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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| INTRODUCTION TO CULTURAL ANTHROPOLOGY | ANT 101 | 1 | 3 + 0 | 3 | 6 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Compulsory |
| **Course Coordinator** | - Assist. Prof. A. Hilal Tuztaş Horzumlu |
| **Instructors** | - Assist. Prof. A. Hilal Tuztaş Horzumlu |
| **Assistants** | - |
| **Goals** | The aim of the course is to introduce the students to the basic concepts and themes of cultural anthropology, and to explain how anthropology analyses western and non-western societies. |
| **Content** | Culture and individual relations, adaptation, main theories in anthropology, kinship, marriage and the social functions of family, gender constructions and their perceptions in different societies, social dimensions of inequality, colonialism, globalization and cultural hybridization. |

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| **Learning Outcomes** | **Program**  **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Explains what cultural anthropology is and how it analyses cultures. |  | 1,5,8 | 1,2,3 |
| 2) Discusses the concept of “culture”. |  | 1,5 | 1,2,3 |
| 3) Explains the scientific methodology of anthropology. |  | 2,3,4,6,7,8,9 | 1,2,3 |
| 4) Discusses how cultural milieu contributes to the shaping of individuals. |  | 1,2,5,7,8 | 1,2,3 |
| 5) Analyses the relations between kinship, marriage and culture. |  | 1,5,7 | 1,2,3 |
| 6) Discusses sex and gender roles, inequalities between genders, and their cultural dimensions. |  | 1,2,4,5,7 | 1,2,3,4 |
| 7) Discusses the effects of colonialism and globalization. |  | 1,2,5,6,7 | 1,2,3, 4 |

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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 |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | INTRODUCTION |  |
| 2 | SUBDISCIPLINES OF ANTHROPOLOGY |  |
| 3 | METHODOLOGY |  |
| 4 | CULTURE AND INDIVIDUAL |  |
| 5 | CULTURE AND INDIVIDUAL |  |
| 6 | SOCIAL FOUNDATIONS OF KINSHIP |  |
| 7 | MIDTERM |  |
| 8 | SOCIAL FOUNDATIONS OF MARRIAGE |  |
| 9 | SOCIAL FOUNDATIONS OF MARRIAGE |  |
| 10 | SOCIAL FOUNDATIONS OF FAMILY |  |
| 11 | GENDER ROLES AND SOCIETY |  |
| 12 | DIMENSIONS OF INEQUALITY |  |
| 13 | COLONIALISM |  |
| 14 | FOUNDATIONS OF GLOBALIZATION |  |
| 15 | FINAL |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Bates, Daniel. 1974. Normative and Alternative Systems of Marriage Among the Yörüks of SouthEastern Turkey, Hunter College, CUNY  Bates, Daniel and Plog, Fred. 1990. Cultural Anthropology, New York: McGraw Hills  Keesing, Roger. 1981. Cultural Anthropology, Holt, Rinehart and Winston  Keesing, R. M. And Strathern A. J. 1998. Cultural Anthropology: A Contemporary Perspective, CA: Wadsworth/Thomson Learning  Nanda, Serena and Warms, Richard L. 1998. Cultural Anthropology, New York: West/Wadsworth |
| **Additional Resources** | Schiltz Emily A. And Lavenda Robert H. 2005. Cultural Anthropology: A Perspective on the Human Condition, New York: Oxford University Press  Wolf, Arthur, 1972. Childhood Association and Sexual Attraction: A Further Test of the Westermarck Hypothesis, in American Anthropologist, V.70 |

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| **MATERIAL SHARING** | |
| **Documents** | All bibliography, presentations by the students |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 40 |
| Assignment, presentations, attendance | 1 | 10 |
| Final | 1 | 50 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **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 | Being able to use advanced, field specific theoretical and practical knowledge acquired. |  |  |  |  |  |  |
| 2 | Being able to analyze field specific concepts and ideas through scientific methods and to interpret and assess data. |  |  |  |  |  |  |
| 3 | Being able to understand and use grammatical, lexical, semantic and culture specific structures of the source and target languages. |  |  |  |  |  |  |
| 4 | Being able to use current translation technologies to do research and to reach resources. |  |  |  |  |  |  |
| 5 | Being able to understand and analyze structures, social and cultural functions of various kinds of texts in source and target languages, and to render these texts into the target or source language. |  |  |  |  |  |  |
| 6 | Being able to improve theoretical knowledge and skills in other fields of humanities and social sciences, and to translate the texts in the above mentioned fields. |  |  |  |  |  |  |
| 7 | Being able to use knowledge and skills with regard to the social role of translator in professional life. |  |  |  |  |  |  |
| 8 | Being able to use a second foreign language at an advanced level, and a third foreign language at an intermediate level. |  |  |  |  |  |  |
| 9 | Being able to define stages and strategies about translation, to define problems in the translation process and to find solutions to such problems. |  |  |  |  |  |  |
| 10 | Being able to make decisions, criticize and display creativity in translation process. |  |  |  |  |  |  |
| 11 | Being able to perform a positive attitude towards life-long learning. |  |  |  |  |  |  |

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| **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-terms | 1 | 21 | 21 |
| Homework | 1 | 15 | 15 |
| Final examination | 1 | 36 | 36 |
| **Total Work Load** |  |  | 156 |
| **Total Work Load / 25 (h)** |  |  | 6.24 |
| **ECTS Credit of the Course** |  |  | 6 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| History of Anthropology | ANT 103 | 1 | 3 + 0 | 3 | 8 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Compulsory |
| **Course Coordinator** | - |
| **Instructors** | Assist. Prof. A. Hilal Tuztaş Horzumlu |
| **Assistants** | - |
| **Goals** | This course aims to teach students general history of anthropology. The course will cover the emergence of anthropology as a discipline, its sub-disciplines, anthropologists and their approaches during its historical process. |
| **Content** | In the scope of the course, earliest interpretations and evaluations related to cultural variety from the early times to present day will be covered. Students gain perspective on how anthropologists struggled to define/interpret culture around "What is culture?" question. |

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| **Learning Outcomes** | **Program**  **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) General description and historical process of Anthropology. | 1,2,4,5 | 1,2,3 | A,C |
| 2) Emergence of Anthropology as a field of science in West. Outlines of doctrines introduced by various theorist | 1,3,5,7,9 | 1,2,3 | A,C |
| 3) Recent topics and approaches of Anthropological discipline | 1,2,3,7,9 | 1,2,3 | 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 |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | General description, historical development process of Anthropology, and anthropological approaches in history of culture. |  |
| 2 | Anthropology Before Anthropology |  |
| 3 | Cultural Anthropology**:** Fieldwork, Participant Observation, Ethnography |  |
| 4 | American Traditions in Anthropology |  |
| 5 | The British Tradition in Anthropology |  |
| 6 | Traditions in the German Language |  |
| 7 | Ethnology in France, 1839–1930 |  |
| 8 | Midterm |  |
| 9 | Anthropology in the Postwar Era, 1945-1973 |  |
| 10 | The End of Modernizm |  |
| 11 | Postmodern Anthropology |  |
| 12 | Women in the Field in the Twentieth Century |  |
| 13 | New Directions and Perspectives |  |
| 14 | New Trends and Topics of Anthropology |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Kuklick, Henrika (Ed.). (2008). A New History of Anthropology. Blackwell Publishing.  Eriksen, Thomas Hylland and Finn Sivert Nielsen. (2001). A History of Anthropology. Pluto Press.  Barnard, Alan. (2004). History and Theory in Anthropology. Cambridge University Press. |
| **Additional Resources** | Kenny, Michael G. and Kirsten Smillie. (2015). Stories of Culture and Place An Introduction To Anthropology. University of Toronto Press  Erickson, Paul A. & Liam D. Murphy. (2017) A History of Anthropological Theory. University of Toronto Press |

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| **MATERIAL SHARING** | |
| **Documents** | Books and Articles |
| **Assignments** | In Class Presentation And Submission Of Their Presentation In Essay Format |
| **Exams** | Midterm - Final |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-term | 1 | 30 |
| Presentation and Assignment | 2 | 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** |

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| **COURSE CATEGORY** | Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Main theories and concepts of social sciences in general and anthropology in particular, the physical and cultural development of humanity in the historical process, a wide spectrum of cultural patterns and archaelogical knowledge are understood and absorbed, |  |  |  |  | X |  |
| 2 | The ability to analyze current phenomena with an anthropological perspective and to think analytically and critically are acquired, |  |  |  | X |  |  |
| 3 | Good communication and written/oral expression skills are developed, |  |  | X |  |  |  |
| 4 | Acquires professional and social ethics, as well as an elevated sense of responsibility, |  |  |  | X |  |  |
| 5 | By studying the dynamics of a variety of cultural phenomena in detail, students become able to perceive and interpret the general features, geographical conditions, historical processes and dynamics of change in Turkish and other world cultures, |  |  |  |  | X |  |
| 6 | Establishes and builds on a wide perception and understanding of local and global issues and develops personally and professionally, |  |  |  | X |  |  |
| 7 | In accordance with Life Long Learning principles, students acquire the skill and vision to continuously seek to utilize knowledge and information from outside their fields of expertise; to make collaborations and and syntheses with their own respective repertoire of knowledge, |  |  | X |  |  |  |
| 8 | Students become able to spot social issues fit for anthropological research; acquire the methods, techniques and cultural equipment necessary for field work, |  |  | X |  |  |  |
| 9 | Their solo and team work skills, critical social gaze and scientifically and ethically responsible investigation abilities become augmented. |  |  | X |  |  |  |

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| **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 | 4 | 64 |
| Mid-terms | 1 | 30 | 30 |
| Presentation | 1 | 14 | 14 |
| Final examination | 1 | 50 | 50 |
| **Total Work Load** | 1 | 10 | 200 |
| **Total Work Load / 25 (h)** |  |  | 8 |
| **ECTS Credit of the Course** |  |  | 8 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Scholarly Reading and Writing in Anthropology I | ANT 115 | 1 | 2+2 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Compulsory |
| **Course Coordinator** |  |
| **Instructors** | Assist. Prof. Alexander Wasse |
| **Assistants** |  |
| **Goals** | Students are trained in the microskills necessary for reading and writing academic texts and finding and citing sources. |
| **Content** | Approaching academic texts, contextualising them, paraphrase, summary and quotation, writing in-text citations and lists of references, writing correctly and coherently. |

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| **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Students introduced to concept of plagiarism. | 1,2,3 | A,C |
| 2) Familiarity with a variety of academic sources. | 1,2,3 | A,C |
| 3) Students learn to analyse aim and structure of academic texts. | 1,2,3 | A,C |
| 4) Students learn to break down and also produce complex sentences. | 1,2,3 | A,C |
| 5) Students learn to use in-text citation and make lists of references. | 1,2,3 | 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 |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Establishing students’ English competence and prior reading/writing experience |  |
| 2 | Types of sources discussed, plagiarism discussed, visit to library’s reference section | Awareness of different sources |
| 3 | Practice of using library book catalogue, different digitalised journal databases  Discussion of different citation styles | Familiarity with university’s library website |
| 4 | Looking at how academic writers make use of sources, then quotation, summary and paraphrase practice | Reading academic text |
| 5 | Introduction of language correction code, self- and peer correction | Writing a short text |
| 6 | Reading academic texts with a focus on paragraph unity and coherence between paragraphs | Reading academic text |
| 7 | Midterm, students are examined on citation, paraphrase and language correction. |  |
| 8 | Pre-reading strategies | Awareness of context of publications |
| 9 | Taking efficient notes | Awareness of need for notes |
| 10 | Students work on individual reading/writing projects: reading three texts (provided) and taking notes, organising and synthesising the information, writing a text with correct citation. | Self-discipline and self-correction, familiarity with the writing process |
| 11 | Paraphrasing and Summarising Exercises |  |
| 12 | Do’s and Don’ts of Writing in Anthropology |  |
| 13 | Discussion of the writing process and peer correction. | Completion of text |
| 14 | Review of microskills |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | A reader with exercises and readings prepared by lecturer |
| **Additional Resources** | APA Guidelines for Academic Writing in Social Sciences  Harvard’s Student’s Guide to Writing in Anthropology |

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| **MATERIAL SHARING** | |
| **Documents** | A reader with exercises and readings prepared by lecturer |
| **Assignments** | Writing a list of references, paraphrasing exercise, language correction exercise, writing a paragraph  Modelling of final paper |
| **Exams** | Midterm on microskills (see week 7), Final paper |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Assignments | 4 | 20 |
| Mid-term | 1 | 20 |
| Modelling of Final Paper | 1 | 25 |
| Final Paper | 1 | 35 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 35 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 65 |
| **Total** |  | **100** |

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| **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 | The Department provides individuals with a possession of anthropological theories and concepts; a good command of knowledge on human development, material culture, and archeological approaches in historical perspectives; it guides individuals who can analyze contemporary issues with an anthropological lens; and those who can retain a critical and analytical thinking ability. |  |  | X |  |  |  |
| 2 | The Department guides future anthropologists who can state the theme of their research with precision, and those who is equipped with the necessary methodology, technical and cultural base and with an awareness of ethical issues for their prospective field research. |  |  | X |  |  |  |
| 3 | The Department provides the students with an ability to study the details and dynamics of cultural phenomena; an ability to perceive and interpret the characteristics of Turkish culture   as well as of different ones, with respect to their geographical conditions, historical processes and  dynamics of change. |  |  |  | X |  |  |
| 4 | The Department provides individuals with a perception and awareness towards the problems of the country and the world;  with a high level of social responsibility, an advanced level of written and oral communication skills; it guides individuals who can take advantage of the sources of information from outside the discipline in the framework of a spirit of life-long learning; |  |  |  |  | X |  |

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| **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-terms | 1 | 21 | 21 |
| Homework | 4 | 3 | 12 |
| Final examination | 1 | 22 | 22 |
| **Total Work Load** |  |  | 125 |
| **Total Work Load / 25 (h)** |  |  | 5 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Scholarly Reading and Writing in Anthropology II | ANT 116 | 2 | 2+2 | 3 | 5 |

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| **Prerequisites** | ANT 115- Scholarly Reading and Writing in Anthropology I |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Compulsory |
| **Course Coordinator** |  |
| **Instructors** | Assist. Prof. Alexander Wasse |
| **Assistants** |  |
| **Goals** | Students receive further practice in the microskills necessary for reading and writing academic texts and finding and citing sources. |
| **Content** | Approaching academic texts, contextualising them, paraphrase, summary and quotation, writing in-text citations and lists of references, writing correctly and coherently. |

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| **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Students introduced to concept of plagiarism. | 1,2,3 | A,C |
| 2) Familiarity with a variety of academic sources. | 1,2,3 | A,C |
| 3) Students learn to analyse aim and structure of academic texts. | 1,2,3 | A,C |
| 4) Students learn to break down and also produce complex sentences. | 1,2,3 | A,C |
| 5) Students learn to use in-text citation and make lists of references. | 1,2,3 | A,C |
| 6) Students know where to find sources for their own papers, how to write a coherent text | 1,2,3 | 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 |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Different types of plagiarism  Aims of academic texts  Paraprasing/summarising text excerpts | Awareness of plagiarism, awareness of different text types |
| 2 | Suitability of sources  Search words for literature search | Familiarity with search catalogues |
| 3 | Language practice  Paraphrasing and quotation |  |
| 4 | Students find three sources of their own on a topic of their choice, take notes, write a text with citation and list of references | Familiarity with source types and text coherence |
| 5 |
| 6 |
| 7 | Midterm: identifying text aims, paraphrasing and, making complex sentences |  |
| 8 | Students choose topic for final, identify sub-topics, write a list of search terms | Awareness of scope |
| 9 | Work on first draft | Self-correction |
| 10 | Students present their work so far, receive peer suggestions  Language practice | Participation in writing draft process |
| 11 | Peer and self-correction of second drafts | Participation in writing draft process |
| 12 | Presentation of one of their sources (type, topic, structure, readability, usefulness) | Reflection on sources used |
| 13 | Working on introductions, transitions and lists of references | Awareness of clear language and coherence |
| 14 | Discussion of third drafts. Final will be fourth draft. | Participation in writing draft process |
| 15 | Language practice |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | A reader with exercises and readings prepared by lecturer |
| **Additional Resources** | APA Guidelines for Academic Writing in Social Sciences  Harvard’s Student’s Guide to Writing in Anthropology |

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| **MATERIAL SHARING** | |
| **Documents** | A reader with exercises and readings prepared by lecturer |
| **Assignments** | Writing assignment, presentation |
| **Exams** | Midterm on microskills (see week 7), Final paper |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Assignment | 1 | 25% |
| Presentation | 1 | 10% |
| Midterm | 1 | 30% |
| Final paper | 1 | 35% |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 35 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 65 |
| **Total** |  | **100** |

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| **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 | The Department provides individuals with a possession of anthropological theories and concepts; a good command of knowledge on human development, material culture, and archeological approaches in historical perspectives; it guides individuals who can analyze contemporary issues with an anthropological lens; and those who can retain a critical and analytical thinking ability. |  |  | X |  |  |  |
| 2 | The Department guides future anthropologists who can state the theme of their research with precision, and those who is equipped with the necessary methodology, technical and cultural base and with an awareness of ethical issues for their prospective field research. |  |  | X |  |  |  |
| 3 | The Department provides the students with an ability to study the details and dynamics of cultural phenomena; an ability to perceive and interpret the characteristics of Turkish culture   as well as of different ones, with respect to their geographical conditions, historical processes and  dynamics of change. |  |  |  | X |  |  |
| 4 | The Department provides individuals with a perception and awareness towards the problems of the country and the world;  with a high level of social responsibility, an advanced level of written and oral communication skills; it guides individuals who can take advantage of the sources of information from outside the discipline in the framework of a spirit of life-long learning; and those who can pursue a professional and personal development of life, with a heartfelt joy of living. |  |  |  |  | X |  |

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| **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 | 2 | 28 |
| Mid-terms | 1 | 21 | 21 |
| Homework | 4 | 3 | 12 |
| Final examination | 1 | 22 | 22 |
| **Total Work Load** |  |  | 125 |
| **Total Work Load / 25 (h)** |  |  | 5 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Introduction to Social Theory |  | 2 | 3+0 | 3 | 8 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Compulsory |
| **Course Coordinator** | - |
| **Instructors** | Assoc. Prof. Egemen Yılgür |
| **Assistants** | - |
| **Goals** | The goal of the course is to inform students about the general phases of the development of social theory. |
| **Content** | The primarily approaches in Social theory from the 19th-century to the present, thinking sociologically, Sociological imagination. |

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| **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Students will be able to think sociologically. | 1,3 | A, C |
| Students will learn to use Sociological imagination in different fields. | 1,3 | A, C |
| Students will learn the developmental phases of social theory | 1,3 | A, C |
| Students will recognise the social scientists who contributed the development of Social theory. | 1,3 | A, C |
| Student willl acquire the capability of conceptual thinking. | 1,3 | A, C |
| Student will the History of Sociology. | 1,3 | A, C |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion |
| **Assessment Methods:** | A: Testing, C: Homework |

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| **Lecture Course** | | | |
| **Week** | **Topics** | | **Preparation** |
| 1 | Introduction to the Lecture | |  |
| 2 | Thinking Sociologically | | Zygmunt Bauman, Tim May. (2004) Thinking Sociologically. Oxford: Blackwell Publishing. |
| 3 | Sociological Imagination | | C. Wright Mills. (2000). The Sociological Imagination. Oxford: Oxford University Press. |
| 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). *The Social Contract* and Other Later Political Writings. Cambridge: Cambridge University Press. |
| 5 | The Birth of Positivist Sociology | | Auguste Comte. (1858). The Positive Philosophy of Auguste Comte. New York: Calvin Blanchard. |
| 6 | Social Facts, Solidarity, Suicide | | Emile Durkheim. 2006[1897]. On Suicide. London: Penguin Books.  Emile Durkheim. 1997[1933]. The Division of Labor in Society. New York: The Free Press. |
|  | Ara Sınav | |  |
| 8 | Capitalism, Class, and Social Theory | | Karl Marx, Friedrich Engels. (2004). German Ideology. New York: International Publishers.  Karl Marx. 2019[1906]. Capital: Volume One. New York: Dover Publications. |
| 9 | Interpretative Approach in Social Theory | | Max Weber. (2009) From Max Weber Essays in Sociology. London and New York: Routledge.  Max Weber. (2003[1958]). The Protestant Ethic and the Spirit of Capitalism. New York: Dover Publications. |
| 10 | Social Types, Fashion, and the Sociology of Metropolitan People | | Georg Simmel. (1964). The Sociology of Georg Simmel. New York: Free Press. |
| 11 | Structural Functionalist Approaches in Sociology | | Robert K. Merton. (1938). Social Structure and Anomie. American Sociological Review, 3, 672-682.  Talcott Parsons. (1985). On Institutions and Social Evolution. Chicago and London: The University of Chicago Press. |
| 12 | Symbolic Interactionism | | Erving Goffman. (1986). Stigma. New York: Simon & Schuster.  George Herbert Mead. (1972[1934]). Mind, Self, and Society. Chicago and London: The University of Chicago Press.  Herbert Blumer. (1966). Sociological Implication of the Thought of George Herbert Mead. American Journal of Sociology, 71(5), 535-544.  Howard Becker. (2003). Labelling Theory. Martin Slattery (Ed.), Key Ideas in Sociology (134-139), London: Nelson Thornes. |
| 13 | Ethnomethodological Approach | | Harold Garfinkel. (2003). Ethnomethodology. Martin Slattery (Ed.), Key Ideas in Sociology (104-108), London: Nelson Thornes. |
| 14 | Social Theory in Post-Structural Period | | Judith Butler. (2006). Precarious Life the Powers of Mourning and Violence. London, New York: Verso.  Michel Foucault. (2009). Security, Territory, Population. New York: Palgrave Macmillan.  Pierre Bourdieu, Loic Wacquant. (1992). An Invitation to Reflexive Sociology. Chicago: The University of Chicago Press. |
| 15 | Final | |  |
| **RECOMMENDED SOURCES** | | | |
| **Textbook** | |  | |
| **Additional Resources** | | The sources for weekly courses are indicated above. | |
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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** | Homework |
| **Exams** | Midterm Exam + Final |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 30 |
| Homework | 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** |

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| **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 | The student learns about the cultural and physical development of human beings throughout history, the basic terminology of Anthropology and its basic theories. |  |  |  |  | X |  |
| 2 | The student gains the ability to think analytically and approach topics from a critical perspective |  |  |  |  | X |  |
| 3 | The student gains the ability to convey information effectively both in oral and written manners. |  | X |  |  |  |  |
| 4 | The student gains an occupational ethics, social ethics, and a social responsibility. |  | X |  |  |  |  |
| 5 | The student gains the ability to interpret cultural and historical dynamics, the cultural characteristics of Turkish culture and world cultures, analyzing the culture phenomenon and its intricate dynamics. |  |  |  |  | X |  |
| 6 | The students maintains an occupational and personal development beyond the understanding of the world and nation problems. |  | X |  |  |  |  |
| 7 | The student gains an ability to make use of the sources outside of the discipline and make this a life-long ability. |  | X |  |  |  |  |
| 8 | The student gains the ability to designate a research topic in line with anthropological guidelines and form the required methodology. |  |  |  |  | X |  |
| 9 | The student will gain the ability to question scientific and societal problems, being able to take part in individual and team projects. |  | X |  |  |  |  |
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| **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) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Mid-terms | 1 | 40 | 40 |
| Quiz | - | - | - |
| Homework | 1 | 30 | 30 |
| Final examination | 1 | 40 | 40 |
| **Total Work Load** |  |  | 200 |
| **Total Work Load / 25 (h)** |  |  | 8 |
| **ECTS Credit of the Course** |  |  | 8 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Culture and Archaelogy | ANT 157 | 1 | 2 + 1 | 3 | 8 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Compulsory |
| **Course Coordinator** |  |
| **Instructors** | Assist. Prof. Alexander M. R. Wasse |
| **Assistants** |  |
| **Goals** | This course will explore the field of archaeology covering several major topics. |
| **Content** | Basic archaeological terminologies, excavation techniques and site preservation. |

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| **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Explains the Basic Principles of archaeology. | 1 | A,C |
| 2) Describes the different excavation techniques. | 1,2,9 | A,C |
| 3) Gives students an understanding of the past archaeological heritage. | 1,2,3,12 | A,C |
| 4) Motivates in-depth analysis. | 1,2,9 | A,C |
| 5) Debates the interpretations of objects. | 1,2,3,9,12 | A,C |
| 6) Interprets the evidences from material culture. | 1,2,3,9,12 | A,C |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 9: Simulation, 12: Case Study |
| **Assessment Methods:** | A: Testing, C: Homework |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | General Introduction to the course |  |
| 2 | What Is Archaeology? | Archaeology |
| 3 | History of Archaeology | History |
| 4 | Interpreting archaeology | Archaeology |
| 5 | understanding archaeology | Archaeology |
| 6 | Preparation for an excavation | excavation |
| 7 | Conducting excavation | excavation |
| 8 | Mid-term exam |  |
| 9 | Description of archaeological material | Objects |
| 10 | Interpretation of archaeological material | Objects |
| 11 | Dating of archaeological sites | Dating |
| 12 | Reconstructing the past. | Archaeology |
| 13 | Understanding the past. | Archaeology |
| 14 | General Revision |  |
| 15 | Final Exam |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Ashmore, W. and Sharer, R. (2006) **Discovering Our past. A Brief Introduction to Archaeology**. McGraw-Hill Companies, Inc. |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 2 | 90 |
| Quizzes | 1 | 10 |
| Assignment | - | 0 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 50 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 50 |
| **Total** |  | **100** |

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| **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 | The Department provides individuals with a possession of anthropological theories and concepts; a good command of knowledge on human development, material culture, and archeological approaches in historical perspectives; it guides individuals who can analyze contemporary issues with an anthropological lens; and those who can retain a critical and analytical thinking ability. |  |  |  |  | X |  |
| 2 | The Department guides future anthropologists who can state the theme of their research with precision, and those who is equipped with the necessary methodology, technical and cultural base and with an awareness of ethical issues for their prospective field research. |  |  | X |  |  |  |
| 3 | The Department provides the students with an ability to study the details and dynamics of cultural phenomena; an ability to perceive and interpret the characteristics of Turkish culture   as well as of different ones, with respect to their geographical conditions, historical processes and dynamics of change. |  |  |  |  | X |  |
| 4 | The Department provides individuals with a perception and awareness towards the problems of the country and the world;  with a high level of social responsibility, an advanced level of written and oral communication skills; it guides individuals who can take advantage of the sources of information from outside the discipline in the framework of a spirit of life-long learning; and those who can pursue a professional and personal development of life, with a heartfelt joy of living. |  |  |  | X |  |  |

