the relationship between kinship, different forms of marriage, and culture.	4,9,10	1,2,3,4	B
6- It presents the traceable significant relationship between gender roles, art, and religion through different case studies.	4,9,10	1,2,3,4	B

7- Relates globalization to current anthropological studies.	3,5,9,10	1,2,3, 4	B
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Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion 4: Simulation 5: Case Study
Assessment Methods:	A: Testing, B: Multiple Choice C: Homework D: Fill in the blanks E: True or false F: Oral exam G: Portfolio

COURSE CONTENT

Week	Topic	Study Materials
1	Introduction	The definition of Cultural Anthropology and its relation with other disciplines
2	Anthropology and Culture	The definition and history of culture, and the main anthropological methods used to analyze it
3	Language and Discourse	The relationship between language and culture, and the theories explaining the said relationship
4	Religion, Ideology, and Art	The impact of religion on works of art and its interpretation by different cultures
5	Social Organisations	The construction of social groups
6	Political Anthropology	Anthropological examination of concepts such as the state and the nation
7	Culture and Individual	
8	Economic Anthropology	Theories analyzing different economic activities
9	Family and Marriage	The history of family and theories regarding different family types
10	Globalisation and the culture of Capitalism	The impact of neoliberalism on culture
11	Visual Ethnography	The visualization of fieldwork
12	Contemporary Anthropology	Current theories of ethnicity in the study of social groups
13	Contemporary Anthropology	Current economic approaches to the study of social groups
14	Discussion and Preparation for Final	

RECOMMENDED SOURCES

Textbook	Lavenda, R. and Schultz, E. (2009) <i>Core Concepts in Cultural Anthropology</i> . New York: McGraw Hill Book Co.
Additional Resources	

MATERIAL SHARING

Documents	All the documents and multiple-choice tests used.
Assignments	
Exams	

ASSESSMENT

In-Term Studies	Number	Percentage
Mid-terms	1	40
Final	1	60
Total		100
Contribution of Final to Overall Grade		60
Contribution of In-term Studies to Overall Grade		40
Total		100

COURSE CATEGORY	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM

No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.					X
2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.					X
3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.				X	
4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.				X	
5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.					X
6	Identify social problems and develop social projects using anthropological theory and research methods.			X		
7	Effectively utilize current databases, information resources, and information technologies.			X		
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology					X
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.					X
10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.					X

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	3	42
Mid Term	1	21	21
Final examination	1	36	36

Total Work Load			141
Total Work Load / 25 (h)			5,64
ECTS Credit of the Course			6

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
History of Anthropology	ANT 103	Fall	3+0	3	8

Prerequisites	-
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Language of Instruction	English
Course Level	Undergraduate
Course Type	Compulsory
Course Coordinator	
Instructors	Assoc. Prof. Dr. Gözde Dalan Polat
Assistants	
Goals	The emergence and phases of anthropology as a science and discipline will be evaluated in relation to anthropological research topics.
Content	In this course; the earliest interpretations and evaluations of cultural diversity from ancient times to the present, anthropological approaches, important theories and theorists will be discussed.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
1- General definition of anthropology and historical development process	1,2,3,4,8	1,2,3	A,C
2- Anthropological studies in Turkish-Islamic history.	1,2,3,4,8	1,2,3	A,C
3- The emergence of anthropology as a branch of science in the West and general outlines of the theories and theorists	1,2,3,4,8	1,2,3	A,C
4- Anthropology studies in Turkey	1,2,3,4,8	1,2,3	A,C
5- Issues and approaches in the discipline of anthropology today	1,2,3,4,8	1,2,3	A,C

Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion 4: Simulation 5: Case Study
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Assessment Methods:	A: Testing, B: Multiple Choice C: Homework D: Fill in the blanks E: True or false F: Oral exam G: Portfolio
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COURSE CONTENT

Week	Topic	Study Materials
1	The importance of history of science in learning sciences. General definition of anthropology, historical development process and examples of anthropological approaches in cultural history.	
2	Examples of anthropological approaches in ancient and medieval Europe.	
3	Anthropology studies in Turkish-Islamic history: Biruni and Ibn Khaldun.	
4	Early scientific studies in anthropology in the West. The formation of anthropology in the context of the Age of Great Geographical Discoveries and the Enlightenment.	
5	The formation of anthropology as a science: Early 19th century theories and theorists.	
6	The founders of anthropology: Franz Boas, Bronislaw Malinovski	
7	The founders of anthropology: A. R. Radcliffe-Brown, Marcel Mauss	
8	Midterm exam	
9	Developments in the world and the connections of anthropology (1880-present)	
10	The expansion of anthropology; schools, movements, practices	
11	Globalization and anthropology	
12	The relationship between anthropology and other disciplines today	
13	History of anthropological research in Turkey	
14	New topics and trends in anthropology	

RECOMMENDED SOURCES

Textbook	Thomas Hylland Eriksen, Finn Sivert Nielsen.2014. Antropoloji Tarihi, İletişim Yayınları Kuklick, Henrika. 2007. A New History of Anthropology. Wiley-Blackwell Press.
Additional Resources	Vermeulen, Han ve Arturo Alvarez Roldan, 1995. Fieldwork and Footnotes: Studies in the History of European Anthropology

MATERIAL SHARING

Documents	Text books and articles
Assignments	Presentations
Exams	Midterm and final

ASSESSMENT		
In-Term Studies	Number	Percentage
Mid-terms	1	30
Presentation	2	30
Final		40
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		40
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		60
Total		100

COURSE CATEGORY	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.					x
2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.					x
3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.					x
4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.					x
5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.		x			
6	Identify social problems and develop social projects using anthropological theory and research methods.				x	
7	Effectively utilize current databases, information resources, and information technologies.					x
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology					x
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.					x
10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.					x

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	3	42
Mid Term	1	14	14
Assignments	1	9	9
Final examination	1	17	17
Total Work Load			124
Total Work Load / 25 (h)			4.96
ECTS Credit of the Course			5

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Writing and Reading Skills in Anthropology I	ANT 115	Fall	2+2	3	5

Prerequisites	None
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Language of Instruction	English
Course Level	Undergraduate
Course Type	Compulsory
Course Coordinator	
Instructors	Assist. Prof. Dr. Alexander Richard Wasse
Assistants	None
Goals	To provide a general introduction to the writing, reading, and critical-thinking skills that students will require to succeed in Anthropology at the undergraduate level.
Content	See below

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
1- Develop the ability to write effective essays.	4+10	1+2+3+5	A+C+F
2- Understand how to evaluate and use the primary and secondary sources.	4+7+10	1+2+3+5	A+C+F
3- Demonstrate linkages between ideas.	4+10	1+2+3+5	A+C+F
4- Practice constructing arguments and structuring reasoning.	4+10	1+2+3+5	A+C+F
5- Critically analyze and question data, fostering informed and skeptical attitudes towards its usage.	4+7+10	1+2+3+5	A+C+F
6- Demonstrate logical, persuasive and credible communication skills	10	1+2+3+5	A+C+F

7- Recognize basic concepts, theoretical perspectives and historical development of anthropology.	1	1+2+3+5	C+F
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Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion 4: Simulation 5: Case Study
Assessment Methods:	A: Testing, B: Multiple Choice C: Homework D: Fill in the blanks E: True or false F: Oral exam G: Portfolio

COURSE CONTENT

Week	Topic	Study Materials
1	In this first session students will be given guidelines on what to expect in the coming 13 weeks. You will be instructed on how to prepare for classes and quizzes, and how to prepare your essay plan.	Provided as .pdf files
2	Use this time to: (1) thoroughly read the material relating to undergraduate study skills provided in the Week 1 Course Information folder on Dropbox; (2) review the two core texts for this course, Margraff Turley's (2016) <i>Writing essays. A Guide for Students in English and the Humanities</i> and Swatridge's (2014) <i>Oxford Guide to Effective Argument and Critical Thinking</i> .	Provided as .pdf files
3	This session covers the writing of essay introductions and the process of arguing a case. You will then read and debate a text exploring frontiers between hunters and farmers, radically different ways of being in the world, and some of the reasons for the frequently destructive encounters across them.	Provided as .pdf files
4	This week you will learn: (1) how to structure the all-important middle part of the undergraduate essay; (2) improve your clarity of thought and communication. You will then be exposed to a primary text relating to 1930s Sinai, which we will discuss in the context of identifying bias, prejudice and racism in the anthropological record. Problems associated with uncritical use of unilinear models of cultural evolution will also be introduced.	Provided as .pdf files
5	This session continues our look at the middle section of the undergraduate essay, focusing on the mechanics of linking sentences, paragraphs, ideas and sections to create an integrated, polished argument. We will also look in more detail at how to use your sources and evaluate critical orthodoxies. The session concludes with a student-led seminar on Alan Sokal's infamous spoof article, <i>Transgressing the Boundaries: Towards a Transformative Hermeneutics of Quantum Gravity</i> . How good are you at recognising nonsense dressed up as postmodernist theory?	Provided as .pdf files
6	University holiday.	Provided as .pdf files

7	It is not enough simply to sprinkle a few sources over your work as an afterthought ('fairy dust'); you need to truly understand them. This session looks at the risks of: (1) misrepresenting others' claims; (2) confusing causes and effects; (3) drawing conclusions from history; (4) appealing to emotion rather than reason. You will also learn how to conclude your essay in style. You will then return to themes first encountered in Weeks 2 and 3, with a critical reading of part of Patrick Brantlinger's <i>Dark Vanishings</i> - an unsettling exposé of the so-called extinction discourse in anthropology.	Provided as .pdf files
8	This week focuses on: (1) how you might support your argument using examples, facts and numbers; (2) how to use grammar and punctuation to best effect in your essays. We then consider the hostile book review as an example of critical analysis in action.	Provided as .pdf files
9	This session examines the vexing question of writing style and how to improve it. It goes on to consider what we can be sure about when assessing evidence critically, and what might just be wishful thinking. There is a difference! The session concludes with a look at the extent to which differences of academic culture may lead different people to very different conclusions, even on the strength of exactly the same evidence.	Provided as .pdf files
10	Effective use of quotations, footnotes and bibliographies is an essential part of tertiary-level critical analysis, to say nothing of being your guardian angel with regard to that most heinous of academic crimes: plagiarism. In this session, you'll cover these topics in detail, before moving on to a reflective discussion about how conscious or subconscious bias might - if unacknowledged - lead you to express an ill-considered, subjective opinion or prejudice. This week's case study returns to the anthropological mainstream with a look at whether human skills, such as the construction of elaborate artefacts, can truly be said to differ from those of animals.	Provided as .pdf files
11	This session focuses on a couple of frequently neglected skills: how to use a library and how to get the most out of secondary sources. We will also look at the oversimplification of arguments, with the aim of empowering you to avoid doing just that. The session concludes with a student-led seminar on humanity's multifaceted exchanges with nature, considering them from the perspective of introductory economic anthropology.	Provided as .pdf files
12	Tutorial week.	Provided as .pdf files
13	This week we'll look briefly at the undergraduate dissertation and how to ensure that your argument hangs together.	Provided as .pdf files

	Contradicting yourself or making incompatible claims is definitely not for winners! Together we'll then begin a two-session in-depth critical analysis of the nature of occupation at one of Turkey's best-known and most spectacular Neolithic sites: Göbekli Tepe.	
14	In this final session of the course, we'll consider the all-important questions of: (1) how to lay out a developed argument; (2) how to lay out a developed argument under time pressure - in other words, how to write exam essays! We will then complete our two-session critical analysis of the nature of occupation at Göbekli Tepe, before concluding the course with a summary of the recommendations for effective argument that you've learned this semester.	Provided as .pdf files

RECOMMENDED SOURCES

Textbook	Marggraf Turley, R. 2016. <i>Writing essays. A guide for students in English and the humanities</i> . 2 nd edition. London and New York: Routledge. Swatridge, C. 2014. <i>Oxford guide to effective argument and critical thinking</i> . Oxford: Oxford University Press.
Additional Resources	Instructor presentations

MATERIAL SHARING

Documents	All course reading provided as .pdf files
Presentation	Topic allocated at start of course

ASSESSMENT

In-Term Studies	Number	Percentage
Assignment	5	50
Final Exam	1	50
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		50
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		50
Total		100

COURSE CATEGORY	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.			X		
2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.			X		
3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.	X				
4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.					X
5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.	X				
6	Identify social problems and develop social projects using anthropological theory and research methods.	X				
7	Effectively utilize current databases, information resources, and information technologies.				X	
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology	X				
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.	X				
10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.					X

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14 x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	3	42
Assignments	5	5	25
Final Exam	1	25	25
Total Work Load			135
Total Work Load / 25 (h)			5,34
ECTS Credit of the Course			5

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Writing and Reading Skills in Anthropology II	ANT 116	Spring	2+2	3	5

Prerequisites	ANT 115
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Language of Instruction	English
Course Level	Undergraduate
Course Type	Compulsory
Course Coordinator	
Instructors	Assis. Prof. Dr. Alexander Richard Wasse
Assistants	None
Goals	Practical application of the writing, reading and critical-thinking skills that students will require to succeed in Anthropology at undergraduate level.
Content	See below

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
1- Effective essay writing.	4+10	1+2+3+5	C+F
2- Evaluation and use of primary and secondary sources.	4+7+10	1+2+3+5	C+F
3- Linkage between ideas.	4+10	1+2+3+5	C+F
4- Construction of argument and structure of reasoning.	4+10	1+2+3+5	C+F
5- To help students become informed and sceptical users of data.	4+7+10	1+2+3+5	C+F
6- To help students become persuasive communicators.	4+10	1+2+3+5	C+F
7- To expose students to polarising debates on anthropological and archaeological topics.	1+4+10	1+2+3+5	C+F

Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion 4: Simulation 5: Case Study
Assessment Methods:	A: Testing, B: Multiple Choice C: Homework D: Fill in the blanks E: True or false F: Oral exam G: Portfolio

COURSE CONTENT

Week	Topic	Study Materials
1	In this first session students will be given guidelines on what to expect in the coming 13 weeks. You will be instructed on how to prepare for classes and assessments, and how to prepare your essay plan.	Provided as .pdf files
2	This session follows on directly from ANT-115 Weeks 13 and 14, in which you examined the question of whether the Göbekli Tepe III enclosures represent sanctuaries ('Argument A) or were simply elaborate communal dwellings ('Argument B'). In this session, we will consider the matter from the perspectives of ten archaeologists working in different areas of the Near East. This will give you an appreciation for the nuance of developed academic argument, as well as demonstrating that - so far as academics are concerned - there are typically as many opinions as there are individuals. The aim is for you to become comfortable operating in the grey space between diametrically opposed poles of opinion.	Provided as .pdf files
3	In this session we will examine how the Göbekli Tepe team developed their 'Argument A' in light of Banning's counter-'Argument B' and the ten peer reviews you looked at in Week 2. As part of this process, the team drew on archaeological theory to test the reasons that underpinned their claim that the Göbekli Tepe III enclosures represent sanctuaries more rigorously than had been attempted hitherto. At the end of this session we will compare their developed 'Argument A' with the original 'Argument A' in order to identify lessons that you can apply in your own academic work. We will also look at some of the most recent work on Göbekli Tepe, to bring your understanding of the site right up to date.	Provided as .pdf files
4	Use this time to revise: (1) undergraduate study skills; (2) the two core texts of last semester's ANT-115 Writing and Reading Skills in Anthropology I; (3) all of the Set Reading from Weeks 2 and 3, plus a selection of the Further Reading from the same weeks.	Provided as .pdf files
5	This session sees the first of three student-led seminars that you will complete during this module. It draws together all aspects of the reading that you've done so far this semester (plus the last two sessions of ANT-115 Writing and Reading Skills in Anthropology I). First, we will listen to student-delivered presentations on	Provided as .pdf files

	alternate interpretations of the Göbekli Tepe III enclosures ('Argument A' vs 'Argument B'), each delivered as a developed argument in the format you learned last semester. You will then debate the findings in a workshop moderated by the tutor, with the aim of reaching an objective, evidenced conclusion.	
6	This week, we will turn our attention to Aceramic Neolithic Cyprus. Here, the site of Khirokitia-Vouni has yielded elaborate pillar buildings bearing more than a passing similarity to those of Göbekli Tepe III. The two groups of structures are separated chronologically by more than 2,500 years. Is it feasible that a cultural link might exist between them across such a vast expanse of time and space? The Khirokitia pillar buildings have for many decades been interpreted as straightforward domestic dwellings ('Argument A'). In recent years, however, this view has been challenged by scholars who prefer to view the site as a vast necropolis: a village for the dead ('Argument B'). This session serves as an introduction the Aceramic Neolithic of Cyprus, to the site of Khirokitia and to 'Argument A'.	Provided as .pdf files
7	In this session we will look in more detail at the suggestion that Khirokitia was a village more for the dead ('Argument B') than for the living ('Argument A' - the focus of last week's session). This may seem far fetched, but you'll discover that even a quick glance at the ethnographic literature yields innumerable examples of such behaviour. Furthermore, on the adjacent Near Eastern mainland, scholars have for many years noted a 'domestic ambivalence' with regard to pillar buildings, as well as a possible association with funerary behaviour. Above all else, this session should serve as a warning (1) not to jump to conclusions and (2) to remain open to less obvious interpretations, provided they're supported by the evidence to hand.	Provided as .pdf files
8	University holiday.	Provided as .pdf files
9	This second workshop examines the strengths and weakness of the two very different interpretations of the Khirokitia pillar buildings that you looked at in the previous two sessions. Student-led presentations will summarise and critically review the relative merits of the domestic-dwelling ('Argument A') vs necropolis ('Argument B') viewpoints. A third student-led presentation ('Argument C) will consider issues of identity and insularity to evaluate the extent to which Khirokitian Cyprus was in contact with, or isolated from, the adjacent mainland. Once again, these presentations should be delivered as developed arguments in the format you learned last semester. You will then debate	Provided as .pdf files

	the findings in a workshop moderated by the tutor, with the aim of reaching an objective, evidenced conclusion. High marks will be contingent on your exploring the crossover between arguments relating to the Göbekli Tepe III enclosures (Weeks 2-5) and those relating to the nature of settlement at Khirokitia (Weeks 6-7).	
10	For this final block, we will return from Cyprus to the Near Eastern mainland. This session serves as an introduction to the Late Neolithic Halaf culture of upper Mesopotamia. Broadly contemporary with aceramic Khirokitia, the Halaf is renowned for its spectacular painted pottery and - of key interest here - the reappearance of circular architecture ('tholoi') in the mainland archaeological record after a gap of two millennia. This session serves as an introduction to the Halaf culture and opens the debate concerning the origins of the tholoi. Were they a local adaptation in response to changing environmental and social conditions? Or might they represent a revival of much earlier building traditions that had survived in remote hinterlands, perhaps even Cyprus? In these final sessions of the course, argument ('Argument A') and counterargument ('Argument B') aren't delivered to you on a plate. You will have to work through the disparate threads of the literature and work out what they might be for yourself.	Provided as .pdf files
11	Use this time to revise: (1) all of the Set Reading from Weeks 6 and 7, plus a selection of the Further Reading from the same weeks.	Provided as .pdf files
12	Online one-to-one tutorials, in which you will review your Essay Plan with the course tutor. Engagement with this process will help you with the writing of your assessed Essay.	Provided as .pdf files
13	The disparate threads that you've been exploring since the start of this module are gradually drawn together in this session. Given the architectural similarities between the Khirokitia pillar buildings and Göbekli Tepe III enclosures - to say nothing of their shared domestic ambivalence - some sort of relationship, even if indirect, seems likely. Furthermore, the recently demonstrated contemporaneity of Khirokitia with the earliest Halafian tholoi is striking. What sort of factors might have underpinned such relationships, however putative, and to what extent are they truly evidenced by hard data? Furthermore, how might we structure such thoughts into argument ('Argument A') and counterargument ('Argument B')? By this stage of the module you will be all too aware that is rarely enough simply to observe, describe and interpret; you also need to explain. In this session you will consider (1) Ingold's notion of 'trust' vs 'domination' and (2) the Late-Neolithic	Provided as .pdf files

	spread of pastoral networks as potential explanatory models.	
14	In this third workshop, you and a partner will draw on what you have learned in ANT-115 and ANT-116 to distil the disparate content of the Week 10 and Week 13 reading into a coherent argument ('Argument A') and counterargument ('Argument B') of your choice. Issues you might explore include local-adaptation ('upper Mesopotamia') vs dispersal models ('Cyprus') for the origins of the Halafian tholoi, or shared-antecedent ('diachronic') vs real-time connectivity ('synchronic') models to account for the architectural similarities between structures at Khirokitia and some Halafian tholoi.	Provided as .pdf files

RECOMMENDED SOURCES

Textbook	
Additional Resources	Instructor presentations

MATERIAL SHARING

Documents	All course reading provided as .pdf files
Presentation	Topic allocated at start of course
Essay	Topics shared at start of course

ASSESSMENT

In-Term Studies	Number	Percentage
Presentation	1	50
Final essay	1	50
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		50
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		100
Total		100

COURSE CATEGORY

Expertise/Field Courses

COURSE'S CONTRIBUTION TO PROGRAM

No	Program Learning Outcomes	Contribution

		1	2	3	4	5
1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.			X		
2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.			X		
3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.	X				
4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.					X
5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.	X				
6	Identify social problems and develop social projects using anthropological theory and research methods.	X				
7	Effectively utilize current databases, information resources, and information technologies.					X
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology	X				
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.	X				
10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.					X

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	3	14	42
Hours for off-the-classroom study (Pre-study, practice)	3	14	42
Assignments	5	5	25
Final Exam	1	25	25
Total Work Load			134
Total Work Load / 25 (h)			5,34
ECTS Credit of the Course			5

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Culture and Archaeology	ANT 157	Fall	2+1	3	8

Prerequisites	
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Language of Instruction	English
Course Level	Undergraduate
Course Type	Compulsory
Course Coordinator	---
Instructors	Assistant Professor Rula Baysan
Assistants	---
Goals	Students will have detailed knowledge on the archaeology in general. Have detailed information on the major archaeological sites in the region. Acquire understanding for formation of cultures throughout the ages. Have specific knowledge on excavation techniques on the ground. Have detailed knowledge on the preservation of objects and conservation of archaeological sites. Have up to date information on global studies on these topics.
Content	The primary aim of this course is to explore in detail the field of archaeology with its related multiple dimensions as a tool to unearth past cultures and possible practices. As an international academic discipline, the course will be covering several major components: introduction to basic archaeological terminologies, excavation techniques, site preservation, forming society and culture.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
1- Students will have detailed knowledge on archaeology in general	1-10	1,2,3,5	A,C
2- Have detailed information on the major archaeological sites in the region.	1-10	1,2,3,5	A,C
3- Acquire understanding for formation of cultures throughout the ages	1-10	1,2,3,5	A,C
4- Have specific knowledge on excavation techniques on the ground	1-10	1,2,3,5	A,C

5- Have detailed knowledge on the preservation of objects and conservation of archaeological sites	1-10	1,2,3,5	A,C
6- Have up to date information on global studies on these topics	1-10	1,2,3,5	A,C

Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion 4: Simulation 5: Case Study
Assessment Methods:	A: Testing, B: Multiple Choice C: Homework D: Fill in the blanks E: True or false F: Oral exam G: Portfolio

COURSE CONTENT

Week	Topic	Study Materials
1	General Introduction	Archaeology: Theories, Methods, and Practice. Chapter 1. General Introduction to the course, history of Archaeology
2	Archaeology and evidence	Archaeology: Theories, Methods, and Practice. Chapter 2. What is Left? The Variety of the Evidence
3	Archaeological Sites	Archaeology: Theories, Methods, and Practice. Chapter 3. where? Survey and Excavation of Sites and Features
4	Dating methods	Archaeology: Theories, Methods, and Practice. Chapter 4. WHEN? Dating Methods and Chronology
5	Social archaeology	Archaeology: Theories, Methods, and Practice. Chapter 5. h o w w e r e s o c i e t i e s organized? Social Archaeology
6	Discussion of archaeological sites + Video	Discussion of archaeological sites + Video
7	Conducting excavations	Examples from field work in Turkey
8	Environmental archaeology	Archaeology: Theories, Methods, and Practice. Chapter 6. w h at wa s t h e environment? Environmental Archaeology
9	Subsistence and Diet	Archaeology: Theories, Methods, and Practice. Chapter 7. what did they eat? Subsistence and Diet
10	Technology of past societies	Archaeology: Theories, Methods, and Practice. Chapter 8. h o w d i d t h e y m a k e and use tools? Technology
11	Trade and exchange	Archaeology: Theories, Methods, and Practice. Chapter 9. W h at c o n t a c t d i d they have? Trade and Exchange
12	Cognitive archaeology and arts	Archaeology: Theories, Methods, and Practice. Chapter 10. What did they think? Cognitive archaeology, art, and religion
13	Ethics in archaeology	Archaeology: Theories, Methods, and Practice. Chapter 14. Whose past? Archaeology and the public

14	Cultural heritage management	Archaeology: Theories, Methods, and Practice. Chapter 15. the future of the past: how to manage the heritage
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RECOMMENDED SOURCES	
Textbook	Text Book: Colin Renfrew and Paul Bahn (2020) Archaeology: Theories, Methods, and Practice. Eighth Edition. Thames & Hudson Ltd, London.
Additional Resources	Wendy Ashmore and Robert Sharer (2010) Discovering Our Past. A Brief Introduction to Archaeology. McGraw-Hill, Higher Education, New York. Ian Hodder (2012) Reading the Past. Cambridge University Press, Cambridge Carl Knapptt (2011) An Archaeology of Interaction: Network Perspective on Material Culture and Society. Oxford University Press, Oxford.

MATERIAL SHARING	
Documents	
Assignments	
Exams	

ASSESSMENT		
In-Term Studies	Number	Percentage
Mid-terms	1	40
Presentation	1	10
Assignment	0	0
Final	1	50
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		50
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		50
Total		100

COURSE CATEGORY	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5

1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.				x	
2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.					x
3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.			x		
4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.					x
5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.					x
6	Identify social problems and develop social projects using anthropological theory and research methods.				x	
7	Effectively utilize current databases, information resources, and information technologies.					x
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology				x	
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.					x
10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.					x

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	3	42
Mid Term	1	40	40
Presentation	1	24	24
Final examination	1	40	40
Total Work Load			188
Total Work Load / 25 (h)			7.52
ECTS Credit of the Course			8

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Introduction to Social Theory	ANT 158	2	3+0	3	8

Prerequisites	
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Language of Instruction	English
Course Level	Undergraduate
Course Type	Compulsory
Course Coordinator	Prof. Dr. Egemen Yılıgür
Instructors	Prof. Dr. Egemen Yılıgür
Assistants	
Goals	The objective of this course is to introduce students to the various stages of social theory development, as well as the fundamental concepts and diverse epistemologies utilized by different traditions. Each theme explored in the course will be highlighted in terms of its significance for social and cultural anthropology.
Content	The primary approaches in social theory from the 19th century to the present and their roles in the development of anthropological theory.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
1- Students will learn to think sociologically.	1, 2, 4, 6	1, 3	A, C
2- The course aims to equip students with knowledge and skills to apply Sociological Imagination in various fields.	1, 2, 4, 6	1, 3	A, C
3- Students will be taught the fundamental concepts of social theory traditions.	1, 2, 4, 6	1, 3	A, C
4- Students will learn about the key thinkers who have contributed to the development of Social Theory.	1, 2, 4, 6	1, 3	A, C
5- The student will acquire the ability to think conceptually.	1, 2, 4, 6	1, 3	A, C

Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion 4: Simulation 5: Case Study
Assessment Methods:	A: Testing, B: Multiple Choice C: Homework D: Fill in the blanks E: True or false F: Oral exam G: Portfolio

COURSE CONTENT

Week	Topic	Study Materials
1	Introduction to the Course	
2	Thinking Sociologically	Zygmunt Bauman, Tim May. (2004) Thinking Sociologically. Oxford: Blackwell Publishing. Anthony Giddens, Mitchell Duneier, Richard P. Appelbaum, Deborah Carr. (2018) Introduction to Sociology. New York, London: W. W. Norton & Company, INC, pp. 3-20.
3	Sociological Imagination	C. Wright Mills. (2000). The Sociological Imagination. Oxford: Oxford University Press. Anthony Giddens, Mitchell Duneier, Richard P. Appelbaum, Deborah Carr. (2018) Introduction to Sociology. New York, London: W. W. Norton & Company, INC, pp. 3-20.
4	Enlightenment, Rationalism, French Revolution	Baron de Montesquieu. (2002). The Spirit of the Laws. Cambridge: Cambridge University Press. David Hume. (2003). Political Essays. Cambridge: Cambridge University Press. Eric Hobsbawm. (2010). The Age of Revolution Europe 1789-1848. London: Phoenix Press. Jean Jacques Rousseau. (2019). <i>The Social Contract</i> and Other Later Political Writings. Cambridge: Cambridge University Press. Anthony Giddens, Mitchell Duneier, Richard P. Appelbaum, Deborah Carr. (2018) Introduction to Sociology. New York, London: W. W. Norton & Company, INC, pp. 3-20 George Ritzer, Jeffrey Stepnisky. (2018). Sociological Theory. Los Angeles: Sage, pp. 26-51.
5	The Birth of Positivist Sociology	Auguste Comte. (1858). The Positive Philosophy of Auguste Comte. New York: Calvin Blanchard. Anthony Giddens, Mitchell Duneier, Richard P. Appelbaum, Deborah Carr. (2018) Introduction to Sociology. New

		<p>York, London: W. W. Norton & Company, INC, pp. 3-20</p> <p>George Ritzer, Jeffrey Stepnisky. (2018). Sociological Theory. Los Angeles: Sage, pp. 26-51</p>
6	Social Facts, Solidarity, Suicide	<p>Emile Durkheim. 2006[1897]. On Suicide. London: Penguin Books.</p> <p>Emile Durkheim. 1997[1933]. The Division of Labor in Society. New York: The Free Press.</p> <p>Anthony Giddens, Mitchell Duneier, Richard P. Appelbaum, Deborah Carr. (2018) Introduction to Sociology. New York, London: W. W. Norton & Company, INC, pp. 3-20</p> <p>George Ritzer, Jeffrey Stepnisky. (2018). Sociological Theory. Los Angeles: Sage, pp. 51-53 / 124-169</p>
7	Capitalism, Class, and Social Theory	<p>Karl Marx, Friedrich Engels. (2004). German Ideology. New York: International Publishers.</p> <p>Karl Marx. 2019[1906]. Capital: Volume One. New York: Dover Publications.</p> <p>Anthony Giddens, Mitchell Duneier, Richard P. Appelbaum, Deborah Carr. (2018) Introduction to Sociology. New York, London: W. W. Norton & Company, INC, pp. 3-20.</p> <p>George Ritzer, Jeffrey Stepnisky. (2018). Sociological Theory. Los Angeles: Sage, pp. 55-58 / 80-124</p>
8	Interpretative Approach in Social Theory	<p>Max Weber. (2009) From Max Weber Essays in Sociology. London and New York: Routledge.</p> <p>Max Weber. (2003[1958]). The Protestant Ethic and the Spirit of Capitalism. New York: Dover Publications.</p> <p>Anthony Giddens, Mitchell Duneier, Richard P. Appelbaum, Deborah Carr. (2018) Introduction to Sociology. New York, London: W. W. Norton & Company, INC, pp. 3-20.</p> <p>George Ritzer, Jeffrey Stepnisky. (2018). Sociological Theory. Los Angeles: Sage, pp. 58-62 / 169-219.</p>
9	Social Types, Fashion, and the Sociology of Metropolitan People	<p>Georg Simmel. (1964). The Sociology of Georg Simmel. New York: Free Press.</p> <p>Anthony Giddens, Mitchell Duneier, Richard P. Appelbaum, Deborah Carr. (2018) Introduction to Sociology. New</p>

		<p>York, London: W. W. Norton & Company, INC, 3-20.</p> <p>George Ritzer, Jeffrey Stepnisky. (2018). Sociological Theory. Los Angeles: Sage, pp. 62-64 / 219-256.</p>
10	Structural Functionalist Approaches in Sociology	<p>Robert K. Merton. (1938). Social Structure and Anomie. American Sociological Review, 3, 672-682.</p> <p>Talcott Parsons. (1985). On Institutions and Social Evolution. Chicago and London: The University of Chicago Press.</p> <p>Anthony Giddens, Mitchell Duneier, Richard P. Appelbaum, Deborah Carr. (2018) Introduction to Sociology. New York, London: W. W. Norton & Company, INC, pp. 3-20.</p> <p>George Ritzer, Jeffrey Stepnisky. (2018). Sociological Theory. Los Angeles: Sage, pp. 312-356.</p>
11	Symbolic Interactionism	<p>Erving Goffman. (1986). Stigma. New York: Simon & Schuster.</p> <p>George Herbert Mead. (1972[1934]). Mind, Self, and Society. Chicago and London: The University of Chicago Press.</p> <p>Howard S. Becker. (1973). Outsiders Studies in the Sociology of Deviance. New York, London: The Free Press.</p> <p>George Ritzer, Jeffrey Stepnisky. (2018). Sociological Theory. Los Angeles: Sage, pp. 417-468.</p>
12	Ethnomethodological Approach	<p>Harold Garfinkel. (1996). Ethnomethodology's Program. Social Psychology Quarterly, 59(1), 5-21.</p> <p>George Ritzer, Jeffrey Stepnisky. (2018). Sociological Theory. Los Angeles: Sage, pp. 468-499.</p>
13	Social Theory in Post-Modern Era	<p>Judith Butler. (2006). Precarious Life the Powers of Mourning and Violence. London, New York: Verso.</p> <p>Michel Foucault. (2009). Security, Territory, Population. New York: Palgrave Macmillan.</p> <p>Pierre Bourdieu, Loic Wacquant. (1992). An Invitation to Reflexive Sociology. Chicago: The University of Chicago Press.</p> <p>George Ritzer, Jeffrey Stepnisky. (2018). Sociological Theory. Los Angeles: Sage, pp. 650-808.</p>
14	General Discussion	

RECOMMENDED SOURCES	
Textbook	
Additional Resources	The sources for weekly lectures are indicated above.

MATERIAL SHARING	
Documents	
Assignments	Homework
Exams	Midterm Exam + Final

ASSESSMENT		
In-Term Studies	Number	Percentage
Mid-terms	1	30
Assignment	1	10
Final	1	60
Total	3	100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		60
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		40
Total		100

COURSE CATEGORY	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.				X	
2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.				X	
3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.			X		
4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.				X	
5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.		X			

6	Identify social problems and develop social projects using anthropological theory and research methods.				X	
7	Effectively utilize current databases, information resources, and information technologies.		X			
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology		X			
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.				X	
10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.			X		

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 16x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	3	42
Mid Term	1	40	40
Assignments	1	30	30
Final examination	1	40	40
Total Work Load			194
Total Work Load / 25 (h)			7,76
ECTS Credit of the Course			8

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Biological Anthropology	ANT 160	Spring	2+1	3	6

Prerequisites	None
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Language of Instruction	English
Course Level	Undergraduate
Course Type	Compulsory
Course Coordinator	---
Instructors	Assist. Prof. Dr. Rula Baysan
Assistants	---
Goals	The primary aim of this course is to explore in detail the field of biological anthropology and its related multiple sub-disciplines for the student in the field of natural science. As an international academic discipline, the course will be covering several major components that are general to the academic world: these can vary from concepts such as evolution, fossils, study of race, human species, apes and primates.
Content	Students will have detailed knowledge on biological anthropology in general. Have information on the major theories in natural science field. Acquire an understanding of the formation of cultures throughout the ages. Student will be encouraged to ask questions about human diversity. Have a good background in the origins of human species. Have up-to-date information on the latest publications on these topics.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
1- Articulate interpretation of the evidence derived from discoveries in human evolution.	1-10	1	A,C
2- Acquire understanding in the formation of cultures throughout the ages 3- Have a good background in the origins of human species	1-10	1,2,3,5	A,C
4- Have a basic understanding of the mechanics of evolution and how it works	1-10	1,2,3,5	A,C
5- Join in discussions concerning major theories developed in the past and the interpretation of them	1-10	1,2,3,5	A,C
6- Comprehend and discuss how biological anthropology with its several disciplines	1-10	1,2,3,5	A,C

shed light on how societies interacted in the past			
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Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion 4: Simulation 5: Case Study
Assessment Methods:	A: Testing, B: Multiple Choice C: Homework D: Fill in the blanks E: True or false F: Oral exam G: Portfolio

COURSE CONTENT

Week	Topic	Study Materials
1	General Introduction	Our origins : discovering biological anthropology. chapter 1. What Is Anthropology?
2	Biological Anthropology	Our origins : discovering biological anthropology. Chapter 1. What Is Biological Anthropology?
3	Evolution and Human Genome	Our origins : discovering biological anthropology. Chapter 2 + 3. CONSTRUCTING A FUNDAMENTAL SCIENTIFIC THEORY, The Human Genome: A Critical Window Onto Human Variation
4	Natural Selection	Our origins : discovering biological anthropology. Chapter 4. Natural Selection: Advantageous Characteristics, Survival, and Reproduction
5	Race, LIVING PEOPLE	Our origins : discovering biological anthropology. Chapter 5. Biology in the Present. LIVING PEOPLE
6	climate, health	Our origins : discovering biological anthropology. Chapter 5. Life History: Growth and Development
7	Primates	Our origins : discovering biological anthropology. Chapter 6. What Is a Primate?
8	Primate Sociality and Social Behaviour	Our origins : discovering biological anthropology. Chapter 7. Primate Societies: Diverse, Complex, Long-Lasting
9	Fossils in time	Our origins : discovering biological anthropology. Chapter 8, Fossils and Their Place in Time and Nature
10	Primates origins	Our origins : discovering biological anthropology. Chapter 9. Why Did Primates Emerge?
11	Hominin and Homo Origins	Our origins : discovering biological anthropology. Chapter 10 .What Were the First Hominins
12	Hominin and Homo Origins	Our origins : discovering biological anthropology. Chapter 11. The Origins and Evolution of Early Homo

13	Modern Humans	Our origins : discovering biological anthropology. Chapter 12. Modern Homo sapiens: Single Origin and Global Dispersal or Regional Continuity?
14	Our Past 10 000 Years	Our origins : discovering biological anthropology. Chapter 13+14

RECOMMENDED SOURCES

Textbook	Clark Spencer Larsen. 2020. Our origins : discovering biological anthropology. Fifth edition. The Ohio State University. W. W. NORTON & COMPANY
Additional Resources	<p>1- BIOLOGICAL ANTHROPOLOGY OF THE HUMAN SKELETON Second Edition Edited by M. ANNE KATZENBERG Department of Archaeology, University of Calgary SHELLEY R. SAUNDERS Department of Anthropology, McMaster University</p> <p>2- The Archaeology of Disease Third Edition CHARLOTTE ROBERTS AND KEITH MANCHESTER</p> <p>3- Human Osteology: A Laboratory and Field Manual (Special Publication No. 2 of the Missouri Archaeological Soc) Lab Manual Edition by William M. Bass (Author)</p> <p>4- The Human Bone Manual 1st Edition by Tim D. White (Author), Pieter A. Folkens (Author)</p> <p>5- Bioarchaeology: Interpreting Behavior from the Human Skeleton (Cambridge Studies in Biological and Evolutionary Anthropology) 2nd Edition</p> <p>6- An Introduction to Human Evolutionary Anatomy 1st Edition by Leslie Aiello (Author), Christopher Dean (Author), Joanna Cameron (Illustrator)</p>

MATERIAL SHARING

Documents	
Assignments	
Exams	

ASSESSMENT

In-Term Studies	Number	Percentage
Mid-terms	1	40
Presentation	1	10
Final	1	50
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		50

CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		50
Total		100

COURSE CATEGORY	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.				x	
2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.					x
3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.			x		
4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.					x
5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.					x
6	Identify social problems and develop social projects using anthropological theory and research methods.				x	
7	Effectively utilize current databases, information resources, and information technologies.					x
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology				x	
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.					x
10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.					x

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 15x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	3	42
Mid Term	1	30	30
Presentation	1	15	15
Final examination	1	30	30
Total Work Load			159
Total Work Load / 25 (h)			6.39
ECTS Credit of the Course			6

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Ethnography: Critiques and Applications	ANT 220	Spring	2+2	4	5

Prerequisites	None
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Language of Instruction	English
Course Level	Undergraduate
Course Type	Compulsory
Course Coordinator	-
Instructors	
Assistants	-
Goals	This course is designed to introduce students to ethnographic research methods and fundamental tenets of anthropological thinking and practice.
Content	The course is designed to encourage students to develop a small-scale, hands-on research experience, starting from the delineation of the field site and research questions and expanding to the experience of the field through participant observation and interviewing. In addition to experiencing the research process, the students will learn about the definitions and critiques of ethnographic research methods through weekly readings. By providing a space for in-class discussion of every assignment on research experience, the course aims to cultivate a more collective experience of building up a research design and learning from each other in a collaborative setting.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
1- Understand key practices in ethnographic research methods.	3,4	A,C,F	1,2,4
2- Develop an understanding of how to formulate anthropological research questions and choose field sites.	3,4	A,C,F	1,2,4
3- Critically reflect on research methods, research ethics, and the researcher's positionality in the field.	3,4	A,C,F	1,2,4

4- Experiment with writing effective field notes.	3,4	A,C,F	1,2,4
5- Have a preliminary understanding of data management.	3,4	A,C,F	1,2,4
6- Develop a sense of constructive critique and collaboration in the classroom.	3,4	A,C,F	1,2,4

Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion 4: Simulation 5: Case Study
Assessment Methods:	A: Testing, B: Multiple Choice C: Homework D: Fill in the blanks E: True or false F: Oral exam G: Portfolio

COURSE CONTENT

Week	Topic	Study Materials
1	Introduction	
2	Imagining Research	<p>Rutherford, Danilyn. 2022. "What Is Anthropology?" SAPIENS (blog). March 23, 2022. https://www.sapiens.org/language/what-is-anthropology/ .</p> <p>Elliott, Denielle A., and Cara Culhane. 2017. "Imagining: an introduction" in A Different Kind of Ethnography: Imaginative Practices and Creative Methodologies. North York, Ontario, Canada: University of Toronto press. (pp. 1-21)</p>
3	Research Questions	<p>Boellstorff, Tom, Bonnie Nardi, Celia Pearce, and T. L. Taylor. 2012. "Research Desing and Preparation" in Ethnography and Virtual Worlds: A Handbook of Method. Princeton University Press. (52-64)</p> <p>Sunstein, Bonnie S., and Elizabeth Chiseri-Strater. 2012. "Posing Questions: Ethnographic vs. Journalistic." In Fieldworking: Reading and Writing Research. 4th ed. 14-21, Boston, MA New York, NY: Bedford/St. Martin's.</p>
4	The Field	<p>Gupta, Akhil, and James Ferguson, eds. 1997. "Discipline and Practice" in Anthropological Locations: Boundaries and Grounds of a Field Science. Berkeley: University of California Press. (pp. 1-47 – focus on the part between 1-18)</p> <p>LeCompte, Margaret Diane, and Jean J. Schensul. 2010. "Choosing and Designing an Ethnographic Research Project." In Designing & Conducting Ethnographic Research: An Introduction, 2nd ed, 129–72. The Ethnographer's Toolkit 1. Lanham, Md: AltaMira Press. (skim)</p>

5	Fieldwork Identity	<p>Robben, Antonius C. G. M., and Jeffrey A. Sluka, eds. 2007. "Part II: Introduction" in <i>Ethnographic Fieldwork: An Anthropological Reader</i>. Blackwell Anthologies in Social & Cultural Anthropology 9. Malden, MA: Blackwell Pub. (pp. 59-63)</p> <p>Renato Rosaldo. 2014. "Grief and a Headhunter's Rage" in <i>The Day of Shelly's Death: The Poetry and Ethnography of Grief</i>. Durham: Duke University Press.</p>
6	Interviews	<p>Bernard, H. Russell. 2018. "Interviewing I" in <i>Research Methods in Anthropology: Qualitative and Quantitative Approaches</i>. Sixth edition. Lanham Boulder New York London: Rowman & Littlefield. (pp. 165-194)</p> <p>Simpson, Audra. 2014. "Ethnographic Refusal: Anthropological Need" in <i>Mohawk Interruptus: Political Life Across the Borders of Settler States</i>. Duke University Press. (pp. 95-114 – focus on 106-114)</p>
7	Ethics	<p>Anthropological Ethics (American Anthropological Association): https://americananthro.org/about/anthropological-ethics/</p> <p>The Ethics Centre, dir. 2020. What Is the Difference between Ethics, Morality and the Law? https://www.youtube.com/watch?v=Xki2fRA0bY8.</p> <p>King, Cecil. 2007. "Here come the anthros." In <i>Ethnographic Fieldwork: An Anthropological Reader</i>, edited by Antonius C. G. M. Robben and Jeffrey A. Sluka, 191-193. Malden, MA: Blackwell.</p> <p>Deloria Jr, Vine. 2007. "Custer Died for Your Sins." In <i>Ethnographic Fieldwork: An Anthropological Reader</i>, edited by Antonius C. G. M. Robben and Jeffrey A. Sluka, 183-190. Malden, MA: Blackwell.</p>
8	Situatedness	<p>Berry, Maya J., Claudia Chávez Argüelles, Shanya Cordis, Sarah Ihmoud, and Elizabeth Velásquez Estrada. 2017. "Toward a Fugitive Anthropology: Gender, Race, and Violence in the Field." <i>Cultural Anthropology</i> 32 (4): 537-65.</p> <p>Sunstein, Bonnie S., and Elizabeth Chiseri-Strater. 2012. "Researching Place: The Spatial Gaze." In <i>Fieldworking: Reading and Writing Research</i>. 4th ed. 165-179, Boston, MA New York, NY: Bedford/St. Martin's.</p>
9	Interviewing	<p>Browner, C.H., and Mabel Preloran. 2006. "Entering the Field: Recruiting Latinos for Ethnographic Research." In <i>The SAGE</i></p>

		<p>Handbook of Fieldwork, by Dick Hobbs and Richard Wright, 93–106. SAGE Publications Ltd.</p> <p>Mitchell, Charlayne F., Ersula J. Ore, Amber Wutich, Cindi SturtzSreetharan, Alexandra Brewis, and Olga I. Davis. 2022. "Sister-Girl Talk: A Community-Based Method for Group Interviewing and Analysis." <i>Field Methods</i> 34 (2): 181–88.</p>
10	Participant Observation	<p>Geertz, Clifford. 1973. "Thick Description: Toward an Interpretive Theory of Culture." In <i>The Interpretation of Cultures: Selected Essays</i>, 3–30. New York: Basic Books.</p> <p>Taylor, T. L., Tom Boellstorff, Bonnie Nardi, and Celia Pearce. 2012. "Chapter 5. Participant Observation in Virtual Worlds." In <i>Chapter 5. Participant Observation in Virtual Worlds</i>, 65–91. Princeton University Press. (skim)</p>
11	Revisiting Data	<p>Taylor, T. L., Tom Boellstorff, Bonnie Nardi, and Celia Pearce. 2012. "Chapter 6. Interviews and Virtual Worlds Research." In <i>Chapter 6. Interviews and Virtual Worlds Research</i>, 92–112. Princeton University Press.</p>
12	Data and Resource Management	<p>Bernard, H. Russell. 2018. "Field Notes and Database Management." In <i>Research Methods in Anthropology: Qualitative and Quantitative Approaches</i>. Sixth edition. 308-322. Lanham Boulder New York London: Rowman & Littlefield.</p>
13	Anthropology and the Voice	<p>Narayan, Kirin. 2012. "Cultivating Your Own Voice." In <i>Alive in the Writing: Crafting Ethnography in the Company of Chekhov</i>. 85-88. Chicago: University of Chicago Press.</p> <p>Fernando, Mayanthi L. 2014. "Ethnography and the Politics of Silence." <i>Cultural Dynamics</i> 26 (2): 235–44.</p>
14	Revisiting, reworking, rewriting	<p>https://www.sapiens.org/language/how-to-write-anthropology-essay/</p> <p>LeCompte, Margaret D., and Jean Schensul. 2010. "Data Analysis: How Ethnographers Make Sense of Their Data." In <i>Designing and Conducting Ethnographic Research: An Introduction</i>, 195–225. AltaMira Press.</p>

RECOMMENDED SOURCES

Textbook	
Additional Resources	https://www.sapiens.org/culture/palestine-crisis-scholarship-activism/

	https://www.sapiens.org/culture/gender-identity-nonhuman-animals/ https://www.sapiens.org/culture/north-carolina-hogs/ https://www.sapiens.org/biology/indigenous-midwives-mexico/ https://www.sapiens.org/biology/fat-stigma-weight-reduction/ https://www.sapiens.org/culture/mobile-phones-kinshasa/ https://www.sapiens.org/culture/simplicity-a-state-of-mind/ https://www.sapiens.org/archaeology/agriculture-water-crisis/ https://www.sapiens.org/culture/pakistan-covid-19/ https://www.sapiens.org/culture/ordinary-future-ableism-parenting/
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MATERIAL SHARING	
Documents	
Assignments	
Exams	

ASSESTMENT		
In-Term Studies	Number	Percentage
Presentation	1	30
Assignment	12	48
Final	1	22
Total		100
Contribution of Final Examination to Overall Grade		22
Contribution of In-Term Studies to Overall Grade		78
Total		100

COURSE CATEGORY	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.				X	
2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.				X	

3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.					X
4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.				X	
5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.					X
6	Identify social problems and develop social projects using anthropological theory and research methods.			X		
7	Effectively utilize current databases, information resources, and information technologies.				X	
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology				X	
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.					X
10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.					X

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 14x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	3	42
Assignments	10	2	20
Presentation	1	10	10
Final examination	1	15	15
Total Work Load			129
Total Work Load / 25 (h)			5,16
ECTS Credit of the Course			5

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Anthropological Theory - I	ANT 227	3	3+0	3	6

Prerequisites	-
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Language of Instruction	English
Course Level	Undergraduate
Course Type	Compulsory
Course Coordinator	Prof. Dr. Egemen Yilgür
Instructors	Prof. Dr. Egemen Yilgür
Assistants	-
Goals	The primary objective of this course is to enable participants to gain a critical understanding of anthropological theories. Upon completion of the course, attendees will be able to comparatively analyze the fundamental principles of various theoretical positions and place the development of anthropological theories within the appropriate socio-historical context.
Content	The course covers the main theoretical approaches in German, British, American and French anthropology from the 18th to the early 20th centuries.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
1- The participants will critically examine anthropological theories and their perspectives.	1,2,5,6,7,8,9	1, 4	A, C
2- The course will enable participants to compare theoretical traditions and their key debates in the field of anthropology.	1,2,3,5,6,7	1, 4	A, C
3- The course will enable participants to conceptualise field findings from an abstract and theoretical point of view.	1,2,3,4,5,6,7,8,9	1, 4	A, C
4- The course participants will understand the historical and societal conditions that	1,2,5,6,7,8	1, 4	A, C

led to the formulation of anthropological theories.			
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Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion 4: Simulation 5: Case Study
Assessment Methods:	A: Testing, B: Multiple Choice C: Homework D: Fill in the blanks E: True or false F: Oral exam G: Portfolio