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| **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) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 4 | 60 |
| Ara Sınav | 1 | 30 | 30 |
| Homework | 1 | 15 | 15 |
| Final examination | 1 | 50 | 50 |
| **Total Work Load** |  |  | 200 |
| **Total Work Load / 25 (h)** |  |  | 8 |
| **ECTS Credit of the Course** |  |  | 8 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Biological Anthropology | ANT 160 | 2 | 3 + 0 | 3 | 6 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Compulsory |
| **Course Coordinator** |  |
| **Instructors** | Assist. Prof. Alexander M. R. Wasse |
| **Assistants** | - |
| **Goals** | This course aims to introduce students to the field of physical anthropology. |
| **Content** | Human evolution, origin of modern human, study of human bones and beginning of states and civilizations. |

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| **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Explains the Basic Principles of physical anthropology. | 1 | A,C |
| 2) Describes the different existing evolution theories. | 1,2 | A,C |
| 3) Gives students an understanding of the past. | 1,2,3 | A,C |
| 4) Motivates in-depth analysis. | 1,2,4 | A,C |
| 5) Debates the effects of sedentary life. | 1,4 | A,C |
| 6) Interprets the evidences from the past. | 1,2,3,4 | 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 |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | General Introduction to the course |  |
| 2 | What Is Physical Anthropology? | Anthropology |
| 3 | Development of Evolutionary Theory | Evolution |
| 4 | Heredity and Evolution | Evolution |
| 5 | Modern Human Variation | Physical Anthropology |
| 6 | Macroevolution and Primates | Primatology |
| 7 | Primates Behaviour | Primatology |
| 8 | Mid-term exam |  |
| 9 | Archaeology and Early Hominins | Human evolution |
| 10 | Genus Homo and Premodern Humans | Human evolution |
| 11 | Modern Humans | Human evolution |
| 12 | Hunters and Gatherers | archaeology |
| 13 | Food Production and The First Civilizations | archaeology |
| 14 | General Revision |  |
| 15 | FINAL EXAM |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Lewis, Barry; Jurmain, Robert, and Kilgore, Lynn. (2013). Understanding **Humans: Introduction to Physical Anthropology and Archaeology.** 11th edition. Wadsworth Cengage Learning. |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 2 | 90 |
| Quizzes | 1 | 10 |
| Assignment | - | 0 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 50 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 50 |
| **Total** |  | **100** |

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| **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 | Main theories and concepts of social sciences in general and anthropology in particular, the physical and cultural development of humanity in the historical process, a wide spectrum of cultural patterns and archaelogical knowledge are understood and absorbed, |  |  |  |  | X |  |
| 2 | The ability to analyze current phenomena with an anthropological perspective and to think analytically and critically are acquired, |  |  | X |  |  |  |
| 3 | Good communication and written/oral expression skills are developed, |  |  | X |  |  |  |
| 4 | Acquires professional and social ethics, as well as an elevated sense of responsibility, |  |  |  | X |  |  |
| 5 | By studying the dynamics of a variety of cultural phenomena in detail, students become able to perceive and interpret the general features, geographical conditions, historical processes and dynamics of change in Turkish and other world cultures, |  |  | X |  |  |  |
| 6 | Establishes and builds on a wide perception and understanding of local and global issues and develops personally and professionally, |  |  | X |  |  |  |
| 7 | In accordance with Life Long Learning principles, students acquire the skill and vision to continuously seek to utilize knowledge and information from outside their fields of expertise; to make collaborations and and syntheses with their own respective repertoire of knowledge, |  |  |  | X |  |  |
| 8 | Students become able to spot social issues fit for anthropological research; acquire the methods, techniques and cultural equipment necessary for field work, |  |  | X |  |  |  |
| 9 | Their solo and team work skills, critical social gaze and scientifically and ethically responsible investigation abilities become augmented. |  |  | X |  |  |  |

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| **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) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Mid-terms | 1 | 20 | 20 |
| Homework | - | - | - |
| Final examination | 1 | 40 | 40 |
| **Total Work Load** |  |  | 150 |
| **Total Work Load / 25 (h)** |  |  | 6 |
| **ECTS Credit of the Course** |  |  | 6 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Ethnography: Critics and Applications | ANT 220 | 4 | 2+ 2 | 3 | 5 |

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| **Prerequisites** |  |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Compulsory |
| **Course Coordinator** |  |
| **Instructors** | Assist. Prof. Bahar Taymaz |
| **Assistants** |  |
| **Goals** | This course is designed to expose students to critical thinking in various different ethnographic project. So they will be able to evaluate existing anthropologic literature to their own field more critically. |
| **Content** | The late 20th century critiques and reformulations of the ethnographic research have produced a large and sophisticated literature that has probed the philosophical, political, epistemeological, ethical and rhetorical issues facing those who choose to study and “write” culture. Drawing on a number of these critical perspectives, this course is design to social, political, cultural and individual context in which ethnographic knowledge is produced and consumed. |

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| **Learning Outcomes** | **Program**  **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1. Have an excellent knowledge of the history of the discipline of anthropology as it relates to ethnographic writing. | 1,2,4,5 | 1,2,3 | A,C |
| 2. Have an excellent understanding of the kinds of linkages existing between specific theorizing and identified ethnographic writing styles. | 1,2,3,4,5,7,9 | 1,2,3 | A,C |
| 3. Have acquired skills to engage in critical readings of ethnographic texts. | 1,3,5,7,9 | 1,2,3 | A,C |
| 4. Be able to understand and appreciate the many linkages existing between the discipline of anthropology and creative writing. | 1,5,7,8 | 1,2,3 | A,C |
| 5. Have an excellent knowledge of the modern anthropological and cross-disciplinary research. | 1,2,3,7,9 | 1,2,3 | 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 |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction: Changing conceptions of anthropological field research. |  |
| 2 | The Beginning of Modern Anthropology |  |
| 3 | Anthropology and cross-disciplinary research. |  |
| 4 | Narrative Ethnography |  |
| 5 | Travel Writing and Entry Narrative |  |
| 6 | Reflexivity, Subjectivity, Politics, Epistemologies |  |
| 7 | Collaboration and Authority of Ethnography |  |
| 8 | Midterm |  |
| 9 | Ethnographies of Global Connections |  |
| 10 | Ethnography, the public sphere, and politics |  |
| 11 | Ethical Problems and Anthropology |  |
| 12 | Ethics and AAA |  |
| 13 | Student Presentations |  |
| 14 | Student Presentations |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Russ Bernard. 2011. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Fifth ed. AltaMira  Press. |
| **Additional Resources** | Appadurai, Arjun. 1991. Global Ethnoscapes: Notes and Queries for a Transnational Anthropology. In Recapturing Anthropology: Working in the Present. Richard G. Fox, ed. Pp. 191-210. Santa Fe, NM: School of American Research Press.  Clifford, James. 1997. Spacial Practices: Fieldwork, Travel, and the Discipline of Anthropology. In Anthropological Locations: Boundaries and Grounds of a Field Science. Akhil Gupta and James Ferguson, eds. Pp. 185-222. Berkeley, CA: University of California Press.  Abu-Lughod, Lila. 1991. Writing against Culture. In Recapturing Anthropology: Working in the Present. Richard G. Fox, ed. Pp. 137-162. Santa Fe, NM: School of American Research Press.  Lederman, Rena. 1998. Globalization and the Future of Culture Areas: Melanesianist Anthropology in Transition. Annual Review of Anthropology 27:427-449. |

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| **MATERIAL SHARING** | |
| **Documents** | Books, Articles, and Documentaries |
| **Assignments** | In Class Presentation And Submission Of Their Presentation In Essay Format |
| **Exams** | Midterm – Final |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-term | 1 | 30 |
| Presentation and Assignment | 2 | 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** |

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| **COURSE CATEGORY** | Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Main theories and concepts of social sciences in general and anthropology in particular, the physical and cultural development of humanity in the historical process, a wide spectrum of cultural patterns and archaelogical knowledge are understood and absorbed, |  |  |  | X |  |  |
| 2 | The ability to analyze current phenomena with an anthropological perspective and to think analytically and critically are acquired, |  |  |  | X |  |  |
| 3 | Good communication and written/oral expression skills are developed, |  |  | X |  |  |  |
| 4 | Acquires professional and social ethics, as well as an elevated sense of responsibility, |  |  |  | X |  |  |
| 5 | By studying the dynamics of a variety of cultural phenomena in detail, students become able to perceive and interpret the general features, geographical conditions, historical processes and dynamics of change in Turkish and other world cultures, |  |  |  |  | X |  |
| 6 | Establishes and builds on a wide perception and understanding of local and global issues and develops personally and professionally, |  |  |  | X |  |  |
| 7 | In accordance with Life Long Learning principles, students acquire the skill and vision to continuously seek to utilize knowledge and information from outside their fields of expertise; to make collaborations and and syntheses with their own respective repertoire of knowledge, |  |  | X |  |  |  |
| 8 | Students become able to spot social issues fit for anthropological research; acquire the methods, techniques and cultural equipment necessary for field work, |  |  | X |  |  |  |
| 9 | Their solo and team work skills, critical social gaze and scientifically and ethically responsible investigation abilities become augmented. |  |  | X |  |  |  |

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| **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-terms | 1 | 10 | 10 |
| Homework | 1 | 15 | 15 |
| Final examination | 1 | 30 | 30 |
| **Total Work Load** |  |  | 125 |
| **Total Work Load / 25 (h)** |  |  | 5 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Anthropological Theory I | ANT 227 | 3 | 3 + 0 | 3 | 6 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Compulsory |
| **Course Coordinator** |  |
| **Instructors** | - |
| **Assistants** |  |
| **Goals** | The goal of the course is to inform students about anthropological theories and make them capable of dealing with such abstract bodies from a critical perspective. |
| **Content** | Diverse anthropological approaches from German ethnography tradition to French structuralism and the social scientist who contributed to their development. |

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| **Learning Outcomes** | **Program**  **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1- Students will recognize the preliminary concepts. | 1,2,5,6,7,8,9 | 1,3 | A,C |
| 2- Students learn the relationship between biological evolution and social evolution | 1,2,3,5,6,7 | 1,3 | A,C |
| 3- Students will have a chance to review arm chair scholarship | 1,2,3,4,5,6,7,8,9 | 1,3 | A,C |
| 4- Students will be able to compare diverse approaches in British and United States Ethnographic Schools | 1,2,5,6,7,8 | 1,3 | A,C |
| 5- Students will review the differences and theoretical effects of classic ethnographies | 1,2,3,4,5,6,7,8,9 | 1,3 | 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 |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction to the Lecture |  |
| 2 | Basic Definitions and the Role of Theory in Anthropology | Aram Yengoyan. (1986). Theory in Anthropology: On the Demise of the Concept of Culture, *Comparative Studies in Society and History*, 28(2), 368-374.  Erwan Dianteill. (2012). Cultural Anthropology or Social Anthropology? A Transatlantic Dispute. *L’Année Sociologique*, 62, 93-122.  Marvin Harris. (1971). *The Rise of Anthropological Theory*. New York: Thomas Y. Crowell Company; pp. 1-7.  Robert A. Manners, David Kaplan. (1968). Notes on Theory and non-Theory in Anthropology. Robert A. Manners, David Kaplan (Eds), *Theory in Anthropology A Sourcebook* (1-13). London: Routledge  Paul A. Ericson, Liam D. Murphy. (2013). *A History of Anthropological Theory*. Ontaria, New York: University of Toronto Press; pp. 20-35. |
| 3 | German Ethnography Tradition | David Denby. (2005). Herder: Culture, Anthropology and the Englightenment. *History of Human Sciences*, 18(1), 55-76.  Han F. Vermeulen. (2006). The German Ethnographic Tradition and the American Connection. *History of Anthropology Newsletter*, 33(2), 9-14.  Hendrik Frederik Vermeulen. (2008). Early History of Ethnography and Ethnology in the German Enlightenment: Anthropological Discourse in Europe and Asia, 1710-1808. Universiteit Leiden.  Michael Harbsmeier. Towards a Prehistory of Ethnography: Early Modern German Travel Writing as Traditions of Knowledge. Han F. Vermeulen, Arturo Alverez Roldan, *Fieldwork and Footnotes Studies in the History of European Anthropology* (19-38). London and New York: Routledge.  Thomas Hylland Eriksen, Finn Sivert Nielsen. (2001). *A History of Anthropology*. London: Pluto Press; pp. 16-35. |
| 4 | Social Evolutionism: Evolutionary Approach to Kinship and Socio-Political Organization | Lewis Henry Morgan. (1877). *Ancient Society or Researches in the Lines of Human Progress from Savagery through Barbarism to Civilization*. Chicago: Charles H. Kerr & Company.  Lewis Henry Morgan. (2009 [1877]) Primary Text: Ancient Society. Jerry D. Moore (Ed.), *Visions of Culture an Annotated Reader* (15-24). Lanham, New York, Toronto: Altamira Press.  Marvin Harris. (1971). *The Rise of Anthropological Theory*. New York: Thomas Y. Crowell Company; pp. 142-180  Paul A. Ericson, Liam D. Murphy. (2013). *A History of Anthropological Theory*. Ontaria, New York: University of Toronto Press; pp. 96-111. |
| 5 | Social Evolutionism: Evolutionary Approach to Religion, Magic, and Ideological Systems | Edward Tylor. (2009 [1871]). Primary Text: Primitive Culture (Excerpts). Jerry D. Moore (Ed.), *Visions of Culture an Annotated Reader* (4-11). Lanham, New York, Toronto: Altamira Press.  Marvin Harris. (1971). *The Rise of Anthropological Theory*. New York: Thomas Y. Crowell Company; pp. 142-180  Paul A. Ericson, Liam D. Murphy. (2013). *A History of Anthropological Theory*. Ontaria, New York: University of Toronto Press; pp. 96-111. |
| 6 | Diffusionist Criticism of Social Evolutionism | Clark Wissler. (1915). The Diffusion of Horse Culture among the North Americam Indians. *Proceedings of the National Academy of Sciences of the United States of America*. 1(4), 254-256.  Clark Wissler. (1914). The Influence of the Horse in the Development of Plains Culture. *American Anthropologist*, 16(1), 1-25.  G. Elliot Smith. (1916). The Influence of Ancient Egyptian Civilization in the East and in America. *Bulletin of the John Eylands Library*, 48-72.  G. Elliot Smith. (1917). Mummification in New Zealand. *The journal of Polynesian Society*. 26(2[102]), 71-74.  Marvin Harris. (1971). *The Rise of Anthropological Theory*. New York: Thomas Y. Crowell Company; pp. 373-393.  Paul A. Ericson, Liam D. Murphy. (2013). *A History of Anthropological Theory*. Ontaria, New York: University of Toronto Press; pp. 112-118. |
| 7 | Midterm |  |
| 8 | The Tenets of Historical Particularism and Boasian Anthropology | Alfred L. Kroeber. (1909). Classificatory Systems of Relationship. *The Journal of the Royal Anthropological Institute of Great Britain and Ireland*, 39, 77-84.  Alfred L. Kroeber. (1917). The Superorganic. *American Anthropologist*. 19(2), 163-213.  Franz Boas. (1896). The Limitations of the Comparative Method of Anthropology. *Science*. 4(103), 901-908.  Franz Boas. (1944). *The Mind of Primitive Man*. New York, Boston, Chicago: The Macmillan Company.  George W. Stocking, JR. (1966). Franz Boas and the Culture Concept in Historical Perspective. *American Anthropologist*, 68, 867-882.  Marvin Harris. (1971). *The Rise of Anthropological Theory*. New York: Thomas Y. Crowell Company; pp. 250-372  Paul A. Ericson, Liam D. Murphy. (2013). *A History of Anthropological Theory*. Ontaria, New York: University of Toronto Press; pp. 189-210.  Robert H. Lowie. (1917). *Culture & Etnology*. New York: Douglas C. McMurtrie.  Robert H. Lowie. (1921). *Primitive Society*. London: George Routledge & Sons, LTD. |
| 9 | Culture and Personality | David F. Aberle. (1968). The Influence of Linguistics on Earlu Culture and Personality Theory. Robert A. Manners, David Kaplan (Eds.), *Theory in Anthropology a Sourcebook*. London: Routledge.  Margaret Mead. (1963). *Sex and Temperament in Three Primitive Societies*. New York: Morrow.  Marvin Harris. (1971). *The Rise of Anthropological Theory*. New York: Thomas Y. Crowell Company; pp. 393-463.  Paul A. Ericson, Liam D. Murphy. (2013). *A History of Anthropological Theory*. Ontaria, New York: University of Toronto Press; pp. 210-228  Ruth Benedict. (1922). The Vision in Plains Culture. *American Anthropologist*, 24(1), 1-23. |
| 10 | Functionalism: The Contributions of Radcliffe-Brown | A. R. Radcliffe-Brown. (1935). On the Concept of Function in Social Science. *American Anthropologist*, 37, 394-402.  A. R. Radcliffe-Brown. (1940). On Social Structure. *The Journal of the Royal Anthropological Institute of Great Britain and Ireland*, 70(1), 1-12.  A. R. Radcliffe-Brown. (1951). The Comparative Method in Social Anthropology. *The Journal of the Royal Anthropological Institute of Great Britain and Ireland*. 81(1/2), 15-22.  Francesca Cancian. (1968). Functional Analysis of Change. Robert A. Manners, David Kaplan (Eds.), *Theory in Anthropology a Sourcebook*. London: Routledge.  Marvin Harris. (1971). *The Rise of Anthropological Theory*. New York: Thomas Y. Crowell Company; pp. 514-567.  Paul A. Ericson, Liam D. Murphy. (2013). *A History of Anthropological Theory*. Ontaria, New York: University of Toronto Press; pp. 255-266. |
| 11 | Functionalism: The Contributions of Bronislaw Malinowski | Bronislaw Malinowski. (1939). The Group and the Individual in Functional Analysis. *American Journal of Sociology*, 44(6), 938-964.  Bronislaw Malinowski. (1942). A New Instrument for the Interpretation of Law-Especially Primitive. *Yale Law Journal*, 51(8), 1237-1254.  Bronislaw Malinowski. (1948). *Magic, Science and Religion and Other Essays*. Bostan, Massachusetts: Beacon Press.  Francesca Cancian. (1968). Functional Analysis of Change. Robert A. Manners, David Kaplan (Eds.), *Theory in Anthropology a Sourcebook*. London: Routledge.  Marvin Harris. (1971). *The Rise of Anthropological Theory*. New York: Thomas Y. Crowell Company; pp. 514-567.  Paul A. Ericson, Liam D. Murphy. (2013). *A History of Anthropological Theory*. Ontaria, New York: University of Toronto Press; pp. 255-266. |
| 12 | Functionalism: The Contributions of Evans-Pritchard | E. E. Evans-Pritchard. (1929). The Morphology and Function of Magic a Comparative Study of Trobriand and Zande Ritual and Spells. American Anthropologist, 31, 619-641.  E. E. Evans-Pritchard. (1965). *Theories of Primitive Religion*. Oxford: Clarendon Press  Francesca Cancian. (1968). Functional Analysis of Change. Robert A. Manners, David Kaplan (Eds.), *Theory in Anthropology a Sourcebook*. London: Routledge.  Marvin Harris. (1971). *The Rise of Anthropological Theory*. New York: Thomas Y. Crowell Company; pp. 514-567.  Paul A. Ericson, Liam D. Murphy. (2013). *A History of Anthropological Theory*. Ontaria, New York: University of Toronto Press; pp. 255-266. |
| 13 | The Predecessors of Structuralist Anthropology | David E. Greenwald. (1973). Durkheim on Society, Though and Ritual. *Sociological Analsis*, 34(3), 157-168.  Emile Durkheim. (1982). *The Rules of Sociological Method and Selected Texts on Sociology and its Method*. New York, London, Toronto, Sydney, Tokyo, Singapore: The Free Press; pp. 60-85, 209-211.  Marcell Mauss. (2002). *The Gift*. London and New York: Routledge.  Marvin Harris. (1971). *The Rise of Anthropological Theory*. New York: Thomas Y. Crowell Company; pp. 464-513.  Paul A. Ericson, Liam D. Murphy. (2013). *A History of Anthropological Theory*. Ontaria, New York: University of Toronto Press; pp. 161-167, 176-187, 230-232. |
| 14 | French Structuralism and Claude Lévi-Strauss | Claude Lévi-Strauss. (1968). Structural Analysis in Linguistics and Anthropology. Robert A. Manners, David Kaplan (Eds.), *Theory in Anthropology a Sourcebook* (530-540). London: Routledge.  Claude Lévi-Strauss. (2009 [1955]). Primary Text: The Structural Study of Myth. Jerry D. Moore (Ed.), *Visions of Culture an Annotated Reader* (278-298). Lanham, New York, Toronto: Altamira Press.  Marvin Harris. (1971). *The Rise of Anthropological Theory*. New York: Thomas Y. Crowell Company; pp. 464-513.  Paul A. Ericson, Liam D. Murphy. (2013). *A History of Anthropological Theory*. Ontaria, New York: University of Toronto Press; pp. 229-239. |
| 15 | Final |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** |  |
| **Additional Resources** | The sources for each week are listed above |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** | Homework |
| **Exams** | Midterm, final exams |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 30 |
| Homework | 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** |

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| **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 | Main theories and concepts of social sciences in general and anthropology in particular, the physical and cultural development of humanity in the historical process, a wide spectrum of cultural patterns and archaelogical knowledge are understood and absorbed, |  |  |  |  | X |  |
| 2 | The ability to analyze current phenomena with an anthropological perspective and to think analytically and critically are acquired, |  |  |  | X |  |  |
| 3 | Good communication and written/oral expression skills are developed, |  |  | X |  |  |  |
| 4 | Acquires professional and social ethics, as well as an elevated sense of responsibility, |  |  |  | X |  |  |
| 5 | By studying the dynamics of a variety of cultural phenomena in detail, students become able to perceive and interpret the general features, geographical conditions, historical processes and dynamics of change in Turkish and other world cultures, |  |  |  |  | X |  |
| 6 | Establishes and builds on a wide perception and understanding of local and global issues and develops personally and professionally, |  |  |  | X |  |  |
| 7 | In accordance with Life Long Learning principles, students acquire the skill and vision to continuously seek to utilize knowledge and information from outside their fields of expertise; to make collaborations and and syntheses with their own respective repertoire of knowledge, |  |  |  | X |  |  |
| 8 | Students become able to spot social issues fit for anthropological research; acquire the methods, techniques and cultural equipment necessary for field work, |  |  |  | X |  |  |
| 9 | Their solo and team work skills, critical social gaze and scientifically and ethically responsible investigation abilities become augmented. |  |  |  | X |  |  |

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| **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-terms | 1 | 20 | 20 |
| Homework | 1 | 11 | 11 |
| Final examination | 1 | 35 | 35 |
| **Total Work Load** |  |  | 150 |
| **Total Work Load / 25 (h)** |  |  | 6 |
| **ECTS Credit of the Course** |  |  | 6 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Anthropological Theory II | ANT 228 | 3 | 3 + 0 | 3 | 6 |

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| **Prerequisites** | ANT 227 Anthropological Theory I |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Compulsory |
| **Course Coordinator** |  |
| **Instructors** | - |
| **Assistants** |  |
| **Goals** | The goal of the lecture is to inform students about anthropological theories and make them capable of dealing theories from a critical perspective. |
| **Content** | Anthropological theories from British structuralist anthropology to the feminist anthropology and social scientist whose role in their development has been most apparent. |