COURSE CONTENT

Week	Topic	Study Materials
1	Introduction to the Lecture	
2	Basic Definitions and the Role of Theory in Anthropology	<p>Aram Yengoyan. (1986). Theory in Anthropology: On the Demise of the Concept of Culture, <i>Comparative Studies in Society and History</i>, 28(2), 368-374.</p> <p>Erwan Dianteill. (2012). Cultural Anthropology or Social Anthropology? A Transatlantic Dispute. <i>L'Année Sociologique</i>, 62, 93-122.</p> <p>Marvin Harris. (1971). <i>The Rise of Anthropological Theory</i>. New York: Thomas Y. Crowell Company; pp. 1-7.</p> <p>Robert A. Manners, David Kaplan. (1968). Notes on Theory and non-Theory in Anthropology. Robert A. Manners, David Kaplan (Eds), <i>Theory in Anthropology A Sourcebook</i> (1-13). London: Routledge</p> <p>Paul A. Ericson, Liam D. Murphy. (2013). <i>A History of Anthropological Theory</i>. Ontario, New York: University of Toronto Press; pp. 20-35.</p>
3	German Ethnography Tradition	<p>David Denby. (2005). Herder: Culture, Anthropology and the Enlightenment. <i>History of Human Sciences</i>, 18(1), 55-76.</p> <p>Han F. Vermeulen. (2006). The German Ethnographic Tradition and the American Connection. <i>History of Anthropology Newsletter</i>, 33(2), 9-14.</p> <p>Hendrik Frederik Vermeulen. (2008). Early History of Ethnography and Ethnology in the German Enlightenment: Anthropological Discourse in Europe and Asia, 1710-1808. Universiteit Leiden.</p> <p>Michael Harbsmeier. Towards a Prehistory of Ethnography: Early Modern German Travel Writing as Traditions of Knowledge. Han F. Vermeulen, Arturo Alvarez Roldan, <i>Fieldwork and Footnotes Studies in the History of European</i></p>

		<p><i>Anthropology</i> (19-38). London and New York: Routledge.</p> <p>Thomas Hylland Eriksen, Finn Sivert Nielsen. (2001). <i>A History of Anthropology</i>. London: Pluto Press; pp. 16-35.</p>
4	Social Evolutionism: Evolutionary Approach to Kinship and Socio-Political Organization	<p>Lewis Henry Morgan. (1877). <i>Ancient Society or Researches in the Lines of Human Progress from Savagery through Barbarism to Civilization</i>. Chicago: Charles H. Kerr & Company.</p> <p>Lewis Henry Morgan. (2009 [1877]) Primary Text: <i>Ancient Society</i>. Jerry D. Moore (Ed.), <i>Visions of Culture an Annotated Reader</i> (15-24). Lanham, New York, Toronto: Altamira Press.</p> <p>Marvin Harris. (1971). <i>The Rise of Anthropological Theory</i>. New York: Thomas Y. Crowell Company; pp. 142-180</p> <p>Paul A. Ericson, Liam D. Murphy. (2013). <i>A History of Anthropological Theory</i>. Ontario, New York: University of Toronto Press; pp. 96-111.</p>
5	Social Evolutionism: Evolutionary Approach to Religion, Magic, and Ideological Systems	<p>Edward Tylor. (2009 [1871]). Primary Text: <i>Primitive Culture</i> (Excerpts). Jerry D. Moore (Ed.), <i>Visions of Culture an Annotated Reader</i> (4-11). Lanham, New York, Toronto: Altamira Press.</p> <p>Marvin Harris. (1971). <i>The Rise of Anthropological Theory</i>. New York: Thomas Y. Crowell Company; pp. 142-180</p> <p>Paul A. Ericson, Liam D. Murphy. (2013). <i>A History of Anthropological Theory</i>. Ontario, New York: University of Toronto Press; pp. 96-111.</p>
6	Diffusionist Criticism of Social Evolutionism	<p>Clark Wissler. (1915). The Diffusion of Horse Culture among the North American Indians. <i>Proceedings of the National Academy of Sciences of the United States of America</i>. 1(4), 254-256.</p> <p>Clark Wissler. (1914). The Influence of the Horse in the Development of Plains Culture. <i>American Anthropologist</i>, 16(1), 1-25.</p> <p>G. Elliot Smith. (1916). The Influence of Ancient Egyptian Civilization in the East and in America. <i>Bulletin of the John Eylands Library</i>, 48-72.</p> <p>G. Elliot Smith. (1917). Mummification in New Zealand. <i>The Journal of Polynesian Society</i>. 26(2[102]), 71-74.</p> <p>Marvin Harris. (1971). <i>The Rise of Anthropological Theory</i>. New York:</p>

		<p>Thomas Y. Crowell Company; pp. 373-393.</p> <p>Paul A. Ericson, Liam D. Murphy. (2013). <i>A History of Anthropological Theory</i>. Ontario, New York: University of Toronto Press; pp. 112-118.</p>
7	The Tenets of Historical Particularism and Boasian Anthropology	<p>Alfred L. Kroeber. (1909). Classificatory Systems of Relationship. <i>The Journal of the Royal Anthropological Institute of Great Britain and Ireland</i>, 39, 77-84.</p> <p>Alfred L. Kroeber. (1917). The Superorganic. <i>American Anthropologist</i>. 19(2), 163-213.</p> <p>Franz Boas. (1896). The Limitations of the Comparative Method of Anthropology. <i>Science</i>. 4(103), 901-908.</p> <p>Franz Boas. (1944). <i>The Mind of Primitive Man</i>. New York, Boston, Chicago: The Macmillan Company.</p> <p>George W. Stocking, JR. (1966). Franz Boas and the Culture Concept in Historical Perspective. <i>American Anthropologist</i>, 68, 867-882.</p> <p>Marvin Harris. (1971). <i>The Rise of Anthropological Theory</i>. New York: Thomas Y. Crowell Company; pp. 250-372</p> <p>Paul A. Ericson, Liam D. Murphy. (2013). <i>A History of Anthropological Theory</i>. Ontario, New York: University of Toronto Press; pp. 189-210.</p> <p>Robert H. Lowie. (1917). <i>Culture & Ethnology</i>. New York: Douglas C. McMurtrie.</p> <p>Robert H. Lowie. (1921). <i>Primitive Society</i>. London: George Routledge & Sons, LTD.</p>
8	Culture and Personality	<p>David F. Aberle. (1968). The Influence of Linguistics on Earlu Culture and Personality Theory. Robert A. Manners, David Kaplan (Eds.), <i>Theory in Anthropology a Sourcebook</i>. London: Routledge.</p> <p>Margaret Mead. (1963). <i>Sex and Temperament in Three Primitive Societies</i>. New York: Morrow.</p> <p>Marvin Harris. (1971). <i>The Rise of Anthropological Theory</i>. New York: Thomas Y. Crowell Company; pp. 393-463.</p> <p>Paul A. Ericson, Liam D. Murphy. (2013). <i>A History of Anthropological</i></p>

		<p><i>Theory</i>. Ontario, New York: University of Toronto Press; pp. 210-228</p> <p>Ruth Benedict. (1922). The Vision in Plains Culture. <i>American Anthropologist</i>, 24(1), 1-23.</p>
9	Functionalism: The Contributions of Radcliffe-Brown	<p>A. R. Radcliffe-Brown. (1935). On the Concept of Function in Social Science. <i>American Anthropologist</i>, 37, 394-402.</p> <p>A. R. Radcliffe-Brown. (1940). On Social Structure. <i>The Journal of the Royal Anthropological Institute of Great Britain and Ireland</i>, 70(1), 1-12.</p> <p>A. R. Radcliffe-Brown. (1951). The Comparative Method in Social Anthropology. <i>The Journal of the Royal Anthropological Institute of Great Britain and Ireland</i>. 81(1/2), 15-22.</p> <p>Francesca Cancian. (1968). Functional Analysis of Change. Robert A. Manners, David Kaplan (Eds.), <i>Theory in Anthropology a Sourcebook</i>. London: Routledge.</p> <p>Marvin Harris. (1971). <i>The Rise of Anthropological Theory</i>. New York: Thomas Y. Crowell Company; pp. 514-567.</p> <p>Paul A. Ericson, Liam D. Murphy. (2013). <i>A History of Anthropological Theory</i>. Ontario, New York: University of Toronto Press; pp. 255-266.</p>
10	Functionalism: The Contributions of Bronislaw Malinowski	<p>Bronislaw Malinowski. (1939). The Group and the Individual in Functional Analysis. <i>American Journal of Sociology</i>, 44(6), 938-964.</p> <p>Bronislaw Malinowski. (1942). A New Instrument for the Interpretation of Law-Especially Primitive. <i>Yale Law Journal</i>, 51(8), 1237-1254.</p> <p>Bronislaw Malinowski. (1948). <i>Magic, Science and Religion and Other Essays</i>. Boston, Massachusetts: Beacon Press.</p> <p>Francesca Cancian. (1968). Functional Analysis of Change. Robert A. Manners, David Kaplan (Eds.), <i>Theory in Anthropology a Sourcebook</i>. London: Routledge.</p> <p>Marvin Harris. (1971). <i>The Rise of Anthropological Theory</i>. New York: Thomas Y. Crowell Company; pp. 514-567.</p> <p>Paul A. Ericson, Liam D. Murphy. (2013). <i>A History of Anthropological</i></p>

		<i>Theory</i> . Ontario, New York: University of Toronto Press; pp. 255-266.
11	Functionalism: The Contributions of Evans-Pritchard	<p>E. E. Evans-Pritchard. (1929). The Morphology and Function of Magic a Comparative Study of Trobriand and Zande Ritual and Spells. <i>American Anthropologist</i>, 31, 619-641.</p> <p>E. E. Evans-Pritchard. (1965). <i>Theories of Primitive Religion</i>. Oxford: Clarendon Press</p> <p>Francesca Cancian. (1968). Functional Analysis of Change. Robert A. Manners, David Kaplan (Eds.), <i>Theory in Anthropology a Sourcebook</i>. London: Routledge.</p> <p>Marvin Harris. (1971). <i>The Rise of Anthropological Theory</i>. New York: Thomas Y. Crowell Company; pp. 514-567.</p> <p>Paul A. Ericson, Liam D. Murphy. (2013). <i>A History of Anthropological Theory</i>. Ontario, New York: University of Toronto Press; pp. 255-266.</p>
12	The Predecessors of Structuralist Anthropology	<p>David E. Greenwald. (1973). Durkheim on Society, Thought and Ritual. <i>Sociological Analysis</i>, 34(3), 157-168.</p> <p>Emile Durkheim. (1982). <i>The Rules of Sociological Method and Selected Texts on Sociology and its Method</i>. New York, London, Toronto, Sydney, Tokyo, Singapore: The Free Press; pp. 60-85, 209-211.</p> <p>Marcell Mauss. (2002). <i>The Gift</i>. London and New York: Routledge.</p> <p>Marvin Harris. (1971). <i>The Rise of Anthropological Theory</i>. New York: Thomas Y. Crowell Company; pp. 464-513.</p> <p>Paul A. Ericson, Liam D. Murphy. (2013). <i>A History of Anthropological Theory</i>. Ontario, New York: University of Toronto Press; pp. 161-167, 176-187, 230-232.</p>
13	French Structuralism and Claude Lévi-Strauss	<p>Claude Lévi-Strauss. (1968). Structural Analysis in Linguistics and Anthropology. Robert A. Manners, David Kaplan (Eds.), <i>Theory in Anthropology a Sourcebook</i> (530-540). London: Routledge.</p> <p>Claude Lévi-Strauss. (2009 [1955]). Primary Text: The Structural Study of Myth. Jerry D. Moore (Ed.), <i>Visions of Culture an Annotated Reader</i> (278-298). Lanham, New York, Toronto: Altamira Press.</p>

		<p>Marvin Harris. (1971). <i>The Rise of Anthropological Theory</i>. New York: Thomas Y. Crowell Company; pp. 464-513.</p> <p>Paul A. Ericson, Liam D. Murphy. (2013). <i>A History of Anthropological Theory</i>. Ontario, New York: University of Toronto Press; pp. 229-239.</p>
14	Preparation for Final	

RECOMMENDED SOURCES

Textbook	
Additional Resources	The sources for each week are listed above

MATERIAL SHARING

Documents	
Assignments	Homework
Exams	Midterm, Final

ASSESSMENT

In-Term Studies	Number	Percentage
Mid-terms	1	30
Assignment	1	10
Final	1	60
Total	3	100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		60
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		40
Total		100

COURSE CATEGORY	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM

No	Program Learning Outcomes	Contribution				
		1	2	3	4	5

1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.					X
2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.					X
3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.			X		
4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.					X
5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.		X			
6	Identify social problems and develop social projects using anthropological theory and research methods.				X	
7	Effectively utilize current databases, information resources, and information technologies.		X			
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology				X	
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.				X	
10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.					X

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 16x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	3	42
Mid Term	1	20	20
Quizzes			
Assignments	1	11	11
Final examination	1	35	35
Total Work Load			150
Total Work Load / 25 (h)			6
ECTS Credit of the Course			6

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Anthropological Theory -II	ANT 228	3	3+0	3	6

Prerequisites	-
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Language of Instruction	English
Course Level	Undergraduate
Course Type	Compulsory
Course Coordinator	Prof. Dr. Egemen Yilgür
Instructors	Prof. Dr. Egemen Yilgür
Assistants	-
Goals	The primary objective of this course is to enable participants to gain a critical understanding of anthropological theories. Upon completion of the course, attendees will be able to comparatively analyze the fundamental principles of various theoretical positions and place the development of anthropological theories within the appropriate socio-historical context.
Content	The course covers the main theoretical approaches in German, British, American and French anthropology in the late 20th century.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
1- The participants will critically examine anthropological theories and their perspectives.	1,2,5,6,7,8,9	1, 4	A, C
2- The course will enable participants to compare theoretical traditions and their key debates in the field of anthropology.	1,2,3,5,6,7	1, 4	A, C
3- The course will enable participants to conceptualise field findings from an abstract and theoretical point of view.	1,2,3,4,5,6,7,8,9	1, 4	A, C
4- The course participants will understand the historical and societal conditions that led to the formulation of anthropological theories.	1,2,5,6,7,8	1, 4	A, C

Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion 4: Simulation 5: Case Study
Assessment Methods:	A: Testing, B: Multiple Choice C: Homework D: Fill in the blanks E: True or false F: Oral exam G: Portfolio

COURSE CONTENT

Week	Topic	Study Materials
1	British Structuralism I	<p>Edmund Leach. (1955). Polyandry, Inheritance and the Definition of Marriage. Royal Anthropological Institute of Great Britain and Ireland, 55, 182-186.</p> <p>Edmund Leach. (1966). Virgin Birth. Proceedings of the Royal Anthropological Institute of Great Britain and Ireland, 39-49.</p> <p>Edmund Leach. (1974). Political Systems of Highland Burma A Study of Kachin Social Structure. London: The Athlone Press.</p> <p>Edmund Leach. (1986). Tribal Ethnography: Past, Present, Future. The Cambridge Journal of Anthropology, 11(2), 1-14.</p> <p>Mary Douglas. (1968). The Social Control of Cognition: Some Factors in Joke Perception, Man, 3(3), 361-376.</p> <p>Mary Douglas. (1972). Deciphering a Meal. Daedalus, 101(1), 61-81.</p> <p>Mary Douglas. (1984). Purity and Danger an Analysis of Concepts of Pollution and Taboo. London and New York: Routledge.</p> <p>Mary Douglas. (1991). The Idea of a Home: A Kind of Space. Social Research, 58(1), 287-307.</p> <p>Paul A. Erickson & Liam D. Murphy. (2017). A History of Anthropological Theory. Ontario: University of Toronto Press. Pp. 147-149.</p>
2	British Structuralism II	<p>Edmund Leach. (1955). Polyandry, Inheritance and the Definition of Marriage. Royal Anthropological Institute of Great Britain and Ireland, 55, 182-186.</p> <p>Edmund Leach. (1966). Virgin Birth. Proceedings of the Royal Anthropological Institute of Great Britain and Ireland, 39-49.</p> <p>Edmund Leach. (1974). Political Systems of Highland Burma A Study of Kachin Social Structure. London: The Athlone Press.</p>

		<p>Edmund Leach. (1986). Tribal Ethnography: Past, Present, Future. <i>The Cambridge Journal of Anthropology</i>, 11(2), 1-14.</p> <p>Mary Douglas. (1968). The Social Control of Cognition: Some Factors in Joke Perception, <i>Man</i>, 3(3), 361-376.</p> <p>Mary Douglas. (1972). Deciphering a Meal. <i>Daedalus</i>, 101(1), 61-81.</p> <p>Mary Douglas. (1984). Purity and Danger an Analysis of Concepts of Pollution and Taboo. London and New York: Routledge.</p> <p>Mary Douglas. (1991). The Idea of a Home: A Kind of Space. <i>Social Research</i>, 58(1), 287-307.</p> <p>Paul A. Erickson & Liam D. Murphy. (2017). A History of Anthropological Theory. Ontario: University of Toronto Press. Pp. 147-149.</p>
3	Cognitive Anthropology and New Ethnography	<p>Charles O. Frake. (1962). Cultural Ecology and Ethnography. <i>American Anthropologist</i>, 64(1), 53-59.</p> <p>Charles O. Frake. (1964). How to Ask for a Drink in Subanun. <i>American Anthropologist</i>, 66(6), 127-132).</p> <p>Charles O. Frake. (1985). Cognitive Maps of Time and Tide among Medieval Seafarers. <i>Man</i>, 20(2), 254-270.</p> <p>Harold C. Conklin. (1973). Color Categorization. <i>American Anthropologist</i>, 75(4), 931-942.</p> <p>Harold C. Conklin. (1986). Hanuoo Color Categories. <i>Journal of Anthropological Research</i>, 42(3), 441-446.</p> <p>Paul A. Erickson & Liam D. Murphy. (2017). A History of Anthropological Theory. Ontario: University of Toronto Press. Pp. 172-176 (Cognitive Anthropology / Ethnoscience and the 'New Ethnography')</p> <p>Ward H. Goodenough. (1956). Componential Analysis and the Study of Meaning. <i>Language</i>, 32(1), 195-216.</p> <p>Ward G. Goodenough. (1976). Multiculturalism as the Normal Human Experience. <i>Anthropology & Education Quarterly</i>, 7(4), 4-7.</p> <p>Ward G. Goodenough. (1965). Yankee Kinship Terminology: A Problem in Componential Analysis. <i>American Anthropologist</i>, 67(5), 259-287.</p>

4	Neo-Evolutionism: Leslie White and the Evolution of Culture-in-General	<p>Leslie A. White. (1943). Energy and the Evolution of Culture. <i>American Anthropologist</i>, 45(3), 335-356.</p> <p>Leslie A. White. (1945). 'Diffusion vs. Evolution': An Anti-Evolutionary Fallacy. <i>American Anthropologist</i>, 47(3), 339-356.</p> <p>Leslie A. White. (1945). History, Evolutionism, and Functionalism: Three Types of Interpretation of Culture. <i>Southwestern Journal of Anthropology</i>, 1(2), 221-248.</p> <p>Leslie A. White. (1948). The Definition and Prohibition of Incest. <i>American Anthropologist</i>, 50(3), 416-435.</p> <p>Leslie A. White. (1959). The Concept of Culture. <i>American Anthropologist</i>, 61(2), 227-251.</p> <p>Marvin Harris. (1971). <i>The Rise of Anthropological Theory</i>. New York: Thomas Y. Crowell Company. 634-646.</p> <p>Paul A. Erickson & Liam D. Murphy. (2017). <i>A History of Anthropological Theory</i>. Ontario: University of Toronto Press. Pp. 177-180 (Cultural Neo-evolutionism)</p>
5	Ecological Anthropology: Julian Steward and the Criticism of Universal Evolution	<p>Julian Steward. (1929). Diffusion and Independent Invention: A Critique of Logic. <i>American Anthropologist</i>, 31(3), 491-495.</p> <p>Julian Steward. (1937). Ecological Aspects of Southwestern Society. <i>Anthropos</i>, 32(1/2), 87-104.</p> <p>Julian Steward. (1954). Theory and Application in a Social Science. <i>Ethnohistory</i>, 2(4), 292-302.</p> <p>Julian Steward. (1956). Cultural Evolution. <i>Scientific American</i>, 194(5), 69-83.</p> <p>Julian Steward & Demetri Shimkin. (1961). Some Mechanisms of Socio Cultural Evolution. <i>Daedalus</i>, 90(3), 477-497.</p> <p>Julian Steward. (2006). The Concept and Method of Cultural Ecology. (Eds.) Nora Haenn, Richard R. Wilk, <i>The Environment in Anthropology a Reader in Ecology, Culture, and Sustainable Living</i>. New York and London: New York University Press.</p> <p>Marvin Harris. (1971). <i>The Rise of Anthropological Theory</i>. New York: Thomas Y. Crowell Company. 647-653</p> <p>Paul A. Erickson & Liam D. Murphy. (2017). <i>A History of Anthropological Theory</i>. Ontario: University of Toronto</p>

		Press. Pp. 180-186 (Cultural Neo-evolutionism)
6	The Contributions of Manchester School	<p>Bruce Kapferer, Situations, Crisis, and the Anthropology of the Concrete: The Contribution of Max Gluckman. <i>Social Analysis: The International Journal of Anthropology</i>, 49(3), 85-122.</p> <p>Marvin Harris. (1971). <i>The Rise of Anthropological Theory</i>. New York: Thomas Y. Crowell Company. 559-567.</p> <p>Max Gluckman. (1940). Analysis of a Social Situation in Modern Zululand. <i>Bantu Studies</i>, 14(1), 1-30.</p> <p>Max Gluckman. (1949). The Village Headman in British Central Africa. <i>Journal of the International African Institute</i>, 19(2), 89-106.</p> <p>Max Gluckman. (1955). The Peace in the Feud. <i>Past & Present</i>, 8, 1-14.</p> <p>Max Gluckman. (1960). Tribalism in Modern British Central Africa. <i>Cahiers d'Etudes Africaines</i>, 1(1), 55-70.</p> <p>Max Gluckman, Ely Devons. (1964). Conclusion: Modes and Consequences of Limiting a Field of Study. Max Gluckman (Ed.), <i>Closed Systems and Open Minds: The Limits of Naivety in Social Anthropology</i>. Edinburgh, London: Oliver & Boyd Ltd.</p> <p>Max Gluckman. (1966). <i>Les Rites de Passage</i>. Max Gluckman (Ed.), <i>Essays on the Ritual of Social Relations</i>, Manchester: Manchester University Press.</p> <p>Max Gluckman. (1968). Psychological, Sociological and Anthropological Explanation of Witchcraft and Gossip: A Clarification. <i>Man</i>, 3(1), 20-34.</p> <p>Paul A. Erickson & Liam D. Murphy. (2017). <i>A History of Anthropological Theory</i>. Ontario: University of Toronto Press. Pp. 166-167 (Mac Gluckman and the 'Manchester School')</p> <p>Richard P. Werbner. (1984). The Manchester School in South-Central Africa. <i>Annual Review of Anthropology</i>, 13, 157-185.</p>
7	Cultural Materialism and Marvin Harris	<p>Charles Wagley, Marvin Harris. (1955). A Typology of Latin American Subcultures. <i>American Anthropologist</i>, 57(3), 428-451.</p> <p>Kenneth E. Lloyd. (1985). Behavioral Anthropology: A Review of Marvin Harris' Cultural Materialism. <i>Journal of the Experimental Analysis of Behavior</i>, 43, 279-287.</p>

		<p>Marvin Harris. (1964). <i>Patterns of Race in the Americas</i>. New York: Walker and Company.</p> <p>Marvin Harris. (1976). History and Significance of the Emic / Etic Distinction. <i>Annual Review of Anthropology</i>, 5, 329-350.</p> <p>Marvin Harris. (1978). <i>Cannibals & Kings The Origins of Cultures</i>. Glasgow: Contana.</p> <p>Marvin Harris. (1979). <i>Cultural Materialism: The Struggle for a Science of Culture</i>. New York: Random House.</p> <p>Paul A. Erickson & Liam D. Murphy. (2017). <i>A History of Anthropological Theory</i>. Ontario: University of Toronto Press. Pp. 184-187 (Cultural Materialism).</p>
8	Anthropological Political Economy I	<p>Sidney W. Mintz. (1953). The Folk-Urban Continuum and the Rural Proletarian Community. <i>American Journal of Sociology</i>, 59(2), 136-143.</p> <p>Eric R. Wolf & Sidney Mintz. (1957). Haciendas and Plantations in Middle America and the Antilles. <i>Social and Economic Studies</i>, 6(3), 380-412.</p> <p>Eric R. Wolf. (1966). Kinship, Friendship, and Patron-Client Relations in Complex Societies. (Ed.) Michael Banton, <i>The Social Anthropology of Complex Societies</i> (1-22), London and New York: Routledge.</p> <p>Paul A. Erickson & Liam D. Murphy. (2017). <i>A History of Anthropological Theory</i>. Ontario: University of Toronto Press. Pp. 219-228 (Political Economy).</p> <p>Sidney W. Mintz & Christine M. Du Bois. (2002). The Anthropology of Food and Eating. <i>Annual Review of Anthropology</i>, 31, 99-119.</p> <p>Sidney W. Mintz & Eric Wold. (1950). An Analysis of Ritual Co-Parenthood (Compadrazgo). <i>Southwestern Journal of Anthropology</i>, 6(4), 341-368.</p> <p>Sidney W. Mintz. (1971). Men, Women, and Trade. <i>Comparative Studies in Society and History</i>. 13(3), 247-269.</p> <p>Sidney W. Mintz. (1977). The So-Called World System: Local Initiative and Local Response. <i>Dialectical Anthropology</i>, 2(4), 253-270.</p> <p>Sidney W. Mintz. (1978). Was the Plantation Slave a Proletarian?. <i>Review (Fernand Braudel Center)</i>, 2(1), 81-98.</p>

9	Anthropological Political Economy II	<p>Michael T. Taussig. (1980). Reification and the Consciousness of the Patient. <i>Social Science Med.</i> 14B, 3-13.</p> <p>Michael Taussig. (1984). Culture of Terror – Space of Death. Roger Casement’s Putuyamo Report and the Explanation of Torture. <i>Comparative Studies in Society and History</i>, 26(3), 467-497. ,</p> <p>Michael Taussig. (1984). History as Sorcery. <i>Representations</i>, 7, 87-109.</p> <p>Paul A. Erickson & Liam D. Murphy. (2017). <i>A History of Anthropological Theory</i>. Ontario: University of Toronto Press. Pp. 219-228 (Political Economy).</p> <p>William Roseberry. (1976). Rent, Differentiation, and the Development of Capitalism among Peasants. <i>American Anthropologist</i>, 78, 45-58.</p> <p>William Roseberry. (1982). Balinese Cockfights and the Seduction of Anthropology. <i>Social Research</i>, 49(4), 1013-1028.</p> <p>William Roseberry. (1986). The Ideology of Domestic Production. <i>Labour, Capital and Society</i>, 19(1), 70-93.</p> <p>William Roseberry. (1992). Multiculturalism and the Challenge of Anthropology. <i>Social Research</i>, 59(4), 841-858.</p> <p>William Roseberry. (1996). The Rise of Yuppie Coffes and the Reimagination of Class in the United States. <i>American Anthropologist</i>, 98(4), 762-775.</p> <p>William Roseberry. (1997). Marx and Anthropology. <i>Annual Review of Anthropology</i>, 26, 25-46.</p> <p>Winnie Lem. (2007). William Roseberry, Class and Inequality in the Anthropology of Migration. <i>Critique of Anthropology</i>, 27(4), 377-394.</p>
10	Symbolic and Interpretive Anthropology-I	<p>Clifford Geertz. (1973). <i>Thick Description: Toward an Interpretive Theory of Culture</i>. (Ed.) Clifford Geertz, <i>The Interpretations of Culture: Selected Essays</i> (3-32), New York: Basic Books.</p> <p>Clifford Geertz. (1973). Ideology as a Cultural System. (Ed.) Clifford Geertz, <i>The Interpretations of Culture: Selected Essays</i> (193-234), New York: Basic Books.</p> <p>Clifford Geertz. (1980). Blurred Genres: The Refiguration of Social Thought. <i>The American Scholar</i>, 49(2), 165-179.</p>
11	Symbolic and Interpretive Anthropology II	<p>Paul A. Erickson & Liam D. Murphy. (2017). <i>A History of Anthropological</i></p>

		<p>Theory. Ontario: University of Toronto Press. Pp. 194-205 (Symbolic and Interpretive Anthropology).</p> <p>Victor W. Turner. (1973). Symbols in African Ritual. <i>Science</i>, 179 (4078), 1100-1105.</p> <p>Victor Turner. (1975). Symbolic Studies. <i>Annual Review of Anthropology</i>, 4(1975), 145-161.</p> <p>Victor Turner. (1977). Process, System, and Symbol: A New Anthropological Synthesis. <i>Daedalus</i>, 106(3), 61-80.</p> <p>Victor Turner. (1979). Dramatic Ritual / Ritual Drama: Performative and Reflexive Anthropology. <i>The Kenyon Review</i>, 1(3), 80-93.</p> <p>Victor Turner. (1980). Social Dramas and Stories about Them. <i>Critical Inquiry</i>, 7(1), 141-168.</p>
12	Transactionalism and Fredrik Barth	<p>Fredrik Barth. (1956). Ecologic Relationships of Ethnic Groups in Swat, North Pakistan. <i>American Anthropologist</i>, 58(6), 1079-1089.</p> <p>Fredrik Barth. (1961). Nomads of South Persia the Basseri Tribe of the Khamseh Confederacy. Boston: Little, Brown and Company.</p> <p>Fredrik Barth. (1967). On the Study of Social Change. <i>American Anthropologist</i>, 69, 661-669.</p> <p>Fredrik Barth. (1969). Ethnic Groups and Boundaries. Boston: Little, Brown and Company.</p> <p>Paul A. Erickson & Liam D. Murphy. (2017). A History of Anthropological Theory. Ontario: University of Toronto Press. Pp. 206-208 (Transactionalism).</p> <p>Fredrik Barth. Boundaries and Connection. (Ed.) Anthony P. Cohen, <i>Signifying Identities Anthropological Perspectives on Boundaries and Contested Values (17-36)</i>. London and New York: Routledge.</p>
13	General Evaluation	
14	Critical Text Reading	

RECOMMENDED SOURCES

Textbook	
Additional Resources	The sources for each week are listed above

MATERIAL SHARING	
Documents	
Assignments	Homework
Exams	Midterm, Final

ASSESSMENT		
In-Term Studies	Number	Percentage
Mid-terms	1	30
Assignment	1	10
Final	1	60
Total	3	100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		60
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		40
Total		100

COURSE CATEGORY	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.					*
2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.					*
3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.			*		
4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.					*
5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.		*			
6	Identify social problems and develop social projects using anthropological theory and research methods.				*	
7	Effectively utilize current databases, information resources, and information technologies.		*			
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology				*	
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.				*	

10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.					*
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ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	3	42
Mid Term	1	20	20
Assignments	1	11	11
Final examination	1	35	35
Total Work Load			150
Total Work Load / 25 (h)			6
ECTS Credit of the Course			6

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Technology and Culture	ANT 266	Spring	3+0	3	5

Prerequisites	None
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Language of Instruction	English
Course Level	Undergraduate
Course Type	Area Elective
Course Coordinator	
Instructors	Prof. Dr. Ebru Kayaalp
Assistants	
Goals	In this course, students will acquire anthropological perspectives to demonstrate an understanding of the interactions between society, and science and technology. It aims to discuss the connections among science, culture and power through an analysis of knowledge-making processes in contemporary societies.
Content	The first part of course will concentrate on the theories of science and technology studies, while the second half will examine the case studies from the areas of health, security, and technology.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
1- Students will have an understanding of the key conceptual areas of science and technology from an anthropological perspective.	1,2, 10	1,2,3	A, B
2- Students will analyze how science has shaped, and has been shaped by society.	5,6, 8, 10	1,2,3	A, B
3- Students will examine how controversies and conflict shape the development of science and technology.	5,6,9,10	1,2,3	A, B
4- Students will recognize and analyze how scientific, technological, engineering, and medical issues are framed in public and professional contexts.	4,10	1,2,3	A, B
5- Students will critically assess scientific knowledge.	4,10	1,2,3	A, B

6- Students will get informed about the history of science and technology studies and recent developments.	2,10	1,2,3	A, B
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Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion
Assessment Methods:	A: Exams, B: Presentations

COURSE CONTENT

Week	Topic	Study Materials
1	Introduction	
2	Classical Approaches in the Science Studies	
3	The Strong Programme	
4	Social Construction of Facts	
5	Laboratory Life	
6	Rethinking Agency	
7	Public Understanding of Science	
8	Feminist Perspectives	
9	Things and Politics	
10	Biocitizenship	
11	Race Science	
12	Technologies of Security and Surveillance	
13	Wearables and Self-tracking	
14	AI and Robots	

RECOMMENDED SOURCES

Textbook	All required texts will be uploaded on Yulearn.
Additional Resources	

MATERIAL SHARING

Documents	
Assignments	Class Presentations
Exams	Mid-term and Final Exam

ASSESSMENT		
In-Term Studies	Number	Percentage
Mid-terms	1	30
Presentation	1	30
Final	1	40
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		40
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		60
Total		100

COURSE CATEGORY	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.			X		
2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.				X	
3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.		X			
4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.			X		
5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.		X			
6	Identify social problems and develop social projects using anthropological theory and research methods.		X			
7	Effectively utilize current databases, information resources, and information technologies.			X		
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology					X
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.			X		
10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.					X

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration	14	3	42

Hours for off-the-classroom study (Pre-study, practice)	14	3	42
Mid Term	1	15	15
Class Presentations	1	10	10
Final examination	1	15	15
Total Work Load			124
Total Work Load / 25 (h)			4,96
ECTS Credit of the Course			5

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Turkish Mythology and Folk Beliefs	ANT 275	Fall	3 + 0	3	8

Prerequisites	None
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Language of Instruction	English
Course Level	Undergraduate
Course Type	Compulsory
Course Coordinator	-
Instructors	Assis. Prof. Dr. Burak Akkurt
Assistants	-
Goals	Students will be able to systematically process the basic issues and concepts related to Turkish mythology, learn how to establish links with other cultural and civilizational elements and see their relations with today's socio-cultural processes.
Content	Important theories of mythology and research methods, sources of Turkish mythology, and history of study will be reviewed; basic concepts such as creation, time, space, society, god, guardian spirits, etc. will be examined based on original sources.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
1- Information about the concept of mythology and important theories are given.	1,2,3,5,7	1,2,3	A,C
2- The relations of mythology with other cultural elements are examined.	1,2,3,5,7	1,2,3	A,C
3- The relations of mythology with daily life culture are examined.	1,2,3,5,7	1,2,3	A,C
4- The characteristics of mythological thought are determined.	1,2,3,5,7	1,2,3	A,C
5- Creation myths, ethnogony and eschatology are examined.	1,2,3,5,7	1,2,3	A,C

Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion 4: Simulation 5: Case Study
Assessment Methods:	A: Testing, B: Multiple Choice C: Homework D: Fill in the blanks E: True or false F: Oral exam G: Portfolio

COURSE CONTENT

Week	Topic	Study Materials
1	Introduction to the course: objectives, syllabus and main topics	
2	Definition and discussion of myth	
3	Mythological theories and methods of study; basic concepts.	
4	Addressing basic cultural and historical issues	
5	Cosmogony and cosmology in Turkish Mythology	
6	Creation and Lineage: The figure of the wolf in Turkish Mythology	
7	Creation and Lineage: Other myths and symbols in Turkish Mythology	
8	Nature Symbolism in Turkish Mythology	
9	Oghuz Khan and Manas Epics	
10	Selected epics and legends	
11	Dede Korkut: Selected stories and discussions I	
12	Dede Korkut: Selected stories and discussions II	
13	Shamanism and magic in Turkish mythology and culture	
14	Classwork: folk beliefs and modern representations	

RECOMMENDED SOURCES

Textbook	
Additional Resources	Eliade, M. (1994) Ebedi Dönüş Mitosu, İmge Yayınevi, İstanbul Ögel, Bahaeddin, (1993) Türk Mitolojisi, 1. Cilt, TTK Yayınları, Ankara Ögel, Bahaeddin, (1995) Türk Mitolojisi, 2. Cilt, TTK Yayınları, Ankara

MATERIAL SHARING

Documents	
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Assignments	
Exams	

ASSESTMENT		
In-Term Studies	Number	Percentage
Mid-terms	4	20
Presentation	1	40
Assignment	1	40
Final		
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		40
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		60
Total		100

COURSE CATEGORY	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.				X	
2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.			X		
3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.	X				
4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.				X	
5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.	X				
6	Identify social problems and develop social projects using anthropological theory and research methods.			X		
7	Effectively utilize current databases, information resources, and information technologies.			X		
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology			X		
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.				X	
10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.					X

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 16x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	3	42
Mid Term	1	34	34
Assignments	4	9	36
Final examination	1	40	40
Total Work Load			194
Total Work Load / 25 (h)			7,76
ECTS Credit of the Course			8

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Kinship and Social Organization	ANT 276	4	3+0	3	7

Prerequisites	-
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Language of Instruction	English
Course Level	Undergraduate
Course Type	Compulsory
Course Coordinator	
Instructors	Assist. Prof. Ayşe Hilal Tuztaş Horzumlu
Assistants	
Goals	This course introduces the concept of kinship, which is thought to exist in every society and has been central to anthropology
Content	Besides family forms that have evolved and changed in the historical process, the course focuses on the place and importance of kinship and marriage in social relationships. Students will analyze why anthropologists consider marriage and kinship concepts 'rosetta stone' while understanding societies.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
1- Students learn the concept of kinship and the historical improvement of the subject.	1,4,6,7,9	1,2,4	A,C
2- Students learn the basic concepts and key terms in kinship.	1,4	1,2,4	A,C
3- Students interpret the relationship between lineage theory and social organization.	1,2,4,6,8	1,2,3	A,C
4- Students get knowledge about kinship studies.	1,2,4,6,7,8	1,2,3,4	A,C
5- Students learn to make genealogical diagrams by hand and with softwares.	1,2,7,8	1,2,5	A,C
6- Students apply concepts from the course to social phenomena	1,2,4,6,7,8,10	1,2,3,4,5	A,C

Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion 4: Simulation 5: Case Study
Assessment Methods:	A: Testing, B: Multiple Choice C: Homework D: Fill in the blanks E: True or false F: Oral exam G: Portfolio

COURSE CONTENT

Week	Topic	Study Materials
1	Introduction	
2	Gender, Reproduction, and Kinship	
3	The Evolution of Kinship and Gender	
4	Patrilineal Descent	
5	Matrilineal Descent	
6	Double, Bilateral, Cognatic Descent	
7	Lineage Theory Approaches	
8	Marriage Types	
9	The Change and Transformation of Kinship	
10	Kinship Beyond the Bloodline	
11	Fictive Kinship	
12	Ethnographic Cases	
13	Ethnographic Cases	
14	Final Project Presentations	

RECOMMENDED SOURCES

Textbook	<ul style="list-style-type: none"> -Bradway, Tyler and Elizabeth Freeman (Ed.) (2022). <i>Queer Kinship: Race, Sex, Belonging, Form</i>. Duke University Press Books. -Carsten, Janet. (2004). <i>After Kinship</i>. Cambridge University Press -Ladislav; Holy. (1996). <i>Anthropological Perspectives on Kinship</i>. Pluto Press. -Stone, Linda. (2010). <i>An Introduction: Kinship and Gender</i> (4th Ed.). Westview Press.
Additional Resources	<ul style="list-style-type: none"> -Kroløkke, Charlotte, Lene Myong, Stine Willum Adrian and Tine Tjørnhøj-Thomsen (Ed.) (2016) <i>Critical Kinship Studies</i>. Rowman & Littlefield Publishers. -Nelson, Margaret K. (2020). <i>Like Family Narratives of Fictive Kinship</i>. Rutgers University Press. -Sahlins, Marshall. (2013). <i>What Kinship is and is not</i>. The University of Chicago Press. -Stone, Linda (Ed.). (2001). <i>New Directions in Anthropological Kinship</i>. Rowman & Littlefield Publishers. -Strauss, Claude Levi. (1969). <i>The Elementary Structures of Kinship</i>. Beacon Press

MATERIAL SHARING	
Documents	Sources: Books and articles
Assignments	Final Project
Exams	Mid-term

ASSESSMENT		
In-Term Studies	Number	Percentage
Mid-terms	1	30
Presentation	1	20
Final	1	50
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		50
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		50
Total		100

COURSE CATEGORY	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.			X		
2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.			X		
3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.				X	
4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.				X	
5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.			X		
6	Identify social problems and develop social projects using anthropological theory and research methods.					X
7	Effectively utilize current databases, information resources, and information technologies.					X
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology				X	
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.				X	
10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.				X	

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 16x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	3	42
Mid Term	1	30	30
Assignments	1	11	11
Final examination	1	50	50
Total Work Load			175
Total Work Load / 25 (h)			7
ECTS Credit of the Course			7

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Anthropological Studies in Rural Areas	ANT 317	5	3+0	3	8

Prerequisites	-
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Language of Instruction	English
Course Level	Undergraduate
Course Type	Compulsory
Course Coordinator	
Instructors	Assist. Prof. Dr. Ayşe Hilal Tuztaş Horzumlu
Assistants	
Goals	This course aims to introduce rural anthropology with primary concerns and theoretical approaches from its inception and define rural.
Content	The course includes some studies about the weather climate and gender-based relations in rural communities. Besides the current issues in rural life, such as the current political economy of agriculture, the global food system, and sustainable development for rural areas are also covered.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
1- Learn the historical process of the rural studies and methods for defining the rural.	1,2,3,4,5,6,7,8,9	1,2,3	A,C
2- Evaluate the historical process of the community studies in Turkey	1,2,3,4,5,6,7,8	1,2,3	A,C
3- Interpret the gender roles in rural studies.	1,2,3,4,5,6,7,8,9	1,2,3,5	A,C
4- Learn about the global food market and the green revolution.	1,2,3,4,5,6,7,8	1,2,3,5	A,C
5- Understand the effects of Neoliberal policies in Turkish rural.	1,2,3,4,6,7,8	1,2,3,5	A,C
6- Identify the problems that occur in rural areas around the world, and Turkey, and	1,2,3,4,5,6,7,8,9,10	1,2,3,5	A,C

obtain information about alternative solutions.			
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Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion 4: Simulation 5: Case Study
Assessment Methods:	A: Testing, B: Multiple Choice C: Homework D: Fill in the blanks E: True or false F: Oral exam G: Portfolio

COURSE CONTENT

Week	Topic	Study Materials
1	Introduction	
2	The History of Rural Sociology	
3	Community Studies	
4	Community Studies in Turkey	
5	Definition of the Rural	
6	Weather, Climate	
7	Nature- Culture, Gender	
8	Global Food World	
9	Development, Women, and Ecology	
10	Globalization and Turkish Agriculture	
11	Turkey's Experience in the Neo-Liberal Age	
12	Sustainable Development	
13	Sustainable Development	
14	Final Project Presentations	

RECOMMENDED SOURCES

Textbook	<p>-Hillyard. Sam. 2007. <i>The Sociology of Rural Life</i>. Oxford: Berg.,</p> <p>-Kevin M. Fitzpatrick and Don Willis (Eds.). 2015. <i>A Place-Based Perspective of Food in Society</i>. Palgrave Macmillan.</p> <p>-Rosaldo, Michelle Z. and Louise Lamphere (Ed.). <i>Women, Culture, and Society</i>. Stanford University Press</p> <p>-Öztürk Murat. 2012. <i>Agriculture, Peasantry, and Poverty in Turkey in the Neo-Liberal Age</i>. Wageningen Academic Publisher.</p> <p>-Strauss, Sarah, and Benjamin S. Orlove (Ed.). 2003. <i>Weather, Climate, Culture</i>. Oxford: Berg</p>
Additional Resources	<p>-Aydın, Zülküf. 2010. "Neo-Liberal Transformation of Turkish Agriculture." in <i>Journal of Agrarian Change</i>, Vol. 10 No. 2, pp: 149-187.</p> <p>- Keyder, Çağlar, and Zafer Yenal. 2011." Agrarian Change under Globalization: Markets and Insecurity in Turkish Agriculture." in <i>Journal of Agrarian Change</i>, Vol. 11 No. 1, pp: 60-86.</p> <p>-Kolars, John. 1962. <i>Community Studies in Rural Turkey</i>. <i>Annals of the Association of American Geographers</i>, Dec. 1962, Vol. 52, No. 4 (Dec., 1962), pp. 476-489</p>

	-Magnarella , Paul. 2003. Turkish-American Intellectual Exchange and Community Research in Turkey (1930- 1980). The Turkish Studies Association Journal, Vol. 27, No. 1/2 (2003), pp. 69-89. -Silverstein, Brian. The Social Life of Numbers: Statistics, Reform and the Remaking of Rural Life in Turkey. Palgrave Macmillan.
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MATERIAL SHARING	
Documents	Books and articles
Assignments	Final Project
Exams	Mid-term

ASSESTMENT		
In-Term Studies	Number	Percentage
Mid-terms	1	30
Presentation	1	20
Assignment		
Final	1	50
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		50
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		50
Total		100

COURSE CATEGORY	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.				X	
2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.				X	
3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.			X		
4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.					X

5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.				X	
6	Identify social problems and develop social projects using anthropological theory and research methods.					X
7	Effectively utilize current databases, information resources, and information technologies.				X	
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology			X		
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.				X	
10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.				X	

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	3	42
Mid Term	1	43	43
Final examination	1	75	75
Total Work Load			200
Total Work Load / 25 (h)			8
ECTS Credit of the Course			8

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Ethnography of Turkey and History of Anthropology	ANT 319	Fall	3+0	3	7

Prerequisites	
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Language of Instruction	English
Course Level	Undergraduate
Course Type	Compulsory
Course Coordinator	
Instructors	Assoc. Prof. Dr. Gözde Dalan Polat
Assistants	
Goals	
Content	<p>In this course, research, travel and observation notes in the history of Turkish Science, which contributed to the establishment of an anthropological perspective and the development of an awareness of cultural diversity, will be examined.</p> <p>Since ancient times, the history of Turkish science is full of authors who have produced important works on these subjects. In this respect, the course will examine the Orkhon Monuments, as well as the works of Kashgarli Mahmut, Biruni, Farabi, chronicles on the history and culture of Turkic states and communities. In addition, the development and formation process of the Turkish World and anthropology as a field of science in the modern era will be discussed through original sources.</p>

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
1- Understands the historical development of anthropological studies in Turkish Geography.	1,3,4,9,10	1,2,4,5	A,C
2- Learns the sources of the history of Turkish anthropology in the cultural geography of Turks.	1,3,4,9,10	1,2,4,5	A,C
3- Changing topics and fields of study from the Middle Ages to the present day will be understood.	1,3,4,9,10	1,2,4,5	A,C

4- Understands the process of institutionalization of anthropology in Turkey.	1,3,4,9,10	1,2,4,5	A,C
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Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion 4: Simulation 5: Case Study
Assessment Methods:	A: Testing, B: Multiple Choice C: Homework D: Fill in the blanks E: True or false F: Oral exam G: Portfolio

COURSE CONTENT

Week	Topic	Study Materials
1	Definition and important stages of the history of anthropology	
2	Cultural geography of Turks and sources of Turkish anthropological history	
3	Examples of anthropological approach in ancient Turkish cultural tradition (Defining the other in the Saka/Iskite age)	
4	The Great Hun Empire and the European Hun Empire: cultural diversity and anthropological reflexes	
5	Anthropological approaches and interpretations during the Gokturks	
6	Perceptions of cultural diversity in early Turkish-Islamic civilization Kashgarli Mahmut: Foundations of linguistic anthropology and ethnography of Turkish, Yusuf Has Hacıp: Manifesto of Turkish political and legal anthropology	
7	Midterm Exam	
8	Turkish philosophical anthropology in the Middle Ages (Farabi, Ibn Sina)	
9	The first professional ethnography in history: Biruni's India.	
10	Cultural anthropology of the medieval Turkish world (from Jahiz to Ibn Batuta)	
11	Anthropological approaches and interpretations in medieval Turkish works (dictionaries, travel notes, memoirs, literary works, etc.)	
12	Early stages of anthropological studies in the Modern Turkish World (Anatolia, Caucasus, Central Asia, Idyll-Ural)	
13	Institutionalization of Anthropology in Turkey	
14	Anthropology education and research in the contemporary Turkic world: institutions, topics	

RECOMMENDED SOURCES	
Textbook	<p>Magnarella, Paul and Orhan Türkdoğan. 1976. "The Development of Turkish Social Anthropology." <i>Current Anthropology</i>. 17 (2): 263-274.</p> <p>Carol Delaney. 1991. <i>The Seed and the Soil: Gender and Cosmology in Turkish Society</i>. (Selection).</p> <p>Nükhet Sirman. 1990. "State, Village and Gender in Western Turkey." In <i>Turkish State, Turkish Society</i>. Eds. Nükhet Sirman and Andrew Finkel. Pp: 21-51.</p> <p>Folklor-Edebiyat Dergisi.200. Sayı 22 Sosyal Antropoloji Özel Sayısı Nermin Erdentuğ Anısına.</p> <p>Metin Özbek. "Cumhuriyetle Başlayan Antropoloji." <i>Hacettepe Üniversitesi Edebiyat Fakültesi Dergisi</i>, Cumhuriyetimizin 75. Yılı Özel Sayısı. 105-106.</p> <p>Sibel Özbudun-Demirer. 2011. "Anthropology as a Nation-Building Rhetoric: The Shaping of Turkish Anthropology (from 1850s to 1940s)". <i>Dialectical Anthropology</i>. 35:111-129.</p>

MATERIAL SHARING	
Documents	Books and articles
Assignments	Presentations
Exams	Final Assignment

ASSESSMENT		
In-Term Studies	Number	Percentage
Mid-terms	1	30
Presentation	1	20
Final Assignment	1	50
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		50
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		50
Total		100

COURSE CATEGORY	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5

1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.					x
2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.			x		
3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.					x
4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.					x
5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.		x			
6	Identify social problems and develop social projects using anthropological theory and research methods.			x		
7	Effectively utilize current databases, information resources, and information technologies.			x		
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology				x	
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.					x
10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.					x

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	3	42
Mid Term	1	30	30
Assignments	1	40	40
Presentations	1	10	10
Total Work Load			164
Total Work Load / 25 (h)			6,56
ECTS Credit of the Course			7

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Historical and Cultural Anthropology of Turkish World	ANT 326	Spring	3+0	3	4

Prerequisites	None
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Language of Instruction	English
Course Level	Undergraduate
Course Type	Area Elective
Course Coordinator	
Instructors	Prof. Dr. Ahmet Taşağıl
Assistants	
Goals	Within the framework of this course, daily life traditions, intangible cultural values in Turkish culture, and related institutions will be examined.
Content	The settlements, architectural traditions, shelter types, and the characteristics of mobile architecture specific to nomadic culture will be discussed in the context of the environmental conditions of these geographies and the artistic understanding of the ancient Turks. The dietary habits of the ancient Turks, health culture, law and honor system, religious beliefs, witchcraft, and shamanism traditions, language and communication culture, and artistic activities such as painting, music, games, and folk literature will be examined and comparatively evaluated in terms of origin, structure and function.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
1- Intangible cultural values are explained.	1,4	1,2,3	A,C
2- Information on nutrition and health culture is given.	2,7,5	1,2,3	A,C
3- Social order, law, and justice practices are examined.	3,5	1,2,3	A,C

4- The development of fine arts and the characteristics of art branches are discussed.	6,7,8	1,2,3	A,C
5- Spiritual values, beliefs, and magic are examined.	3,2,7	1,2,3	A,C

Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion 4: Simulation 5: Case Study
Assessment Methods:	A: Testing, B: Multiple Choice C: Homework D: Fill in the blanks E: True or false F: Oral exam G: Portfolio

COURSE CONTENT

Week	Topic	Study Materials
1	Shelter types	Otag architecture (mobile architecture). Otag/Kiyiz Üy/Ail/Urasa/Alaçık/Yurt. Oba organization. Shelter/otag construction; related materials, their procurement, and cultural traditions formed within this framework. Beliefs and taboos related to settlements and shelters.
2	Transportation and shipping	Vehicles; animals used in transportation and their training. The development of transportation; the introduction of the wheel; oxcarts and high-wheeled carts.
3	Nutrition culture	Food and food production. The concept of kitchen/hearth, cooking, and utensils. Collective meals, beliefs, and prohibitions related to meals. Feasting and related sharing processes. Potlaç tradition in ancient Turks according to the Book of Dedem Korkut.
4	Health information	The human body. Diseases, treatment tools, and methods. Beliefs about epidemics. Herbalists, shamans, and other 'experts' in more limited fields (only certain diseases).
5	Sport events	Hunting: the continual hunt. The tradition of falconry; training and care of birds. Horse racing and javelin. Wrestling and other sports are common among young people. Sports games affect children's development. Sports and warrior traditions.
6	The Art of War	War and society. Army structure: formation and training of warriors and military units. Military equipment; clothing and weapons; weapon production; related beliefs and prohibitions. The conduct and management of wars. The image of warriors and alperen.
7	Understanding of law	The concept of law. Crime, criminal, punishment, and execution. Formation of

		laws and practices. Law and judicial power; judges. The concept of custom. The origins, structure, and reflections of the 'Great Law'.
8	Painting and sculpture	The development of stonemasonry and sculpture in ancient Turks; balballar, onguns, puppet making, etc. Art of painting, rock paintings, cave art. Paint paintings and painting materials and techniques. Carpet, felt, wood, metal, etc. embroidery, and traditional motifs were used.
9	Music	Musical instruments. Ceremonies and dance accompanied by music. Entertainment culture; games. Theater; shadow theater, middle play, puppetry. Folk music and folk songs. Bardic (epic) tradition.
10	Mythology, magic, and religion	Sorcerers, soothsayers, shamans. The concept of Sky God. The structure and basic principles of monotheism as a monotheistic order. The design of the universe. Celestial belief and worship traditions.
11	Ancient Turkish Shamanism	The origins, structure, and function of shamanism. Prerequisites for becoming a shaman and shaman training. The structure and purposes of shamanic ceremonies. The position and function of shamanism within the monotheistic order. Transformations of shamanism in Buddhist, Islamic, and Christian environments. Traces of shamanism in Turkish folk culture.
12	Folk literature and oral tradition	Myth, legend, fairy tale, and other genres. Old Turkish poetry. Turkish epic tradition. Writing and book concepts. Written stones, and their cultural importance. Transition to written literature and the first known books.
13	Communication culture and communication tools; language, writing, symbols.	Communication and communication order; messengers, chariots, etc. Communication between individuals, communities, and states. Communication tools and methods in crisis management; the institution of mediation. The role of ethno-cultural traditions in communication and communication. The importance of traditional folk literature products in communication.
14	Cultural changes.	The process of transition from the belief system of the gods to Islam (and other religions). Transformations of the ancient Turkish universe design in the environment of Islam and other religions. Consequences of cultural changes. Early Turkish Islamic states and communities.