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| **Learning Outcomes** | **Program**  **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1-The students will recognize anthropological theories in detail. | 1,2,3,6,7,8 | 1,3 | A,C |
| 2-Diverse authors and the texts would be dealt from a critical perspective. | 1,2,3,4,5,7,8,9 | 1,3 | A,C |
| 3-Students will acquire capability of conceptual thinking. | 1,2,3,4,5,6,7,8,9 | 1,3 | A,C |
| 4-Students will acquire the skill of interpretation of theoretical concepts. | 1,2,3,4,8,9 | 13 | 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 |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | British Structuralism I | Edmund Leach. (1955). Polyandry, Inheritance and the Definition of Marriage. Royal Anthropological Institute of Great Britain and Ireland, 55, 182-186.  Edmund Leach. (1966). Virgin Birth. Proceedings of the Royal Anthropological Institute of Great Britain and Ireland, 39-49.  Edmund Leach. (1974). Political Systems of Highland Burma A Study of Kachin Social Structure. London: The Athlone Press.  Edmund Leach. (1986). Tribal Ethnography: Past, Present, Future. The Cambridge Journal of Anthropology, 11(2), 1-14.  Mary Douglas. (1968). The Social Control of Cognition: Some Factors in Joke Perception, Man, 3(3), 361-376.  Mary Douglas. (1972). Deciphering a Meal. Daedalus, 101(1), 61-81.  Mary Douglas. (1984). Purity and Danger an Analysis of Concepts of Pollution and Taboo. London and New York: Routledge.  Mary Douglas. (1991). The Idea of a Home: A Kind of Space. Social Research, 58(1), 287-307.  Paul A. Erickson & Liam D. Murphy. (2017). A History of Anthropological Theory. Ontaria: University of Toronto Press. Pp. 147-149. |
| 2 | British Structuralism II | Edmund Leach. (1955). Polyandry, Inheritance and the Definition of Marriage. Royal Anthropological Institute of Great Britain and Ireland, 55, 182-186.  Edmund Leach. (1966). Virgin Birth. Proceedings of the Royal Anthropological Institute of Great Britain and Ireland, 39-49.  Edmund Leach. (1974). Political Systems of Highland Burma A Study of Kachin Social Structure. London: The Athlone Press.  Edmund Leach. (1986). Tribal Ethnography: Past, Present, Future. The Cambridge Journal of Anthropology, 11(2), 1-14.  Mary Douglas. (1968). The Social Control of Cognition: Some Factors in Joke Perception, Man, 3(3), 361-376.  Mary Douglas. (1972). Deciphering a Meal. Daedalus, 101(1), 61-81.  Mary Douglas. (1984). Purity and Danger an Analysis of Concepts of Pollution and Taboo. London and New York: Routledge.  Mary Douglas. (1991). The Idea of a Home: A Kind of Space. Social Research, 58(1), 287-307.  Paul A. Erickson & Liam D. Murphy. (2017). A History of Anthropological Theory. Ontaria: University of Toronto Press. Pp. 147-149. |
| 3 | Cognitive Anthropology and New Ethnography | Charles O. Frake. (1962). Cultural Ecology and Etnography. American Anthropologist, 64(1), 53-59.  Charles O. Frake. (1964). How to Ask for a Drink in Subanun. American Anthropologist, 66(6), 127-132).  Charles O. Frake. (1985). Cognitive Maps of Time and Tide among Medieval Seafarers. Man, 20(2), 254-270.  Harold C. Conklin. (1973). Color Categorization. American Anthropologist, 75(4), 931-942.  Harold C. Conklin. (1986). Hanuoo Color Categories. Journal of Anthropological Research, 42(3), 441-446.  Paul A. Erickson & Liam D. Murphy. (2017). A History of Anthropological Theory. Ontaria: University of Toronto Press. Pp. 172-176 (Cognitive Anthropology / Ethnoscience and the ‘New Ethnography)  Ward H. Goodenough. (1956). Componential Analysis and the Study of Meaning. Language, 32(1), 195-216.  Ward G. Goodenough. (1976). Multiculturalism as the Normal Human Experience. Anthropology & Education Quarterly, 7(4), 4-7.  Ward G. Goodenough. (1965). Yankee Kinship Terminology: A Problem in Componential Analysis. American Anthropologist, 67(5), 259-287. |
| 4 | New Evolutionaries: Leslie White and the Evolution of Culture-in-General | Leslie A. White. (1943). Energy and the Evolution of Culture. American Anthropologist, 45(3), 335-356.  Leslie A. White. (1945). ‘Diffusion vs. Evolution’: An Anti-Evolutionisy Fallacy. American Anthropologist, 47(3), 339-356.  Leslie A. White. (1945). History, Evolutionism, and Functionalism: Three Types of Interpretation of Culture. Southwestern Journal of Anthropology, 1(2), 221-248.  Leslie A. White. (1948). The Definition and Prohibition of Incest. American Anthropologist, 50(3), 416-435.  Leslie A. White. (1959). The Concept of Culture. American Anthropologist, 61(2), 227-251.  Marvin Harris. (1971). The Rise of Anthropological Theory. New York: Thomas Y. Crowell Company. 634-646.  Paul A. Erickson & Liam D. Murphy. (2017). A History of Anthropological Theory. Ontaria: University of Toronto Press. Pp. 177-180 (Cultural Neo-evolutionism) |
| 5 | Ecological Anthropology: Julian Steward and the Criticism of Universal Evolution | Julian Steward. (1929). Diffusion and Independent Invention: A Critique of Logic. American Anthropologist, 31(3), 491-495.  Julian Steward. (1954). Theory and Application in a Social Science. Ethnohistory, 2(4), 292-302.  Julian Steward. (1956). Cultural Evolution. Scientific American, 194(5), 69-83.  Julian Steward & Demitri Shimkin. (1961). Some Mechanisms of Socio Cultural Evolution. Daedalus, 90(3), 477-497.  Julian Steward. (2006). The Concept and Method of Cultural Ecology. (Eds.) Nora Haenn, Richard R. Wilk, The Environment in Anthropology a Reader in Ecology, Culture, and Sustainable Living. New York and London: New York University Press.  Marvin Harris. (1971). The Rise of Anthropological Theory. New York: Thomas Y. Crowell Company. 647-653  Paul A. Erickson & Liam D. Murphy. (2017). A History of Anthropological Theory. Ontaria: University of Toronto Press. Pp. 180-186 (Cultural Neo-evolutionism) |
| 6 | The Contributions of Manchester School | Bruce Kapferer, Situations, Crisis, and the Anthropology of the Concrete: The Contribution of Max Gluckman. Social Analysis: The International Journal of Anthropology, 49(3), 85-122.  Marvin Harris. (1971). The Rise of Anthropological Theory. New York: Thomas Y. Crowell Company. 559-567.  Max Gluckman. (1949). The Village Headman in British Central Africa. Journal of the International African Institute, 19(2), 89-106.  Max Gluckman. (1955). The Peace in the Feud. Past & Present, 8, 1-14.  Max Gluckman. (1960). Tribalism in Modern British Central Africa. Cahiers d’Etudes Africaines, 1(1), 55-70.  Max Gluckman. (1968). Psychological, Sociological and Anthropological Explanation of Witchcraft and Gossip: A Clarification. Man, 3(1), 20-34.  Paul A. Erickson & Liam D. Murphy. (2017). A History of Anthropological Theory. Ontaria: University of Toronto Press. Pp. 166-167 (Mac Gluckman and the ‘Manchester School’)  Richard P. Werbner. (1984). The Manchester School in South-Central Africa. Annual Review of Anthropology, 13, 157-185. |
| 7 | Midterm Exam |  |
| 8 | Cultural Materialism and Marvin Harris | Charles Wagley, Marvin Harris. (1955). A Typology of Latin American Subcultures. American Anthropologist, 57(3), 428-451.  Kenneth E. Lloyd. (1985). Behavioral Anthropology: A Review of Marvin Harris’ Cultural Materialism. Journal of the Experimental Analysis of Behavior, 43, 279-287.  Marvin Harris. (1964). Patterns of Race in the Americas. New York: Walker and Company.  Marvin Harris. (1976). History and Significance of the Emic / Etic Distinction. Annual Review of Anthropology, 5, 329-350.  Marvin Harris. (1979). Cultural Materialism: The Struggle for a Science of Culture. New York: Random House.  Paul A. Erickson & Liam D. Murphy. (2017). A History of Anthropological Theory. Ontaria: University of Toronto Press. Pp. 184-187 (Cultural Materialism). |
| 9 | Anthropological Political Economy I | Sidney W. Mintz. (1953). The Folk-Urban Continuum and the Rural Proletarian Community. American Journal of Sociology, 59(2), 136-143.  Eric R. Wolf & Sidney Mintz. (1957). Haciendas and Plantations in Middle America and the Antilles. Social and Economic Studies, 6(3), 380-412.  Eric R. Wolf. (1966). Kinship, Friendship, and Patron-Client Relations in Complex Societies. (Ed.) Michael Banton, The Social Anthropology of Complex Societies (1-22), London and New York: Routledge.  Paul A. Erickson & Liam D. Murphy. (2017). A History of Anthropological Theory. Ontaria: University of Toronto Press. Pp. 219-228 (Political Economy).  Sidney W. Mintz & Christine M. Du Bois. (2002). The Anthropology of Food and Eating. Annual Review of Anthropology, 31, 99-119.  Sidney W. Mintz & Eric Wold. (1950). An Analysis of Ritual Co-Parenthhod (Compadrazgo). Southwestern Journal fo Anthropology, 6(4), 341-368.  Sidney W. Mintz. (1971). Men, Women, and Trade. Comparative Studies in Society and History. 13(3), 247-269.  Sidney W. Mintz. (1977). The So-Called World System: Local Initiative and Local Response. Dialectical Anthropology, 2(4), 253-270.  Sidney W. Mintz. (1978). Was the Plantation Slave a Proletarian?. Review (Fernand Braudel Center), 2(1), 81-98. |
| 10 | Anthropological Political Economy II | Michael T. Taussig. (1980). Reification and the Consciousness of the Patient. Social Science Med. 14B, 3-13.  Michael Taussig. (1984). Culture of Terror – Space of Death. Roger Casement’s Putuyamo Report and the Explanation of Torture. Comparative Studies in Society and History, 26(3), 467-497. ,  Michael Taussig. (1984). History as Sorcery. Representations, 7, 87-109.  Paul A. Erickson & Liam D. Murphy. (2017). A History of Anthropological Theory. Ontaria: University of Toronto Press. Pp. 219-228 (Political Economy).  William Roseberry. (1976). Rent, Differentiation, and the Development of Capitalism among Peasants. American Anthropologist, 78, 45-58.  William Roseberry. (1982). Balinese Cockfights and the Seduction of Anthropology. Social Research, 49(4), 1013-1028.  William Roseberry. (1986). The Ideology of Domestic Production. Labour, Capital and Society, 19(1), 70-93.  William Roseberry. (1992). Multiculturalism and the Challenge of Anthropology. Social Research, 59(4), 841-858.  William Roseberry. (1996). The Rise of Yuppie Coffes and the Reimagination of Class in the United States. American Anthropologist, 98(4), 762-775.  William Roseberry. (1997). Marx and Anthropology. Annual Review of Anthropology, 26, 25-46.  Winnie Lem. (2007). William Roseberry, Class and Inequality in the Anthropology of Migration. Critique of Anthropology, 27(4), 377-394. |
| 11 | Symbolic and Interpretive Anthropology | Clifford Geertz. (1973). Thick Description: Toward an Interpretive Theory of Culture. (Ed.) Clifford Geertz, The Interpretations of Culture: Selected Essays (3-32), New York: Basic Books.  Clifford Geertz. (1973). Ideology as a Cultural System. (Ed.) Clifford Geertz, The Interpretations of Culture: Selected Essays (193-234), New York: Basic Books.  Clifford Geertz. (1980). Blurred Genres: The Refiguration of Social Thought. The American Scholar, 49(2), 165-179.  Paul A. Erickson & Liam D. Murphy. (2017). A History of Anthropological Theory. Ontaria: University of Toronto Press. Pp. 194-205 (Symbolic and Interpretive Anthropology).  Victor W. Turner. (1973). Symbols in African Ritual. Science, 179 (4078), 1100-1105.  Victor Turner. (1975). Symbolic Studies. Annual Review of Anthropology, 4(1975), 145-161.  Victor Turner. (1977). Process, System, and Symbol: A New Anthropological Synthesis. Daedalus, 106(3), 61-80.  Victor Turner. (1980). Social Dramas and Stories about Them. Critical Inquiry, 7(1), 141-168. |
| 12 | Feminist Anthropology | Dorothy E. Smith. (1992). Sociology from Women’s Perspective: A Reaffirmation. Sociological Theory  10(1), 88-98.  Ellen Levin (Ed.). (2006). Feminist Anthropology a Reader. Oxford: Blackwell Publishing.  Marilyn Strathern. (1990). The Gender of the Gift. California: University of California Press.  Michelle Zimbalist Rosaldo, Louise Lamphere. (1974). Woman, Culture, and Society. California: Stanford University Press.  Paul A. Erickson & Liam D. Murphy. (2017). A History of Anthropological Theory. Ontaria: University of Toronto Press. Pp. 209-216 (Anthropology and Gender).  Rayna R. Reiter. (1975). Introduction. (Ed.) Rayna R. Reiter, Toward an Anthropology of Woman (11-19). New York: Monthly Review Press. |
| 13 | Tranactionalism and Fredrik Barth | Fredrik Barth. (1956). Ecologic Relationships of Ethnic Groups in Swat, North Pakistan. American Anthropologist, 58(6), 1079-1089.  Fredrik Barth. (1961). Nomads of South Persia the Basseri Tribe of the Khamseh Confederacy. Boston: Little, Brown and Company.  Fredrik Barth. (1967). On the Study of Social Change. American Anthropologist, 69, 661-669.  Fredrik Barth. (1969). Ethnic Groups and Boundaries. Boston: Little, Brown and Company.  Paul A. Erickson & Liam D. Murphy. (2017). A History of Anthropological Theory. Ontaria: University of Toronto Press. Pp. 206-208 (Transactionalism).  Fredrik Barth. Boundaries and Connection. (Ed.) Anthony P. Cohen, Signifying Identities Anthropological Perspectives on Boundaries and Contested Values (17-36). London and New York: Routledge. |
| 14 | General Evaluation |  |
| 15 | Final |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** |  |
| **Additional Resources** | Weekly sources listed above |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** | Homework |
| **Exams** | Midterm and final exams |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 30 |
| Homework | 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** |

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| **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 | Main theories and concepts of social sciences in general and anthropology in particular, the physical and cultural development of humanity in the historical process, a wide spectrum of cultural patterns and archaelogical knowledge are understood and absorbed, |  |  |  |  | X |  |
| 2 | The ability to analyze current phenomena with an anthropological perspective and to think analytically and critically are acquired, |  |  |  | X |  |  |
| 3 | Good communication and written/oral expression skills are developed, |  |  | X |  |  |  |
| 4 | Acquires professional and social ethics, as well as an elevated sense of responsibility, |  |  |  | X |  |  |
| 5 | By studying the dynamics of a variety of cultural phenomena in detail, students become able to perceive and interpret the general features, geographical conditions, historical processes and dynamics of change in Turkish and other world cultures, |  |  |  |  | X |  |
| 6 | Establishes and builds on a wide perception and understanding of local and global issues and develops personally and professionally, |  |  |  | X |  |  |
| 7 | In accordance with Life Long Learning principles, students acquire the skill and vision to continuously seek to utilize knowledge and information from outside their fields of expertise; to make collaborations and and syntheses with their own respective repertoire of knowledge, |  |  |  | X |  |  |
| 8 | Students become able to spot social issues fit for anthropological research; acquire the methods, techniques and cultural equipment necessary for field work, |  |  |  | X |  |  |
| 9 | Their solo and team work skills, critical social gaze and scientifically and ethically responsible investigation abilities become augmented. |  |  |  | X |  |  |

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| **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-terms | 1 | 20 | 20 |
| Homework | 1 | 11 | 11 |
| Final examination | 1 | 35 | 35 |
| **Total Work Load** |  |  | 150 |
| **Total Work Load / 25 (h)** |  |  | 6 |
| **ECTS Credit of the Course** |  |  | 6 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Turkish Mythology and Folk Beliefs | ANT 275 | 3 | 3 + 0 | 3 | 8 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Compulsory |
| **Course Coordinator** |  |
| **Instructors** | Assist. Prof. Arif Acaloğlu |
| **Assistants** |  |
| **Goals** | This course aims to introduce determining factors of the mythology, fundamental mythology theories and research methods |
| **Content** | Borders, sources and research history of Turkish mythology are also to be examined within the frame of basic subjects such as cosmogony, ethnology, period, place, society, creator, patron souls etc.  . |

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| **Learning Outcomes** | **Program**  **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1-Introduction of Basic Terminology | 1,3,6,7,8 | 1,2,4,5 | A,C |
| 2-General definition of Mythology and Turkish Mythology | 1,2,3,6,7,8 | 1,2,4,5 | A,C |
| 3- Various Motifs and Techniques used in Mythology Studies | 1,3,4,7,8,9,10 | 1,2,4,5 | A,C |
| 4- Assess current problem and topics of Turkish Mythological Studies | 1,4,6,7,8,11 | 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 |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction to Mythology. |  |
| 2 | Mythology theories and research methods. |  |
| 3 | Contents of Turkish Mythology. |  |
| 4 | Sources of study on Turkish Mythology. |  |
| 5 | Sources of study on Turkish Mythology. |  |
| 6 | First human. Ergenekon Saga and Mythological history of Turks. |  |
| 7 | Myths of Genesis. Cosmogony and Cosmology. |  |
| 8 | Development of the concept of calendar. Traditional Turkish calendar and seasonal ceremonies. |  |
| 9 | Concept of space in Turkish Mythology. |  |
| 10 | Concept of time. Sacred period of genesis. |  |
| 11 | Mythology of human life. Death and Ancestral cult. |  |
| 12 | Cult of Umay Ana. Woman in Turkish Mythology. |  |
| 13 | Patron souls and protective spirits in Turkish Mythology (iyeler/eyeler); Good and evil spirits. |  |
| 14 | Sky, planets and stars in Turkish Mythology. |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Eliade, M. (1994) *Ebedi Dönüş Mitosu*, İmge Yayınevi, İstanbul 2. Levi-Strauss, C. (2002) *Yaban Düşünce*, Yapı Kredi Yayınevi, İstanbul 3. Ögel, Bahaeddin, (1993) *Türk Mitolojisi*, 1. Cilt, TTK Yayınları, Ankara 4. Ögel, Bahaeddin, (1995) *Türk Mitolojisi*, 2. Cilt, TTK Yayınları, Ankara |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** | Books and articles |
| **Assignments** | Presentation of an etnographic research. |
| **Exams** | Take home exam |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 30 |
| Presentation and Attendance | 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** |

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| **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 | Main theories and concepts of social sciences in general and anthropology in particular, the physical and cultural development of humanity in the historical process, a wide spectrum of cultural patterns and archaelogical knowledge are understood and absorbed, |  |  |  | X |  |  |
| 2 | The ability to analyze current phenomena with an anthropological perspective and to think analytically and critically are acquired, |  |  |  | X |  |  |
| 3 | Good communication and written/oral expression skills are developed, |  |  | X |  |  |  |
| 4 | Acquires professional and social ethics, as well as an elevated sense of responsibility, |  |  |  | X |  |  |
| 5 | By studying the dynamics of a variety of cultural phenomena in detail, students become able to perceive and interpret the general features, geographical conditions, historical processes and dynamics of change in Turkish and other world cultures, |  |  |  | X |  |  |
| 6 | Establishes and builds on a wide perception and understanding of local and global issues and develops personally and professionally, |  |  |  | X |  |  |
| 7 | In accordance with Life Long Learning principles, students acquire the skill and vision to continuously seek to utilize knowledge and information from outside their fields of expertise; to make collaborations and and syntheses with their own respective repertoire of knowledge, |  |  |  | X |  |  |
| 8 | Students become able to spot social issues fit for anthropological research; acquire the methods, techniques and cultural equipment necessary for field work, |  |  |  | X |  |  |
| 9 | Their solo and team work skills, critical social gaze and scientifically and ethically responsible investigation abilities become augmented. |  |  |  | X |  |  |

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| **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) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Mid-terms | 1 | 34 | 34 |
| Take home | 4 | 9 | 36 |
| Final examination | 1 | 40 | 40 |
| **Total Work Load** |  |  | 200 |
| **Total Work Load / 25 (h)** |  |  | 8 |
| **ECTS Credit of the Course** |  |  | 8 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Rural Studies in Anthropology | ANT 316 | 5 | 3 + 0 | 3 | 8 |

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| **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 lesson aims to teach especially the rural society life in Anatolia |
| **Content** | In this lesson, rural production economy, social organization, market economy, rural-urban relationship, agriculture- animal husbandry, traditional cultural practices and beliefs, modernization process in rural production will be examined in the context of world economy. All the historical processes will be evaluated based on anthropological data. |

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| **Learning Outcomes** | **Program**  **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1-Differenciation between rural and urban studies. | 1,3,6,7,8 | 1,2,4,5 | A,C |
| 2-General definition of rural life and its characteristics | 1,2,3,6,7,8 | 1,2,4,5 | A,C |
| 3- Various Techniques used in rural studies | 1,3,4,7,8,9,10 | 1,2,4,5 | A,C |
| 4- Assess current problem and topics of rural life | 1,4,6,7,8,11 | 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 |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | General definition of rural life, general features of rural anthropologic studies |  |
| 2 | Resource and methods of income |  |
| 3 | Family, relative and friendship relations |  |
| 4 | Nutrition |  |
| 5 | Health |  |
| 6 | Gender |  |
| 7 | Religion, magic and superstition; Daily dogmatic |  |
| 8 | Social activities: Ritual and ceremonies |  |
| 9 | Mid term |  |
| 10 | Conflict management |  |
| 11 | Anthropology of Daily life flow |  |
| 12 | Cultural production and consumption |  |
| 13 | Transportation and communication |  |
| 14 | Conversion of rural life between nature and culture |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | -David L. Brown ,Kai A. Schafft. 2011. Rural People and Communities in the 21st Century: Resilience and Transformation Paperback 2011  -Carol Delaney, Belma T. Akşit, Bahattin Akşit, 1993. Culture and Economy. Changes in Turkish Villages. |
| **Additional Resources** | -Kimberly Hart. 2012. What Josephine Saw: Twentieth Century Photographic Visions of Rural Anatolia.  -Azade Akar. 1992. Authentic Turkish Designs (Dover Pictorial Archive) |

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| **MATERIAL SHARING** | |
| **Documents** | Books and articles |
| **Assignments** | Presentation of an etnographic research. |
| **Exams** | Take home exam |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 30 |
| Presentation and Attendance | 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** |

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| **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 | Main theories and concepts of social sciences in general and anthropology in particular, the physical and cultural development of humanity in the historical process, a wide spectrum of cultural patterns and archaelogical knowledge are understood and absorbed, |  |  |  | X |  |  |
| 2 | The ability to analyze current phenomena with an anthropological perspective and to think analytically and critically are acquired, |  |  |  | X |  |  |
| 3 | Good communication and written/oral expression skills are developed, |  |  | X |  |  |  |
| 4 | Acquires professional and social ethics, as well as an elevated sense of responsibility, |  |  |  | X |  |  |
| 5 | By studying the dynamics of a variety of cultural phenomena in detail, students become able to perceive and interpret the general features, geographical conditions, historical processes and dynamics of change in Turkish and other world cultures, |  |  |  | X |  |  |
| 6 | Establishes and builds on a wide perception and understanding of local and global issues and develops personally and professionally, |  |  |  | X |  |  |
| 7 | In accordance with Life Long Learning principles, students acquire the skill and vision to continuously seek to utilize knowledge and information from outside their fields of expertise; to make collaborations and and syntheses with their own respective repertoire of knowledge, |  |  |  | X |  |  |
| 8 | Students become able to spot social issues fit for anthropological research; acquire the methods, techniques and cultural equipment necessary for field work, |  |  |  | X |  |  |
| 9 | Their solo and team work skills, critical social gaze and scientifically and ethically responsible investigation abilities become augmented. |  |  |  | X |  |  |

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| **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) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Mid-terms | 1 | 40 | 40 |
| Take home | 1 | 20 | 20 |
| Final examination | 1 | 50 | 50 |
| **Total Work Load** |  |  | 200 |
| **Total Work Load / 25 (h)** |  |  | 8 |
| **ECTS Credit of the Course** |  |  | 8 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Ritual and Religion | ANT 334 | 6 | 3 + 0 | 3 | 8 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Compulsory |
| **Course Coordinator** |  |
| **Instructors** | Assist. Prof. Bahar Taymaz |
| **Assistants** |  |
| **Goals** | This course is designed to familiarize students with the anthropology of religion by addressing central topics and major thinkers. Lectures will be organized around key topics that have formed debate in the anthropology of religion, and which continue to be of fundamental importance for anthropologists today. This course will include the question of belief (associated with the debate and overlaps between science and religion), the classification of nature, the definition of efficacy of ritual, rites of passage, moralization (Durkheim) and theories of myth. In addition, we will focus on the “disenchantment of the world” and Weber's approach to religion and discuss the relationship between religion and ideology. |
| **Content** | Roles of religions in processes of social change, functions of religions in contemporary world, secularism-religion, religion-nation-state relations, anthropological history of religion, religious experiences, dynamics of religious change, dreams, myths, rituals, fortune telling, theories of magic, shamanism, healing. |

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| **Learning Outcomes** | **Program**  **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Explains the basic concepts and principles of the anthropology of religion | 2,3,4,5,6,7,8,9 | 1,2,3 | A,C |
| 2) Informs about the sociological and anthropological theories of religion | 2,3,4,5,6,7,8,9 | 1,2,3 | A,C |
| 3) Studies the different religious understandings, discourses and practices in different cultures | 2,3,4,5,6,7,8 | 1,2,3 | A,C |
| 4) Sanctions and conceptions of religion over human bodies, its roles in determining gender roles and its functions in the establishment of social categories | 2,3,4,5,6,7,8 | 1,2,3 | A,C |
| 5) Functions of religion in the contemporary world, secularism-religion relations, nation-state-religion relations will be discussed | 2,3,4,5,6,7,8,9 | 1,2,3 | 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 |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Anthropology of Religion: Approach and Scope | Anthropological approach to religion, scope of the anthropology of religion, defining religion |
| 2 | Theories of Religion: Sociological | Karl Marx - Max Weber - Emil Durkheim |
| 3 | Theories of Religion: Anthropological | Max Müller, Herbert Spencer, Edward B. Tylor,  James Frazer, Bronislaw Malinowski, Alfred R. Radcliffe Brown, Clifford Geertz |
| 4 | Magic, Healing, Sorcery | Healing and culture, trance, healing, sorcery, witchcraft, witchcraft and social change in Africa, Christianity and witches |
| 5 | Religious Practice: Rituals | Ritual as performance, rites of passage, Victor Turner, rituals of rebellion, creation and representation of social order in ritual, rituals of fertility, secular rituals |
| 6 | Religious Discourse: Myths | Lévi-Strauss and structuralist analysis, myths and history |
| 7 | Body, Gender and Boundaries | Purity and danger, social control of the body, gender, sexuality and the sacred, religious identity politics, objection to boundaries |
| 8 | Religion and Social Change: Resurrection Movements, Cargo Cults, Millenniarism, Mehdîcilik | Resurrection movements, syncretism, Rafızi movements in the middle ages, Religious ideology of the poor: İsmailiyye |
| 9 | Nation-state and Religion | Religious nationalism: Poland, Mexico, India cases, State law and religion: Israel, Indonesia cases, Religion in Turkey |
| 10 | Globalisation and Religion | Minority religions, new religious movements |
| 11 | Student Presentations |  |
| 12 | Student Presentations |  |
| 13 | Student Presentations |  |
| 14 | Student Presentations |  |
| 15 | Final |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | *Tayfun Atay. Din Hayattan Çıkar. İletişim Yayınları. Ankara, 2004.*  *Clinton Benett. In Search of the Sacred – Anthropology and the Study of Religions. Cassell, Londra, New York 1996.*  *John R. Bowen. Religions in Practice. An Approach to the Anthropology of Religion.*  *Boston, Londra, Toronto, Sydney, Tokyo, Singapur. Allyn & Bacon, 1998.*  *Fiona Bowie. The Anthropology of Religion. Oxford, Blackwell Publishers, 2000.* |
| **Additional Resources** | David Hicks. *Ritual and Belief,* *Readings in the Anthropology of Religion.* McGraw Hill College, 1999.  Michael Lambek (ed.). *A Reader in The Anthropology Of Religion.*Blackwell Publishers, 2002.  Silvia Marcos (der.). *Dinler, Bedenler ve Toplumsal Cinsiyet.* Ütopya Yayınları, Ankara, 2006.  Brian Morris. *Dine Antropolojik Yaklaşımlar.* İmge Yayınları, Ankara, 2004.  Claude Rivière. *Socio-anthropologie des religions*. Armand Colin, Paris, |