RECOMMENDED SOURCES	
Textbook	
Additional Resources	<p>Ahmetbeyoğlu, Ali (Haz.), (1995), <i>GreK Seyyahı Priskos'a Göre Avrupa Hunları, Türk Dünyası Araştırmaları Vakfı, İstanbul.</i></p> <p>Arsal, Sadri Maksudi, (1947) <i>Türk Tarihi ve Hukuk, İstanbul</i></p> <p>Diyarbakirli, Necat, (1972) <i>Hun Sanatı, MEB Kültür Yayınları, İstanbul</i></p> <p>Eberhard, W. (1996) <i>Çin'in Şimal Komşuları, TTK Yayınları, Ankara</i></p> <p>Ergin, Muharrem (Haz.), <i>Ebülgazi Bahadır Han, Şecere-i Terakime (Türklerin Soy Kütüğü), Tercüman Yayınları, İstanbul.</i></p> <p>Ergin, Muharrem, (2000) <i>Orkun Abideleri, Boğaziçi Yayınevi, İstanbul</i></p> <p>Esin, Emel, (2006) <i>Türklerde Maddi Kültürün Oluşumu, Kabalcı Yayınevi</i></p> <p>Gökyay, Orhan Şaik (2008) <i>Dedem Korkut Kitabı, Kabalcı Yayınevi, İstanbul</i></p> <p>Gumilyev, Lev, (2006) <i>Eski Türkler, Selenge Yayınları, İstanbul</i></p> <p>İnan, Abdulkadir, (1991) <i>Makaleler ve İncelemeler, 2 Cilt, TTK Yayınları, Ankara</i></p> <p>Nemeth, Gyula, (1982) <i>Attila ve Hunları, AÜ Dil ve Tarih-Coğrafya Fakültesi Yayınları, Ankara</i></p> <p>Ögel, Bahaeddin, (1984) <i>İslameiyetten Önce Türk Kültür Tarihi, TTK Yayınları, Ankara</i></p> <p>Ögel, Bahaeddin, (1991) <i>Türk Kültür Tarihine Giriş, 9 Cilt. Kültür Bakanlığı Yayınları, Ankara</i></p> <p>Ögel, Bahaeddin, (2001) <i>Türk Kültürünün Gelişme Çağları, Türk Dünyası Araştırmaları Vakfı, İstanbul</i></p> <p>Rasonyi, Laszlo, (1988) <i>Tarihte Türklük, Türk Kültürünü Araştırma Enstitüsü, Ankara</i></p> <p>Seroşevsky, V. (2007) <i>Saha Türkleri, Selenge Yayınları, İstanbul</i></p> <p>Sümer, Faruk, (1992), <i>Oğuzlar, Türk Dünyası Araştırmaları Vakfı, İstanbul</i></p> <p>Togan, Zeki Velidi, (1981) <i>Umumi Türk Tarihine Giriş, Enderun Kitabevi, İstanbul</i></p> <p>Ülken, Hilmi Ziya, (2004) <i>Türk Tefekkürü Tarihi, Yapı Kredi Yayınları, İstanbul</i></p>

MATERIAL SHARING	
Documents	The books and reviews mentioned in the syllabus can be found in the university bookstore and other bookstores. Photocopies of readings are shared when necessary.
Assignments	

Exams	
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ASSESSMENT		
In-Term Studies	Number	Percentage
Mid-terms	1	40
Presentation	2	60
Assignment		100
Final		60
Total		40
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		100
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE	1	40
Total	2	60

COURSE CATEGORY	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.			X		
2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.				X	
3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.			X		
4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.			X		
5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.				X	
6	Identify social problems and develop social projects using anthropological theory and research methods.					X
7	Effectively utilize current databases, information resources, and information technologies.					X
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology					X
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.					X
10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.					X

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	1	14
Mid Term	1	21	21
Quizzes	4	3	12
Assignments	1	27	27
Final examination	1	3	3
Total Work Load			119
Total Work Load / 25 (h)			4.76
ECTS Credit of the Course			5

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Ritual and Religion	ANT 334	Fall	3 + 0	3	6

Prerequisites	
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Language of Instruction	English
Course Level	Bachelor's Degree (First Cycle Programmes)
Course Type	Compulsory
Course Coordinator	
Instructors	Dr. Cemre Aydoğan Beyaz
Assistants	
Goals	The aim of this course is to show the impact of the concepts of ritual and religion on cultural patterns. The role and importance of the concepts of ritual and religion in societies' daily lives are discussed with the studies and findings of important researchers in the relevant literature.
Content	Sociological and anthropological analysis of the concepts of ritual and religion, their impact on gender roles, and their importance in social movements.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
1- Defines the concepts of ritual and religion theoretically.	1,2,4,5,9,10	1,2,4	A, F, H
2- Discusses the importance of magic and witchcraft in daily life.	1,2,4,5,9,10	1,2,4	A, F, H
3- Analyzes the historical and economic relationship between religion and gender.	1,2,4,5,9,10	1,2,4	A, F, H
4- Examines the relationship between religion and violence through different theoretical discussions.	1,2,4,5,9,10	1, 2, 4	A, F, H
5- Demonstrates the logic behind religious rituals with social and economic explanations.	1,2,4,5,9,10	1,2,4	A, F, H
6- Discusses the role of religion in decolonization processes.	1,2,4,5,9,10	1,2,4	A, F, H
7- Discusses the unifying and driving force of religions in the context of current debates.	1,2,4,5,9,10	1,2, 4	A, F, H

Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion 4: Simulation 5: Case Study
Assessment Methods:	A: Testing, B: Multiple Choice C: Homework D: Fill in the blanks E: True or false F: Oral exam G: Portfolio

COURSE CONTENT

Week	Topic	Study Materials
1	Introduction	The place of ritual and religion in Cultural Anthropology
2	Religion and Anthropology	The role of religion in the study of cultural systems
3	Ritual and Anthropology	The role of ritual in the study of cultural systems
4	Movie	Imagining rituals of other societies in processes of marginalization
5	Magic and Witchcraft	The social function of magic
6	Women and Witchcraft	The role of religion in determining gender roles and the history of witchcraft
7	Women and Witchcraft in East	
8	Religion, Politics, and Identity	Theories and case studies examining the relationship between religion, politics and identity
9	Religion and Violence	Theories and case studies examining the relationship between religion and the production of violence
10	Religion and Social Movements	The role of religion in social mobilization
11	Religion and Gender	Theories and case studies illustrating the strategies of religion in determining gender roles
12	Contemporary Debates	The Clash of Civilizations thesis
13	Contemporary Debates	Critical perspectives on the Clash of Civilizations thesis
14	Multiculturalism	

RECOMMENDED SOURCES

Textbook	<p>Durkheim, E. (1995) <i>The Elementary Forms of Religious Life</i>. (translated by K. E. Fields) New York: The Free Press (Chapter 1: pp. 21-40).</p> <p>Geertz, C. (2005) "Shifting Aims, Moving Targets: On the Anthropology of Religion." <i>The Journal of the Royal Anthropology</i>, Vol. 11, No. 1, pp. 1-10.</p> <p>Kelly, D. J. and Kaplan, M. (1990) "History, Structure, and Ritual." <i>Annual Review of Anthropology</i>, Vol 19, pp. 119-128.</p> <p>Turner, V. (1979) "Dramatic Ritual/Ritual Drama: Performative Reflexive Anthropology." <i>The Kenyon Review</i>, Vol 1, No. 3, pp. 80-93.</p> <p>Shanafelt, R. (2004) "Magic, miracle, and marvels in anthropology." <i>Ethnos</i>, Vol. 69, No. 3, pp. 317-340 (especially till the mid of 327).</p> <p>Federici, S. (2004) <i>Caliban and the Witch: Women, the Body, and Primitive Accumulation</i>. New York: Autonomedia; Illustrated edition (pp. 61-92).</p>
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	<p>Subotic, J. (2019) "The Church, the Nation, and the State: The Serbian Orthodox Church After Communism." In S. P. Ramet (ed.), <i>Orthodox Church and Politics in Southeastern Europe: Nationalism, Conservatism, and Intolerance</i>. Cham: Palgrave Macmillan (pp. 85-110).</p> <p>Günel, A. and Balci, Z. S. (2019) "The Orthodox Church of Greece." In S. P. Ramet (ed.), <i>Orthodox Church and Politics in Southeastern Europe: Nationalism, Conservatism, and Intolerance</i>. Cham: Palgrave Macmillan (pp. 131-165)</p> <p>Sells, M. (2003) "Crosses of Blood: Sacred Space, Religion, and Violence in Bosnia-Herzegovina." <i>Sociology of Religion</i>, Vol. 64, No. 3, pp. 309-331.</p> <p>Kunovich, R. M. and Hodson, R. (1999) "Conflict, Religious Identity, and Ethnic Intolerance in Croatia." <i>Social Forces</i>, Vol. 78, No. 2, pp. 643-668.</p> <p>Munson, Z. (2001) "Islamic Mobilization: Social Movement Theory and the Egyptian Muslim Brotherhood." <i>The Sociological Quarterly</i>, Vol. 42, No. 4, pp. 487-510.</p> <p>Addi, L. (1992) "The Islamist Challenge: Religion and Modernity in Algeria." <i>Journal of Democracy</i>, Vol. 3, No. 4, pp. 75-84.</p> <p>Lavizzari, A. and Prearo, M. (2018) "The anti-gender movement in Italy: Catholic participation between electoral and protest politics." <i>European Societies</i>, pp. 1-21.</p> <p>Graff, A. (2014) "Report from gender trenches: War against 'genderism' in Poland." <i>European Journal of Women's Studies</i>, Vol 21, No. 4, pp. 431-435. + Vincze, E. (2018) "The racialization of Roma in the 'new' Europe and the political potential of Romani women." <i>European Journal of Women's Studies</i>, Vol 21, No. 4, pp. 435-442.</p> <p>Huntington, S. P. (1993) "The Clash of Civilizations?" <i>Foreign Affairs</i>, Vol. 72, No. 3, pp. 22-49.</p> <p>Inglehart, R. and Norris, P. (2003) "The true clash of civilizations." <i>Foreign Policy</i>, pp. 62-70.</p>
Additional Resources	

MATERIAL SHARING	
Documents	All the resources and presentations used in class
Assignments	Presentation
Exams	

ASSESSMENT		
In-Term Studies	Number	Percentage
Mid-terms	1	40
Attendance and Presentation	1	20
Final (Presentation)	1	40

Total		100
Contribution of Final Examination to Overall Grade		40
Contribution of In-Term Studies to Overall Grade		60
Total		100

COURSE CATEGORY	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.					X
2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.					X
3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.			X		
4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.					X
5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.					X
6	Identify social problems and develop social projects using anthropological theory and research methods.				X	
7	Effectively utilize current databases, information resources, and information technologies.			X		
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology				X	
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.					X
10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.					X

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 16x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	1	21	42
Mid Term	1	21	42
Final examination (Presentation)	1	36	36
Total Work Load			141
Total Work Load / 25 (h)			6.48
ECTS Credit of the Course			6

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Economics and Anthropology	ANT 346	Spring	3+0	3	5

Prerequisites	
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Language of Instruction	English
Course Level	Undergraduate
Course Type	Compulsory
Course Coordinator	-
Instructors	Assis. Prof. Dr. Mehmet Tolga Uslu
Assistants	-
Goals	The main objective of this course is to develop and enhance students' knowledge of economic anthropology. It is designed to develop students' ideas and perspectives on economic activities and relations with a strong emphasis on the cultural context.
Content	This course deals with the basic concepts of economic anthropology and its contribution to the general understanding of societies as a subdiscipline. The main concepts of economic anthropology, such as reciprocity, production, distribution, exchange, consumption and social reproduction, and the main theoretical approaches will be grounded.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
1- Students learn the basic concepts, approaches, and problematic issues in different economic systems.	1,2,4,6,8,9,10	1,2	A,C
2- Students develop their views on economic activity and relations, with an emphasis on the cultural context.	2,4,8,9	1,2	A,C
3- It offers students the opportunity to learn about the economy and the economic events of the century.	4,6,9,	1,2	A,C

4- Explain the basic concepts of Economic Anthropology as a sub-discipline and its contribution to the understanding of societies.	1,2,6,8	1,2	A,C
5- Grounds the basic concepts and main theoretical approaches of economic anthropology such as reciprocity, production, distribution, exchange, consumption, and social reproduction.	2,6	1,2	A,C
6- Provides students with the opportunity to evaluate economic globalization in the light of various ethnographic studies in different cultures.	2,3,4,	1,2	A,C

Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion 4: Simulation 5: Case Study
Assessment Methods:	A: Testing, B: Multiple Choice C: Homework D: Fill in the blanks E: True or false F: Oral exam G: Portfolio

COURSE CONTENT

Week	Topic	Study Materials
1	What is Economic Anthropology? What are the basic concepts and topics?	Relations between Anthropology and Economics
2	Basic Theoretical Approaches in Economic Anthropology	Anthropology and Economic Systems
3	Problems and Issues in Economic Anthropology	Main topics and issues
4	Economic Behavior in Tribes Trade and Markets in Pre-Capitalist States	
5	Anthropology in Modern Economies	Current Topics
6	Peasants and the World	Rural/Village Studies
7	Midterm Exam	
8	Anthropology in Modern Economies Market and Marketplaces	The Nature and Structure of the Modern Market
9	Economic Anthropology and Economic Development	Development and Growth concepts
10	Development, Industrialization, Modernization, Dependency	Modernization
11	Women's and Men's Participation in Development	Gender Dimension

12	Economic Globalization and its Social Consequences	Capital and Labor Flows
13	Redefining Economics (Concepts, Issues), Financial and Economic Crises	Global Processes
14	Final Exam	

RECOMMENDED SOURCES

Textbook	Kumbetoglu,B.(2012) Economic Anthropology notes
Additional Resources	<p>ECONOMIES AND CULTURES: FOUNDATIONS OF ECONOMIC ANTHROPOLOGY, by Richard Wilk and Lisa Cliggett, 2007. (Second edition)</p> <p>ECONOMIC ANTHROPOLOGY, by Stuart Plattner. Stanford University Press. Stanford.1989.</p> <p>THE ANTHROPOLOGY of ECONOMY, by Stephen Gudeman. Blackwell Pub.Oxford.2001.</p> <p>ECONOMIC ANTHROPOLOGY AND ANTHROPOLOGICAL ECONOMICS, by M. Sahlins. Social Science Information. Vol.8, No.5 pp.13-33. 1969.</p> <p>GLOBALIZATION & INEQUALITIES, by Sylvia Walby. Sage Pub.London.2009.</p> <p>WOMEN`S WORK& CHICANO FAMILIES. CANNERY WORKERS of the SANTA CLARA VALLEY, by Patricia Zavella. Cornell University Press.1988.</p> <p>UNREGISTERED WOMEN WORKERS IN THE GLOBALIZED ECONOMY:A QUALITATIVE STUDY IN TURKEY, by B. Kumbetoglu,I. User,A. Akpinar. Feminist Formations. Vol.22(3) Fall.2010.</p> <p>KALKINMA VE KURESELLESME, Yay.Haz.,Saniye Dedeoglu, Turan Subasat. Baglam Yay.Istanbul. 2001.</p> <p>KAYIP ISCI KADINLAR.B.Kumbetoglu,I.User, A.Akpinar.Baglam Yay.Istanbul.2012.</p> <p>KURESELLESEN DUNYADA DEGISIMIN FARKLI YUZLERI, Yay. Haz., Neslihan Sam , Riza Sam. Ezgi Yay.Istanbul. 2011.</p>

MATERIAL SHARING

Documents	
Assignments	Assignment
Exams	Mid-term and Final

ASSESTMENT

In-Term Studies	Number	Percentage
Mid-terms	1	40

Final Assignment	1	60
Total		100
Contribution of Final Examination to Overall Grade		40
Contribution of In-Term Studies to Overall Grade		60
Total		100

COURSE CATEGORY	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.		x			
2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.				x	
3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.	x				
4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.					x
5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.		x			
6	Identify social problems and develop social projects using anthropological theory and research methods.					x
7	Effectively utilize current databases, information resources, and information technologies.			x		
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology					x
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.		x			
10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.				x	

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	3	42
Mid Term	1	16	16
Final assignment	1	25	25
Total Work Load			
Total Work Load / 25 (h)			125

ECTS Credit of the Course			5
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COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Approaches in Applied Anthropology	ANT 348	Spring	3+0	3	4

Prerequisites	None
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Language of Instruction	English
Course Level	Undergraduate
Course Type	Compulsory
Course Coordinator	
Instructors	Prof. Ebru Kayaalp
Assistants	
Goals	This course explores the practical applications of anthropological theories, methods, and approaches in addressing real-world issues. Students will examine the role of anthropologists in various contexts, including development projects, environmental issues, organizational management, and corporate business.
Content	Through case studies and examples, students will gain insight into how anthropological knowledge can be utilized to promote positive social change by addressing contemporary issues.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
1- Students will develop a comprehensive understanding of various anthropological theories and methodologies and their practical applications in addressing real-world issues.	1,2,3,10	1,2,3	A, B
2- Students will critically examine the role of anthropologists in diverse contexts such as development projects, environmental issues, organizational management, and corporate business.	2,4,10	1,2,3	A, B
3- Students will learn how anthropological knowledge can be effectively applied to promote positive social change and address contemporary issues, such as	5,6, 9,10	1,2,3	A, B

inequality, cultural diversity, and environmental sustainability.			
4- Students will explore the role of applied anthropology in promoting social justice, equity, and human rights, advocating for marginalized communities and addressing systemic inequalities.	6,9,10	1,2,3	A, B
5- Students will learn how to effectively collaborate with a wide range of stakeholders, including government agencies, non-profit organizations, community leaders, and local residents.	6,8,9,10	1,2,3	A, B
6- Students will enhance their oral and written communication skills, including the ability to present research findings, policy recommendations, and project proposals in a clear, concise, and culturally sensitive manner	7,10	2,3	A, B

Teaching Methods:	1) Lecture, 2) Discussion, 3) Question and Answer
Assessment Methods:	A) Exam B) Presentation

COURSE CONTENT

Week	Topic	Study Materials
1	Introduction	
2	History and Domains of Application	
3	Methods	
4	Development Anthropology	
5	Environmental Anthropology	
6	Health and Applied Anthropology	
7	Organizational Anthropology	
8	Marketing and Consumer Behavior	
9	Guest Speaker	
10	Design Anthropology	
11	Future Trends in Applied Anthropology	
12	Discussion of Case Studies	
13	Discussion of Case Studies	
14	Conclusion and Review	

RECOMMENDED SOURCES

Textbook	All the required books and articles have been uploaded to YuLearn
Additional Resources	

MATERIAL SHARING	
Documents	
Assignments	Presentations
Exams	Mid-term and Final Exams

ASSESSTMENT		
In-Term Studies	Number	Percentage
Mid-terms	1	30
Presentation	1	30
Final	1	40
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		40
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		60
Total		100

COURSE CATEGORY	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.					x
2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.					x
3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.			x		
4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.				x	
5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.				x	
6	Identify social problems and develop social projects using anthropological theory and research methods.				x	

7	Effectively utilize current databases, information resources, and information technologies.		x		
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology		x		
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.			x	
10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.				x

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 16x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	2	28
Mid Term	1	15	15
Quizzes			
Presentation		10	10
Final examination	1	15	15
Total Work Load			110
Total Work Load / 25 (h)			4,4
ECTS Credit of the Course			4

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Different Faces of Urban Poverty	ANT 349	2	3+0	3	5

Prerequisites	
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Language of Instruction	English
Course Level	Undergraduate
Course Type	Area Elective
Course Coordinator	Prof. Egemen Yılıgür
Instructors	Prof. Egemen Yılıgür
Assistants	
Goals	The course aims to provide students with an analytical perspective on poverty literature and patterns.
Content	Poverty theories, the culture of poverty, the relation between underclass literature and culture of poverty, the concept of territorial stigmatisation, different migration patterns and poverty, informality from a global perspective, deteriorating zones, <i>teneke mahalles</i> , <i>gecekondus</i>

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
1- The students will develop a theoretical understanding of poverty.	1, 2, 5, 8	1, 4	C, F
2- The course will cover the characteristics and patterns of poverty, enabling students to gain a better understanding of its dynamics.	1, 2, 5, 8	1, 4	C, F
3- Students will explore the historical evolution of the spatial manifestations of poverty	1, 2, 5, 8	1, 4	C, F
4- Students will develop a global perspective on understanding urban informality	1, 2, 5, 8	1, 4	C, F
5- The students will have the ability to connect the occurrences of poverty	1, 2, 5, 8	1, 4	C, F

experiences at both local and global levels.			
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Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion 4: Simulation 5: Case Study
Assessment Methods:	A: Testing, B: Multiple Choice C: Homework D: Fill in the blanks E: True or false F: Oral exam G: Portfolio

COURSE CONTENT

Week	Topic	Study Materials
1	Introduction to the Course	
2	Introduction: Why should we study poverty?	<p>Jeffrey Sachs. (2005). <i>The End of Poverty</i>. London: Penguin Books.</p> <p>Georg Simmel. (1965[1908]). <i>The Poor</i>. <i>Social Problems</i>, 13(2).</p> <p>Lewis Coser. (1965). <i>The Sociology of Poverty: To the Memory of Georg Simmel</i>. <i>Social Problems</i>, 13(2).</p> <p>Mike Davis. (2006). <i>Planet of Slums</i>. London, New York: Verso.</p>
3	A General Evaluation of the Structuralist and Subjectivist Poverty Theories	<p>David Calnitsky. (2018). <i>Structural and Individualistic Theories of Poverty</i>. <i>Sociology Compass</i>, https://doi.org/10.1111/soc4.12640.</p> <p>David L. Harvey, Michael Reed. (1992). <i>Paradigms of Poverty: A Critical Assessment of Contemporary Perspectives</i>, <i>International Journal of Politics, Culture and Society</i>, 6(2).</p>
4	Culture of Poverty	<p>Oscar Lewis. (1966). <i>The Culture of Poverty</i>. <i>Scientific American</i>, 215(4).</p> <p>Oscar Lewis. (1967). <i>The Children of Sánchez, Pedro Martínez, and La Vida</i>. <i>Current Anthropology</i>, 8(5).</p>
5	From Culture of Poverty to Underclass	<p>David L. Harvey, Michael H. Reed. (1996). <i>The Culture of Poverty: An Ideological Analysis</i>. <i>Sociological Perspectives</i>, 39(4).</p> <p>Charles Murray. (1999). <i>The Underclass Revisited</i>. Washington DC: American Enterprise Institute.</p> <p>John Welshman. (2006). <i>Underclass A History of the Excluded</i>. London: Hambledon Continuum.</p> <p>Lydia Morris. (1994). <i>Dangerous Class The Underclass and Social Citizenship</i>. London: Routledge.</p> <p>Michael Morris. (1989). <i>From the Culture of Poverty to the Underclass: An Analysis</i></p>

		<p>of a Shift in Public Language. <i>The American Sociologist</i>, 20(2).</p> <p>William Julius Wilson. (1987). <i>The Truly Disadvantaged the Inner City, the Underclass and Public Policy</i>. Chicago and London: The University of Chicago Press</p>
6	Stigma and Territorial Stigmatisation	<p>Loïc Wacquant. (2007). <i>Territorial Stigmatization in the Age of Advanced Marginality</i>. Thesis Eleven, 91.</p> <p>Loïc Wacquant. (2008). <i>Urban Outcasts A Comparative Sociology of Advanced Marginality</i>. Cambridge: Polity.</p> <p>Loïc Wacquant. (2014). <i>Territorial Stigmatization in Action</i>. <i>Environment and Planning A</i>. 46.</p>
7	Migration Patterns and Poverty	<p>Charles Tilly. (1976). <i>Migration in Modern European History</i>. CRSO Working Paper, 145.</p> <p>Gillian Bottomley. <i>Anthropologists and the Rhizomatic Study of Migration</i>. <i>The Australian Journal of Anthropology</i>, 9(1).</p> <p>Nina Ergin. (2011). <i>The Albanian Tellak Connection: Labor Migration to the Hammams of 18th-century Istanbul, Based on the 1752 İstanbul Hamamları Defteri</i>. <i>Turcica</i>, 43.</p> <p>Simone A. Wegge. (1998). <i>Chain Migration and Information Networks: Evidence from Nineteenth Century Hesse-Cassel</i>. <i>The Journal of Economic History</i>, 58(4).</p> <p>Tahire Erman. (2021). <i>Migration from Rural Anatolia to Metropolitan Cities</i>. <i>The Routledge Handbook on Contemporary Turkey</i>. London: Routledge.</p>
8	Urban Informality from the Global Perspective and Diversity of Informal Settlements-I	<p>Ahmed Soliman. (2004). <i>Tilting at Sphinxes: Locating Urban Informality in Egyptian Cities</i>. Ananya, Roy, Nezar, AlSayyad (Eds). <i>Urban Informality Transnational Perspectives from the Middle East, Latin America, and South Asia</i> (pp. 498-598). Oxford: Lexington Books.</p> <p>Alejandro Portes. (1971). <i>The Urban Slum in Chile: Types and Correlates</i>. <i>Land Economics</i>, 47(3).</p> <p>Amida Bhide, Smita Waingankar. (2015). <i>Comparing Informalities: Slums, Gunthewaris and Other Informalities in Maharashtra</i>. <i>Environment and Urbanization ASIA</i>, 6(2), 125-138.</p> <p>Asef Bayat. (2004). <i>Globalization and the Politics of the Informals in the Global South</i>. Ananya, Roy, Nezar, AlSayyad (Eds). <i>Urban Informality Transnational</i></p>

		<p>Perspectives from the Middle East, Latin America, and South Asia (pp. 236-305). Oxford: Lexington Books.</p> <p>Charles J. Stokes. (1962). A Theory of Slums. <i>Land Economics</i>, 38(3).</p> <p>Janice Perlman. (1975). Rio's Favelas the Myth of Marginality. <i>Politics and Society</i>, 5(2).</p> <p>Janice E. Perlman. (2004). Marginality: From Myth to Reality in the Favelas of Rio de Janeiro, 1969-2002. Ananya, Roy, Nezar, AlSayyad (Eds). <i>Urban Informality Transnational Perspectives from the Middle East, Latin America, and South Asia</i> (pp. 307-427). Oxford: Lexington Books.</p> <p>John Turner. (1965). Lima's Barriadas and Corralones: Suburbs versus Slum. <i>Ekistics</i>, 19(112).</p> <p>Mangin William. (1967). Latin American Squatter Settlements: A Problem and a Solution. <i>Latin American Research Review</i>, 2(3).</p> <p>Nezar AlSayyad. (2004). Urban Informality as a "New" Way of Life. Ananya, Roy, Nezar, AlSayyad (Eds). <i>Urban Informality Transnational Perspectives from the Middle East, Latin America, and South Asia</i> (pp. 35-101). Oxford: Lexington Books.</p> <p>Peter Lloyd. (1979). <i>Slums of Hope? Shanty Towns of the Third World</i>. Manchester: Manchester University Press.</p> <p>Peter Lloyd. (1980). <i>The 'Young Towns' of Lima Aspects of Urbanization in Peru</i>. Cambridge: Cambridge University Press.</p> <p>Peter M. Ward. (1976). The Squatter Settlement as Slum or Housing Solution: Evidence from Mexico City. <i>Land Economics</i>, 52(3).</p>
9	Urban Informality from the Global Perspective and Diversity of Informal Settlements-II	<p>Ahmed Soliman. (2004). Tilting at Sphinxes: Locating Urban Informality in Egyptian Cities. Ananya, Roy, Nezar, AlSayyad (Eds). <i>Urban Informality Transnational Perspectives from the Middle East, Latin America, and South Asia</i> (pp. 498-598). Oxford: Lexington Books.</p> <p>Alejandro Portes. (1971). The Urban Slum in Chile: Types and Correlates. <i>Land Economics</i>, 47(3).</p> <p>Amida Bhide, Smita Waingankar. (2015). Comparing Informalities: Slums, Gunthewaris and Other Informalities in Maharashtra. <i>Environment and Urbanization ASIA</i>, 6(2), 125-138.</p>

		<p>Asef Bayat. (2004). Globalization and the Politics of the Informals in the Global South. Ananya, Roy, Nezar, AlSayyad (Eds). Urban Informality Transnational Perspectives from the Middle East, Latin America, and South Asia (pp. 236-305). Oxford: Lexington Books.</p> <p>Charles J. Stokes. (1962). A Theory of Slums. Land Economics, 38(3).</p> <p>Janice Perlman. (1975). Rio's Favelas the Myth of Marginality. Politics and Society, 5(2).</p> <p>Janice E. Perlman. (2004). Marginality: From Myth to Reality in the Favelas of Rio de Janeiro, 1969-2002. Ananya, Roy, Nezar, AlSayyad (Eds). Urban Informality Transnational Perspectives from the Middle East, Latin America, and South Asia (pp. 307-427). Oxford: Lexington Books.</p> <p>John Turner. (1965). Lima's Barriadas and Corralones: Suburbs versus Slum. Ekistics, 19(112).</p> <p>Mangin William. (1967). Latin American Squatter Settlements: A Problem and a Solution. Latin American Research Review, 2(3).</p> <p>Nezar AlSayyad. (2004). Urban Informality as a "New" Way of Life. Ananya, Roy, Nezar, AlSayyad (Eds). Urban Informality Transnational Perspectives from the Middle East, Latin America, and South Asia (pp. 35-101). Oxford: Lexington Books.</p> <p>Peter Lloyd. (1979). Slums of Hope? Shanty Towns of the Third World. Manchester: Manchester University Press.</p> <p>Peter Lloyd. (1980). The 'Young Towns' of Lima Aspects of Urbanization in Peru. Cambridge: Cambridge University Press.</p> <p>Peter M. Ward. (1976). The Squatter Settlement as Slum or Housing Solution: Evidence from Mexico City. Land Economics, 52(3).</p>
10	Deteriorating Zones	<p>Didem Daniş, Ebru Kayaalp. (2004). A Neighborhood in Flux. İstanbul: IFEA</p> <p>Edhem Eldem. (2010). "İstanbul: İmparatorluk Payitahtından Perileşmiş Bir Başkente" [Istanbul: From Imperial to Peripheralized Capital], in Doğu ile Batı Arasında Osmanlı Kenti Halep, İzmir ve İstanbul, ed. Edhem Eldem and Daniel Goffman ve Bruce Masters. İstanbul: Türkiye İş Bankası Kültür Yayınları, 2010.</p> <p>Frederick Engels. (1952[1892]).The Condition of the Working-Class in England</p>

		<p>in 1844. London: George Allen and Unwin Ltd.</p> <p>Harry Barnes. (1931). The Slum its Story and Solution. London: P. S. King & Son.</p> <p>Zeynep Çelik. (1993). The Remaking of Istanbul Portrait of an Ottoman City in the Nineteenth Century. Berkeley, Los Angeles, London: University of California Press.</p>
11	<i>Teneke Mahalles</i>	<p>Ceylan İrem Gençer, Işıl Çokuğraş. (2016). Regulation of Urban Space in the Ottoman State: The Case of Istanbul (1820-1900). <i>Megaron</i>, 11(1).</p> <p>Edhem Eldem. (2010). "İstanbul: İmparatorluk Payitahtından Perileşmiş Bir Başkente" [Istanbul: From Imperial to Peripheralized Capital], in <i>Doğu ile Batı Arasında Osmanlı Kenti Halep, İzmir ve İstanbul</i>, ed. Edhem Eldem and Daniel Goffman ve Bruce Masters. İstanbul: Türkiye İş Bankası Kültür Yayınları, 2010.</p> <p>Egemen Yılığür. (2022). Formation of Informal Settlements and the Development of Idiom Teneke Mahalle in the Late-Ottoman Istanbul. <i>Journal of Urban History</i>, 48(3).</p> <p>Zeynep Çelik. (1993). The Remaking of Istanbul Portrait of an Ottoman City in the Nineteenth Century. Berkeley, Los Angeles, London: University of California Press.</p>
12	<i>Gecekondu</i>	<p>Ayşe Buğra, Çağlar Keyder. (2003). <i>New Poverty and the Changing Welfare Regime of Turkey</i>. Ankara: UNDP.</p> <p>Cem Behar. (2003). <i>A Neighborhood in Ottoman Istanbul: Fruit Vendors and Civil Servants in the Kasap İlyas Mahalle</i>. Albany: State University of New York Press.</p> <p>D. W. Drakakis-Smith, W. B. Fisher. (1976). Housing in Ankara. <i>Ekistics</i>, 42(249).</p> <p>D. W. Drakakis-Smith. (1976). Slums and Squatters in Ankara: Case Studies in Four Areas of the City. <i>The Town Planning Review</i>, 47(3).</p> <p>Jean-François Pérouse. Deconstructing the Gecekondu. <i>European Journal of Turkish Studies</i>,1.</p> <p>Kemal Karpat. (1976). <i>The Gecekondu Rural Migration and Urbanization</i>. Cambridge: Cambridge University Press.</p>

		<p>Mahyar Arefi. Rethinking the Local Knowledge Approach to Placemaking: Lessons from Turkey. Open House International, 36(2).</p> <p>Sema Erder, "Where Do You Hail from? Localism and Networks in İstanbul," in İstanbul between the Global and the Local, ed. Çağlar Keyder (Lanham, Boulder, New York, Oxford: Rowman & Littlefield Publishers, 1999),</p>
13	General Evaluation	
14	Critical Text Reading	

RECOMMENDED SOURCES	
Textbook	
Additional Resources	The sources for weekly lectures are indicated above.

MATERIAL SHARING	
Documents	
Assignments	Assignment
Exams	Oral Presentation

ASSESSMENT		
In-Term Studies	Number	Percentage
Mid-terms	1	40
Final Assignment	1	60
Total	2	100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		60
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		40
Total		100

COURSE CATEGORY	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM		
No	Program Learning Outcomes	Contribution

		1	2	3	4	5
1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.				*	
2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.				*	
3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.			*		
4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.			*		
5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.			*		
6	Identify social problems and develop social projects using anthropological theory and research methods.			*		
7	Effectively utilize current databases, information resources, and information technologies.			*		
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology				*	
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.				*	
10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.				*	

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 16x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	3	42
Mid Term	1	23	23
Final Assignments	1	30	30
Total Work Load			137
Total Work Load / 25 (h)			5,48
ECTS Credit of the Course			5

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Research Technologies and Ethics	ANT 358	Spring	2+4	4	6

Prerequisites	None
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Language of Instruction	English
Course Level	Undergraduate
Course Type	Compulsory
Course Coordinator	
Instructors	
Assistants	
Goals	This course aims to increase students' understanding of research methods and ensure they have sufficient knowledge of research design, research ethics, and different methods of data collection and analysis.
Content	This course focuses on methodology, sampling, coding, and data analysis as elements of the research process in the social sciences. This course offers a practical demonstration of the software programs SPSS (Statistical Package for the Social Sciences) and NVivo (computer-assisted qualitative data analysis software programs) widely used in social research methods, to help develop essential technological skills.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
1- Understand the fundamental principles of research design and methodology in anthropology, including quantitative, qualitative, and mixed methods approaches.	2,7,10	1,2,3	A,B
2- Demonstrate proficiency in using SPSS (Statistical Package for the Social Sciences) for quantitative data analysis.	2,7,10	1,2,3	A,B
3- Utilize NVivo software for qualitative data analysis, including coding, thematic analysis, and exploring patterns.	2,7,10	1,2,3	A,B

4- Engage in critical reflection on the ethical dimensions of anthropological research.	2,5,10	1,2,3	A,B
5- Demonstrate respect for diverse perspectives and a commitment to ethical dialogue and scholarly integrity.	2,5,10	1,2,3	A,B

Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion
Assessment Methods:	A: Exam B: Homework

COURSE CONTENT

Week	Topic	Study Materials
1	Course Overview	
2	Ethics and Politics in Social Research	<p>Bryman, A. (2012), <i>Social Research Methods</i>, Oxford: Oxford University Press, fourth edition, Chapter 6, pp. 129-155.</p> <p>Aydın, M. (January 2022). <i>Public Perception in Turkey on Germany</i>. İstanbul: Heinrich Böll Stiftung Derneği Türkiye Temsilciliği.</p> <p>Aydın, M. (November 2021). <i>Public Perception in Turkey on Germany</i>. İstanbul: Heinrich Böll Stiftung Derneği Türkiye Temsilciliği.</p>
3	Qualitative Method	<p>Bryman, A. (2012), <i>Social Research Methods</i>, Oxford: Oxford University Press, fourth edition, Chapter 24, pp. 578-582.</p> <p>Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1991). <i>Writing Ethnographic Fieldnotes</i>, Chicago: The University of Chicago Press, second edition, Chapter 6, pp. 593-678.</p>
4	Qualitative Method	Bryman, A. (2012), <i>Social Research Methods</i> , Oxford: Oxford University Press, fourth edition, Chapter 24, pp. 582-586.
5	Introduction to NVivo 1	
6	Introduction to NVivo 2	
7	Quantitative Method	Bryman, A. (2012), <i>Social Research Methods</i> , Oxford: Oxford University Press, fourth edition, pp. 159-308.
8	Midterm	
9	Quantitative Method	Bryman, A. (2012), <i>Social Research Methods</i> , Oxford: Oxford University Press, fourth edition, pp. 329- 351.
10	Introduction to SPSS 1	

11	Introduction to SPSS 2	
12	Introduction to SPSS 3	
13	Microsoft Office Programs	
14	Teamwork Research Presentation	

RECOMMENDED SOURCES

Textbook	
Additional Resources	

MATERIAL SHARING

Documents	All readings materials can be found on YuLearn
Assignments	
Exams	

ASSESSMENT

In-Term Studies	Number	Percentage
Mid-term	1	10
Assignment (Team Presentations)	1	40
Final	1	50
Total		100
Contribution of Final Examination to Overall Grade		50
Contribution of In-Term Studies to Overall Grade		50
Total		100

COURSE CATEGORY	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM

No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.		X			
2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.		X			
3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.					X

4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.				X	
5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.					X
6	Identify social problems and develop social projects using anthropological theory and research methods.				X	
7	Effectively utilize current databases, information resources, and information technologies.					X
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology					X
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.				X	
10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.					X

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 16x Total course hours)	3	14	52
Hours for off-the-classroom study (Pre-study, practice)	2	14	28
Mid Term	1	25	25
Assignments	5	5	15
Final examination	1	30	30
Total Work Load			160
Total Work Load / 25 (h)			6,4
ECTS Credit of the Course			6

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Digital Anthropology	ANT 367	Fall	3+0	3	5

Prerequisites	None
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Language of Instruction	English
Course Level	Undergraduate
Course Type	Elective
Course Coordinator	-
Instructors	
Assistants	-
Goals	This course aims to display a range of approaches to deal with the challenges faced by ethnographers of online societies/communities and digital culture.
Content	The history and role of anthropological research the origins and role of digital anthropology & online ethnography observing and experiencing online / offline connections data collection data analysis and interpretation.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
1- Define and explain the concept of digital anthropology, including key theories, and methodologies.	1,2,3,10	1,2,3	A,C,F
2- Apply anthropological research methods to study digital communities, online subcultures, and digital activism movements.	3,4,10	1,2,3	A,C,F
3- Examine the intersections between digital anthropology and other disciplines to gain interdisciplinary perspectives on digital culture.	8,10	1,2,3	A,C,F
4. Critically evaluate the role of digital platforms in shaping cultural practices, values, and beliefs across different global contexts.	5,9,10	1,2,3	A,C,F

5. Explore emerging trends and debates in digital anthropology, and develop innovative research proposals or projects that address contemporary issues in digital culture and society.	4,6,7,10	1,2,3	A,C,F
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Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion 4: Simulation 5: Case Study
Assessment Methods:	A: Exam, B: Multiple Choice C: Homework D: Fill in the blanks E: True or false F: Oral exam G: Portfolio

COURSE CONTENT

Week	Topic	Study Materials
1	History of ethnographic fieldwork	
2	Description and the evolution of core concepts	
3	Digital communities and digital anthropology	
4	Comparison	
5	Methods of data collection (online communities)	
6	Methods of data analysis and interpretation	
7	Research Projects – Research Question	
8	Research Projects – Sampling	
9	Research Projects – Data collection	
10	Research Projects – Software	
11	Research Projects – Data analysis & interpretation	
12	Research Projects – Data analysis & interpretation	
13	Research Projects – Data analysis & interpretation	
14	Research Projects – Data analysis & interpretation	

RECOMMENDED SOURCES

Textbook	Virtual Ethnography, Christine Hine, Sage Publications UK; First edition (April 1, 2000)
Additional Resources	Ethnography for the Internet, Christine Hine, Bloomsbury Academic (March 26, 2015)

MATERIAL SHARING	
Documents	Related books, articles and social media accounts
Assignments	
Exams	

ASSESTMENT		
In-Term Studies	Number	Percentage
Mid-term	1	30
Presentation	1	30
Project	1	40
Total		100
Contribution of Final Examination to Overall Grade		40
Contribution of In-Term Studies to Overall Grade		60
Total		100

COURSE CATEGORY	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.				X	
2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.					X
3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.					X
4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.				X	
5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.				X	
6	Identify social problems and develop social projects using anthropological theory and research methods.				X	
7	Effectively utilize current databases, information resources, and information technologies.					X
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology				X	
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.				X	
10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.					X

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 16x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	2	28
Mid Term	1	20	20
Assignments	1	10	10
Project	1	30	30
Presentation	1	30	30
Total Work Load			135
Total Work Load / 25 (h)			5,4
ECTS Credit of the Course			5

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Gender and Culture	ANT 383	Fall	3 + 0	3	4

Prerequisites	None
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Language of Instruction	English
Course Level	Undergraduate
Course Type	Compulsory
Course Coordinator	-
Instructors	
Assistants	-
Goals	This course aims to examine the literature on culture and gender in anthropology and to make students reflect on changes in the approach to gender. The course will explore anthropology's approach to gender, the meaning of "women's anthropology" and how this concept differs from the dominant, current views of anthropology, how feminist anthropology differs from traditional anthropology, and many other questions.
Content	Starting in the 1960s, "gender" as an analytical category overtook "woman" and became a key concept in the social sciences. This shift aimed at separating and recognizing the biological and cultural domains. During the course, we will examine different examples from various field studies, epistemological theories of sex, gender, and power relations in different cultures, practices, and textual representations of gender. In addition, students are expected to do the weekly readings, submit weekly assignments, and be prepared for class discussions.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
1- Discuss the categories of "woman," "sex" and "gender".	1,8,10	1,2,4	A,C, F
2- It has a new perspective with a gender approach to anthropology.	1,2,10	1,2,4	A,C, F
3- Examines anthropological sources on culture and gender.	7,10	1,2,4	A,C, F

4- Examines theoretical frameworks and approaches to gender.	8,9,10	1,2,4	A,C, F
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Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion 4: Simulation 5: Case Study
Assessment Methods:	A: Testing, B: Multiple Choice C: Homework D: Fill in the blanks E: True or false F: Oral exam G: Portfolio

COURSE CONTENT

Week	Topic	Study Materials
1	Introduction	Scott
2	Gender and Theoretical Approach	Mascia Lees and Johnson Black
3	Gender Studies in Anthropology	Rosaldo, Rapp
4	Women and Gender in Anthropology	Slocum, Sacks
5	Women and Culture 2	Gender and Anthropology, Ch. 3, pp: 20-39.
6	Evolutionary Models and Their Criticisms	Gender and Anthropology, Ch. 4, pp: 40-46.
7	Review of all the discussed subjects	
8	Psychological Approaches	Gender and Anthropology, Ch. 5, pp: 47-67.
9	Materialist Approaches and Their Criticisms	Gender and Anthropology, Ch. 6, pp: 68-79.
10	Structuralist Approaches and Criticisms	Gender and Anthropology, Ch. 7, pp: 80-91.Gal.
11	Discourse Analysis and Sociolinguistic Approach	Gender and Anthropology, Ch. 8 and 9, pp: 92-106.
12	Reflexive Approach and Anthropology	Rapp and Ross
13	Sex and Gender/Biology and Culture	Scott Mascia Lees and Johnson Black
14	Review and Conclusion	

RECOMMENDED SOURCES

Textbook	
Additional Resources	<p>Scott, Joan. 1988. "Gender as a Useful Category of Historical Analysis," In Gender and the Politics of History. New York: Columbia University Press, pp: 28-50.</p> <p>Frances E. Mascia-Lees and Nancy Johnson Black. 2000. Gender and Anthropology, Illinois: Waveland Press. Ch.1 and 2, pp: 1-19.</p> <p>Rosaldo, Michelle Zimbalist, 1974. "Woman, Culture, and Society: A Theoretical Overview." In Women, Culture and Society. Michelle Zimbalist Rosaldo and Louise Lamphere, (eds). California: Stanford University Press, pp: 17-42.</p> <p>Rayna R. Reiter. 1975. "Introduction." In Toward and Anthropology of Women. New York: Monthly Review Press, pp: 11-19.</p>

	<p>Gender and Anthropology, Ch. 4, pp: 40-46.</p> <p>Gender and Anthropology, Ch. 5, pp: 47-67.</p> <p>Gender and Anthropology, Ch. 6, pp: 68-79.</p> <p>Gender and Anthropology, Ch. 7, pp: 80-91.</p> <p>Gender and Anthropology, Ch. 8 and 9, pp: 92-106.</p> <p>Rapp, Rayna ve Ellen Ross. 1981. "Sex and Society: A Research Note from Anthropology and Social History." Comparative Studies in Society and History (23/1): 51-72.</p>
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MATERIAL SHARING	
Documents	
Assignments	
Exams	

ASSESTMENT		
In-Term Studies	Number	Percentage
Mid-terms	1	30
Presentation	2	30
Final Assignment	1	40
Total		100
Contribution of Final Examination to Overall Grade		40
Contribution of In-Term Studies to Overall Grade		60
Total		100

COURSE CATEGORY	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.				x	
2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.				x	
3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.					x

4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.					x
5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.					x
6	Identify social problems and develop social projects using anthropological theory and research methods.					x
7	Effectively utilize current databases, information resources, and information technologies.				x	
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology				x	
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.					x
10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.					x

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 16x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	1	14
Mid Term	1	20	20
Presentation	1	10	10
Final project	1	20	20
Total Work Load			107
Total Work Load / 25 (h)			4,28
ECTS Credit of the Course			4

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Ecology and Anthropology	ANT 419	7	3 + 0	3	6

Prerequisites	None
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Language of Instruction	English
Course Level	Undergraduate
Course Type	Compulsory
Course Coordinator	-
Instructors	
Assistants	-
Goals	The main purpose of this course is to critically reflect on various understandings of nature and ecology and attend to the shifting relations between nature and culture.
Content	The course combines classical anthropological theory and contemporary debates in anthropology to unpack the multiplicity of ecologies. In addition to rethink the working definitions of ecology, nature, wilderness, the course aims to show the multi-layered relationship between social distinctions and conceptions of nature. Finally, the course critically engages with drastic environmental, climatic changes and their effects on sociocultural organizations.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
1- Develop a critical understanding of the sociocultural conceptions of nature and ecology.	1,2,10	1,2,3,5	A,C, F
2- Recognize the effect of ecological relations in configuring social worlds.	1,2,6,10	1,2,3,5	A,C, F
3- Become familiar with the wide variety of ecological relationships, cross-cultural systems of adaptation and subsistence.	9,10	1,2,3,5	A,C, F
4- Learn about the intersections of environmental relations and social conflicts.	6,9,10	1,2,3,5	A,C, F

5- Practice utilizing critical anthropological tools in analyzing the role of tradition, science, and activism in ecological relations.	5,6,9,10	1,2,3,5	A,C, F
6- Develop an understanding of intersectionality in environmental studies.	5,9,10	1,2,3,5	A,C, F
7- Envision an environmental future in a multispecies way.	6,10	1,2,3,5	A,C, F

Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion 4: Simulation 5: Case Study
Assessment Methods:	A: Testing, B: Multiple Choice C: Homework D: Fill in the blanks E: True or false F: Oral exam G: Portfolio