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| **MATERIAL SHARING** | |
| **Documents** | Student essays |
| **Assignments** | Student presentations |
| **Exams** | Take home exam |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentations | 1 | 25 |
| Attendance | 1 | 10 |
| Assignment | 1 | 25 |
| Final | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **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 | Main theories and concepts of social sciences in general and anthropology in particular, the physical and cultural development of humanity in the historical process, a wide spectrum of cultural patterns and archaelogical knowledge are understood and absorbed, |  |  |  |  | X |  |
| 2 | The ability to analyze current phenomena with an anthropological perspective and to think analytically and critically are acquired, |  |  |  |  | X |  |
| 3 | Good communication and written/oral expression skills are developed, |  |  | X |  |  |  |
| 4 | Acquires professional and social ethics, as well as an elevated sense of responsibility, |  |  |  | X |  |  |
| 5 | By studying the dynamics of a variety of cultural phenomena in detail, students become able to perceive and interpret the general features, geographical conditions, historical processes and dynamics of change in Turkish and other world cultures, |  |  |  |  | X |  |
| 6 | Establishes and builds on a wide perception and understanding of local and global issues and develops personally and professionally, |  |  |  | X |  |  |
| 7 | In accordance with Life Long Learning principles, students acquire the skill and vision to continuously seek to utilize knowledge and information from outside their fields of expertise; to make collaborations and and syntheses with their own respective repertoire of knowledge, |  |  |  |  | X |  |
| 8 | Students become able to spot social issues fit for anthropological research; acquire the methods, techniques and cultural equipment necessary for field work, |  |  | X |  |  |  |
| 9 | Their solo and team work skills, critical social gaze and scientifically and ethically responsible investigation abilities become augmented. |  |  | X |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Presentations | 1 | 20 | 20 |
| Midterm | 1 | 40 | 40 |
| Final examination | 1 | 50 | 50 |
| **Total Work Load** |  |  | 200 |
| **Total Work Load / 25 (h)** |  |  | 8 |
| **ECTS Credit of the Course** |  |  | 8 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Historical and Cultural Anthropology of Turkish World | ANT 326 | 6 | 3 + 0 | 3 | 4 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** |  |
| **Course Coordinator** |  |
| **Instructors** | Assist. Prof. Arif Acaloğlu |
| **Assistants** |  |
| **Goals** | This course aims to teach the development of cultural elements in early stages of Turkish history from the anthropological view. |
| **Content** | Socio-cultural structure, polities, manufacturing and consumption customs, family structure and alliances are examined within the frame of aforementioned catch titles. Matters such as education, science, trade, diplomacy, civic culture, women in society during the Pre-Islamic period are to be discussed comparatively. |

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| **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Students will learn basic concepts, approaches, and the problematic topics in Turkish Anthropology. | 1,2, | A,C |
| 2) Students will have general view about the studies conducted in Anthropology in Turkey. | 1,2, | A,C |
| 3) This course provides students with an opportunity to learn about the studies of Turkish Anthropology. | 1,2, | A,C |
| 4) This course explains the main concepts of Turkish anthropology and how these studies contribute to a broad understanding of societies. | 1,2, | A,C |
| 5) It provides bases to the main themes in Turkish anthropology and the central concepts and theoretical assumptions in Turkish Anthropology. | 1,2, | A,C |

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| **Teaching Methods:** | 1: Lecture, 2: Discussion |
| **Assessment Methods:** | A: Exam , C:Term paper |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Geography of Turkish Culture. Early stages of Turkish Culture. |  |
| 2 | Mythological ancestors and historical awareness. |  |
| 3 | Organization of tribes and tradition of pedigree^. |  |
| 4 | Social order and early administrative system. |  |
| 5 | Social organizations and stratification in relation to age, gender and profession. |  |
| 6 | Woman in Ancient Turkish Culture. |  |
| 7 | Social order and early administrative system. |  |
| 8 | Marriage, family and kinship. |  |
| 9 | Freedom and Sovereignity. |  |
| 10 | Patterns of Subsitence 1: Hunting and Gathering. |  |
| 11 | Patterns of Subsitence 2: Economic Systems. |  |
| 12 | Nomadism /Nomadic life. Animal Husbandry and *Yayla* Culture |  |
| 13 | Settlements. Cities and Villages. Old Turkish cities. |  |
| 14 | Fınal Exam |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Esin, Emel, (2006) *Türklerde Maddi Kültürün Oluşumu*, Kabalcı Yayınevi 2. Ögel, Bahaeddin, (2001) Türk Kültürünün Gelişme Çağları, Türk Dünyası Araştırmaları Vakfı, İstanbul |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** | TERM PAPER |
| **Exams** | MID TERM, FINAL |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 40 |
| Quizzes | - | - |
| Assignment | 1 | 60 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** | 1 | 60 |
| **Total** |  | 100 |

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| **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 | The Department provides individuals with a possession of anthropological theories and concepts; a good command of knowledge on human development, material culture, and archeological approaches in historical perspectives; it guides individuals who can analyze contemporary issues with an anthropological lens; and those who can retain a critical and analytical thinking ability. |  |  |  | X |  |  |
| 2 | The Department guides future anthropologists who can state the theme of their research with precision, and those who is equipped with the necessary methodology, technical and cultural base and with an awareness of ethical issues for their prospective field research. |  |  | X |  |  |  |
| 3 | The Department provides the students with an ability to study the details and dynamics of cultural phenomena; an ability to perceive and interpret the characteristics of Turkish culture   as well as of different ones, with respect to their geographical conditions, historical processes and  dynamics of change. |  |  |  |  | X |  |
| 4 | The Department provides individuals with a perception and awareness towards the problems of the country and the world;  with a high level of social responsibility, an advanced level of written and oral communication skills; it guides individuals who can take advantage of the sources of information from outside the discipline in the framework of a spirit of life-long learning; and those who can pursue a professional and personal development of life, with a heartfelt joy of living. |  |  |  |  | X |  |

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| **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) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | - | - | - |
| Mid Term | 1 | 10 | 10 |
| Quizzes | - | - | - |
| Assignments | 1 | 15 | 15 |
| Final examination | 1 | 30 | 30 |
| Total Work Load |  |  | 100 |
| Total Work Load / 25 (h) |  |  | 4 |
| ECTS Credit of the Course |  |  | 4 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Ethnography and the History of Anthropology in Turkey | ANT 319 | 5 | 3 + 0 | 3 | 6 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Compulsory |
| **Course Coordinator** |  |
| **Instructors** | Assist. Prof. A.Hilal T. Horzumlu |
| **Assistants** |  |
| **Goals** | This course provides a comprehensive study of the development of anthropology in particular and other social sciences in general in modern Turkey. Major social movements, cultural changes, tradition and modernity in Turkish Republic and the contributions of significant social research to the understanding of major social issues in Turkey will be discussed. |
| **Content** | Problematics of different ethnographies conducted in different periods; rural/urban studies; symbolic anthropological studies; researches within the developmentalist paradigm geared towards social problems; the political context of the development and stagnation of anthropology will be discussed. Anthropological studies of poverty, tradition and modernity, gender, childhood, family and kinship, economic participation and environmental issues in Turkey will be analysed. |

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| **Learning Outcomes** | **Program**  **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1- Provides in-depth information about the process of anthropology in history | 1,2,3,4,5,6,7 | 1,2,3,4,5,6 | A,C |
| 2- Gives critical perspective on how anthropology is evaluated and considered in Turkey | 1,2,3,4,5,6,7 | 1,2,3,4,5,6 | A,C |
| 3- Introduces studies on Turkey, conducted by local and foreign anthropologists | 1,2,3,4,5,6,7 | 1,2,3,4,5,6 | A,C |
| 4- Gives critical perspective on ethnographies of Turkey,emphasizing ethical issues | 1,2,3,4,5,6,7,8,9 | 1,2,3,4,5,6 | A,C |
| 5- Enables students to see through the surface and discover dominant paradigms in the background of studies conducted in different eras | 1,2,3,4,5,6,7 | 1,2,3,4,5,6 | A,C |
| 6- Gives opportunity to read and discuss a variety of ethnographies | 1,2,3,4,5,6,8 | 1,2,3,4,5,6 | A,C |
| 7- Develops ability to evaluate differences between ethnographies on Turkey and other areas of literature including novels, memoirs, autobiographies and biographies | 1,2,3,4,5,6,7,9 | 1,2,3,4,5,6 | A,C |
| 8- Develops ability to evaluate differences between the findings of quantitative and qualitative studies of Turkey | 1,2,3,4,5,6,7,9 | 1,2,3,4,5,6 | A,C |
| 9- Discusses literature on the state-anthropology, public-anthropology relations in Turkey | 1,2,3,4,5,6,7,9 | 1,2,3,4,5,6 | A,C |
| 10- Cyristallizes differences between ethnographic work and other forms of expression such as novel, short stories, newspaper reports, all of which describe and talk about society | 1,2,3,4,5,6,7,9 | 1,2,4 | A,C |
| 11- Accumulates experience about academic writing; practices of referencing and citing in particular | 3,4,7,8,9 | 1,2,6 | 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 |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Migrations and the Fall of the Ottoman Empire | Ahmad, Feroz, The Making of Modern Turkey, Routledge, 1993.  Berkes, Niyazi, Türkiye’de Çağdaşlaşma, Yapı Kredi Yayınları, (1973) 20 |
| 2 | Establishment of the Nation-state and the Republic/The Role of Anthropology | Paul Magnarella & Orhan Türkdoğan, The Development of Turkish Social Anthropology, |
| 3 | Anthropology in Turkey | Zafer Toprak, Darwin’den Dersim’e Cumhuriyet ve Antropoloji Bozkurt Güvenç, The Other |
| 4 | On Cultural Representation |  |
| 5 | Rural Studies and Back to Roots | Joe Pierce, Life in a Turkish Village  Paul Stirling, A Turkish Village  İbrahim Yasa, 25 Yl Sonra Hasanoğlan Köyü |
| 6 | On Family and Kinship | Anna Grabolle-Çeliker |
| 7 | Midterm |  |
| 8 | The State of Turkish Republic Under Focus | Esra Özyürek, Nostalgia for the Modern |
| 9 | Ethical Misconduct and Discussions | Chris Hann & ildiko-Belleri İki Buçuk Yaprak Çay |
| 10 | Production of Knowledge on Social Change | Jenny White, Islamist Mobilization in Turkey |
| 11 | Environmental Anthropology in Turkey | Tayfun Atay, Göl ve İnsan |
| 12 | New Developments | Discussions on texts |
| 13 | Revision |  |
| 14 | Final |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Ahmad, Feroz, The Making of Modern Turkey, Routledge, 1993.  Berkes, Niyazi, Türkiye’de Çağdaşlaşma, Yapı Kredi Yayınları, (1973) 2012  Gürsoy, Akile, Abortion in Turkey: A Matter of state, Family or Individual Decision, Social Science and Medicine, 1998.  Karpat, Kemal, Elites and Religion, From Ottoman Empire to Turkish Republic, Timaş Yay. 2009 (2010)  Kaya, Ayhan, Sicher in Kreuzberg, constructing Diasporas: Turkish Hip-Hop Youth in Berlin, Transaction Publishers, 2001 |
| **Additional Resources** | Magnarella, Paul & Orhan Türkdoğan, et.al, The Development of Turkish Social Antropology, Chicago Journals, Vol. 17, No 2, June 1976  Navaro-Yashin, Yael, Faces of the state, Secularism and Public Life in Turkey, Princeton University Pres, 2002  Neyzi, Leyla, Nasıl Hatırlıyoruz? Türkiye’de Bellek Çalışmaları, İş Bankası Kültür Yayınları, 2009  Tayfun Atay, 2005. Göl ve İnsan – Beyşehir Gölü Çevresinde Doğa-Kültür İlişkisi Üzerine Antropolojik Bir İnceleme. (Lake and Human: An Anthropological Study on the Relation Between Nature and Culture Around Lake Beyşehir, Turkey) Ankara: Kalan Yayınları. |

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| **MATERIAL SHARING** | |
| **Documents** | Books and articles |
| **Assignments** | (1) Discuss the development and current state of anthropology in Turkey (300 words); (2) Make a 3-4 hour observation in an Istanbul neighborhood. Write a report about the daily lives of the locals. Daily life, food consumption, social relations, animals and people, troubles, transportation, work, the youth, the senile, the children, etc. Observations (1000 words); (3) or, visit museums like Istanbul Modern, Topkapı Palace, Koc and Sabancı Museums, compare and contrast their visitors, consider urban environments. (1000 words); (4) Class presentations, (5) Term Paper: Compare and contrast one ethnography on Turkey of your choice with a memoir, novel or autobiography of your choice (3000 words). . |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 30 |
| Presentation and Attendance | 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** |

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| **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 | Main theories and concepts of social sciences in general and anthropology in particular, the physical and cultural development of humanity in the historical process, a wide spectrum of cultural patterns and archaelogical knowledge are understood and absorbed, |  |  |  | X |  |  |
| 2 | The ability to analyze current phenomena with an anthropological perspective and to think analytically and critically are acquired, |  |  |  |  | X |  |
| 3 | Good communication and written/oral expression skills are developed, |  |  |  |  | X |  |
| 4 | Acquires professional and social ethics, as well as an elevated sense of responsibility, |  |  |  |  | X |  |
| 5 | By studying the dynamics of a variety of cultural phenomena in detail, students become able to perceive and interpret the general features, geographical conditions, historical processes and dynamics of change in Turkish and other world cultures, |  |  |  |  | X |  |
| 6 | Establishes and builds on a wide perception and understanding of local and global issues and develops personally and professionally, |  |  |  |  | X |  |
| 7 | In accordance with Life Long Learning principles, students acquire the skill and vision to continuously seek to utilize knowledge and information from outside their fields of expertise; to make collaborations and and syntheses with their own respective repertoire of knowledge, |  |  |  | X |  |  |
| 8 | Students become able to spot social issues fit for anthropological research; acquire the methods, techniques and cultural equipment necessary for field work, |  |  | X |  |  |  |
| 9 | Their solo and team work skills, critical social gaze and scientifically and ethically responsible investigation abilities become augmented. | X |  |  |  |  |  |
| 10 | Being able to make decisions, criticize and display creativity in translation process. |  |  |  |  | X |  |
| 11 | Being able to perform a positive attitude towards life-long learning. |  |  | X |  |  |  |

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| **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-terms | 1 | 20 | 20 |
| Take home | 1 | 11 | 11 |
| Final examination | 1 | 35 | 35 |
| **Total Work Load** |  |  | 150 |
| **Total Work Load / 25 (h)** |  |  | 6 |
| **ECTS Credit of the Course** |  |  | 6 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Ethnographic Field | ANT 396 | 6 | 2+4 | 4 | 6 |

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| **Prerequisites** | *-* |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Compulsory |
| **Course Coordinator** |  |
| **Instructors** | Assist. Prof. A. Hilal Tuztaş Horzumlu |
| **Assistants** |  |
| **Goals** | This course will guide students through the research process that will culminate in their graduation thesis; i.e., choosing and defining research problems, selecting research methods and conducting research in the field. Actual fieldwork can be extended into the summer months. A comprehensive exploration and discussion of ethical issues involved in the carrying out of social research will form an essential part of the course |
| **Content** | This course aims to teach students to write a research proposal in accordance with successful, original, academic rules. |

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| **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1. The student learns to conceptualize a research project all by themselves from the beginning of the course. | 2,3,4,5,6,8 | 1,2,3,4,5,6 |
| 2. The student will have gained the necessary experience in order to formulate the budget of a research project, considering the future projects one will apply to in the future. | 2,3,4,5,6,8 | 1,2,3,4,5,6 |
| 3. The student will gain the opporunity to think over ethical problems that may arise in a social research project. | 2,3,4,5,6,8 | 1,2,3,4,5,6 |
| 4. The student experiences the process of making decisions, thinking over a research problem. | 2,3,4,7,8,9 | 1,2,3,4,5,6 |
| 5. The student will gain the ability to conduct a literature review, to form a framework for the theoretical and conceptual background, to designate the group to be studied, learn how to take the necessary consents, to evaluate the ethical dilemmas and problems, to form a research calendar and time schedule, how to point the significance of the study and how to present the final output. | 2,3,4,6,8,9 | 1,2,3,4,5,6 |
| 6. The student will have started an occupational practice as a social scientist. | 2,4,7,8,9 | 1,2,3,4,5,6 |
| 7. The student will gain the discipline of time management, including the pilot study for the research project, which will last for a year. | 2,3,4,5,6,7,8,9 | 1,2,3,4,5,6 |
| 8. The students experiences the chance to synthesize all the information one has learned throughout their educational time in the department of Anthropology. | 1,2,3,4,5,6,7,8,9 | 1,2,3,4,5,6 |
| 9. The student will experience the joy and the difficulties of conducting a social research project. | 1,2,3,4,5,6,7,8,9 | 1,2,3,4,5,6 |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion |
| **Assessment Methods:** | A: Testing, C: Homework |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | The designation of the research topic |  |
| 2 | The significance of the research topic |  |
| 3 | Literature Review and referencing |  |
| 4 | Theoretical Framework |  |
| 5 | The designation of the group to be studied |  |
| 6 | The timing of the research |  |
| 7 | Midterm |  |
| 8 | The budgeting of the research |  |
| 9 | Ethics |  |
| 10 | Pilot study |  |
| 11 | Pilot study |  |
| 12 | The writing of the research proposal |  |
| 13 | The writing of the research proposal |  |
| 14 | The writing of the research proposal |  |
| 15 | FINAL |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** |  |
| **Additional Resources** | “Statement on Professional and Ethical Responsibilities”, Society for Applied Anthropology, AAA., p. 517., Bernard, H. Russel, Research Methods in Anthropology, Qualitative and Quantitative Approaches, Alta Mira Press, 1995  Altuntek, N. Serpil, “Yerli’nin Bakışı; Etnografya: Kuram ve Yönetem, Ütopya Yayınları: 180, Antropoloji Sizisi, Ütopya Yayınevi 2009  Ashman, Sandra & Creme, Phyllis, How to Write Essays, A Guide for Students, Blackwell, University of North London, (1990) 1996  Bernard, H. Russel, Research Methods in Anthropology, Qualitative & Quantitative Approaches, Altamira Press, 1995  Bernard, H. Russell, 1995 Research Methods In Anthropology: Qualitative And Quantitative Methods, Second Edition, Altamira Press, USA  Davies, Martin Brett, Doing a Successful Research project, Using Qualitative or Quantitative Methods, Palgrave Macmillan, 2007  Denscombe, Martyn, Ground Rules for Social Research, Guidelines for Good Practice, Open Up Study Skills, McGraw Hill, Open University Press, New York, 2010  Emerson, R. M. , Fretz, R. I., Shaw, L. L. Bütün Yönleriyle Alan Çalışması, Etnografik Alan Notları Yazımı, Çev. A. Erkan Koca, Birleşik Yayınları, Ankara, 2008 (Özgün Adı: Writing Ethnographic Fieldnotes, 1995, University of Chicago).  Fischer, David & Harrison, Terry, *Citing References*, Blackwell, 1998  Menager, Rosemarie & Paulos, Lyn, Quick Coach Gide to Avoiding Plagiarism, Wadsworth Cengage Learning, Boston, 2009  National Committee for Ethics in Social Science Research in Health (NCESSRH), *Ethical Guidelines for Social Science Research in Health*, Cehad, India, 2000  Murray, Neil & Beglar, David, Writing Dissertations & Theses, Inside Track, Pearson Longman, Pearson Education Limited, Essex, England, 2009  Murray, Rowena, How to Write a Thesis, Open University Press, New York, (2002), 2009  Procter, Ian & Pedfield, Maureen, The effect of the interview on the interviewee, International Journal of Social research Methdology, Theory & Practive, Vol. 1 No. 2 April – June 1998  Rudestam, Kjell Erik & Newton, Rae R., Surviving Your Dissertation, A Comprehensive Guide to Content & Process, Sage Publications, 2007  Seyidoğlu, Halil, Bilimsel Araştırma ve Yazma El Kitabı, Kurtiş Matbaası, İstanbul, 2000  Skomal, Susan, N., “Lessons for the Field – Ethics in Fieldwork”, Anthropology Newsletter, Vol. 35 No. 5, May 1994  University of Washington Human Subjects Division, Grant and Contract Services, Human Subjects Review Committee Application.(Application Form UW 13-11 (Rev.4/99)  Wisker, Gina, The Undergraduate Research Handbook, Palgrave Study Skills, Palgrave Macmillan, New York, 2009 |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Midterm | 1 | 30 |
| Class participation, presentations and attendance | 1 | 10 |
| Final | 1 | 60 |
| **Total** |  | 100 |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **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 | The student learns about the cultural and physical development of human beings throughout history, the basic terminology of Anthropology and its basic theories. |  |  |  | X |  |  | |
| 2 | The student gains the ability to think analytically and approach topics from a critical perspective |  |  |  | X |  |  | |
| 3 | The student gains the ability to convey information effectively both in oral and written manners. |  |  |  |  | X |  | |
| 4 | The student gains an occupational ethics, social ethics, and a social responsibility. |  |  |  |  | X |  | |
| 5 | The student gains the ability to interpret cultural and historical dynamics, the cultural characteristics of Turkish culture and world cultures, analyzing the culture phenomenon and its intricate dynamics. |  |  |  | X |  |  | |
| 6 | The students maintains an occupational and personal development beyond the understanding of the world and nation problems. |  |  |  | X |  |  | |
| 7 | The student gains an ability to make use of the sources outside of the discipline and make this a life-long ability. |  |  |  |  | X |  | |
| 8 | The student gains the ability to designate a research topic in line with anthropological guidelines and form the required methodology. |  |  |  |  | X |  | |
| 9 | The student will gain the ability to question scientific and societal problems, being able to take part in individual and team projects. |  |  |  |  | X |  | |

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| **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) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Mid-terms | 1 | 15 | 15 |
| Homework | - | - | - |
| Final examination | 1 | 45 | 45 |
| **Total Work Load** |  |  | 150 |
| **Total Work Load / 25 (h)** |  |  | 6 |
| **ECTS Credit of the Course** |  |  | 6 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Ecology and Anthropology | ANT 419 | 7 | 3 + 0 | 3 | 6 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelors |
| **Course Type** | Compulsory |
| **Course Coordinator** |  |
| **Instructors** | Assist. Prof. A.Hilal Tuztaş Horzumlu |
| **Assistants** |  |
| **Goals** | This course focuses on how diverse communities around the world interact with their environment from an anthropological point of view. The course aims to understand human adaptation to environment and also discuss contemporary issues about environment, such as climate change, environmentalism, ecofeminism, political ecology. |
| **Content** | Ecological anthropology studies the relations between human beings and their environments. In the first part of this course we will focus on diverse ways that people have adapted to their ecology and strategies they used for this adaptation. We will discuss traditional ecological knowledge and how different communities around the world may possess valuable knowledge about the Earth.  However, in the last hundred years, people have altered the global environment in ways that have no precedent in human history. With the contemporary environmental crisis as its backdrop, the second part of the course course will examine some classic and contemporary anthropological approaches to the environment and environmentalism. We will discuss issues like cultural ecology, political ecology, environmental history, ecofeminism, urban ecology and climate change. |

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| **Learning Outcomes** | **Program**  **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1- To develop students understanding of the concept of sustainability and the challenges we face in responding to environmental variables and resolving environmental problems. | 1,2,3,6,7,8 | 1,2,4 | A,C |
| 2- Learn how Homo sapiens is one of the most adaptable species on earth with respect to environmental variation. | 1,2,3,4,5,6,7,8,9 | 1,2,4 | A,C |
| 3- Become familiar with different theoretical models and epistemologies regarding the nature and drivers of human-environmental relationships. | 1,2,3,4,6,7,8 | 1,2,3,5 | A,C |
| 4-Obtain perspective to understand relationship and strategies between people and their environment | 1,2,3,4,5,7 | 1,2,3,5 | 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 |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction to Environmental Anthropology |  |
| 2 | Human Ecological Relations in the Past  Hunter-Gatherers / Horticulturalists/ Farmers |  |
| 3 | Theories of Human-Habitat Interaction  Cultural Ecology |  |
| 4 | Indigenous People and Traditional Ecological Knowledge |  |
| 5 | Human Adaptability to Cold Climates  Life in the Artic Ecosystem |  |
| 6 | Human Adaptability to High Altitudes  Mountain Ecosystems |  |
| 7 | Human Adaptability to Arid Lands  Desert Ecosystems |  |
| 8 | Human Adaptability to the Humid Tropics  Tropical Rainforest Ecosystems |  |
| 9 | Midterm Exam |  |
| 10 | Gender and Environment  Ecofeminism |  |
| 11 | Conflict in the Struggle over Natural Resources  Political Ecology |  |
| 12 | Population and Urban Ecology  Ecology of Cities |  |
| 13 | Climate Change and the World |  |
| 14 | Anthropology and Environmentalism  Sustainable Communities |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Human Adaptability: An Introduction to Ecological Anthropology, Emilio F. Moran (2007), Routledge  Introduction to Cultural Ecology. Mark Q. Sutton and E.N. Anderson.( 2010). Second Edition. Altamira Press.  People and Nature: An Introduction to Human Ecological Relations, Emilio F. Moran (2016), Wiley-Blackwell |
| **Additional Resources** | -  Additional articles will be given every week. |

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| **MATERIAL SHARING** | |
| **Documents** | Related books, articles and documentaries |
| **Assignments** | Take home exam and presentation |
| **Exams** | Mid-term and final exam |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 30 |
| Presentation and Attendance | 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** |

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| **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 | Main theories and concepts of social sciences in general and anthropology in particular, the physical and cultural development of humanity in the historical process, a wide spectrum of cultural patterns and archaelogical knowledge are understood and absorbed, |  |  |  | X |  |
| 2 | The ability to analyze current phenomena with an anthropological perspective and to think analytically and critically are acquired, |  |  |  | X |  |
| 3 | Good communication and written/oral expression skills are developed, |  |  | X |  |  |
| 4 | Acquires professional and social ethics, as well as an elevated sense of responsibility, |  |  | X |  |  |
| 5 | By studying the dynamics of a variety of cultural phenomena in detail, students become able to perceive and interpret the general features, geographical conditions, historical processes and dynamics of change in Turkish and other world cultures, |  |  |  | X |  |
| 6 | Establishes and builds on a wide perception and understanding of local and global issues and develops personally and professionally, |  |  | X |  |  |
| 7 | In accordance with Life Long Learning principles, students acquire the skill and vision to continuously seek to utilize knowledge and information from outside their fields of expertise; to make collaborations and and syntheses with their own respective repertoire of knowledge, |  |  |  | X |  |
| 8 | Students become able to spot social issues fit for anthropological research; acquire the methods, techniques and cultural equipment necessary for field work, |  |  |  | X |  |
| 9 | Their solo and team work skills, critical social gaze and scientifically and ethically responsible investigation abilities become augmented. |  |  |  | X |  |

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| **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) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Mid-terms | 1 | 20 | 20 |
| Presentation Take home | 1 | 10 | 10 |
| Final examination | 1 | 30 | 30 |
| **Total Work Load** |  |  | 150 |
| **Total Work Load / 25 (h)** |  |  | 6 |
| **ECTS Credit of the Course** |  |  | 6 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Politics and Culture | ANT 432 | 8 | 3 + 0 | 3 | 6 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | - |
| **Instructors** | Assist. Prof. Arif Acaloğlu |
| **Assistants** | - |
| **Goals** | This course is an exploration of the major theoretical approaches to the study of political institutions, structures, and processes in different societies, with special reference to the nature of power, and the roles of symbolism and ideology and images of the state in politics. A number of classical, political and anthropological ethnographies will be introduced. |
| **Content** | The course will also include an evaluation of the history and cultural expressions of colonialism, cultural hegemony, and forms of protest; along with changes in the modes of production based on kinship, strategies of colonial rule, and the formation of global economic systems. |