COURSE CONTENT

Week	Topic	Study Materials
1	Introduction: What is nature? What is environmental anthropology?	McLean, Stuart. 2016. "Nature." Theorizing the Contemporary, <i>Fieldsights</i> , January, 21. West, Paige. 2020. "Translations, Palimpsests, and Politics. Environmental Anthropology Now." <i>Ethnos</i> 85 (1): 118-23.
2	Discussions on the concept of "wilderness" and the dichotomy between nature and culture	Cronon, W. 1995. "The Trouble with Wilderness; or, Getting Back to the Wrong Nature," in <i>Uncommon Ground: toward reinventing nature</i> . Edited by W. Cronon, 69-90. New York: WW Norton. Milton, Kay. 2006. "Cultural Theory and Environmentalism." In <i>The Environment in Anthropology: A Reader in Ecology, Culture, and Sustainable Living</i> edited by Nora Haenn, and Richard Wilk, 351-354. New York, USA: New York University Press.
3	Descriptions of ecological relations in classical anthropology: seasonal variation, adaptability and social classification	Mauss, M., 2004. "Seasonal Morphology," "Conclusion." In <i>Seasonal variations of the Eskimo: a study in social morphology</i> , 36-52, 76-84. Routledge. Geertz, Clifford. 1972. "The Wet and the Dry: Traditional Irrigation in Bali and Morocco." <i>Human Ecology</i> 1 (1): 23-39.
4	Descriptions of ecological relations in classical anthropology: ecology and materiality	Evans-Pritchard, E.E., 1940. "Oecology." In <i>The Nuer: A Description of the Modes of Livelihood and Political Institutions of Nilotic People</i> , 51-83. Clarendon Press, Oxford. Harris, M., et al. 1966. "The Cultural Ecology of India's Sacred Cattle [and

		Comments and Replies]." <i>Current Anthropology</i> 7 (1): 51–66.
5	Ecological relations, knowledge systems and governmentality	Wanderer, Emily. 2018. "The Axolotl in Global Circuits of Knowledge Production: Producing Multispecies Potentiality." <i>Cultural Anthropology</i> 33 (4): 650–79. Kirac, Nimet. 2021. "How Turkey's Endangered Mountain Gazelle Was Saved from Extinction." <i>Middle East Eye</i> . March 1, 2021.
6	Nature as a frontier for capitalist extraction	Tsing, A.L., 2005. "Frontiers of Capitalism." In <i>Friction: An Ethnography of Global Connection</i> , 27-50. Princeton University Press. "An Urgent Message from Akbelen Forest Resistance – İköz köy Direniyor." n.d.
7	Nature and gender	Alaimo, S., 2010. "Eluding capture: The science, culture, and pleasure of "queer" animals." In <i>Queer Ecologies: Sex, Nature, Politics, Desire</i> edited by Catriona Mortimer-Sandilands and Bruce Erikson, 51-72. Indiana University Press. Federici, Silvia. n.d. "Feminism and the Politics of the Commons The Wealth of the Commons." Hunt, Elle. 2020. "The Eco Gender Gap: Why Is Saving the Planet Seen as Women's Work?" <i>The Guardian</i> , February 6, 2020, sec. Environment.
8	Just environments, intersectionality and environmental racism	Vasudevan, Pavithra. 2021. "An Intimate Inventory of Race and Waste." <i>Antipode</i> 53 (3): 770–90. Berger, Jamie. 2022. "How Black North Carolinians Pay the Price for the World's Cheap Bacon." <i>Vox</i> . April 1, 2022.
9	Settler colonialism, ecology and environmental injustice	Whyte, Kyle. 2018. "Settler Colonialism, Ecology, and Environmental Injustice." <i>Environment and Society</i> 9 (1): 125–44. Murphy, Michelle. 2017. "Alterlife and Decolonial Chemical Relations." <i>Cultural Anthropology</i> 32 (4): 494–503. Lucchesi, Annita. 2020. "Our Bodies Are the Front Lines: Responding to Land-Based Gender Violence." <i>Non Profit News Nonprofit Quarterly</i> . March 23, 2020.
10	Biodiversity, sustainability and violence	Bocci, Paolo. 2017. "Tangles of Care: Killing Goats to Save Tortoises on the Galápagos Islands." <i>Cultural Anthropology</i> 32 (3): 424–49. Smith, Helena. 2019. "Cyprus Begins Lionfish Cull to Tackle Threat to Mediterranean Ecosystem." <i>The</i>

		<i>Guardian</i> , May 29, 2019, sec. Environment.
11	Envisioning environmental futures: What is the Anthropocene?	<p>Tsing, Anna L., et al., 2020. "What is the Anthropocene?" In <i>Feral Atlas: The More-Than-Human Anthropocene</i>.</p> <p>Hetherington, K., 2020. "Introduction: Governing the Anthropocene." In <i>The Government of Beans: Regulating Life in the Age of Monocrops</i>, 1-18. Duke University Press.</p>
12	Anthropocene, Capitalocene, Plantationocene	<p>Haraway, D., 2016. "Tentacular thinking: Anthropocene, capitalocene, chthulucene." In <i>Staying with the trouble: making kin in the Chthulucene</i>, 30-57.</p> <p>Haraway, Donna, and Drew Endy. 2019. "Tools for Multispecies Futures." <i>Journal of Design and Science</i>, no. 4 (October).</p>
13	Ecological possibilities of life amidst capitalist destruction	<p>Tsing, A.L., 2015. "Arts of Noticing," "Contamination as Collaboration," "Working the Edge," "Spore Trail." In <i>The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins</i>, 17-26, 27-36, 61-70, 285-288. Princeton University Press.</p>
14	Taking responsibility for the environmental futures	<p>Nünning, Ansgar. 2020. "Taking Responsibility for the Future: Ten Proposals for Shaping the Future of the Study of Culture into a Problem-Solving Paradigm." In <i>Taking Responsibility for the Future: Ten Proposals for Shaping the Future of the Study of Culture into a Problem-Solving Paradigm</i>, 29-65. De Gruyter.</p>

RECOMMENDED SOURCES

Textbook	
Additional Resources	

MATERIAL SHARING

Documents	Related books, articles and documentaries
Assignments	Reflection papers and final paper
Exams	

ASSESSMENT

In-Term Studies	Number	Percentage
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Presentation	1	10
Assignment	2	40
Final Exam	1	50
Total		100
Contribution of Final Examination to Overall Grade		50
Contribution of In-Term Studies to Overall Grade		50
Total		100

COURSE CATEGORY	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM

No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.				X	
2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.				X	
3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.				X	
4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.			X		
5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.				X	
6	Identify social problems and develop social projects using anthropological theory and research methods.				X	
7	Effectively utilize current databases, information resources, and information technologies.			X		
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology			X		
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.				X	
10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.				X	

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 16x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	3	42
Assignments	2	15	30
Presentation	1	10	10

Final examination	1	30	30
Total Work Load			154
Total Work Load / 25 (h)			6,16
ECTS Credit of the Course			6

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Politics and Culture	ANT 432	Fall	3 + 0	3	6

Prerequisites	None
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Language of Instruction	English
Course Level	Undergraduate
Course Type	Compulsory
Course Coordinator	-
Instructors	Dr. Cemre Aydoğan Beyaz
Assistants	-
Goals	The aim of this course is to examine the history of Political Anthropology within the framework of Cultural Anthropology. The political decisions and political behavior of societies are discussed in relation to different case studies and anthropological research methods.
Content	The role and function of culture in shaping everyday politics is the main theme of the course.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
1- Addresses the process of the inclusion of politics as a component in cultural studies.	1,2,4,5,9,10	1,2,4	A, F, H
2- Analyzing power relations through theories of Orientalism.	1,2,4,5,9,10	1,2,4	A, F, H
3- Discusses historical and contemporary definitions of ethnicity in a theoretical context.	1,2,4,5,9,10	1,2,4	A, F, H
4- Compares theories of nationalism and decolonization.	1,2,4,5,9,10	1,2,,4	A, F, H
5- Analyzes the importance of memory politics in cultural studies.	1,2,4,5,9,10	1,2,4	A, F, H
6- Theoretically discusses the position of violence in Political Anthropology.	1,2,4,5,9,10	1,2,4	A, F, H
7- Analyzes gender studies through the lens of Political Anthropology.	1,2,4,5,9,10	1,2, 4	A, F, H

Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion 4: Simulation 5: Case Study
Assessment Methods:	A: Testing, B: Multiple Choice C: Homework D: Fill in the blanks E: True or false F: Oral exam G: Portfolio

COURSE CONTENT

Week	Topic	Study Materials
1	Introduction	The relationship between the concepts of politics and culture
2	Politics and Anthropology	The importance of politics in Cultural Anthropology and its effects in daily life
3	Politics and Culture	The stages of culture's shaping of politics
4	Ethnicity, Culture, and the State	The definitions and intersections of the concepts of ethnicity, culture, and state
5	Nationalism and Decolonization	Theories of nationalism and decolonization
6	Performance and Ethnicity	Social properties of ethnic identities
7	Construction of "Other"	
8	Social Memory	The importance of social memory in daily politics
9	Emotions and Political Anthropology	The impact of emotions on political decisions and processes
10	Theories of Ethics and Religious Polarisation	The role of societies' superior identities on polarization
11	Violence and Political Anthropology	Theories explaining violence in the context of politics
12	Gender and Political Anthropology	The relationship between politics and gender roles
13	Contemporary Debates	Rethinking the concepts of politics and culture with theories of neoliberalism
14	Concluding theoretical remarks	

RECOMMENDED SOURCES

Textbook	<p>Lewellen, T. C. (2003) Political Anthropology: An Introduction. Praeger Publishers. pp. 1-14.</p> <p>Foucault, M. (1982) "The Subject and Power." Critical Inquiry, Vol. 8, No. 4: 777-795.</p> <p>Evans-Pritchard, E. E. (1940) "Nuer Politics: Structure and System." In J. Vincent (ed.). The Anthropology of Politics (2009). Oxford: Blackwell Publishing. pp. 34-38.</p> <p>Schein, E. H. (2012) "What is Culture?" In M. Godwyn and J. H. Gittel (eds.). Sociology and Organizations: Structures and Relationships. London: Sage Publications. pp. 311-314. (https://books.google.com.tr/books?hl=tr&lr=&id=acHnScKqPGIC&oi=fnd&pg=PA311&dq=what+is+culture&ots=3TbJzcC8z_&sig=qUnH6Q41TsEYWcVDK7U8shOwETQ&redir_esc=y#v=onepage&q&f=true)</p> <p>Geertz, C. (1966) "The Impact of the Concept of Culture on the Concept of Man." Bulletin of the Atomic Scientists, Vol. 22, No. 4, pp. 2-8.</p>
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	<p>Said, E. W. (1978) <i>Orientalism</i>. New York: Pantheon Books. (Introduction) pp. 9-39.</p> <p>Barth, F. (1969) <i>Ethnic Groups and Boundaries: The Social Organization of Cultural Difference</i>. Bergen/Oslo: Universitetsforlaget. (Introduction) pp. 9-38.</p> <p>Horowitz, D. L. (1971) "Three Dimensions of Ethnic Politics." <i>World Politics</i>, Vol. 23, No. 2, pp. 232-244.</p> <p>Arendt, H. (1973) "Decline of the Nation-State; End of Rights of Men." <i>The Origins of Totalitarianism</i>. New York: Harcourt Brace Jovanovich. pp. 267-302.</p> <p>Renan, E. (1882) "What is a nation?" In G. Eley and R. G. Suny (eds.). <i>Becoming National: A Reader</i> (1999). New York and Oxford: Oxford University Press. pp. 41-55. (Original lecture delivered at Sorbonne University, March 11, 1882.)</p> <p>Anderson, B. (1983) <i>Imagined Communities: Reflections on the Origins and Spread of Nationalism</i>. London: Verso Press. (Introduction, pp. 1-9)</p> <p>Kelly, J. D. and Kaplan, M. (2001) "Nation and decolonization: Toward a new anthropology of nationalism." <i>Anthropological Theory</i>, Vol. 1, No. 4, pp. 419-437.</p> <p>De Fina, A. (2007) "Code-switching and the construction of ethnic identity in a community of practice." <i>Language in Society</i>, Vol. 36, pp. 371-391.</p> <p>Golubovic, J. (2019) "To me, you are not a Serb: Ethnicity, ambiguity, and anxiety in post-war Sarajevo." <i>Ethnicities</i>, pp. 1-20.</p> <p>Harms, V. (2017) "A Tale of Two Revolutions: Hungary's 1956 and the Un-doing of 1989." <i>East European Politics and Societies</i>, Vol 31, No. 3, pp. 479-499.</p> <p>Assmann, J. (1995) "Collective Memory and Cultural Identity." <i>New German Critique</i>, J. Czaplicka (translated). No. 65, pp. 125-133.</p> <p>Malesevic, S. (2020) "Is it easy to kill in war? Emotions and violence in the combat zones of Croatia and Bosnia and Herzegovina (1991-1995)." <i>European Journal of Sociology</i>, Vol. 61, No. 2, pp. 1-31.</p> <p>Estrada-Fuentes, M. (2016) "Affective Labors: Love, Care, Solidarity in the Social Reintegration of Female Ex-Combatants in Colombia." <i>Lateral: Journal of the Cultural Studies Association</i>, Vol. 5, No. 2. (https://csalateral.org/issue/5-2/affective-labors-love-care-solidarity-colombia-estrada-fuentes/ - until the part of "Care Labor: Becoming Civilians")</p> <p>Brubaker, R. (2006) "The 'diaspora' diaspora." <i>Ethnic and Racial Studies</i>, Vol. 28, No. 1: 1-19.</p> <p>Lidskog, R. (2017) "The role of music in ethnic identity formation in diaspora: a research review." <i>International Social Science Journal</i>, Vol. 66, No. 219-220: 23-38.</p> <p>Fanon, F. (1963) <i>The Wretched of the Earth</i>. New York: Grove Press. (Concerning Violence) pp. 35-95 (until the mid of page 50).</p> <p>Zack, L. (2002) "Who Fought the Algerian War? Political Identity and Conflict in French-Ruled Algeria." <i>International Journal of</i></p>
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	<p>Politics, Culture, and Society, Vol. 16, No. 1, pp. 55-97 (until the page 66).</p> <p>Mosse, G. L. (1985) Nationalism and Sexuality: Middle-Class Morality and Sexual Norms in Modern Europe. Madison, Wisconsin: The University of Wisconsin Press. (Manliness and Homosexuality) pp. 23-37.</p> <p>Fantone, L. (2007) "Precarious Changes: Gender and Generational Politics in Contemporary Italy." Feminist Review, Vol. 87, No. 1, pp. 5-20.</p> <p>Pieterse, J. N. (2010) "Global Inequality: Bringing politics back." Third World Quarterly, Vol. 23, No. 6, pp. 1023-1046.</p> <p>Kocze, A. and Rovid, M. (2017) "Roma and the politics of double discourse in contemporary Europe." Identities: Global Studies in Culture and Power, Vol. 24, No. 6, pp. 684-700.</p>
Additional Resources	

MATERIAL SHARING	
Documents	
Assignments	
Exams	

ASSESTMENT		
In-Term Studies	Number	Percentage
Mid-terms	1	40
Presentation	1	20
Final	1	40
Total		100
Contribution of Final Examination to Overall Grade		40
Contribution of In-Term Studies to Overall Grade		60
Total		100

COURSE CATEGORY	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.					X

2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.					X
3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.			X		
4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.					X
5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.					X
6	Identify social problems and develop social projects using anthropological theory and research methods.				X	
7	Effectively utilize current databases, information resources, and information technologies.			X		
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology				X	
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.					X
10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.					X

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 16x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	3	42
Mid Term	1	21	21
Final examination	1	36	36
Total Work Load			141
Total Work Load / 25 (h)			5,64
ECTS Credit of the Course			6

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Nomads in Anthropology	ANT 445	7	3+0	3	5

Prerequisites	-
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Language of Instruction	English
Course Level	Undergraduate
Course Type	Elective
Course Coordinator	
Instructors	Assist. Prof. Dr. Ayşe Hilal Tuztaş Horzumlu
Assistants	-
Goals	The main theme of this course is the nomads who have lived from the past to the present. Modern nomads in different parts of the world are examined from an anthropological perspective and their cultural importance is tried to be understood.
Content	The seminar addresses problems associated with the study of those nomadic peoples by critically reviewing anthropological, ethnographical, and historical literature and current methodological and theoretical approaches that have been applied to the study of nomads. Participants of the seminar will examine the definition of some controversial concepts of "nomadism", "sedentarism" and "transhumance"; review the current literature on how nomads have been explored in anthropological contexts, and discuss their history and origins. The study of recent nomads is crucial to understanding the dynamics of past nomadic lifestyles, reasons behind their migrations, patterns of migrations, and observing the manifestation of material culture in their daily lives.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
7- Students learn the key terms and definitions related to nomadic life.	1,2,7	1,2	A,C
8- Learn the daily life and practices of nomads.	1,2,7,8	1,2,4	A,C
9- Obtain knowledge to compare groups living in various nomadic landscape.	1,2,4,6,7,8	1,2,4,5	A,C

10- Learn different migration types.	1,2,7,8	1,2,4	A,C
11- Gain awareness about-nature-animal-human relationship.	1,2,4,6,7,8	1,2,4	A,C
12- Obtain perspective to understand the relationship and strategies between nomadic and sedentary cultures.	1,2,4,6,7,8,9,10	1,2,4	A,C

Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion 4: Simulation 5: Case Study
Assessment Methods:	A: Testing, B: Multiple Choice C: Homework D: Fill in the blanks E: True or false F: Oral exam G: Portfolio

COURSE CONTENT

Week	Topic	Study Materials
1	Introduction	
2	Definition of Nomadism	
3	Nomadic Geographies	
4	Type of nomadism (Nomadic Pastoralism, Semi-nomadism, Tanshumance,)	
5	Human-nature-animal relationship	
6	Subsistence and herding practices	
7	Nomadic architecture and usage of space	
8	Mid-term Students Presentation	
9	Political and social organization within the nomadic lifestyle	
10	Migration and yearly activities	
11	Daily life practices and material culture, weaving, etc.	
12	Nomadism and Education	
13	Healing Practices and Beliefs	
14	Relationship of nomads with villagers and state and uncertainties, resilience of nomadic lifestyle.	

RECOMMENDED SOURCES

Textbook	<ul style="list-style-type: none"> -Barfield, Thomas J. 1993. The Nomadic Alternative. New Jersey: Englewood Cliffs. -Eröz, Mehmet. 1991. Yörükler. İstanbul: TDAV Yayınları. -Khazanov, Anatoly M. 1984. Nomads and The Outside World. Julia Crookenden (Çev.).U.S.A: The University of Wisconsin Press.
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	Scoones , Ian (Ed.). 2023. Pastoralism, Uncertainty And Development. Practical Action Publishing.
Additional Resources	<p>-Barnard, Hans and Willeke Wendrich (Ed.). 2008. The Archaeology of Mobility Old World and New World Nomadism. USA: UCLA.</p> <p>-Bates, Daniel G. 1973. Nomads and Farmers: A Study of The Yörük Southeastern Turkey. Ann Arbor The University of Michigan.</p> <p>-Beck, Lois. 1991. Nomad, A Year in The Life of a Qashqa'ı Tribesman in Iran. USA: University of California Press.</p> <p>-Cribb, Rojer. 1991. Nomads in Archaeology. Cambridge: Cambridge University Press.</p> <p>-Galaty, John G. ve Douglas L. Johnson (Ed.). 1990. "Introduction: Pastoral Systems in Global Perspective." The World of Pastoralism: Herding System in Comparative Perspective. New York: The Guilford Press.</p>

MATERIAL SHARING	
Documents	Books, articles and nomad ethnographies
Assignments	Mid-term, Final Project
Exams	

ASSESSMENT		
In-Term Studies	Number	Percentage
Mid-terms	1	30
Presentation	1	20
Final	1	50
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		50
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		50
Total		100

COURSE CATEGORY	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.					X
2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.				X	

3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.					X
4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.				X	
5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.				X	
6	Identify social problems and develop social projects using anthropological theory and research methods.					X
7	Effectively utilize current databases, information resources, and information technologies.				X	
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology				X	
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.				X	
10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.				X	

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 16x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	3	42
Mid Term	1	1	16
Final examination	1	2	25
Total Work Load			125
Total Work Load / 25 (h)			5
ECTS Credit of the Course			5

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Anthropology of Senses	ANT 455	7	3+0	3	5

Prerequisites	-
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Language of Instruction	English
Course Level	Undergraduate
Course Type	Elective
Course Coordinator	-
Instructors	Assist. Prof. Dr. Ayşe Hilal Tuztaş Horzumlu
Assistants	-
Goals	This course aims to focus on the senses of humans and to gain new perspectives to understand what is a sense and what is not.
Content	Senses allow us to experience the world, and the sensory experience creates a physical and cultural perception. On the one hand, it is hard to describe how senses affect us; on the other hand, there is no consensus on the number of senses humans have, the hierarchy between them, and how they evolved in a historical context. This course discusses the sensory experience as an object of study and the source of knowledge and power from an anthropological perspective.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
13- Define and focus terms and definitions of senses in a historical context.	1,2,4,7,8	1,2,4,5	A,C
14- Learn sensory ethnography techniques.	1,2,3,4,5,6,7,8,9,10	1,2,3,4,5	A,C
15- Recognize multisensorial experience in sensing the world.	1,2,3,4,5,6,7,8,9	1,2,4,	A,C
16- Understand the various cultural interpretations of senses.	1,2,3,4,5,6,7,8	1,2,4,5	A,C
17- Perceive the importance of experience, mobility, and sensorial knowledge in anthropological studies.	1,2,3,4,5,6,7,8,9	1,2,3,4,5	A,C

Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion 4: Simulation 5: Case Study
Assessment Methods:	A: Testing, B: Multiple Choice C: Homework D: Fill in the blanks E: True or false F: Oral exam G: Portfolio

COURSE CONTENT

Week	Topic	Study Materials
1	Introduction	
2	Sensing The World	
3	Perception of the Environment	
4	Bodies and Senses	
5	Sensory Memory	
6	Sensory Ethnography	
7	Ways of Walking	
8	Senses of Place- Topophilia	
9	Sensuous Geographies	
10	Sensory Experience- Sound	
11	Sensory Experience- Touch	
12	Sensory Experience- Odor and Taste	
13	Sensory Experience- Touch	
14	Final Project Presentations	

RECOMMENDED SOURCES

Textbook	<ul style="list-style-type: none"> -Classen, C. (1993). <i>Worlds of Sense: Exploring the Senses in History and Across Cultures</i>. Londra ve New York: Routledge. -Feld, S., & Basso, K. (Eds.). (1996). <i>Senses of Place</i>. Santa Fe: School of American Research Press. -Howes, D. (1991). <i>The Varieties of Sensory Experience: A Sourcebook in the Anthropology of the Senses</i>. Toronto: University of Toronto Press. -Howes, D. (Ed.). (2005). <i>Empire of the Senses</i>. UK: Berg. -Ingold, Tim. (2000). <i>The Perception of the Environment: Essays on Livelihood Building, Dwelling, and Living</i>. Routledge -Le Breton, David. 2017. <i>Sensing The World: An Anthropology of The Senses</i>. Trans by: Carmen Ruschiesky. Bloomsbury. -Pink, S. (2009). <i>Doing Sensory Ethnography</i>. London: SAGE Publications Ltd. - Synnott, Anthony.2002. <i>The Body Social: Symbolism, Self, and Society</i>. Routledge.
Additional Resources	<ul style="list-style-type: none"> -Certeau, M. D. (1984). <i>The Practice of Everyday Life</i>. Berkeley: University of California. -Ingold, Tim and Jo Lee Vergunsttim. (Eds). (2008). <i>Ways of Walking: Ethnography and Practice on Foot</i>. Ashgate.