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| **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Explains the content of political anthropology and its historical process. | 1,2,3 | A,C |
| 2) Discusses the classical readings in political anthropology. | 1,2,3 | A,C |
| 3) Studies the concept of the state from an anthropological perspective. | 1,2,3 | A,C |
| 4) Analyzes the concept of power anthropologically. | 1,2,3 | A,C |
| 5) Evaluates the concept of nation-state anthropologically. | 1,2,3 | A,C |
| 6) Studies the rites and rituals in different cultural and political contexts. | 1,2,3 | A,C |
| 7) Provides anthropological approaches to violence and state. | 1,2,3 | 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 |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | INTRODUCTION | Fundamentals in political anthropology |
| 2 | HISTORICAL DEVELEOPMENT OF POLITICAL ANTHROPOLOGY | Fundamentals in political anthropology |
| 3 | STATE IN ANTHROPOLOGY | Anthropology of modern Turkey, Applied Anthropology |
| 4 | NATION-STATE IN ANTHROPOLOGY | Anthropology of modern Turkey, Applied Anthropology |
| 5 | ETHNOGRAPHIES OF NATION-STATES | Anthropology of modern Turkey, Applied Anthropology, Fieldwork |
| 6 | RITES AND RITUALS IN NATION-STATE | Anthropology of modern Turkey, Fieldwork |
| 7 | MIDTERM |  |
| 8 | POLITICAL ANTHROPOLOGY STUDIES IN TURKEY | Anthropology of modern Turkey, Applied Anthropology, Fieldwork |
| 9 | STATE AND GENDER | Anthropology of modern Turkey, Applied Anthropology, Fieldwork |
| 10 | EDUCATION AND STATE | Anthropology of modern Turkey, Applied Anthropology, Fieldwork |
| 11 | STATE IN GLOBAL NEO-LIBERAL ECONOMY | Anthropology of modern Turkey, Applied Anthropology, Fieldwork |
| 12 | STATE AND VIOLENCE IN CURRENT PHILOSOPHY | Anthropology of modern Turkey, Applied Anthropology, Fieldwork |
| 13 | HEALTH AND STATE | Anthropology of modern Turkey, Applied Anthropology, Medical Anthropology, Fieldwork |
| 14 | STATE AND CHILD | Anthropology of modern Turkey, Applied Anthropology, Medical Anthropology, Fieldwork |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | LEWELLEN, T. C. (2003). POLITICAL ANTHROPOLOGY: AN INTRODUCTION. PRAEGER PUBLISHERS.  Vincent,J. 2002 (ed.) THE ANTHROPOLOGY OF POLITICS: A READER IN ETHNOGRAPHY, THEORY AND CRITIQUE. BLACKWELL PUBLISHERS.  A.SHARMA and A. GUPTA 2006 (eds.) ANTHROPOLOGY OF THE STATE: A READER. WILEY-BLACKWELL. |
| **Additional Resources** | Aretxaga, Begona. 2003. Maddening States. *Annual Review ofAnthropology,* 32: 393- 410.  Biehl, J. (2005) “Technologies of Invisibility: Politics of Life and Social Inequality” In J.X.Inda (ed.) *Anthropologies of Modernity: Foucault, Governmentality and Life Politics*. Blackwell Publishing |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** | Essay on the concept of state, analyzing the ethnographies on nation-state. |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 70 |
| Quizzes | 2 | 10 |
| Assignment | 1 | 20 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **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 | The Department provides individuals with a possession of anthropological theories and concepts; a good command of knowledge on human development, material culture, and archeological approaches in historical perspectives; it guides individuals who can analyze contemporary issues with an anthropological lens; and those who can retain a critical and analytical thinking ability. |  |  |  | X |  |  |
| 2 | The Department guides future anthropologists who can state the theme of their research with precision, and those who is equipped with the necessary methodology, technical and cultural base and with an awareness of ethical issues for their prospective field research. |  |  |  | X |  |  |
| 3 | The Department provides the students with an ability to study the details and dynamics of cultural phenomena; an ability to perceive and interpret the characteristics of Turkish culture   as well as of different ones, with respect to their geographical conditions, historical processes and  dynamics of change. |  |  |  |  | X |  |
| 4 | The Department provides individuals with a perception and awareness towards the problems of the country and the world;  with a high level of social responsibility, an advanced level of written and oral communication skills; it guides individuals who can take advantage of the sources of information from outside the discipline in the framework of a spirit of life-long learning; and those who can pursue a professional and personal development of life, with a heartfelt joy of living. |  |  |  |  | X |  |

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| **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) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Ouiz | 2 | 5 | 10 |
| Mid-terms | 1 | 15 | 15 |
| Homework | 1 | 15 | 15 |
| Final examination | 1 | 20 | 20 |
| **Total Work Load** |  |  | 150 |
| **Total Work Load / 25 (h)** |  |  | 6 |
| **ECTS Credit of the Course** |  |  | 6 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Current Debates in Anthropology | ANT 459 | 7 | 3+0 | 3 | 7 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Compulsory |
| **Course Coordinator** | - |
| **Instructors** | Assoc. Prof. Egemen Yılgür |
| **Assistants** | - |
| **Goals** | The goal of this course is to inform students about contemporary debates and new developments in anthropological theory. |
| **Content** | Diverse approaches with a persistent influence on anthropology literature from the second half of 20th-century to the present. |

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| **Learning Outcomes** | **Program Contributions** | **Teaching Methods** | **Assessment Methods** |
| 1-Students will have a grasp of the contemporary debates in anthropology | 1,2,5,8 | 1,3 | A, C |
| 2-Students will acquire a capability of conceptual thinking | 1,2,5,8 | 1,3 | A, C |
| 3-Students will learn the channels from which they can follow current developments in anthropology literature. | 1,2,5,8 | 1,3 | A, C |
| 4-Students will learn the new research techniques. | 1,2,5,8 | 1,3 | A, C |
| 5-Students will learn the contemporary ethnography applications. | 1,2,5,8 | 1,3 | A, C |
| 6-Students will recognise social scientists who contributed to the anthropology literature. | 1,2,5,8 | 1,3 | A, C |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion |
| **Assessment Methods:** | A: Testing, C: Homework |

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| **Lecture Course** | | | |
| **Week** | **Topics** | | **Preparation** |
| 1 | Introduction to the Lecture | |  |
| 2 | Praxis Theory: The Contributions of Pierre Bourdieu | | Jan Blommaert. (2005). Bourdieu the Ethnographer the Ethnographic Grounding of Habitus and Voice. *The Translator*, 11(2), 219-236.  Loïc Wacquant. (2004). Following Pierre Bourdieu into the Field. *Ethnography*, 5(4), 387-414.  Pierre Bourdieu. (1961). *The Algerians*. Boston: Beacon Press.  Pierre Bourdieu. (1979). *Algeria 1960*. Cambridge, London, New York, Melbourne: Cambridge University Press.  Pierre Bourdieu. (1986). The Forms of Capital. J. G. Richardson (Ed.), *Handbook of Theory and Research for the Sociology of Education*. New York: Greenwood Press.  Pierre Lamaison, Pierre Bourdieu. (1986). From Rules to Strategies: An Interview with Pierre Bourdieu. *Cultural Anthropology*, 1(1), 110-120.  Richard Jenkins. (2006). *Pierre Bourdieu*. London and New York: Routledge.  Sherry B. Ortner. (1984). Theory in Anthropology since the Sixties. *Comparative Studies in Society and History*, 26(1), 126-166.  Sherry B. Ortner. (2006). *Anthropology and Social Theory Culture, Power, and the Acting Subject*. Durham and London: Duke University Press; pp. 1-18. |
| 3 | Praxis Theory: Sherry Beth Ortner | | Sherry B. Ortner. (1984). Theory in Anthropology since the Sixties. *Comparative Studies in Society and History*, 26(1), 126-166.  Sherry B. Ortner. (2005). Subjectivity and Cultural Critique. *Anthropological Theory*, 5(1), 31-52.  Sherry B. Ortner. (2006). *Anthropology and Social Theory Culture, Power, and the Acting Subject*. Durham and London: Duke University Press.  Sherry B. Ortner. (2016). Dark Anthropology and its Others Theory since the Eighties. *Journal of Ethnographic Theory*, 6(1), 47-73.  T. M. S. Evens and Don Handelman. (2005). The Etnographic Praxis of the Theory of Practice. *Social Analysis*, 49(3), 1-11.  Ulf Hannerz. (1986). Theory in Anthropology: Small is Beautiful? The Problem of Complex Cultures. Comparative Studies in Society and History, 28(2), 362-367. |
| 4 | Praxis Theory: Loic Wacquant and Territorial Stigmatization | | Loïc Wacquant. (2008). *Urban Outcasts a Comparative Sociology of Advanced Marginality*. Cambridge: Polity.  Loïc Wacquant. (2007). Territorial Stigmatization in the Age of Advanced Marginality. *Thesis Eleven*, 91, 66-77. |
| 5 | Anthropology and Postmodern Challenge | | James Clifford. (1986). Introduction: Partial Truths. James Clifford, George Marcus (Eds). Writing Culture the Poetics and Politics of Ethnography (pp. 1-26). Berkeley, Los Angeles, London: University of California Press.  Marvin Harris. (1999). *Theories of Culture in Postmodern Times*. London, New Delhi: Altamira Press. Pp. 153-160  Melford E. Spiro. (1996). Postmodernist Anthropology, Subjectivity, and Science: A Modernist Critique. *Comparative Studies in Society and History*, 38(4), 756-780.  Paul Smith. (1989). Writing, General Knowledge, and Posmodern Anthropology. Discourse, 11(2), pp. 158-171.  Robert C. Ulin. (1991). Criticial Anthropology Twenty Years Later Modernism and Postmodernism in Anthropology. *Critique of Anthropology*, 11(1), 63-89.  Rosalind C. Morris. (2007). Legacies of Derrida: Anthropology. *The Annual Review of Anthropology*, 36, 355-389.  Sherry B. Ortner. (2016). Dark Anthropology and its Others Theory since the Eighties. *Journal of Ethnographic Theory*, 6(1), 47-73.  Stephen Linstead. (1993). From Postmodern Anthropology to Deconstructive Etnography. *Human Relations*, 46(1), 97-120. |
| 6 | Historical Anthropology Today | | Charles Tilly. (1978). *Anthropology, History and the Annales*. CRSO Working Paper 173. Michigan.  Cherly Rodriguez, Yvette Baber. (2007). Reconstructing a Community through Archival Research. Michael V. Angrosino (ed.), *Doing Cultural Anthropology Projects for Ethnographic*  *Data Collection*. Illinois: Waveland Press, Inc.  Clifford Geertz. (1990). History and Anthropology. *New Literary History*, 21 (2), 321-335.  David M. Anderson, Douglas H. Johnson. (1991). Diviners, Seers and Spirits in Eastern Africa: Towards an Historical Anthropology. *Africa*, 61(3), 293-298.  Don Kalb, Hans Marks, Herman Tak. (1996). Historical Anthropology and Anthropological History: Two Distinct Programs. *Focaal,* 26/27, 5-13.  Gunter Gebauer, Christoph Gulf. (2009). After the ‘Death of Man’: From Philosphical Anthropology to Historical Anthropology. *Iris*, I, 171-186.  James D. Faubion. (1993). History in Anthropology. *Annual Review of Anthropology*, 22, 35-54. |
| 7 | Midterm | |  |
| 8 | Globalization versus World-System | | David Graeber. The Anthropology of Globalization (with Notes on Neomedievalism, and the End of Chinese Model of the Nation-State). *American Anthropologist*, 104(4), 1222-1227.  Hans Peter Hahn. (2008). Diffusionism, Appropriation, and Globalization Some Remarks on Current Debates in Anthropology. *Anthropos*, 103, 191-202  Ted C. Lewellen. (2002). *The Anthropology of Globalization*. Westport, Connecticut, London: Bergin & Garvey. |
| 9 | Arjun Appadurai: Global Ethnoscapes | | Arjun Appadurai. Disjunction and Difference in the Global Cultural Economy. Meenakshi Gigi Durham, Douglas M. Kellner (eds.), Media and Cultural Studies Keyworks (584-603). Malden: Blackwell Publishing.  Arjun Appadurai. (1998). Dead Certainty: Ethnic Violence in the Era of Globalization. *Nēthrā*, 2(2), 1-31.  Arjun Appadurai. (2000). Grassroots Globalization and the Research Imagination. *Public Culture*, 12(1), 1-19.  Arjun Appadurai. (2003). Illusion of Permanence: Interview with Arjun Appadurai by Perspecta 34. *Perspecta*, 34, 44-52.  Terhi Rantanen. (2006). A Mand Behind Scapes an Interview with Arjun Appadurai. *Global Media and Communication*, 2(1), 7-19. |
| 10 | Feminist Anthropology in the Postmodern Era | | Frances E. Mascia-Lees, Patricia Sharpe, and Colleen Ballerino Cohen. (1989). The Postmodernist Turn in Anthropology: Cautions from a Feminist Perspective. *Signs*, 15(1), 7-33. |
| 11 | Contemporary Evolutionism | | Chris Knight. (2007). Revising Matrilineal Priority. *Émergence et évolution de la parenté*. Paris: Éditions Rue d’Ulm/Presses de l’École normale supérieure, 25-43.  Chris Knight. (2008). Early Human Kinship was Matrilineal?. N. J. Allen, H. Callan, R. Dunbar, W. James (Eds.), *Early Human Kinship* (61-82). Oxford: Blackwell.  Mhairi A. Gibson, Dawid W. Lawson. (2015). Applying Evolutionary Anthropology. *Evolutionary Anthropology*, 24, 3-14.  Warren Shapiro. (2009). A (P)lot of Marxist Crop: A Review Article. *International Journal of Sociology of the Family*, 35(1), 123-141. |
| 12 | Cultural Studies and Anthropology | | Paul Willis. (1997). Theoretically Informed Ethnographic Study. Stephen Nugent, Cris Shore (Eds.) *Anthropology and Cultural Studies* (182-192). London: Pluto Press.  Signe Howell. (1997). Cultural Studies and Social Anthropology: Contesting or Complementary Discourses. Stephen Nugent, Cris Shore (Eds.) *Anthropology and Cultural Studies* (103-125). London: Pluto Press.  Stephen Nugent. (1997). Brother, Can you Share a Paradigm?. Stephen Nugent, Cris Shore (Eds.) *Anthropology and Cultural Studies* (1-10). London: Pluto Press |
| 13 | Cyborg Anthropology | | Antonio Sandu. (2015). The Anthropology of Immortality and the Crisis of Posthuman Conscience. *Journal for the Study of Religions and Ideologies*, 14 (40), 3-26.  Gary Lee Downey, Joseph Dumit, Sarah Williams. (1995). Cyborg Anthropology. *Cultural Anthropology,* 10(2), 264-265.  Neil L. Whitehead, Michael Wesch. (2009). Human No More Digital Subjectivities in a Post-Human Anthropology. *In Focus, Anthropology News*, December, 12.  Neil L. Whitehead. (2009). Post-Human Anthropology. *Identities: Global Studies in Culture and Power*, 16, 1-32. |
| 14 | Do we still Need Anthropology? | | Immanuel Wallerstein. (2003). Anthropology, Sociology, and Other Dubious Disciplines. *Current Anthropology*, 44(4), 453-465.  P. Steven Sangren. (2007). Anthropology of Anthropology?: Further Reflections on Reflexivity. *Anthropology Today*, 23 (4), 13-16. |
| 15 | Final Exam | |  |
| **RECOMMENDED SOURCES** | | | |
| **Textbook** | |  | |
| **Additional Resources** | | The sources for weekly courses are indicated above. | |
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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** | Homework |
| **Exams** | Midterm Exam + Final |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Midterm | 1 | 30 |
| Homework | 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** |

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| **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 | The student learns about the cultural and physical development of human beings throughout history, the basic terminology of Anthropology and its basic theories. |  |  |  |  | X |  |
| 2 | The student gains the ability to think analytically and approach topics from a critical perspective |  |  |  |  | X |  |
| 3 | The student gains the ability to convey information effectively both in oral and written manners. |  | X |  |  |  |  |
| 4 | The student gains an occupational ethics, social ethics, and a social responsibility. |  | X |  |  |  |  |
| 5 | The student gains the ability to interpret cultural and historical dynamics, the cultural characteristics of Turkish culture and world cultures, analyzing the culture phenomenon and its intricate dynamics. |  |  |  |  | X |  |
| 6 | The students maintains an occupational and personal development beyond the understanding of the world and nation problems. |  | X |  |  |  |  |
| 7 | The student gains an ability to make use of the sources outside of the discipline and make this a life-long ability. |  | X |  |  |  |  |
| 8 | The student gains the ability to designate a research topic in line with anthropological guidelines and form the required methodology. |  |  |  |  | X |  |
| 9 | The student will gain the ability to question scientific and societal problems, being able to take part in individual and team projects. |  | X |  |  |  |  |
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| **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) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Mid-terms | 1 | 30 | 30 |
| Quiz | - | - | - |
| Homework | 1 | 25 | 25 |
| Final examination | 1 | 30 | 30 |
| **Total Work Load** |  |  | 175 |
| **Total Work Load / 25 (h)** |  |  | 7 |
| **ECTS Credit of the Course** |  |  | 7 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Project Design in Social Sciences | ANT 463 | 2 | 3+0 | 3 | 8 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Compulsory |
| **Course Coordinator** | Dr. Ferzan Durul |
| **Instructors** | Dr. Ferzan Durul |
| **Assistants** | - |
| **Goals** | The primarily goal of the course is to review ‘project cycle management’ approach in detail, and let students acquire required capabilities to design project proposals and to fundraise for the sustainability of projects. |
| **Content** | The sense of project would be developed among the students under the supervision of the lecturer. Here is the basic topics of the course: Project cycle, the principles of project cycle, problem analysis, target analysis, strategical analysis, partner analysis, design of a project proposal, review of the global fund providers’ structures and expectations. |

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| **Learning Outcomes** | **Program Contributions** | **Teaching Methods** | **Assessment Methods** |
| Students will acquire the capability of understanding organizational dynamics in modern and traditional societies, interactions between organizations and relationships between organization and society. | 2,3,4,7,8 | 1,2,3 | A,C |
| Students will acquire the capability of making contributions to coordination of local and national administration and non-governmental organizations for designation of projects and social policies. | 3,4,6,9 | 1,2,3 | A,C |
| Students will be equipped with required skills to fulfill employment conditions of international institutions along with national public and private bodies and non-governmental organizations and to design project on behalf of those institutions. | 7,8,9 | 1,2,3 | A,C |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion |
| **Assessment Methods:** | A: Testing, C: Homework |

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| **Lecture Course** | | | |
| **Week** | **Topics** | | **Preparation** |
| 1 | The Purpose and the Teaching Method of the Lecture | |  |
| 2 | The Review of National and International Fund Programs | |  |
| 3 | The Strengthening of the Idea Project | |  |
| 4 | Project Cycle Management (EU Procedure) | |  |
| 5 | How to design a project? | |  |
| 6 | Logical frame for project design | |  |
|  | Midterm | |  |
| 8 | Budget Management | |  |
| 9 | The Review of Project Examples | |  |
| 10 | Fixing the Topics for Student Projects | |  |
| 11 | Revisions for Proposals I | |  |
| 12 | Revisions for Proposals II | |  |
| 13 | Presentation of the Projects | |  |
| 14 | General Evaluation | |  |
| **RECOMMENDED SOURCES** | | | |
| **Textbook** | | International Grants and Funding | |
| **Additional Resources** | | Contracts and Grants; Guidelines for Grant Applicants  Proje Hazırlama ve Bütçeleme Teknikleri ( Nurhan Yentürk) | |
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| **MATERIAL SHARING** | |
| **Documents** | United Nations Data Documents |
| **Assignments** | Power Point Presentations |
| **Exams** | Presentation, final, attendance |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Midterm | 1 | 30 |
| Homework | 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 |

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| **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 | The student learns about the cultural and physical development of human beings throughout history, the basic terminology of Anthropology and its basic theories. | X |  |  |  |  |  |
| 2 | The student gains the ability to think analytically and approach topics from a critical perspective |  |  | X |  |  |  |
| 3 | The student gains the ability to convey information effectively both in oral and written manners. |  |  | X |  |  |  |
| 4 | The student gains an occupational ethics, social ethics, and a social responsibility. |  |  |  |  | X |  |
| 5 | The student gains the ability to interpret cultural and historical dynamics, the cultural characteristics of Turkish culture and world cultures, analyzing the culture phenomenon and its intricate dynamics. |  | X |  |  |  |  |
| 6 | The students maintains an occupational and personal development beyond the understanding of the world and nation problems. |  |  |  |  | X |  |
| 7 | The student gains an ability to make use of the sources outside of the discipline and make this a life-long ability. |  |  |  |  | X |  |
| 8 | The student gains the ability to designate a research topic in line with anthropological guidelines and form the required methodology. |  |  |  | X |  |  |
| 9 | The student will gain the ability to question scientific and societal problems, being able to take part in individual and team projects. |  |  |  |  | X |  |
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| **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) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Mid-terms | 1 | 20 | 20 |
| Presentation | 1 | 20 | 20 |
| Final examination | 1 | 45 | 45 |
| **Total Work Load** |  |  | 175 |
| **Total Work Load / 25 (h)** |  |  | 7 |
| **ECTS Credit of the Course** | 15 | 3 | 7 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Medical Anthropology | ANT 464 | 8 | 3 + 0 | 3 | 6 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Required |
| **Course Coordinator** |  |
| **Instructors** | Assist. Prof. Bahar Taymaz |
| **Assistants** |  |
| **Goals** | This course focuses on explaining the interrelationships between health-illness-disease, culture and healing. What is the meaning of anthropological perspectives such as the emic approach or the holistic analysis of culture, for the study of health generating behavior? What is the meaning of health in different cultures? |
| **Content** | The dominant biomedical paradigm, the meaning of "alternative medicine" in different cultures will be discussed. The course will also include a critical study of the contribution of anthropologists in applied health projects. |

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| **Learning Outcomes** | **Program**  **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Discusses the concept of health, illness and disease anthropologically | 1,5,6,7 | 1,2,3 | A,C |
| 2) Explores the power of medicine in western cultures | 1,2,4,5,6,7 | 1,2,3 | A,C |
| 3) Discusses the position of an anthropologist in applied health projects | 1,2,3,4,5,6,7,8,9 | 1,2,3 | A,C |
| 4) Explores the types of healing practices in different cultures. | 1,2,4,5,6,7 | 1,2,3 | A,C |
| 5) Discusses the legitimacy of biomedical paradigm and power relationships. | 1,2,3,4,5,6,7 | 1,2,3 | A,C |
| 6) Explores the legitimacy of alternative medicine in neo-liberal economies | 1,2,3,4,5,8,9 | 1,2,3 | A,C |
| 7) Evaluates Turkey’s health policies | 1,2,3,4,5,8,9 | 1,2,3 | 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 |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction |  |
| 2 | Demography And Health |  |
| 3 | People, The Landscape Natural Resources And Animals |  |
| 4 | Elements Of Social Structure |  |
| 5 | The Legacy Of The Past Ottoman Empire |  |
| 6 | From Empire To Nation State |  |
| 7 | Midterm |  |
| 8 | State Religion And Society |  |
| 9 | Rural Turkey |  |
| 10 | Urban Turkey |  |
| 11 | Selected Issues And Social Problems |  |
| 12 | Migration |  |
| 13 | Economics And Livelihood |  |
| 14 | Traditional And Popular Culture |  |
| 15 | Final Exam |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Karakaş Özbayrak, İ (2011) II. Abdülhamid Döneminde Uygulanan Sosyal Yardım Politikaları, Libra Yayınevi.  Kâğıtçıbaşı, Ç. (1996). *Family and human development across cultures: A view from the other side*. Psychology Press.  Delaney, C. L. (1991). *The seed and the soil: gender and cosmology in Turkish village society* (Vol. 11). Univ of California Press. |
| **Additional Resources** | Öztan, G. (2012) Türkiye’de çocukluğun politik inşası. Bilgi Üniversitesi Yayınevi. |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** | A report based on 1 week ethnographic research and literature review. |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 70 |
| Quizzes | - | 10 |
| Essays | 1 | 20 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** | 1 | 60 |
| **Total** |  | **100** |

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| **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 | Main theories and concepts of social sciences in general and anthropology in particular, the physical and cultural development of humanity in the historical process, a wide spectrum of cultural patterns and archaelogical knowledge are understood and absorbed, |  |  |  |  | X |  |
| 2 | The ability to analyze current phenomena with an anthropological perspective and to think analytically and critically are acquired, |  |  |  | X |  |  |
| 3 | Good communication and written/oral expression skills are developed, |  |  | X |  |  |  |
| 4 | Acquires professional and social ethics, as well as an elevated sense of responsibility, |  |  |  | X |  |  |
| 5 | By studying the dynamics of a variety of cultural phenomena in detail, students become able to perceive and interpret the general features, geographical conditions, historical processes and dynamics of change in Turkish and other world cultures, |  |  |  | X |  |  |
| 6 | Establishes and builds on a wide perception and understanding of local and global issues and develops personally and professionally, |  |  | X |  |  |  |
| 7 | In accordance with Life Long Learning principles, students acquire the skill and vision to continuously seek to utilize knowledge and information from outside their fields of expertise; to make collaborations and and syntheses with their own respective repertoire of knowledge, |  |  |  | X |  |  |
| 8 | Students become able to spot social issues fit for anthropological research; acquire the methods, techniques and cultural equipment necessary for field work, |  |  |  | X |  |  |
| 9 | Their solo and team work skills, critical social gaze and scientifically and ethically responsible investigation abilities become augmented. |  |  |  | X |  |  |

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| **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) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Mid-terms | 1 | 15 | 15 |
| Homework |  |  |  |
| Final examination | 1 | 45 | 45 |
| **Total Work Load** |  |  | 150 |
| **Total Work Load / 25 (h)** |  |  | 6 |
| **ECTS Credit of the Course** |  |  | 6 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Writing Thesis | ANT 498 | 8 | 2+4 | 4 | 8 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Compulsory |
| **Course Coordinator** | - |
| **Instructors** | Assist. Prof. A. Hilal Tuztaş Horzumlu |
| **Assistants** | - |
| **Goals** | The goal of this course is to provide students with the necessary skills to write their findings, analyzing the product of their fieldwork, which they conduct on Spring semester. This way, the students will have written an undergraduate thesis as they graduate. |
| **Content** | The decoding of the recordings, the re-writing of the documents, the interpretation od the data, the presentation of the visual documents, referencing system, parts of the thesis etc. |

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| **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1. The student learns to conceptualize a research project all by themselves from the beginning of the course. | 2,3,4,5,6,8 | 1,2,3,4,5,6 |
| 2. The student will have gained the necessary experience in order to formulate the budget of a research project, considering the future projects one will apply to in the future. | 2,3,4,5,6,8 | 1,2,3,4,5,6 |
| 3. The student will gain the opporunity to think over ethical problems that may arise in a social research project. | 2,3,4,5,6,8 | 1,2,3,4,5,6 |
| 4. The student experiences the process of making decisions, thinking over a research problem. | 2,3,4,7,8,9 | 1,2,3,4,5,6 |
| 5. The student will gain the ability to conduct a literature review, to form a framework for the theoretical and conceptual background, to designate the group to be studied, learn how to take the necessary consents, to evaluate the ethical dilemmas and problems, to form a research calendar and time schedule, how to point the significance of the study and how to present the final output. | 2,3,4,6,8,9 | 1,2,3,4,5,6 |
| 6. The student will have started an occupational practice as a social scientist. | 2,4,7,8,9 | 1,2,3,4,5,6 |
| 7. The student will gain the discipline of time management, including the pilot study for the research project, which will last for a year. | 2,3,4,5,6,7,8,9 | 1,2,3,4,5,6 |
| 8. The students experiences the chance to synthesize all the information one has learned throughout their educational time in the department of Anthropology. | 1,2,3,4,5,6,7,8,9 | 1,2,3,4,5,6 |
| 9. The student will experience the joy and the difficulties of conducting a social research project. | 1,2,3,4,5,6,7,8,9 | 1,2,3,4,5,6 |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion |
| **Assessment Methods:** | A: Testing, C: Homework |

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| **DERS AKIŞI** | | | |
| **Hafta** | **Konular** | | **Ön Hazırlık** |
| 1 | The Field Experience | |  |
| 2 | The documentation of the data | |  |
| 3 | Visual material | |  |
| 4 | Analysis of findings | |  |
| 5 | Analysis of findings | |  |
| 6 | Ethical considerations | |  |
| 7 | Midterm | |  |
| 8 | Thesis Writing | |  |
| 9 | Thesis Writing | |  |
| 10 | The presentation of the research | |  |
| 11 | ‘Appendix’ section | |  |
| 12 | The importance of editing | |  |
| 13 | The formation of contents | |  |
| 14 | Corrections | |  |
| 15 | The submission of the thesis | |  |
| **RECOMMENDED SOURCES** | | | |
| **Textbook** | |  | |
| **Additional Resources** | | “Statement on Professional and Ethical Responsibilities”, Society for Applied Anthropology, AAA., p. 517., Bernard, H. Russel, Research Methods in Anthropology, Qualitative and Quantitative Approaches, Alta Mira Press, 1995  Altuntek, N. Serpil, “Yerli’nin Bakışı; Etnografya: Kuram ve Yönetem, Ütopya Yayınları: 180, Antropoloji Sizisi, Ütopya Yayınevi 2009  Ashman, Sandra & Creme, Phyllis, How to Write Essays, A Guide for Students, Blackwell, University of North London, (1990) 1996  Bernard, H. Russel, Research Methods in Anthropology, Qualitative & Quantitative Approaches, Altamira Press, 1995  Bernard, H. Russell, 1995 Research Methods In Anthropology: Qualitative And Quantitative Methods, Second Edition, Altamira Press, USA  Davies, Martin Brett, Doing a Successful Research project, Using Qualitative or Quantitative Methods, Palgrave Macmillan, 2007  Denscombe, Martyn, Ground Rules for Social Research, Guidelines for Good Practice, Open Up Study Skills, McGraw Hill, Open University Press, New York, 2010  Emerson, R. M. , Fretz, R. I., Shaw, L. L. Bütün Yönleriyle Alan Çalışması, Etnografik Alan Notları Yazımı, Çev. A. Erkan Koca, Birleşik Yayınları, Ankara, 2008 (Özgün Adı: Writing Ethnographic Fieldnotes, 1995, University of Chicago).  Fischer, David & Harrison, Terry, *Citing References*, Blackwell, 1998  Menager, Rosemarie & Paulos, Lyn, Quick Coach Gide to Avoiding Plagiarism, Wadsworth Cengage Learning, Boston, 2009  National Committee for Ethics in Social Science Research in Health (NCESSRH), *Ethical Guidelines for Social Science Research in Health*, Cehad, India, 2000  Murray, Neil & Beglar, David, Writing Dissertations & Theses, Inside Track, Pearson Longman, Pearson Education Limited, Essex, England, 2009  Murray, Rowena, How to Write a Thesis, Open University Press, New York, (2002), 2009  Procter, Ian & Pedfield, Maureen, The effect of the interview on the interviewee, International Journal of Social research Methdology, Theory & Practive, Vol. 1 No. 2 April – June 1998  Rudestam, Kjell Erik & Newton, Rae R., Surviving Your Dissertation, A Comprehensive Guide to Content & Process, Sage Publications, 2007  Seyidoğlu, Halil, Bilimsel Araştırma ve Yazma El Kitabı, Kurtiş Matbaası, İstanbul, 2000  Skomal, Susan, N., “Lessons for the Field – Ethics in Fieldwork”, Anthropology Newsletter, Vol. 35 No. 5, May 1994  University of Washington Human Subjects Division, Grant and Contract Services, Human Subjects Review Committee Application.(Application Form UW 13-11 (Rev.4/99)  Wisker, Gina, The Undergraduate Research Handbook, Palgrave Study Skills, Palgrave Macmillan, New York, 2009 | |
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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Midterm | 1 | 30 |
| Class participation, presentations and attendance | 1 | 10 |
| Final | 1 | 60 |
| **Total** |  | 100 |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **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 | The student learns about the cultural and physical development of human beings throughout history, the basic terminology of Anthropology and its basic theories. |  |  |  | X |  |  |
| 2 | The student gains the ability to think analytically and approach topics from a critical perspective |  |  |  | X |  |  |
| 3 | The student gains the ability to convey information effectively both in oral and written manners. |  |  |  |  | X |  |
| 4 | The student gains an occupational ethics, social ethics, and a social responsibility. |  |  |  |  | X |  |
| 5 | The student gains the ability to interpret cultural and historical dynamics, the cultural characteristics of Turkish culture and world cultures, analyzing the culture phenomenon and its intricate dynamics. |  |  |  | X |  |  |
| 6 | The students maintains an occupational and personal development beyond the understanding of the world and nation problems. |  |  |  | X |  |  |
| 7 | The student gains an ability to make use of the sources outside of the discipline and make this a life-long ability. |  |  |  |  | X |  |
| 8 | The student gains the ability to designate a research topic in line with anthropological guidelines and form the required methodology. |  |  |  |  | X |  |
| 9 | The student will gain the ability to question scientific and societal problems, being able to take part in individual and team projects. |  |  |  |  | X |  |
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| **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) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Mid-terms | 1 | 50 | 50 |
| Homework | - | - | - |
| Final examination | 1 | 60 | 60 |
| **Total Work Load** |  |  | 200 |
| **Total Work Load / 25 (h)** |  |  | 8 |
| **ECTS Credit of the Course** |  |  | 8 |

**ELECTIVE COURSES**

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| The History of Turkish Anthropology | ANT 106 | 2 | 3 + 0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Area Elective |
| **Course Coordinator** |  |
| **Instructors** | Assist. Prof. Arif Acaloğlu |
| **Assistants** |  |
| **Goals** | In this course, studies conducted in Turkish Science which contributes carrying the anthropological point of view and the development of the awareness of cultural variety, travel and observation notes will be examined. |
| **Content** | The history of Turkish science is filled with writers making important studies on various issues. In this sense, in addition to Orhun Monuments, the works of Kaşgarlı Mahmut, Biruni, Farabi, and the chronics related to Turkish states’ and societies’ history and culture will be examined. Besides, development and formation of Turkish world in modern era and anthropology as a science will be covered through original sources. |

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| **Learning Outcomes** | **Program**  **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Historical development of anthropological studies in Turkih geography | 1,2,4,5 | 1,2,3 | A,C |
| 2) Identify resources of Turkish anthropological history within cultural geography of Turks | 1,2,3,4,5,9 | 1,2,3 | A,C |
| 3) Understanding the evolvement of subjects and field of work from Medieval to today | 1,3,5,7,8,9 | 1,2,3 | A,C |
| 4) Examines the institutionalization process of Turkish anthropology. | 1,5,7,8 | 1,2,3 | 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 |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Description of Anthropological history and important stages |  |
| 2 | Cultural geography of Turks and resources regarding to Anthropological history |  |
| 3 | Examples of Anthropological approach in Ancient Turkish culture |  |
| 4 | Huns and European Hun Empire: cultural diversity and anthropological reflection |  |
| 5 | Anthropological approaches and comments during Gokturks |  |
| 6 | Cultural diversity perception in early Turk-Islam civilization: Kaşgarlı Mahmut Basis of Linguistic Anthropology and Turkish ethnography, Yusuf Has Hacip: Manifest of Turkish politics and Anthropology of Law |  |
| 7 | Midterm |  |
| 8 | Turkish Philosophical Anthropology in Medieval |  |
| 9 | First Professional ethnography example in the history |  |
| 10 | Cultural Anthropology of Medieval Turkish world |  |
| 11 | Anthropological approaches and comments in Medieval Turkish literal work |  |
| 12 | Early stages of Anthropological work in Medieval Turkish World |  |
| 13 | Institutionalization of Anthropology in Turkey |  |
| 14 | Study and Education of Anthropology in today’s Turkish world: institutions, topics |  |

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

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| **MATERIAL SHARING** | |
| **Documents** | Books and articles |
| **Assignments** | Representation aboutrelated topic |
| **Exams** | Take home exam |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 30 |
| Assignment | 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** |

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| **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 | Main theories and concepts of social sciences in general and anthropology in particular, the physical and cultural development of humanity in the historical process, a wide spectrum of cultural patterns and archaelogical knowledge are understood and absorbed, |  |  |  |  | X |  |
| 2 | The ability to analyze current phenomena with an anthropological perspective and to think analytically and critically are acquired, |  |  |  |  | X |  |
| 3 | Good communication and written/oral expression skills are developed, |  |  | X |  |  |  |
| 4 | Acquires professional and social ethics, as well as an elevated sense of responsibility, |  |  |  | X |  |  |
| 5 | By studying the dynamics of a variety of cultural phenomena in detail, students become able to perceive and interpret the general features, geographical conditions, historical processes and dynamics of change in Turkish and other world cultures, |  |  |  |  | X |  |
| 6 | Establishes and builds on a wide perception and understanding of local and global issues and develops personally and professionally, |  |  |  | X |  |  |
| 7 | In accordance with Life Long Learning principles, students acquire the skill and vision to continuously seek to utilize knowledge and information from outside their fields of expertise; to make collaborations and and syntheses with their own respective repertoire of knowledge, |  |  |  |  | X |  |
| 8 | Students become able to spot social issues fit for anthropological research; acquire the methods, techniques and cultural equipment necessary for field work, |  |  | X |  |  |  |
| 9 | Their solo and team work skills, critical social gaze and scientifically and ethically responsible investigation abilities become augmented. |  |  | X |  |  |  |

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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 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 45 |
| Mid-terms | 1 | 10 | 10 |
| Homework | 1 | 8 | 8 |
| Final examination | 1 | 17 | 17 |
| **Total Work Load** |  |  | 125 |
| **Total Work Load / 25 (h)** |  |  | 5 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Etnomusicology | ANT 118 | 5 | 3+0 | 3 | 5 |

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| **Prerequisites** | - |

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| |  |  | | --- | --- | | **Language of Instruction** |  | | English |
| **Course Level** | Undergraduate |
| **Course Type** | Area Elective |
| **Course Coordinator** | - |
| **Instructors** | - |
| **Assistants** | - |
| **Goals** | The main purpose of this course is to understand music varieties from different cultures around the World and how human culture effects music. |
| **Content** | Ethnomusicology provides the framework for understanding music and all human behavior relating to music. To achieve the goals requires sensitivity to the nuances of artistic expression, an enhanced music criticism and cross-cultural aesthetic, and an interdisciplinary approach comprised of both humanistic and scientific perspectives. Analysis of aspects anthropological thought influential in ethnomusicology through detailed examination of seminal texts. |

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| **Learning Outcomes** | **Program**  **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Gives a general perspective on world music cultures | 1,2,5,7 | 1,2,5 | A,C |
| 2) Studies the historical and social processes that influence world music styles and genres from an ethnomusicological perspective. Enables students to relate people’s living practices to musical styles and genres. | 1,2,5,7 | 1,2,5 | A,C |
| 3) Gives a general information about effects of religion on music | 1,2,5,7 | 1,2,5 | A,C |
| 4) ) Gives a general information about telations between music and politics | 1,2,5,7 | 1,2,5 | A,C |
| 5) Introduces the folk and traditional musics of the Asian continent | 1,2,5,7 | 1,2,5 | A,C |
| 6) Introduces the folk and traditional musics of the Asian continent | 1,2,5,7 | 1,2,5 | A,C |
| 7) Introduces the folk and traditional musics of the Europian continent | 1,2,5,7 | 1,2,5 | 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** |  | | **Topics** | | **Study Materials** |
| 1 | Introduction to Ethnomusicology:- Research Methods and Biblography in Ethnomusicology | |  |
| 2 | Fieldwork and the concept of “Music-cultures”- | |  |
| 3 | Theory and Method: Transcription- | |  |
| 4 | - Theory and Method: Notation- | |  |
| 5 | -Analysis of Musical Style | |  |
| 6 | Historical Ethnomusicology- | |  |
| 7 | Iconography and Organology | |  |
| 8 | -Midterm | |  |
| 9 | Musical Instruments | |  |
| 10 | - Religon and Music: Ritual Music | |  |
| 11 | -Gender and Music | |  |
| 12 | - Politics of Representation (1980s)- | |  |
| 13 | Postmodernism, Popular Music, and the Future of Ethnomusicology (1990s)- | |  |
| 14 | - Applied Ethnomusicology | |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Myers, Helen, *Ethnomusicology and Introduction*. Newyork: The Macmillan Press, 1992  Alan Merriam, *The Anthropology of Music*. Northwestern Univ. Press, 1964.  Nettl, Bruno. The Study of Ethnomusicology: Twenty-Nine Issues and Concepts. Urbana: University of Illinois Press. 1983. |
| **Additional Resources** | Solis, Ted, ed. 2006. Performing Ethnomusicology. University of California Press.  Nettl, Bruno. The Study of Ethnomusicology: Twenty-Nine Issues and Concepts. Urbana: University of Illinois Press. 1983.  Bruno Nettl, "Merriam, Alan P." in *The New Grove Dictionary of Music and Musicians* (London: MacMillan, 2001).  Miller, T., & Shahriari, A., World Music-A Global Journey- Roudledge, New York & London, (third editon) 2012.  Agawu, Kofi. 2003. *Representing African Music: Postcolonial Notes, Queries, Positions.* New York and London: Routledge. Manuel, Peter. 1988. '’Popular Musics of the Non-Western World’’. New York: Oxford UP. |

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| **MATERIAL SHARING** | | | | |
| **Documents** | World music videos from a variety of cultures | | | |
| **Assignments** | Musical analysis of a country | | | |
| **Exams** | General information about world music cultures | | | |
| **ASSESSMENT** | | | |
| **IN-TERM STUDIES** | | **NUMBER** | **PERCENTAGE** |
| Mid-terms | | 1 | 20 |
| Attendance and Presentation | | 1 | 20 |
| Assignment | | 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 |

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| **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 | Main theories and concepts of social sciences in general and anthropology in particular, the physical and cultural development of humanity in the historical process, a wide spectrum of cultural patterns and archaelogical knowledge are understood and absorbed, |  |  | X |  |  |  |
| 2 | The ability to analyze current phenomena with an anthropological perspective and to think analytically and critically are acquired, |  |  |  | X |  |  |
| 3 | Good communication and written/oral expression skills are developed, |  |  | X |  |  |  |
| 4 | Acquires professional and social ethics, as well as an elevated sense of responsibility, |  |  | X |  |  |  |
| 5 | By studying the dynamics of a variety of cultural phenomena in detail, students become able to perceive and interpret the general features, geographical conditions, historical processes and dynamics of change in Turkish and other world cultures, |  |  |  | X |  |  |
| 6 | Establishes and builds on a wide perception and understanding of local and global issues and develops personally and professionally, |  |  | X |  |  |  |
| 7 | In accordance with Life Long Learning principles, students acquire the skill and vision to continuously seek to utilize knowledge and information from outside their fields of expertise; to make collaborations and and syntheses with their own respective repertoire of knowledge, |  |  |  |  | X |  |
| 8 | Students become able to spot social issues fit for anthropological research; acquire the methods, techniques and cultural equipment necessary for field work, |  |  |  | X |  |  |
| 9 | Their solo and team work skills, critical social gaze and scientifically and ethically responsible investigation abilities become augmented. |  |  |  | X |  |  |

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| **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) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Mid Term | 1 | 10 | 10 |
| Quizzes | - | - | - |
| Assignments | 1 | 8 | 8 |
| Final examination | 1 | 17 | 17 |
| Total Work Load |  |  | 125 |
| Total Work Load / 25 (h) |  |  | 5 |
| ECTS Credit of the Course |  |  | 5 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Global Culture | ANT 223 | 3 | 3 + 0 | 3 | 5 |

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| **Prerequisites** | - |

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| |  |  | | --- | --- | | **Language of Instruction** |  | | English |
| **Course Level** | Undergraduate |
| **Course Type** | Compulsory |
| **Course Coordinator** | - |
| **Instructors** | Assistant Professor Seyhan KAYHAN KILIÇ |
| **Assistants** | - |
| **Goals** | The main purpose of this course is to understand how behavior differs from culture to culture. |
| **Content** | This course will be focused to examine the values, customs, morals and communication styles of cultural groups, with an emphasis on their implications for teaching. We will learn to interpret the communicative behavior of cultures and to explain how behavior differs from culture to culture. |

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| **Learning Outcomes** | **Program**  **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1. Understand the role of communication in culture. | 1,2,5,7 | 1,2,5 | A,C |
| 1. Recognize cultural variables. | 1,2,5,7 | 1,2,5 | A,C |
| 1. Familiarize yourself with the communication norms, rituals, and taboos of other cultures | 1,2,5,7 | 1,2,5 | A,C |
| 1. Learn about barriers to intercultural communication, adjustment to other cultures, and culture shock. | 1,2,5,7 | 1,2,5 | A,C |
| 1. Practice performing communication activities as they would be done in other cultures. | 1,2,5,7 | 1,2,5 | A,C |
| 1. Learn how differences in intercultural communication manifest themselves in different professional settings. | 1,2,5,7 | 1,2,5 | A,C |
| 1. Increase sensitivity to communicating with people from different cultures. | 1,2,5,7 | 1,2,5 | 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** |  | | **Topics** | | **Study Materials** |
| 1 | Introduction: What is intercultural communication and Bibliography in cross-cultural studies | |  |
| 2 | Discussions on the concept of “across cultures” and “intercultural” | |  |
| 3 | **Culture/Context/Power & History** | |  |
| 4 | Cultural Identity. The formation of Cultural Identity. | |  |
| 5 | High and low context cultural taxonomy. Hostede’s, Schawartz’s and Globe’s cultural taxonomies. | |  |
| 6 | Verbal Codes: Language and culture | |  |
| 7 | Nonverbal Communication.  Culture Universals in nonverbal communication. | |  |
| 8 | Midterm | |  |
| 9 | The act, others and the identified self - | |  |
| 10 | Translation & Interpretation (History of Meaning) | |  |
| 11 | Translation & Interpretation (Misunderstanding & Mistranslation) | |  |
| 12 | Postmodernism and Popular Culture | |  |
| 13 | Intercultural Conflict and Multiculturalism | |  |
| 14 | Review | |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Barth, Fredrik 1969 Ethnic Groups and Boundaries. New York  Humboldt, Wilhelm von 1997 On the national character of languages. In: T. Harden and D. Farrelly (ed.), 52–68. Essays on Language. Frankfurt: Peter Lang. |
| **Additional Resources** | Bourdieu, Pierre 1984 Distinction: A Social Critique of the Judgement of Taste. Cambridge, Mass.: Harvard Univ. Press. Bourdieu, Pierre 1997 “Ortseffekte,” in: Pierre Bourdieu (ed.), Das Elend der Welt. Konstanz, 159–169.  Gudykunst, William B. 2000 Methodological issues in conducting theory-based cross-cultural research. In: Helen Spencer-Oatey (ed.), Culturally Speaking. Managing Rapport through Talk across Cultures, 293–315. London: Continuum.  Helen Spencer-Oatey and Helga Kotthoff Hymes, Dell 1974 “Ways of Speaking.” In: Richard Bauman und Joel Sherzer (eds.), Explorations in the Ethnography of Speaking, 433–451. Cambridge University Press. |

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| **MATERIAL SHARING** | | | | |
| **Documents** | Videos from a variety of cultures | | | |
| **Assignments** | Cultural analysis of a country | | | |
| **Exams** | General information about intercultural communication | | | |
| **ASSESSMENT** | | | |
| **IN-TERM STUDIES** | | **NUMBER** | **PERCENTAGE** |
| Mid-terms | | 1 | 20 |
| Attendance and Presentation | | 1 | 20 |
| Assignment | | 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 |

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| **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 | Main theories and concepts of social sciences in general and anthropology in particular, the physical and cultural development of humanity in the historical process, a wide spectrum of cultural patterns and archaelogical knowledge are understood and absorbed, |  |  | X |  |  |  |
| 2 | The ability to analyze current phenomena with an anthropological perspective and to think analytically and critically are acquired, |  |  |  | X |  |  |
| 3 | Good communication and written/oral expression skills are developed, |  |  | X |  |  |  |
| 4 | Acquires professional and social ethics, as well as an elevated sense of responsibility, |  |  | X |  |  |  |
| 5 | By studying the dynamics of a variety of cultural phenomena in detail, students become able to perceive and interpret the general features, geographical conditions, historical processes and dynamics of change in Turkish and other world cultures, |  |  |  | X |  |  |
| 6 | Establishes and builds on a wide perception and understanding of local and global issues and develops personally and professionally, |  |  | X |  |  |  |
| 7 | In accordance with Life Long Learning principles, students acquire the skill and vision to continuously seek to utilize knowledge and information from outside their fields of expertise; to make collaborations and and syntheses with their own respective repertoire of knowledge, |  |  |  |  | X |  |
| 8 | Students become able to spot social issues fit for anthropological research; acquire the methods, techniques and cultural equipment necessary for field work, |  |  |  | X |  |  |
| 9 | Their solo and team work skills, critical social gaze and scientifically and ethically responsible investigation abilities become augmented. |  |  |  | X |  |  |

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| **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) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 1 | 15 |
| Mid Term | 1 | 20 | 20 |
| Quizzes | - | - | - |
| Assignments | 1 | 15 | 15 |
| Final examination | 1 | 30 | 30 |
| Total Work Load |  |  | 125 |
| Total Work Load / 25 (h) |  |  | 5 |
| ECTS Credit of the Course |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Advanced Readings in Ethnography | ANT 329 | 5 | 3 + 0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree |
| **Course Type** | Area Elective |
| **Course Coordinator** |  |
| **Instructors** | Prof. Dr. Hande Birkalan-Gedik |
| **Assistants** |  |
| **Goals** | The aim of the course is to introduce students to an intensive reading of major ethnographies and an analysis of these ethnographies in depth. |
| **Content** | The course focuses not only on the ethnographic text itself, but also the anthropologists who wrote these texts. Simultaneously, we explore the central concept in anthropology: culture. We will focus on the relationship between culture, fieldwork and ethnographic textual production. We will also consider the ideas and practices of ethnographic description and explanation and the notion of “scientific” approach in anthropology. |

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| **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Exposes students to major ethnographies in anthropology | 1,2,3 | A,C |
| Discusses the concept of culture, fieldwork and representation in ethnographic texts | 1,2,3 | A,C |
| Surveys ideas and practices of ethnographic description | 1,2,3 | A,C |
| Discusses the “scientific” approach in anthropology. | 1,2,3 | A,C |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion |
| **Assessment Methods:** | A: Testing, C: Homework |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | INTRODUCTION | - |
| 2 | LOOKING AT THE CLASSICAL | Malinowski, *Argonauts of the Western Pacific*. Introduction; pp: 1-25; Malinowski, *Argonauts of the Western Pacific*. “Essentials of Kula.” pp: 80-104. |
| 3 | DIARIES AND ETHNOGRAPHIES | Excertps from Malinowski, 1989. (Ed. Raymond Firth). *A Diary in the Strict Sense of the Term*. London: The Athlone Press. |
| 4 | VISUALIZING AND TEXTUALIZING - 1 1 | Grimshaw Ch.1, 2. |
| 5 | VISUALIZING AND TEXTUALIZING - 2 | Grimshaw Ch.3, 4 |
| 6 | *Nanook of the North* | Film Secreening and discussion |
| 7 | MID-TERM |  |
| 8 | From Travelogue to Anthropology: Tristes Tropiques -1 | [Levi-Strauss](http://www.amazon.com/exec/obidos/search-handle-url/index=books&field-author=Levi-Strauss%2C%252520Claude/104-5588932-8410328) |
| 9 | From Travelogue to Anthropology: Tristes Tropiques- 2 | [Levi-Strauss](http://www.amazon.com/exec/obidos/search-handle-url/index=books&field-author=Levi-Strauss%2C%252520Claude/104-5588932-8410328) |
| 10 | The `Novelesque` and the `Ethnographic` -1 | Lewis. *Five Families*. |
| 11 | The `Novelesque` and the `Ethnographic` -2 | Lewis. *Five Families*. |
| 12 | Ethnographic Research and Ethics | Chagnon. 1992 (Fourth Ed.). *Yanomamö*. |
| 13 | Ethnographic Research and Ethics | Chagnon. 1992 (Fourth Ed.). *Yanomamö*. |
| 14 | FINAL |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** |  |
| **Additional Resources** | * Malinowski, [Bronislaw](http://www.amazon.com/exec/obidos/search-handle-url/index=books&field-author=Malinowski%2C%252520Bronislaw/104-5588932-8410328). 1960 [1922], *Argonauts of the Western Pacific*. London (Routledge), New York, E.P. Dutton and Co, pp: 1-25. * Malinowski, [Bronislaw](http://www.amazon.com/exec/obidos/search-handle-url/index=books&field-author=Malinowski%2C%252520Bronislaw/104-5588932-8410328). 1960 [1922], “Essentials of Kula.” In *Argonauts of the Western Pacific*. London (Routledge), New York, E.P. Dutton and Co, pp: 80-104. * Malinowski, [Bronislaw](http://www.amazon.com/exec/obidos/search-handle-url/index=books&field-author=Malinowski%2C%252520Bronislaw/104-5588932-8410328). 1989. (Ed. Raymond Firth). *A Diary in the Strict Sense of the Term*. London: The Athlone Press. Pp. Introduction and up to pp: 33. * Anna Grimshaw. Ch. 1. “The Modernist Movement and After, 1895-1945” *The Ethnographer’s Eye: Ways of Seeing in Modern Anthropology*. Cambridge: CUP. * Anna Grimshaw. Ch.2. “Anxious Visions: Rivers, Cubism and Anthropological Modernism.” *The Ethnographer’s Eye: Ways of Seeing in Modern Anthropology*. Cambridge: CUP. * Anna Grimshaw. Ch.3. “The Innocent Eye: Flaherty, Malkinowski, and the Romantic Quest.” *The Ethnographer’s Eye: Ways of Seeing in Modern Anthropology*. Cambridge: CUP. * Anna Grimshaw. Ch.4. The Light of Reason: John Grierson, Radcliffe-Brown, and the Enlightenment Project.” *The Ethnographer’s Eye: Ways of Seeing in Modern Anthropology*. Cambridge: CUP. * *Nanook of the North*. Directed by Robert J. Flaherty. * ARTE Documentary on Levi Strauss. * [Levi-Strauss](http://www.amazon.com/exec/obidos/search-handle-url/index=books&field-author=Levi-Strauss%2C%252520Claude/104-5588932-8410328), Claude. 1992 [1955]. *Tristes Tropiques* (Transl. by[John Weightman](http://www.amazon.com/exec/obidos/search-handle-url/index=books&field-author=Weightman%2C%252520John/104-5588932-8410328), [Doreen Weightman](http://www.amazon.com/exec/obidos/search-handle-url/index=books&field-author=Weightman%2C%252520Doreen/104-5588932-8410328)) New York: Penguin Books. * Oscar Lewis. 1959. *Five Families*. New York: Basic Books. * Napoleon Chagnon. 1992 (Fourth Ed.). *Yanomamö*. Santa Barbara: University of Calfornia. |