	<p>-Seremetakis, C. N. (1994). <i>The Senses Still</i>. Chicago: The University of Chicago Press.</p> <p>-Pourteous, D. (1990). <i>Landscapes of the Mind: Worlds of Sense and Metaphor</i>. Toronto: University of Toronto Press.</p> <p>Henshaw, V. (2014). <i>Urban Smellscapes Understanding an Designing City Smell Environments</i>. Taylor and Francis: Kindle Edition.</p> <p>-Herz, R. (2007). <i>The Scent of Desire</i>. HarperCollins: Kindle Edition.</p>
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MATERIAL SHARING	
Documents	Books, Articles, Ethnographies
Assignments	Final Project
Exams	Mid-term

ASSESTMENT		
In-Term Studies	Number	Percentage
Mid-terms	1	30
Presentation	2	20
Final	1	50
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		50
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		50
Total		100

COURSE CATEGORY	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.				X	
2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.				X	
3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.					X
4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.					X

5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.					X
6	Identify social problems and develop social projects using anthropological theory and research methods.					X
7	Effectively utilize current databases, information resources, and information technologies.				X	
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology				X	
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.					X
10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.				X	

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 16x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	3	42
Mid Term	1	15	15
Final examination	1	26	26
Total Work Load			125
Total Work Load / 25 (h)			5
ECTS Credit of the Course			5

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+A+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Current Debates in Anthropology	ANT 459	Fall	3+0	3	7

Prerequisites	None
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Language of Instruction	English
Course Level	Undergraduate
Course Type	Compulsory
Course Coordinator	
Instructors	Prof. Ebru Kayaalp
Assistants	
Goals	This course examines key theoretical concepts and discussions in anthropology. It is designed to provide students with knowledge of theories widely used in contemporary anthropological issues. The first section of the course is devoted to contemporary theories, while the second half mostly takes on new approaches to the emerging debates of race, gender, multispecies, new ontologies, and the future of anthropology.
Content	The course consists of lectures and discussions. It will begin each class with an introductory lecture that grounds the themes and readings for the week, which will be followed by a student-led discussion.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
1- Students will demonstrate an understanding of key theoretical concepts and debates in contemporary anthropology,	1,2,10	1,2,3	A, B,C
2- Students will critically engage with emerging debates in anthropology, such as those surrounding race, gender, multispecies interactions, new ontologies, and the implications for the future of anthropological practice.	1,2,10	1,2,3	A, B, C
3- Students will develop analytical skills to evaluate and critique various anthropological discourses, identifying	4,10	1,2,3	A, B, C

underlying assumptions, and implications for research and practice.			
4- Students will be able to synthesize multiple theoretical frameworks and apply them to contemporary anthropological issues.	8,10	1,2,3	A, B, C
5- Students will reflect on the ethical implications and responsibilities of anthropological research and practice.	5,9,10	1,2,3	A, B, C
6- Students will gain an appreciation for the diversity of ethnographic methods and styles employed in current anthropological research.	3,10	1,2,3	A, B, C

Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion
Assessment Methods:	A: Exam, B: Final Exam, C: Presentation

COURSE CONTENT

Week	Topic	Study Materials
1	Introduction	
2	Governmentality	
3	Biopower	
4	Homo Sacer	
5	Necropolitics	
6	Actor-networks	
7	Indigenous Anthropology	
8	Race	
9	Gender	
10	Multi-Species	
11	Ontologies	
12	Anthropocene	
13	Future of Anthropology?	
14	Conclusion and Review	

RECOMMENDED SOURCES

Textbook	All required texts will be uploaded on Yulearn.
Additional Resources	

MATERIAL SHARING	
Documents	
Assignments	Presentations
Exams	Mid-term; Final exam

ASSESSMENT		
In-Term Studies	Number	Percentage
Mid-term exam	1	30
Presentation	1	30
Final-exam	1	40
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		40
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		60
Total		100

COURSE CATEGORY	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.					X
2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.					X
3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.				X	
4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.				X	
5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.				X	
6	Identify social problems and develop social projects using anthropological theory and research methods.	X				
7	Effectively utilize current databases, information resources, and information technologies.	X				
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology		X			
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.				X	
10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.					X

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	3	42
Project	1	25	25
Assignments	4	5	20
Final Project	1	35	35
Total Work Load			164
Total Work Load / 25 (h)			6,56
ECTS Credit of the Course			7

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+A+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Project Design in Social Sciences	ANT 463	Fall	3+1+0	3	7

Prerequisites	None
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Language of Instruction	English
Course Level	Undergraduate
Course Type	Compulsory
Course Coordinator	
Instructors	Prof. Ebru Kayaalp
Assistants	
Goals	The objective of this course is not only to write a project proposal but also to submit it to external funding agencies.
Content	In this course, students will acquire a deepened understanding of research design, proposal writing, and the selection process and formally make an application to funding agencies. Students will also get familiar with the requirements, funding cycles, and deadlines of these external agencies as well as more technical issues such as project planning, risks, and budgets.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
1- Students will acquire the necessary research skills to formulate research questions, methodologies, and conduct literature reviews within the social sciences.	1,2,10	1,2,3	A, B, C
2- Students will demonstrate critical thinking skills by analyzing and evaluating existing research, theories, and methodologies.	3,4,10	1,2,3	A, B, C
3- Students will apply effective writing techniques to articulate clear, concise, and coherent research proposals.	7,10	1,2,3	A, B, C
4- Students will demonstrate proficiency in citation styles, formatting guidelines,	5,10	1,2,3	A, B, C

and ethical considerations in their project writing.			
5- Students will actively engage in peer review processes, providing constructive feedback to peers.	6,8,10	1,2,3	A, B, C
6- Students will develop proficiency in navigating and accessing relevant databases specific to the social sciences as well as organizations that accept projects.	7,8,10	1,2,3	A, B, C

Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion
Assessment Methods:	A: Project, B: Final Project, C: Assignments

COURSE CONTENT

Week	Topic	Study Materials
1	Introduction	
2	Writing a good Project Proposal	
3	Topic	
4	Research Question	
5	Methodology	
6	Theory	
7	Literature Review	
8	Contribution	
9	Ethics	
10	Budget	
11	Why Me?	
12	First Draft of the Project Proposals	
13	Second Draft of the Project Proposals	
14	Conclusion and Review	

RECOMMENDED SOURCES

Textbook	All required texts will be uploaded on Yulearn.
Additional Resources	

MATERIAL SHARING

Documents	
Assignments	Weekly Assignments
Exams	Project-I and Project-II

ASSESSMENT		
In-Term Studies	Number	Percentage
Project-I	1	30
Assignments	1	30
Final Project	1	40
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		40
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		60
Total		100

COURSE CATEGORY	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.		X			
2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.			X		
3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.				X	
4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.					X
5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.					X
6	Identify social problems and develop social projects using anthropological theory and research methods.					X
7	Effectively utilize current databases, information resources, and information technologies.					X
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology					X
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.					X
10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.					X

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	3	42
Project	1	25	25
Assignments	4	5	20
Final Project	1	35	35
Total Work Load			164
Total Work Load / 25 (h)			6,56
ECTS Credit of the Course			7

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Medical Anthropology	ANT 464	Bahar	3+0	3	6

Prerequisites	
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Language of Instruction	English
Course Level	Undergraduate
Course Type	Compulsory
Course Coordinator	
Instructors	Assoc. Prof. Dr. Gözde Dalan Polat
Assistants	
Goals	The aim of this course is to examine the relationship between health, illness, culture and healing. It is based on a fundamental problematic in the anthropology of health, such as whether to examine health based on culture or whether it should be analyzed from a universal perspective. Analyzes the concept of health in different cultures.
Content	Student discusses the dominant biomedical paradigm and alternative healing methods. Also introduces a critical perspective on anthropologists' work on health in applied anthropology.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
1- Examines the concepts of health and disease in an anthropological sense.	1,2,5,6,8,10	1,2,3	A,C, F
2- Analyzes the power of medicine in Western societies.	1,2,5,6,8,10	1,2,3	A,C, F
3- To study how anthropologists doing applied anthropology discuss the issue of health.	1,2,5,6,8,10	1,2,3	A,C, F
4- Understand the concept of health in different societies.	1,2,5,6,8,10	1,2,3	A,C, F
5- Compare and contrast the biomedical paradigm with alternative healing practices.	1,2,5,6,8,10	1,2,3	A,C, F
6- Analyzes the place of alternative medicine in neo-liberal economies.	1,2,5,6,8,10	1,2,3	A,C, F

7- Analyzes Turkey's health policies.	1,2,5,6,8,10	1,2,3	A,C, F
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Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion 4: Simulation 5: Case Study
Assessment Methods:	A: Testing, B: Multiple Choice C: Homework D: Fill in the blanks E: True or false F: Oral exam G: Portfolio

COURSE CONTENT

Week	Topic	Study Materials
1	Introduction	
2	What is Health Anthropology?	
3	Basic concepts in Health Anthropology	
4	Theories of Anthropology of Health	
5	Method in Health Anthropology and Medical Discourse Analysis	
6	Culture, Health and Illness	
7	Midterm Exam	
8	Gender and Health	
9	Medicalization and Commercialization of Health	
10	Religion and Health	
11	Media and Health	
12	Health Workers, Patients, Patient Relatives and Communication	
13	Globalization and Health Policies	
14	Student Presentations	

RECOMMENDED SOURCES

Textbook	
Additional Resources	

MATERIAL SHARING

Documents	<p>Foucault, M. (1997) 'The Birth of Biopolitics', Ethics, Çev: R. Hurley, Allen Lane-London, Penguin Press.</p> <p>Goffman, E. (1961). The Moral Career of the Mental Patient pp. 1-124.. and On the Characteristics of Total Institutions, pp. 125-170 [the latter section is recommended]. <i>In Asylums</i>. New York: Anchor.</p> <p>Kleinman, A. (2004). <i>The Illness Narratives: Suffering Healing&The Human Condition</i>. USA. Dell Publishing Group.</p> <p>Mattingly, C., Garro, C. L. (editors; 2004) <i>Narrative and The Cultural Construction of Illness and Healing</i>. Berkeley. University of California Press.</p>
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	Turner, S. B. (1995). <i>Medical power and social knowledge</i> . London ; Thousand Oaks : Sage Publications.
Assignments	Presentantion of field work report
Exams	

ASSESTMENT		
In-Term Studies	Number	Percentage
Mid-term	1	30
Presentation	1	10
Assignments	1	20
Final exam	1	40
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		40
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		60
Total		100

COURSE CATEGORY	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.					x
2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.					x
3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.		x			
4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.		x			
5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.					x
6	Identify social problems and develop social projects using anthropological theory and research methods.					x
7	Effectively utilize current databases, information resources, and information technologies.			x		
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology					x
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.			x		
10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.					x

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	3	42
Mid Term	1	20	20
Presentation	1	10	10
Homework	1	15	15
Final examination	1	30	30
Total Work Load			159
Total Work Load / 25 (h)			6,39
ECTS Credit of the Course			6

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Forensic Archaeology and Anthropology	ANT 476	Spring	2+1	3	5

Prerequisites	none
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Language of Instruction	English
Course Level	Undergraduate
Course Type	Area Elective
Course Coordinator	
Instructors	Dr. Öğr. Üyesi Rula Baysan
Assistants	
Goals	<p>Students will have detailed knowledge on Forensic Anthropology in general:</p> <ul style="list-style-type: none"> • Have information on the major topics in science fields • Acquire a basic knowledge of human skeletal elements • Student will be encouraged to investigate and ask questions • Students will learn how to present their work to their class members • Have up to date information on the latest publications in these topics
Content	<p>This course will explore the field of Forensic Anthropology with its various disciplines. There will be basic introduction to the human skeleton and how it is related to the investigation of human death issues. Basic archaeological methods are applied in forensic investigation and these take part of the course. The course will cover basic issues of body decay in relation to burial conditions and preservation. The course will cover topics that deals with mass disaster, accidental traumatic deaths.</p>

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
1- Articulate the interpretation of the forensic evidence.	1,2,4-10	1	A,C
2- Have a basic understanding of the methodologies applied in the investigation of forensic cases	1,2,4-10	1,2,3,5	A,C

3-	Evaluate information on latest publications and that science is a continuing learning journey.	1,2,4-10	1,2,3,5	A,C
4-	Join in discussions and presentations concerning the different methodologies involved in the preparation of forensic documents.	1,2,4-10	1,2,3,5	A,C
5-	Comprehend and discuss how forensic anthropology with its several disciplines shed light the identification of missing persons.	1,2,4-10	1,2,3,5	A,C

Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion 4: Simulation 5: Case Study
Assessment Methods:	A: Testing, B: Multiple Choice C: Homework D: Fill in the blanks E: True or false F: Oral exam G: Portfolio

COURSE CONTENT

Week	Topic	Study Materials
1	General Introduction	Introduction to Forensic Anthropology. Chapter 1. Forensic anthropologists and the medicolegal community. Forensic Anthropology Current Methods and Practice. Chapter 1. Forensic anthropology defined
2	Forensic Anthropology	Introduction to Forensic Anthropology. Chapter 2. Overview of the human skeleton Forensic Anthropology Current Methods and Practice. Chapter 2+3. Principles of human osteology. Overview of examination methods
3	Basics of Human Osteology	Introduction to Forensic Anthropology. Chapter 2. Overview of the human skeleton Forensic Anthropology Current Methods and Practice. Chapter 2+3. Principles of human osteology. Overview of examination methods
4	Is it Forensic or not	Introduction to Forensic Anthropology. Chapter 3. recognizing the medicolegal significance. Distinguishing human from nonhuman bones and teeth . Forensic Anthropology Current Methods and Practice. Chapter 4. Medicolegal significance. Skeletal versus nonskeletal material
5	Recovery Scene Methods	Introduction to Forensic Anthropology. Chapter 4. the recovery processes employed by forensic anthropologists. location of the human remains and their associated materials Forensic Anthropology Current Methods and Practice. Chapter 6. Recovery scenes. Archaeological method and theory. Detection methods
6	Estimating Postmortem Interval	Introduction to Forensic Anthropology. Chapter 5. postmortem interval (PMI). Overview of decomposition.

		Decomposition and skeletonization Forensic Anthropology Current Methods and Practice. Chapter 5. Principles of forensic taphonomy, decomposition, Postmortem skeletal changes
7	Initial Treatment and Examination	Introduction to Forensic Anthropology. Chapter 6. Forensic anthropology laboratory . Preparation of remains . Initial Examination . Forensic Anthropology Current Methods and Practice. Chapter 7. Principles of skeletal processing and preparation. Skeletal reconstruction
8	Documentary	Body Farm
9	Attribution of Ancestry and Sex	Introduction to Forensic Anthropology. Chapter 7+8. demographic characteristics of ancestry (race or ethnicity), sex. sexing can be done on human bones. anthroposcopically identifiable characteristic Forensic Anthropology Current Methods and Practice. Chapter 8+9. Principles of sex estimation. Morphoscopic sex estimation methods. Principles of ancestry estimation. Morphoscopic (nonmetric) ancestry estimation
10	Attribution of Ancestry and Sex	Introduction to Forensic Anthropology. Chapter 7+8. demographic characteristics of ancestry (race or ethnicity), sex. sexing can be done on human bones. anthroposcopically identifiable characteristic Forensic Anthropology Current Methods and Practice. Chapter 8+9. Principles of sex estimation. Morphoscopic sex estimation methods. Principles of ancestry estimation. Morphoscopic (nonmetric) ancestry estimation
11	Estimation of Age at Death and Stature	Introduction to Forensic Anthropology. Chapter 9+10. the chronological age of a person. The Estimation of Age of an Adolescent. secondary centers of ossification. An estimation of stature. Full Skeleton Versus Stature Formulas Forensic Anthropology Current Methods and Practice. Chapter 10+11. Principles of age estimation. Subadult age estimation: Dental methods. Adult age estimation: Pubic symphysis methods
12	Trauma Identification	Introduction to Forensic Anthropology. Chapter 11. Death, Trauma, and the Skeleton . Cause of Death. Manner of death Forensic Anthropology Current Methods and Practice. Chapter 13. Forces, bone biomechanics, and fractures. Trauma timing. Trauma mechanism
13	Postmortem Changes and Identification	Introduction to Forensic Anthropology. Chapter 16. forensic taphonomy. Dismemberment, injury to bone, scavenging by animals. Forensic

		Anthropology Current Methods and Practice. Chapter 5. Humans as taphonomic agents.
14	Case studies	Case studies

RECOMMENDED SOURCES

Textbook	Byers, S. (2017). Introduction to Forensic Anthropology. 5 edition. Pearson Education, Inc. Angi M. Christensen Nicholas V. Passalacqua Eric J. Bartelink. (2019). Forensic Anthropology Current Methods and Practice. Elsevier Inc.
Additional Resources	Bowen, R.T., 2009. Ethics and the Practice of Forensic Science. CRC Press, Boca Raton. Boyd, C.C., Boyd, D.C. (Eds.), 2018. Forensic Anthropology: Theoretical Framework and Scientific Basis. John Wiley & Sons, Inc., Hoboken. Christensen, A.M., Anderson, B.E., 2013. Personal identification. In: Tersigni-Tarrant, M.T., Shirley, N. (Eds.), Forensic Anthropology: An Introduction. CRC Press, Boca Raton, pp. 397–420. Christensen, A.M., Crowder, C.M., 2009. Evidentiary standards for forensic anthropology. J. Forensic Sci. 546, 1211–1216. Christensen, A.M., Passalacqua, N.V., 2018. A Laboratory Manual for Forensic Anthropology. Academic Press, San Diego.

MATERIAL SHARING

Documents	
Assignments	
Exams	

ASSESSMENT

In-Term Studies	Number	Percentage
Mid-terms	1	40
Presentation	1	10
Final	1	50
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		50
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		50
Total		100

COURSE CATEGORY	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM

No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.				x	
2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.					x
3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.		x			
4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.					x
5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.					x
6	Identify social problems and develop social projects using anthropological theory and research methods.		x			
7	Effectively utilize current databases, information resources, and information technologies.					x
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology					x
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.					x
10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.					x

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 15x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	3	42
Mid Term	1	20	20
Presentation	1	8	8
Final examination	1	25	25
Total Work Load			137
Total Work Load / 25 (h)			5,48
ECTS Credit of the Course			5

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Visual Culture Studies	ANT 478	8	3+0	3	5

Prerequisites	-
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Language of Instruction	English
Course Level	Undergraduate
Course Type	Elective
Course Coordinator	
Instructors	Assist. Prof. Dr. Ayşe Hilal Tuztaş Horzumlu
Assistants	
Goals	The course aims to inform students about photography, documentaries, or films and the applications of such visual mediums within ethnographic studies.
Content	In anthropological studies, ethnographic data are generally recorded in writing, but visual recording gains more importance as technology advances. This lecture discusses various ethnographic representations, new experimental and narrative techniques, visual manipulation, and cinematic ethics considering documentaries and photographs prepared by anthropologists and professional filmmakers. The current and future subjects concerning visual anthropology are evaluated in a broader context.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
18- Identify the visual usage in the history of anthropology.	1,2,4,8	1,2,4,5	A,C
19- Evaluate the ethnographic films according to the definitions.	1,2,3,4,5,6,7	1,2,3,4,5	A,C
20- Grasp the ethical issues in visual data.	1,2,3,4,5,6,7,8,9	1,2,3,4,5	A,C
21- Understand the importance usage of visual data in anthropological studies.	1,2,3,4,5,6,7,8,9,10	1,2,3,5	A,C
22- Learn how to use visual data in anthropological studies.	1,2,3,4,5,6,7,8,9,10	1,2,3,4,5	A,C

23- Perceive how to criticize the visual data in general.	1,2,3,5,5,6,7,8	1,2,3,4,5	A,C
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Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion 4: Simulation 5: Case Study
Assessment Methods:	A: Testing, B: Multiple Choice C: Homework D: Fill in the blanks E: True or false F: Oral exam G: Portfolio

COURSE CONTENT

Week	Topic	Study Materials
1	Introduction	
2	The Emergence of Visual Anthropology	
3	Colonial Photography, Postcards, and The Other Image	
4	'Nonook of the North' Documentary	
5	Using Visual Data in Anthropological Studies	
6	Which films are the ethnographic films?	
7	'Childhood Rivalry in Bali and New Guinea' Documentary	
8	The Role of Anthropological Theory in "Ethnographic" Filmmaking	
9	Photo Elicitation- Family Photography	
10	'Trobriand Cricket: An Ingenious Response to Colonialism' Documentary	
11	'Secrets of the Tribe' Documentary, Visual and Ethic Concerns	
12	'Wodaabe: Herdsmen of the Sun' Documentary and Performance	
13	Anthropology on television: what next? and The Future of Visual Anthropology	
14	Final Project Presentations	

RECOMMENDED SOURCES

Textbook	<ul style="list-style-type: none"> -Banks, Marcus. (2007). <i>Using Visual Data in Qualitative Research</i>. (Ed: Uwe Flick). Sage Publication. -Banks Marcus and Jay Ruby (Ed.). (2011). <i>Made to be Seen Perspectives on the History of Visual Anthropology</i>. The University of Chicago Press. -Grimshaw, Anna. (2009). <i>The Ethnographer's Eye</i>. Cambridge University Press. -Maxwell, Anne. (2000). <i>Colonial Photography & Exhibitions</i>. Leicester University Press. -Pink, Sarah. (2006). <i>The Future of Visual Anthropology</i>. New York: Routledge. pp: 3-20.
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	-Rollwagen, Jack. R. (Ed.). (1996) Anthropological Filmmaking. Harwood Academic Publishers.
Additional Resources	-Crawford, Peter Ian and David Turton (Ed.) (1992). <i>Film as Ethnography</i> . Manchester University Press. -Cummins, Bryan. (2004). <i>Faces of the North: The Ethnographic Photography of John Honigmann</i> . Toronto: Natural Heritage Book. -Marcus Banks and Howard Morphy (Ed.)(1999). <i>Rethinking Visual Anthropology</i> .. New Haven: Yale University Press. -Pink, Sarah László Kürti and Ana Isabel Afonso (Ed.) <i>Working Images Visual Research and Representation in Ethnography</i> .

MATERIAL SHARING	
Documents	Documentaries, Books and Articles
Assignments	Writing Assignments and Final Project
Exams	

ASSESTMENT		
In-Term Studies	Number	Percentage
Presentation	1	20
Assignment	5	30
Final	1	50
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		50
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		50
Total		100

COURSE CATEGORY	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.				X	
2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.				X	
3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.					X
4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.					X

5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.					X
6	Identify social problems and develop social projects using anthropological theory and research methods.				X	
7	Effectively utilize current databases, information resources, and information technologies.					X
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology				X	
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.					X
10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.				X	

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 16x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	3	42
Assignments	5	3	15
Final examination	1	26	26
Total Work Load			125
Total Work Load / 25 (h)			5
ECTS Credit of the Course			5

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Writing Thesis	ANT 498	8	2+4	4	8

Prerequisites	-
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Language of Instruction	English
Course Level	Undergraduate
Course Type	Compulsory
Course Coordinator	-
Instructors	Assist. Prof. Dr. Ayşe Hilal Tuztaş Horzumlu
Assistants	-
Goals	This course aims to help students write their undergraduate thesis and focuses on analyzing and assessing the data collected during field research.
Content	The course is to support students in verbalizing their findings using academic language. The student should be attentive to the use of visual and written content clearly and coherently. The evaluation concerns ethical criteria, the structure of the writing, and the connection between results and research questions.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
24- Students gain to think over a research topic and conceptualize a research question-argument.	1,2,3,4,5,6,7,8,9	1,2,4,5	A,C
25- To experience the fieldwork, participant observation, and formulate interviewing.	1,2,3,4,5,6,9	1,2,3,4	A,C
26- To select proper sampling and making interviews.	1,2,3,4,5,6,9	1,2,4	A,C
27- Students learn to make a literature review and make quotations.	1,2,4,6,7,8	1,2,3,4,5	A,C
28- Students utilize current databases, information resources, and information Technologies and make finding analysis.	1,2,4,7,8,10	1,2,4,5	A,C

29- Students experience thinking, reading, and writing academic-level English and will experience the joy and the difficulties of conducting a social research project.	1,2,3,4,5,6,7,8,9,10	1,2,3,4,5	A,C
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Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion 4: Simulation 5: Case Study
Assessment Methods:	A: Testing, B: Multiple Choice C: Homework D: Fill in the blanks E: True or false F: Oral exam G: Portfolio

COURSE CONTENT

Week	Topic	Study Materials
1	Introduction	
2	Research Question-Argument	
3	Literature Review	
4	Literature Review	
5	Fieldwork- Observation Notes	
6	Fieldwork- Sampling	
7	Interview Transcription	
8	Mid-term First Draft of Thesis	
9	Ethical Considerations	
10	Writing Thesis -Analysis of Findings	
11	Writing Thesis- Analysis of Findings	
12	Second Draft of Thesis	
13	Visual Data Usage and APA Citation	
14	The submission of the Thesis	

RECOMMENDED SOURCES

Textbook	<ul style="list-style-type: none"> -Booth, Wayne C. et al. 2016. <i>The Craft of Research</i>. The University of Chicago Press. -Machi, Lawrence A., and Brenda T. McEvoy. 2022. <i>The Literature Review Six Steps to Success</i>. Fourth Ed. Corwin Press. -Flick, Uwe (Ed.). 2022 <i>The Sage Handbook of Qualitative Research Design</i>. Sage Publication. -2010. <i>A Student's Guide to Reading and Writing in Social Anthropology</i>. Harvard College. -APA Style Common Reference Examples Guide
Additional Resources	<ul style="list-style-type: none"> -Altuntek, N. Serpil. (2015) <i>Yöntembilim Üzerine Antropolojik Okumalar-Dipnot Yayınları</i>. -Barnard, Alan, Jonathan Spencer. (2010). <i>The Routledge Encyclopedia of Social and Cultural Anthropology-Routledge</i>

	<p>-Coffey Amanda, Paul Atkinson (1996). Making sense of qualitative data complementary research strategies-SAGE Publications.</p> <p>-Emerson, R. M., Fretz, R. I., Shaw, L. L. 2008. Bütün Yönleriyle Alan Çalışması, Etnografik Alan Notları Yazımı, Çev. A. Erkan Koca, Birleşik Yayınları, Ankara,</p> <p>-Georges, Robert A., and Jones, Michael O. 1980. People Studying People: The Human Element in the Field. University of California Press.</p> <p>- Marcus, George E. (1998). Ethnography through Thick and Thin-Princeton University Press</p> <p>-Pink, Sarah.2009. Doing Sensory Ethnography. Sage Publication.</p>
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MATERIAL SHARING	
Documents	Books, Articles and Ethnographies
Assignments	Mid-term (Draft of Thesis), Final (Undergraduate Thesis)
Exams	

ASSESSMENT		
In-Term Studies	Number	Percentage
Mid-terms	1	30
Attendance and Presentation	1	10
Final	1	60
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		60
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		40
Total		100

COURSE CATEGORY	Expertise/Field Courses
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Demonstrate an in-depth knowledge of fundamental concepts, theoretical perspectives, and historical development of anthropology.					X
2	Possess knowledge about the subfields of anthropology and the unique methods and applications of these fields.					X
3	Demonstrate proficiency in conducting ethnographic studies, the basic research method of anthropology, and design and implement fieldwork accordingly.					X

4	Utilize anthropological knowledge and skills to formulate inquiries and critically evaluate research findings through analytical, critical, and creative thinking.					X
5	Demonstrate adherence to scientific and ethical values in fieldwork and academic research and act in accordance with these values.					X
6	Identify social problems and develop social projects using anthropological theory and research methods.					X
7	Effectively utilize current databases, information resources, and information technologies.					X
8	Design interdisciplinary studies and participate in study groups by integrating disciplines alongside anthropology				X	
9	Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality.				X	
10	Proficiently engages in academic-level English thinking, reading, writing, and oral expression.					X

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION

Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 16x Total course hours)	14	3	42
Hours for off-the-classroom study (Pre-study, practice)	14	3	42
Mid Term	1	46	46
Final examination	1	70	70
Total Work Load			200
Total Work Load / 25 (h)			8
ECTS Credit of the Course			8