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| **MATERIAL SHARING** | |
| **Documents** | **Films:** *Nanook of the North*. Directed by Robert J. Flaherty. |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 30 |
| Film Reports | 4 | 10 |
| Class participation, presentations and attendance | 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** |

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| **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 | The Department provides individuals with a possession of anthropological theories and concepts; a good command of knowledge on human development, material culture, and archeological approaches in historical perspectives; it guides individuals who can analyze contemporary issues with an anthropological lens; and those who can retain a critical and analytical thinking ability. |  |  |  |  | X |  |
| 2 | The Department guides future anthropologists who can state the theme of their research with precision, and those who is equipped with the necessary methodology, technical and cultural base and with an awareness of ethical issues for their prospective field research. |  |  |  | X |  |  |
| 3 | The Department provides the students with an ability to study the details and dynamics of cultural phenomena; an ability to perceive and interpret the characteristics of Turkish culture   as well as of different ones, with respect to their geographical conditions, historical processes and  dynamics of change. |  |  |  |  | X |  |
| 4 | The Department provides individuals with a perception and awareness towards the problems of the country and the world;  with a high level of social responsibility, an advanced level of written and oral communication skills; it guides individuals who can take advantage of the sources of information from outside the discipline in the framework of a spirit of life-long learning; and those who can pursue a professional and personal development of life, with a heartfelt joy of living. |  |  |  | X |  |  |

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| **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) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Mid-terms | 1 | 15 | 15 |
| Homework |  |  |  |
| Final examination | 1 | 20 | 20 |
| **Total Work Load** |  |  | 125 |
| **Total Work Load / 25 (h)** |  |  | 5 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Economics and Anthropology | ANT 346 | 1 | 3 + 0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Area Elective |
| **Course Coordinator** |  |
| **Instructors** | Prof.Dr.F.Belkis Kumbetoglu |
| **Assistants** |  |
| **Goals** | A primary objective of the course is to develop and increase students' knowledge of economic anthropology. It is designed to encourage and develop students' view about economic activities and relationships, with a strong emphasis on culture. |
| **Content** | This course is concerned with the main concepts of economic anthropology and how this sub discipline contributes to a broad understanding of societies. It also provides basic knowledge of the main themes in economic anthropology: reciprocity, production, distribution, redistribution, exchange, consumption and social reproduction and reviews the central concepts and theoretical assumptions in economic anthropology. |

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| **Learning Outcomes** | **Program**  **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Students will learn basic concepts, approaches, and discuss problematic topics in different economic systems. | 1,2,5,6,7 | 1,2, | A,C |
| 2) Students will gain knowledge about economic activities and relationships, with a strong emphasis on culture. | 1,2,4,5,6,7,9 | 1,2, | A,C |
| 3) Students will learn about the economy and major economic events of this century. | 1,2,4,5,8,9 | 1,2, | A,C |
| 4) This course explains the main concepts of economic anthropology and how this sub discipline contributes to a broad understanding of societies. | 1,2,3,4,5,6,7 | 1,2, | A,C |
| 5) It provides basic knowledge of the main themes in economic anthropology: reciprocity, production, distribution, redistribution, exchange, consumption and social reproduction and reviews the central concepts and theoretical assumptions in economic anthropology | 1,2,4,5,8,9 | 1,2, | A,C |
| 6) Students will gain knowledge necessary to evaluate economic globalization by discussing several monographs related to different cultures. | 1,2,3,4,5,6,7,8,9 | 1,2, | 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 |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | What is Economic Anthropology? What are the main topics and concepts? | The relationship between Anthropology and Economics |
| 2 | Main theoretical approaches in Economic Anthropology. | Anthropology and Economic Systems |
| 3 | Problems and Issues in Economic Anthropology. | Maın topics and Issues |
| 4 | Economic Behavior in Tribes  Trade and Markets in Precapitalist States. |  |
| 5 | Anthropology in Modern Economies | Recent themes |
| 6 | Peasants and the World | Rural studies |
| 7 | Mid Term |  |
| 8 | Anthropology in Modern Economies  Market and Market places. | The Nature and Structure OF Modern Market |
| 9 | Economic Anthropology and Economic Development. | The concepts of Development and Growth |
| 10 | Development, Industrialization, Modernization, Dependency. | Modernization |
| 11 | Women`s and Men`s Participation in Development | Gender Relations |
| 12 | Economic Globalization and its Social Consequences. | Flows of Capital and the Labour |
| 13 | Redefining the Economy(Concepts,Issues), Financial and Economic Crisis. | Global Processes |
| 14 | Fınal Exam |  |

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

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** | TERM PAPER |
| **Exams** | MID TERM, FINAL |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 40 |
| Quizzes | - | - |
| Assignment | 1 | 60 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** | 1 | 60 |
| **Total** |  | 100 |

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| **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 | Main theories and concepts of social sciences in general and anthropology in particular, the physical and cultural development of humanity in the historical process, a wide spectrum of cultural patterns and archaelogical knowledge are understood and absorbed, |  |  |  |  | X |  |
| 2 | The ability to analyze current phenomena with an anthropological perspective and to think analytically and critically are acquired, |  |  |  | X |  |  |
| 3 | Good communication and written/oral expression skills are developed, |  |  | X |  |  |  |
| 4 | Acquires professional and social ethics, as well as an elevated sense of responsibility, |  |  | X |  |  |  |
| 5 | By studying the dynamics of a variety of cultural phenomena in detail, students become able to perceive and interpret the general features, geographical conditions, historical processes and dynamics of change in Turkish and other world cultures, |  |  |  | X |  |  |
| 6 | Establishes and builds on a wide perception and understanding of local and global issues and develops personally and professionally, |  |  |  | X |  |  |
| 7 | In accordance with Life Long Learning principles, students acquire the skill and vision to continuously seek to utilize knowledge and information from outside their fields of expertise; to make collaborations and and syntheses with their own respective repertoire of knowledge, |  |  |  | X |  |  |
| 8 | Students become able to spot social issues fit for anthropological research; acquire the methods, techniques and cultural equipment necessary for field work, |  |  | X |  |  |  |
| 9 | Their solo and team work skills, critical social gaze and scientifically and ethically responsible investigation abilities become augmented. |  |  | X |  |  |  |

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| **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-terms | 1 | 16 | 16 |
| Homework |  |  |  |
| Final examination | 1 | 25 | 25 |
| **Total Work Load** |  |  | 125 |
| **Total Work Load / 25 (h)** |  |  | 5 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Communication, Internet and Culture | ANT 345 | 5 | 3 + 0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelors |
| **Course Type** | Elective |
| **Course Coordinator** |  |
| **Instructors** | Dr. A.Hilal Tuztaş Horzumlu |
| **Assistants** |  |
| **Goals** | This course focuses on how communication technologies affect culture, especially focusing on digital worlds and impacts it has on the society. The course discusses recent issues related to internet and society, discussing how new communication technologies are modifying cultures around the world, including rural areas. |
| **Content** | This course explores the past, present and future of communication technologies and their impact on the society. It covers analytical perspectives, concepts and theories to understand communication technologies and to examine radical changes in organization of society, labor ,politics, media brought by the recent development in digital technologies. The course aims to discuss effects of internet on personhood, identity, time, class, gender, space, labor, and politics. It also aims to discuss how internet technology is changing the rural areas. |

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| **Learning Outcomes** | **Program**  **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1- Demonstrate the knowledge of the history of communication technologies | 1,2,3,6,7,8 | 1,2,4 | A,C |
| 2- Understand the general relationship between technology, communication, society, and culture | 1,2,3,4,5,6,7,8,9 | 1,2,4 | A,C |
| 3- Analyze and discuss contemporary key social issues (identity, politics, human rights) related internet technology. | 1,2,3,4,6,7,8 | 1,2,3,5 | A,C |
| 4- Demonstrate the ability to understand virtual space and society | 1,2,3,4,5,7 | 1,2,3,5 | 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 |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction |  |
| 2 | Early History of communication Technologies  Telegraph and Telephone |  |
| 3 | Mass Communication Technologies and Social Construction of Technology  Radio and television |  |
| 4 | Digital communication and internet |  |
| 5 | Mobile Phone and İdentity |  |
| 6 | Internet and Political Collective Action |  |
| 7 | Internet and Social Change  Rural communities |  |
| 8 | Midterm |  |
| 9 | Network Society and Global Village |  |
| 10 | Internet and Digital Divide |  |
| 11 | Indigenous People and Internet |  |
| 12 | Virtual Life and Games |  |
| 13 | Student project presentations |  |
| 14 | Student Project presentations |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | *Communication in history: Technology, culture, society*. Routledge. Crowley, D., & Heyer, P. (2015).  *Information and Communication Technologies in Rural Society. Being Rural in a Digital A*ge. Routledge.Rusten, G.(2007)  *Handbook of Mobile Communication Studies.* MIT Press,Everett, J. (2008)  *Media Access. Social and Psychological Dimensions of New Technology Use* .Eds Bucy,E. and Newhagen, J. (2004) |
| **Additional Resources** | Additional articles will be given every week. |

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| **MATERIAL SHARING** | |
| **Documents** | Related books, articles and documentaries |
| **Assignments** | Take home exam and presentation |
| **Exams** | Mid-term and final exam |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 30 |
| Presentation and Attendance | 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** |

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| **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 | Main theories and concepts of social sciences in general and anthropology in particular, the physical and cultural development of humanity in the historical process, a wide spectrum of cultural patterns and archaelogical knowledge are understood and absorbed, |  |  |  | X |  |
| 2 | The ability to analyze current phenomena with an anthropological perspective and to think analytically and critically are acquired, |  |  |  | X |  |
| 3 | Good communication and written/oral expression skills are developed, |  |  | X |  |  |
| 4 | Acquires professional and social ethics, as well as an elevated sense of responsibility, |  |  | X |  |  |
| 5 | By studying the dynamics of a variety of cultural phenomena in detail, students become able to perceive and interpret the general features, geographical conditions, historical processes and dynamics of change in Turkish and other world cultures, |  |  |  | X |  |
| 6 | Establishes and builds on a wide perception and understanding of local and global issues and develops personally and professionally, |  |  | X |  |  |
| 7 | In accordance with Life Long Learning principles, students acquire the skill and vision to continuously seek to utilize knowledge and information from outside their fields of expertise; to make collaborations and and syntheses with their own respective repertoire of knowledge, |  |  |  | X |  |
| 8 | Students become able to spot social issues fit for anthropological research; acquire the methods, techniques and cultural equipment necessary for field work, |  |  |  | X |  |
| 9 | Their solo and team work skills, critical social gaze and scientifically and ethically responsible investigation abilities become augmented. |  |  |  | X |  |

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| **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) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 2 | 30 |
| Mid-terms | 1 | 15 | 15 |
| Presentation Take home | 1 | 10 | 10 |
| Final examination | 1 | 25 | 25 |
| **Total Work Load** |  |  | 125 |
| **Total Work Load / 25 (h)** |  |  | 5 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Shamanism in Central Asia | ANT 356 | 6 | 3 + 0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English/Turkish |
| **Course Level** | Undergraduate |
| **Course Type** | Elective |
| **Course Coordinator** |  |
| **Instructors** | Asst. Prof. Arif Acaloğlu |
| **Assistants** |  |
| **Goals** | The course will focus on various tribal societies in Central Asia and on the healing roles of shamans, the sources of their ritual power, and their contribution to the solidarity and health of their societies, both historically and currently. |
| **Content** | Important sources and original texts on the history of Central Asian shamanism will be studied; characteristics of Shaman candidates, Shaman skills, accessories and functions will be discussed; shamanistic traditions of Central Asian Turks and Western Turks will be comparatively studied. |

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| **Learning Outcomes** | **Program**  **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1. General introduction to shamanism | 1,2,3,5,7 | 1,2,3 | A,C |
| 1. The structure and characteristics of Centrai Asian shamanism will be discussed | 1,2,3,5,7 | 1,2,3 | A,C |
| 1. The characteristics, upbringing and social status of shaman candidates will be evalated | 1,2,3,5,7 | 1,2,3 | A,C |
| 1. Shaman’s costumes, paraphernalia and ritual techniques will be studied | 1,2,3,5,7 | 1,2,3 | A,C |
| 1. Information about impacts on and survivals of Central Asia shamanism in modern Turkish culture will be reviewed. | 1,2,3,5,7 | 1,2,3 | 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 |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | General definitions of shamanism. Shamanism in Central Asia, Americas, Malaysia and Eurasia. | - |
| 2 | Literature review. Sources of shamanism studies. | - |
| 3 | Basic elements of shamanism. | - |
| 4 | Possible tasks and functions of a shaman; diseases a shaman can cure; healing techniques | - |
| 5 | Main methods of shamanic activity | - |
| 6 | Shaman’s helpers: Protecting and helping spirits, helping persons | - |
| 7 | Shaman accessories: Shaman’s clothing and drum | - |
| 8 | Midterm | - |
| 9 | Shaman’s character and social status | - |
| 10 | Shamanist cosmology | - |
| 11 | Art, artistic dimensions of shaman activities | - |
| 12 | Shaman rituals: Goals, flow and ending | - |
| 13 | Shamanism and Turkish mythology, Shaman deities and Gök Tanrı. Shamanism and world religions | - |
| 14 | Shamanism and Turkish folk literature, Turkish epic tradition and shamanism, shamanism in contemporary Central Asia, neo-shamanism and urban shamanism | - |
| 15 | Final | - |

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| **RECOMMENDED SOURCES** | |
| **Textbook** |  |
| **Additional Resources** | Eliade, M., (1999) Şamanizm, İmge Kitabevi, Ankara  İnan, A., (1986) Tarihte ve Bugün Şamanizm, TTK, Ankara  Perin, Perin (1995) Şamanizm, İletişim Yayınları, İstanbul |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Assignment | 4 | 20 |
| Midterm | 1 | 30 |
| Final | 1 | 50 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 50 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** | 1 | 50 |
| **Total** |  | 100 |

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| **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 | Main theories and concepts of social sciences in general and anthropology in particular, the physical and cultural development of humanity in the historical process, a wide spectrum of cultural patterns and archaelogical knowledge are understood and absorbed, |  |  |  |  | X |  |
| 2 | The ability to analyze current phenomena with an anthropological perspective and to think analytically and critically are acquired, |  |  | X |  |  |  |
| 3 | Good communication and written/oral expression skills are developed, |  |  | X |  |  |  |
| 4 | Acquires professional and social ethics, as well as an elevated sense of responsibility, |  |  | X |  |  |  |
| 5 | By studying the dynamics of a variety of cultural phenomena in detail, students become able to perceive and interpret the general features, geographical conditions, historical processes and dynamics of change in Turkish and other world cultures, |  |  |  |  | X |  |
| 6 | Establishes and builds on a wide perception and understanding of local and global issues and develops personally and professionally, |  |  | X |  |  |  |
| 7 | In accordance with Life Long Learning principles, students acquire the skill and vision to continuously seek to utilize knowledge and information from outside their fields of expertise; to make collaborations and and syntheses with their own respective repertoire of knowledge, |  |  |  | X |  |  |
| 8 | Students become able to spot social issues fit for anthropological research; acquire the methods, techniques and cultural equipment necessary for field work, |  |  |  | X |  |  |
| 9 | Their solo and team work skills, critical social gaze and scientifically and ethically responsible investigation abilities become augmented. |  |  | X |  |  |  |

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| **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 | 21 | 21 |
| Quizzes | - | - | - |
| Assignments | 4 | 5 | 20 |
| Final examination | 1 | 30 | 30 |
| **Total Work Load** |  |  | 127 |
| **Total Work Load / 25 (h)** |  |  | 5.08 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Online Ethnography | ANT 365 | 6 | 3 + 0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Elective |
| **Course Coordinator** |  |
| **Instructors** | Dr. Bahar Taymaz |
| **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 |

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| **Learning Outcomes** | **Program**  **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) The history and the significance of ethnographic fieldwork | 1,2,3,6,7,8 | 1,2,3 | A,C |
| 2) Present notions of community and culture | 1,2,3,4,5,6,7,8,9 | 1,2,3 | A,C |
| 3) Adaptation of ethnographic fieldwork to online societies and communities | 1,2,3,4,6,7,8 | 1,2,3 | A,C |
| 4) Methods of data collection from online world | 1,2,3,4,5,7 | 1,2,3,5 | A,C |
| 5) Methods of data analysis and interpretation | 1,2,3,4,5,7 | 1,2,3,5 | 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 |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **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 |  |

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| **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) |

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| **MATERIAL SHARING** | |
| **Documents** | Related books, articles and social media accounts |
| **Assignments** | Research Project Presentation & Reaction Paper |
| **Exams** | Mid-term and final exam |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 30 |
| Presentation and Attendance | 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** |

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| **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 | Main theories and concepts of social sciences in general and anthropology in particular, the physical and cultural development of humanity in the historical process, a wide spectrum of cultural patterns and archaelogical knowledge are understood and absorbed, |  |  | X |  |  |
| 2 | The ability to analyze current phenomena with an anthropological perspective and to think analytically and critically are acquired, |  |  |  |  | X |
| 3 | Good communication and written/oral expression skills are developed, |  |  | X |  |  |
| 4 | Acquires professional and social ethics, as well as an elevated sense of responsibility, |  |  | X |  |  |
| 5 | By studying the dynamics of a variety of cultural phenomena in detail, students become able to perceive and interpret the general features, geographical conditions, historical processes and dynamics of change in Turkish and other world cultures, |  |  |  | X |  |
| 6 | Establishes and builds on a wide perception and understanding of local and global issues and develops personally and professionally, |  |  |  | X |  |
| 7 | In accordance with Life Long Learning principles, students acquire the skill and vision to continuously seek to utilize knowledge and information from outside their fields of expertise; to make collaborations and and syntheses with their own respective repertoire of knowledge, |  |  |  |  | X |
| 8 | Students become able to spot social issues fit for anthropological research; acquire the methods, techniques and cultural equipment necessary for field work, |  |  |  |  | X |
| 9 | Their solo and team work skills, critical social gaze and scientifically and ethically responsible investigation abilities become augmented. |  |  |  | X |  |

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| **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) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 2 | 30 |
| Mid-terms | 1 | 15 | 15 |
| Presentation Take home | 1 | 10 | 10 |
| Final examination | 1 | 25 | 25 |
| **Total Work Load** |  |  | 125 |
| **Total Work Load / 25 (h)** |  |  | 5 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Psychological Antropology | ANT 369 | 5 | 3+0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Elective |
| **Course Coordinator** | - |
| **Instructors** | Asst. Prof. Sevda Numanbayraktaroğlu |
| **Assistants** | - |
| **Goals** |  |
| **Content** | Personality and Culture Theorists and the beginnings of Psychological Anthropology; Psychoanalytical Anthropology; Cognitive Psychological Anthropology; Development and Culture; Emotion and Culture; Self and Culture; Problems of Liberal Democracies from a Psychological Anthropological Perspective |

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| **Learning Outcomes** | **Program**  **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| To understand what psychological anthropology is; to learn fundamentals of its development and its intimate ties to the field of psychology | 1,5,6,7 | 1,2,3 | A, C |
| Critical analysis of the relationship between culture and the basic subjects of psychological science | 1,2,3,4,5,6,7 | 1,2,3 | A, C |
| Critical evaluation of the universal statements about human beings in the light of the psychological anthropological knowledge | 1,2,3,4,5,6,7,8,9 | 1,2,3 | A, C |
| Gaining an insight about the problems of liberal democracies in the light of the psychological anthropological knowledge | 1,2,4,5,6,7 | 1,2,3 | 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 |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction | Review of syllabus |
| 2 | Personality and Culture | Bock, Chapter 1 |
| 3 | Personality and Culture | Levine, Intro |
| 4 | Personality and Culture | Levine, Chapter 2 |
| 5 | Psychoanalytical Anthropology | Bock, Chapter 2 |
| 6 | Psychoanalytical Anthropology | Shwartz, White, & Lutz, Chapter 12 |
| 7 | Cognitive Approach to Psychological Anthropology | Bock, Chapter 10 |
| 8 | Cognitive Approach to Psychological Anthropology | Shwartz, White, & Lutz, Chapter 2 & 4 |
| 9 | Development and Psychological Anthropology | Shwartz, White, & Lutz, Chapter 6;  Levine, Chapter 14 |
| 10 | Emotion and Psychological Anthropology | Levine, Introduction to part II & Chapter 4 |
| 11 | Emotion and Psychological Anthropology | Levine, Chapter 8 |
| 12 | Self and Culture | Levine, Chapter 18;  Kitayama, S., & Duffy, S. (2004) |
| 13 | Self and Culture | Shweder, Richard A. 1991 |
| 14 | Liberal Societies and Their Problems from Psychological Anthropological Perspective | Shweder, Richard A. 2002 |
| 15 | Liberal Societies and Their Problems from Psychological Anthropological Perspective | Usha, Menon. 2002 |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Bock, P. 1999. Rethinking Psychological Anthropology: Continuity and Change in the study of human action.  Robert A. Levine. 2010. Psychological Anthropology: A reader on Self in Culture. New York: Wiley-Blackwell.  Theodore Schwartz, Geoffrey M. White, & Catherine Lutz (eds.). 1995. New Directions in Psychological Anthropology. New York: Cambridge University Press. |
| **Additional Resources** | Shinobu Kitayama & Sean Duffy. 2004. Cultural competence—Tacit, yet fundamental: Self, social relations, and cognition in the US and Japan. In R. J., Sternberg, & E. L. Grigorenko, (Eds.), Culture and competence: Contexts of life success. Washington, DC: American Psychological Association. Pp: 55-87.  Richard A. Shweder. 2002. “What about female genital mutilation?’ Why understanding culture matters in the first place” pp. 216-252 in *Engaging Cultural Differences: The Multicultural Challenge in Liberal Democracies* edited by Shweder, Richard A., Martha Minow, and Hazel Markus. New York: Russell Sage Foundation.  Menon Usha. 2002. “Neither victor nor rebel: Feminism and morality of gender and family life in a Hindu temple town” pp. 288-309 in *Engaging Cultural Differences: The Multicultural Challenge in Liberal Democracies* edited by Shweder, Richard A., Martha Minow, and Hazel Markus. New York: Russell Sage Foundation. |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** | Two research based presentations |
| **Exams** | One midterm exam; One final exam |

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| **ASSESSMENT** | | | |
| **IN-TERM STUDIES** | **NUMBER** | | **PERCENTAGE** |
| Mid-terms | 1 | 35 | |
| Presentations | 1 | 40 | |
| Assignment | 1 | 25 | |
| **Total** |  | 100 | |
| **Contribution of Final Examination to Overall Grade** |  | 25 | |
| **Contribution of In-Term Studies to Overall Grade** |  | 75 | |
| **Total** |  | 100 | |

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| **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 | Main theories and concepts of social sciences in general and anthropology in particular, the physical and cultural development of humanity in the historical process, a wide spectrum of cultural patterns and archaelogical knowledge are understood and absorbed, |  |  |  |  | X |  |
| 2 | The ability to analyze current phenomena with an anthropological perspective and to think analytically and critically are acquired, |  |  |  | X |  |  |
| 3 | Good communication and written/oral expression skills are developed, |  |  | X |  |  |  |
| 4 | Acquires professional and social ethics, as well as an elevated sense of responsibility, |  |  | X |  |  |  |
| 5 | By studying the dynamics of a variety of cultural phenomena in detail, students become able to perceive and interpret the general features, geographical conditions, historical processes and dynamics of change in Turkish and other world cultures, |  |  |  | X |  |  |
| 6 | Establishes and builds on a wide perception and understanding of local and global issues and develops personally and professionally, |  |  |  | X |  |  |
| 7 | In accordance with Life Long Learning principles, students acquire the skill and vision to continuously seek to utilize knowledge and information from outside their fields of expertise; to make collaborations and and syntheses with their own respective repertoire of knowledge, |  |  |  | X |  |  |
| 8 | Students become able to spot social issues fit for anthropological research; acquire the methods, techniques and cultural equipment necessary for field work, |  |  | X |  |  |  |
| 9 | Their solo and team work skills, critical social gaze and scientifically and ethically responsible investigation abilities become augmented. |  |  |  | X |  |  |

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| **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) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 2 | 30 |
| Mid-terms | 1 | 15 | 15 |
| Homework | 1 | 10 | 10 |
| Final examination | 1 | 25 | 25 |
| **Total Work Load** |  |  | 125 |
| **Total Work Load / 25 (h)** |  |  | 5 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Gender and Culture | ANT 383 | 1 | 3 + 0 | 3 | 4 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Area Elective |
| **Course Coordinator** |  |
| **Instructors** | Prof. Dr. Hande Birkalan-Gedik |
| **Assistants** |  |
| **Goals** | The aim of this course is to survey the literature on culture and gender in anthropology and to consider the shifts in thinking about gender. It asks the question, for example, how anthropology approached to sex and gender, what “women’s anthropology” means and differs from mainstream anthropology, and in what dimensions and capacity the feminist anthropology is different from conventional anthropology and so on. |
| **Content** | As an analytical category, the term “gender” became a key concept in social sciences starting in the 1960s, replacing the term “woman.” This shift aimed at discerning the realm of the biological and that of cultural. Throughout the course, we consider examples based fieldwork elucidating epistemology, praxis, and textual representation in/of sex and gender and power in different cultures. Throughout the course, students will be asked to be prepared for the discussion of weekly readings and to deliver short weekly papers. |

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| **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) discusses categories of woman, sex, and gender | 1,2,3 | A,C |
| 2) reviews anthropological literature on culture and gender | 1,2,3 | A,C |
| 3) analyzes theoretical frameworks and approaches of gender | 1,2,3 | A,C |
| 4) examines ethnographies based on gender perspective | 1,2,3 | A,C |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion |
| **Assessment Methods:** | A: Testing, C: Homework |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | INTRODUCTION |  |
| 2 | Gender and Theoretical Orientations | Scott |
| 3 | Study of Gender in Anthropology | Mascia Lees and Johnson Black |
| 4 | Woman and Gender in Anthropology | Rosaldo, Rapp |
| 5 | Woman and Culture 2 | Slocum, Sacks |
| 6 | Evolutionary Models and Their Criticisms | *Gender and Anthropology*, Ch. 3, pp: 20-39. |
| 7 | MIDTERM |  |
| 8 | Psychological Models | *Gender and Anthropology*, Ch. 4, pp: 40-46. |
| 9 | Materialist Orientations and Their Criticisms | *Gender and Anthropology*, Ch. 5, pp: 47-67. |
| 10 | Stuructural Approaches and Their Criticisms | *Gender and Anthropology*, Ch. 6, pp: 68-79. |
| 11 | Discourse Analysis and Sociolinguistics Approach | *Gender and Anthropology*, Ch. 7, pp: 80-91.  Gal. |
| 12 | Reflexive Approach and Anthropology | *Gender and Anthropology*, Ch. 8 and 9, pp: 92-106. |
| 13 | Sex and Gender/Biology and Culture | Rapp and Ross |
| 14 | REVIEW |  |
| 15 | FINAL |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** |  |
| **Additional Resources** | 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.  Frances E. Mascia-Lees and Nancy Johnson Black. 2000. *Gender and Anthropology*, Illinois: Waveland Press. Ch.1 and 2, pp: 1-19.  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.  Rayna R. Reiter. 1975. “Introduction.” In *Toward and Anthropology of Women*. New York: Monthly Review Press, pp: 11-19.  *Gender and Anthropology*, Ch. 4, pp: 40-46.  *Gender and Anthropology*, Ch. 5, pp: 47-67.  *Gender and Anthropology*, Ch. 6, pp: 68-79.  *Gender and Anthropology*, Ch. 7, pp: 80-91.  *Gender and Anthropology*, Ch. 8 and 9, pp: 92-106.  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. |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Midterm | 1 | 30 |
| Class participation, presentations and attendance | 2 | 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** |

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| **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 | The Department provides individuals with a possession of anthropological theories and concepts; a good command of knowledge on human development, material culture, and archeological approaches in historical perspectives; it guides individuals who can analyze contemporary issues with an anthropological lens; and those who can retain a critical and analytical thinking ability. |  |  |  | X |  |  |
| 2 | The Department guides future anthropologists who can state the theme of their research with precision, and those who is equipped with the necessary methodology, technical and cultural base and with an awareness of ethical issues for their prospective field research. |  |  | X |  |  |  |
| 3 | The Department provides the students with an ability to study the details and dynamics of cultural phenomena; an ability to perceive and interpret the characteristics of Turkish culture   as well as of different ones, with respect to their geographical conditions, historical processes and  dynamics of change. |  |  |  |  | X |  |
| 4 | The Department provides individuals with a perception and awareness towards the problems of the country and the world;  with a high level of social responsibility, an advanced level of written and oral communication skills; it guides individuals who can take advantage of the sources of information from outside the discipline in the framework of a spirit of life-long learning; and those who can pursue a professional and personal development of life, with a heartfelt joy of living. |  |  |  |  | X |  |

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| **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) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Mid-terms | 1 | 3 | 3 |
| Homework | - | - | - |
| Final examination | 1 | 3 | 3 |
| **Total Work Load** | 1 | 4 | 4 |
| **Total Work Load / 25 (h)** |  |  | 100 |
| **ECTS Credit of the Course** |  |  | 4 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Anthropology of İslam | ANT 406 | 8 | 3 + 0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Elective |
| **Course Coordinator** |  |
| **Instructors** | Assist. Prof. Arif Acaloğlu |
| **Assistants** |  |
| **Goals** | Approaches and works about cultural variety in the context of Islamic civilization will be studied from two different point of view. |
| **Content** | First, Islamic remarks of the origin and structure of human, society, and cultures will be examined. Second, Islamic world’s scientists’ works from the beginning to up till now will be examined with the criteria of anthropological science. |

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| **Learning Outcomes** | **Program**  **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1- Antropological subjects concerning the religion of Isla | 1,3,4,8,9,11 | 1,2,4 | A,C |
| 2- Evaluate the “other” Notion of Islam | 1,3,4,8,11 | 1,2,4 | A,C |
| 3-Investigate the relationship between Islamic Philosophers with Anthropology | 1,4,6,7,8 | 1,2,4 | A,C |
| 4- Current anthropological approaches and conducted studies within Islam world | 1,4,6,8,9,11 | 1,2,4 | 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 |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Islamic view on “human” and Anthropological approaches in Islam culture |  |
| 2 | Creator- Universe- Human, process and aphorism of Disposition |  |
| 3 | Cultural gender according to Islam, related continuum and regulations |  |
| 4 | Definition of “other” in Islam |  |
| 5 | Farabi – İbn Sina – Miskaveyhi |  |
| 6 | Birunî |  |
| 7 | Ibn Haldun |  |
| 8 | Mid-Term |  |
| 9 | Gazali |  |
| 10 | Political Anthropology |  |
| 11 | Explorer-Historian-Writers; cultural diversity perception |  |
| 12 | Examples of Anthropologic approaches in Ottoman era |  |
| 13 | Alteration and Development in Modern Age Islamic Anthropology |  |
| 14 | Anthropological studies, education and research in today’s Islam World |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | -John R. Bowen.2012. A New Anthropology of Islam  -Gabriele Marranci.2008. The Anthropology of Islam. |
| **Additional Resources** | -Ghodsee, Kristen. 2010. *Muslim Lives in Eastern Europe: Gender, Ethnicity, and the Transformation of Islam in Postsocialist Bulgaria*. Princeton: Princeton University Press.  -Kreinath, Jens. 2012. *The Anthropology of Islam Reader*. New York: Routledge.  -Rasanayagam, Johan. 2011. *Islam in Post-Soviet Uzbekistan: The Morality of Experience*. Cambridge:Cambridge University Press.  -Ruthven, Malise. 2012. *Islam: A Very Short Introduction*. Second ed. Oxford: Oxford University Press. |

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| **MATERIAL SHARING** | |
| **Documents** | Related boks, articles and documentaries |
| **Assignments** | Take home exam and presentation |
| **Exams** | Mid-term and final ezam |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 30 |
| Presentation and Attendance | 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** |

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| **COURSE CATEGORY** | Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Main theories and concepts of social sciences in general and anthropology in particular, the physical and cultural development of humanity in the historical process, a wide spectrum of cultural patterns and archaelogical knowledge are understood and absorbed, |  |  |  | X |  |  |
| 2 | The ability to analyze current phenomena with an anthropological perspective and to think analytically and critically are acquired, |  |  |  | X |  |  |
| 3 | Good communication and written/oral expression skills are developed, |  |  | X |  |  |  |
| 4 | Acquires professional and social ethics, as well as an elevated sense of responsibility, |  |  | X |  |  |  |
| 5 | By studying the dynamics of a variety of cultural phenomena in detail, students become able to perceive and interpret the general features, geographical conditions, historical processes and dynamics of change in Turkish and other world cultures, |  |  |  | X |  |  |
| 6 | Establishes and builds on a wide perception and understanding of local and global issues and develops personally and professionally, |  |  | X |  |  |  |
| 7 | In accordance with Life Long Learning principles, students acquire the skill and vision to continuously seek to utilize knowledge and information from outside their fields of expertise; to make collaborations and and syntheses with their own respective repertoire of knowledge, |  |  |  | X |  |  |
| 8 | Students become able to spot social issues fit for anthropological research; acquire the methods, techniques and cultural equipment necessary for field work, |  |  |  | X |  |  |
| 9 | Their solo and team work skills, critical social gaze and scientifically and ethically responsible investigation abilities become augmented. |  |  |  | X |  |  |

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| **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-terms | 1 | 20 | 20 |
| Presentation Take home | 1 | 5 | 5 |
| Final examination | 1 | 30 | 30 |
| **Total Work Load** |  |  | 125 |
| **Total Work Load / 25 (h)** |  |  | 5 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | **Course Title** | **Course Title** | **Course Title** | *Kredi* | *AKTS* |
| Linguistic Anthropology | ANT 421 | 7 | 3 + 0 | 3 | 5 |

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| **Prerequites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Area Elective |
| **Course Coordinator** | - |
| **Instructors** | Assist. Prof. Arif Acaloğlu |
| **Assistants** | - |
| **Goals** | To introduce the field of linguistic anthropology; to provide the basic vocabulary of linguistics; to learn about the various theories of culture and language; the debate between Sapir-Whorf hypothesis and Structuralist way of thinking about language production and linguistic capacity; to read and learn more about different languages and how different cultures create different ways of thinking about the World |
| **Content** | The content of language; the function of language; linguistic corpus; the relationship between language and thinking; cognition and culture; language and various means of perceiving reality; early ethnographic studies; sign languages; symbolic meaning production etc. |

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| **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** | **Learning Outcomes** |
| 1) To analyze and learn what linguistic anthropology is | 1,2,3,4,7,8 | 1,2,3 | A |
| 2) To explain the concept of language | 1,2,3,4,7,8 | 1,2,3 | A |
| 3) To explain the scientific methodology of Linguistic anthropology | 1,2,3,4,7,8 | 1,2,3 | A |
| 4) To explain the relationship between culture and language | 1,2,3,4,7,8 | 1,2,3 | A |
| 5) To analyze the relationship between language and culture | 1,2,3,4,7,8 | 1,2,3 | A,C |
| 6) To explain the universality of languages | 1,2,3,4,7,8 | 1,2,3,4 | A,C |
| 7) To make ties between different languages | 1,2,3,4,7,8 | 1,2,3, 4 | 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 |

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| **COURSE CONTENT** | | |
| **Week** | **Topic** | **Preparement** |
| 1 | Introduction |  |
| 2 | Subdisciplines of Linguistic Anthropology |  |
| 3 | Methodology |  |
| 4 | Components of Language |  |
| 5 | Structure of Language |  |
| 6 | Language Diversity |  |
| 7 | Midterm |  |
| 8 | The origin of languages |  |
| 9 | Language and Culture |  |
| 10 | Language and Society |  |
| 11 | Language Acquisition |  |
| 12 | Language Enhancement |  |
| 13 | Changes in Languages |  |
| 14 | Language Death |  |
| 15 | FİNAL |  |

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| **RECOMMENDED RESOURCES** | |
| **Course Document** | DURANTI Alessandro, *Linguistic Anthropology,*New York: Cambridge University Press, 1997, 398s. *Linguistic Antrhropology: a reader,* Malden, Mass.: Blackwell Publishers, 2001, 493 s. |
| **Other Resources** | DURANTI Alessandro (ed), *Key Terms in Language and Culture,* Malden, Mass.: Blackwell Publishers, 2001, 282s. DURANTI Alessandro (ed), *A Companion to Linguistic Anthropology,*Malden, MA: Blackwell Publishers, 2004, 625s. FOLEY William A., *Anthropological Linguistics: an Introduction,*Malden, MA: Blackwell Publishers, 1997, 495 s. |

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| **MATERIAL SHARING** | |
| **Documents** | **Documents** |
| **Assignments** | **Assignments** |
| **Exams** | **Exams** |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 30 |
| Quizzes | 1 | 30 |
| Assignment | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Uzmanlık / Alan Dersleri |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Main theories and concepts of social sciences in general and anthropology in particular, the physical and cultural development of humanity in the historical process, a wide spectrum of cultural patterns and archaelogical knowledge are understood and absorbed, |  |  |  | X |  |  |
| 2 | The ability to analyze current phenomena with an anthropological perspective and to think analytically and critically are acquired, |  |  |  | X |  |  |
| 3 | Good communication and written/oral expression skills are developed, |  |  | X |  |  |  |
| 4 | Acquires professional and social ethics, as well as an elevated sense of responsibility, |  |  |  | X |  |  |
| 5 | By studying the dynamics of a variety of cultural phenomena in detail, students become able to perceive and interpret the general features, geographical conditions, historical processes and dynamics of change in Turkish and other world cultures, |  |  |  | X |  |  |

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| **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) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Mid-terms | 1 | 10 | 10 |
| Homework | 1 | 8 | 8 |
| Final examination | 1 | 17 | 17 |
| **Total Work Load** |  |  | 125 |
| **Total Work Load / 25 (h)** |  |  | 5 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| MUSEOLOGY | ANT 436 | 7 | 3 + 0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Elective |
| **Course Coordinator** |  |
| **Instructors** |  |
| **Assistants** | - |
| **Goals** | THE DEFINITON OF A MUSEUM AND MUSEOLOGY WILL BE STUDIED BY VISITING MUSEUMS ON SITE. THE RELAITIONSHIP BETWEEN MUSEUMS AND ANTHROPOLGY WILL BE DISCUSSED. |
| **Content** | MUSEUM EXHIBITION, EDUCATION, SECURITY. PRESERVATION AND RELATIONSHIP BETWEEN SOCIETY AND MUSEUMS |

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| **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) UNDERSTANDING MUSEOLOGY | 1,2,3 | A,C |
| 2) WHAT IS A GOOD MUSEUM EXHIBITON? | 1,2,3 | A,C |
| 3) THE IMPORTANCE OF MUSEUM EDUCATION | 1,2,3 | A,C |
| 4) THE VALUE OF MUSEUMS FOR SOCIETY | 1,2,3 | A,C |
| 5) HOW CAN MUSEUM COLLECTIONS BE PREARED? | 1,2,3 | A,C |
| 6) SOME IDEAS ON MUSEUM ARCHITECTURE | 1,2,3 | A,C |
| 7) MUSEUM MANAGEMENT | 1,2,3 | A,C |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion |
| **Assessment Methods:** | A: Testing, C: Homework |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | MUSEUM DEFINITION AND TYPES | ICOM |
| 2 | MUSEUM HISTORY AND MUSEOLOGY TERMS | ICOM |
| 3 | MUSEUM VISIT ( THE MUSEUM OF INNOCENCE) | READING THE BOOK OF ‘USEUMS OF INNOCENCE) |
| 4 | MUSEUM EXHIBITON | EXHIBITION TYPES |
| 5 | MUSEUM VISIT (IS BANK MUSEUM) | THE MUSEUM WEB SİTE |
| 6 | MUSEUM EDUCATION | MUSEUM EDUCATION WEB SITE |
| 7 | MUSEUM VISIT (ISTANBUL MODERN) | READING ABOUT ISTANBUL MODERN |
| 8 | MID-TERM (PRESENTATIONS) | EDUCATION PROGRAM FOR PAHARMACY MUSEUM |
| 9 | MID-TERM (CONTINUE WITH PRESENTATION) | EDUCATION PROGRAM FOR PAHARMACY MUSEUM |
| 10 | MUSEUM VISIT (VITALI HAKKO LIBRARY AND COLLECTION) | RESERACH ON VAKKO COLLECTION |
| 11 | MUSEUM MANAGEMENT | MANAGEMET |
| 12 | MUSEUM AND SOCİETY | SOCIOLOGY, PSYCHOLOGY |
| 13 | MUSEUM VISIT | RESEARCH OF THE MUSEUM |
| 14 | COLLECTION MANAGEMENT, MUSEUM ARCHITECTURE | ARCHITECTURE |
| 15 | EXAMINING MUSEUMS OF ISTANBUL | İSTANBUL |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Edson Gary&David Dean, 1994, The Handbook of Museums, Routledge, London |
| **Additional Resources** | Mclean Fiona, 1997, Marketing the Museum, Routledge, London |

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| **MATERIAL SHARING** | |
| **Documents** | SLIDE SHOW |
| **Assignments** | STUDENTS PREPARE SHORT WRITING ASSIGMENTS ABOUT SUBJECTS |
| **Exams** | MID-TERM (WRITING ASSIGMENT) FINAL EXAM( QUESTIONS-ANSWERS) |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 2 | 30 |
| Participation | 1 | 20 |
| Attendance | 1 | 10 |
| Final | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **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 | The Department provides individuals with a possession of anthropological theories and concepts; a good command of knowledge on human development, material culture, and archeological approaches in historical perspectives; it guides individuals who can analyze contemporary issues with an anthropological lens; and those who can retain a critical and analytical thinking ability. |  |  | X |  |  |  |
| 2 | The Department guides future anthropologists who can state the theme of their research with precision, and those who is equipped with the necessary methodology, technical and cultural base and with an awareness of ethical issues for their prospective field research. |  | X |  |  |  |  |
| 3 | The Department provides the students with an ability to study the details and dynamics of cultural phenomena; an ability to perceive and interpret the characteristics of Turkish culture   as well as of different ones, with respect to their geographical conditions, historical processes and  dynamics of change. |  |  |  | X |  |  |
| 4 | The Department provides individuals with a perception and awareness towards the problems of the country and the world;  with a high level of social responsibility, an advanced level of written and oral communication skills; it guides individuals who can take advantage of the sources of information from outside the discipline in the framework of a spirit of life-long learning; and those who can pursue a professional and personal development of life, with a heartfelt joy of living. |  |  |  | X |  |  |

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| **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) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Mid-terms | 1 | 15 | 15 |
| Homework |  |  |  |
| Final examination | 1 | 30 | 30 |
| **Total Work Load** |  |  | 125 |
| **Total Work Load / 25 (h)** |  |  | 5 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Urban Anthropology | ANT 438 | 8 | 3 + 0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Area Elective |
| **Course Coordinator** |  |
| **Instructors** | Assist. Prof. Arif Acaloğlu |
| **Assistants** |  |
| **Goals** | This course aims to analyze the patterns of social practices and experiences in local and global urban spaces by applying anthropological approaches and methods, and revealing the relationship between human, space and culture. |
| **Content** | The course develops a critical comprehension of social issues on urban spaces within the contexts of globalization, post-industrialization and social change. The course draws upon a variety of theoretical frameworks, methodological approaches and anthropological questions. Exploring the way urban spaces shape identities, communities and societies by examining the consequences of urbanization process and the changing city landscapes is another aim of this course. Students who successfully complete all course requirements will learn how to apply anthropological approaches for analyzing urban problems. |

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| **Learning Outcomes** | **Program**  **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1- Analyzing the relationship between human, space and culture within the framework of urban anthropology | 1,3,4,8,9,11 | 1,2,4 | A,C |
| 2- Applying an anthropological approach to local, national and global urban issues | 1,3,4,8,11 | 1,2,4 | A,C |
| 3- Comprehending the urban space in its relation to topics like migration, ethnicity or gender | 1,4,6,7,8 | 1,2,4 | A,C |
| 4- Analyzing the urban social issues and developing a critical approach | 1,4,6,8,9,11 | 1,2,4 | 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 |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction to Urban Anthropology |  |
| 2 | Urban Ecology and Urban Ethnography |  |
| 3 | Emergence, Structure and Dynamics of the Urban Scape |  |
| 4 | Urban Sprawl, Urban Recycling and Gentrification |  |
| 5 | Social Stratification, and Class Segregation |  |
| 6 | Globalization, Post-Industrialization and Social Change |  |
| 7 | Midterm Examination |  |
| 8 | Migration Movements and Urban Space |  |
| 9 | Urban Poverty |  |
| 10 | Documentaries on Urbanization |  |
| 11 | The Study of Everyday Life Practices and Urban Space I – Public Sphere |  |
| 12 | The Study of Everyday Life Practices and Urban Space II – Art |  |
| 13 | The Study of Everyday Life Practices Urban Space III – Exchange |  |
| 14 | General Evaluation of The Course |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** |    Course pack: various articles on each week’s topic |
| **Additional Resources** | Documentary Film |

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| **MATERIAL SHARING** | |
| **Documents** | Related boks, articles and documentaries |
| **Assignments** | Take home exam and presentation |
| **Exams** | Mid-term and final ezam |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 30 |
| Presentation and Attendance | 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** |

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| **COURSE CATEGORY** | Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Main theories and concepts of social sciences in general and anthropology in particular, the physical and cultural development of humanity in the historical process, a wide spectrum of cultural patterns and archaelogical knowledge are understood and absorbed, |  |  |  | X |  |  |
| 2 | The ability to analyze current phenomena with an anthropological perspective and to think analytically and critically are acquired, |  |  |  | X |  |  |
| 3 | Good communication and written/oral expression skills are developed, |  |  | X |  |  |  |
| 4 | Acquires professional and social ethics, as well as an elevated sense of responsibility, |  |  | X |  |  |  |
| 5 | By studying the dynamics of a variety of cultural phenomena in detail, students become able to perceive and interpret the general features, geographical conditions, historical processes and dynamics of change in Turkish and other world cultures, |  |  |  | X |  |  |
| 6 | Establishes and builds on a wide perception and understanding of local and global issues and develops personally and professionally, |  |  | X |  |  |  |
| 7 | In accordance with Life Long Learning principles, students acquire the skill and vision to continuously seek to utilize knowledge and information from outside their fields of expertise; to make collaborations and and syntheses with their own respective repertoire of knowledge, |  |  |  | X |  |  |
| 8 | Students become able to spot social issues fit for anthropological research; acquire the methods, techniques and cultural equipment necessary for field work, |  |  |  | X |  |  |
| 9 | Their solo and team work skills, critical social gaze and scientifically and ethically responsible investigation abilities become augmented. |  |  |  | X |  |  |

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| **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) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Mid-terms | 1 | 10 | 10 |
| Presentation Take home | 1 | 8 | 8 |
| Final examination | 1 | 17 | 17 |
| **Total Work Load** |  |  | 125 |
| **Total Work Load / 25 (h)** |  |  | 5 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Anthropology of Nomads | ANT 445 | 7 | 3 + 0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Elective |
| **Course Coordinator** |  |
| **Instructors** | Assist. Prof. Ayşe Hilal Tuztaş Horzumlu |
| **Assistants** |  |
| **Goals** | This course focuses on nomads and exploration of ancient nomads through analysis of recent nomadic societies across the world from an anthropological and archaeological point of view. The study of recent nomads is crucial in order to to understand the dynamics of past nomadic life style, reasons behind of their migrations, patterns of migrations and observe manifestation of material culture in their daily life. |
| **Content** | The seminar addresses problems associated with the study of those mobile people in archaeology by critically reviewing archaeological, anthropological, ethnographical, and historical literature and current methodological and theoretical approaches that have been applied to the study of nomads in archaeology. Participants of the seminar will examine the definition of some archaeologically controversial concepts of “nodamism”, “ sedantarism” and “ transhumance”; review the current literature of how nomads have been explored in archaeological contexts and discuss their history and origins. The course will be fostered with cross- disciplinary dialogues, lectures by guest speakers and documentary films. |

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| **Learning Outcomes** | **Program**  **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1- Terms and definitions related to nomadic life | 1,2,3,6,7,8 | 1,2,4 | A,C |
| 2-Learn daily life and practices of nomads | 1,2,3,4,5,6,7,8,9 | 1,2,4 | A,C |
| 3- Obtain knowledge to compare groups living in various nomadic landscape | 1,2,3,4,6,7,8 | 1,2,3,5 | A,C |
| 4-Obtain perspective to understand relationship and strategies between nomadic and sedentary cultures | 1,2,3,4,5,7 | 1,2,3,5 | 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 |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Definition of Nomadism |  |
| 2 | Nomads Landscape |  |
| 3 | Type of nomadism ( Nomadic Pastoralism;Tanshumance,Yayla) |  |
| 4 | Human-nature-animal relationship |  |
| 5 | Nomadism subsistence and shepherding |  |
| 6 | Nomadism architecture and usage of space |  |
| 7 | Political and social organization within nomadic lifestyle |  |
| 8 | Student Presentation |  |
| 9 | Family and relative relationships |  |
| 10 | Migration and yearly activities |  |
| 11 | Daily life practices and material culture |  |
| 12 | Time and space relation within nomadic life |  |
| 13 | Relationship of nomads with villagers and state |  |
| 14 | Settlement and types of dwellings |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | -Barfield, Thomas J. 1993. The Nomadic Alternative. New Jersey: Englewood Cliffs.  -Eröz, Mehmet. 1991. Yörükler. İstanbul: TDAV Yayınları.  -Kâşgarlı Mahmut. 1972 Divanü Lûgat-it-Türk. Besim Atalay (Çev.). C. 1-6. Ankara: TDK Yayınları.  -Khazanov, Anatoly M. 1984. Nomads and The Outside World. Julia Crookenden (Çev.).U.S.A: The University of Wisconsin Press. |
| **Additional Resources** | -Barnard, Hans and Willeke Wendrich (Ed.). 2008. The Archaeology of Mobility Old World and New World Nomadism. USA: UCLA.  -Bates, Daniel G.1973. Nomads and Farmers: A Study of The Yörük Southeastern Turkey. Ann ArborThe University of Michigan.  -Beck, Lois. 1991. Nomad, A Year in The Life of a Qashqa’i Tribesman in Iran. USA:University of California Press.  -Cribb, Rojer. 1991. Nomads in Archaeology. Cambridge: Cambridge University Press.  -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.. |

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| **MATERIAL SHARING** | |
| **Documents** | Related boks, articles and documentaries |
| **Assignments** | Take home exam and presentation |
| **Exams** | Mid-term and final ezam |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 30 |
| Presentation and Attendance | 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** |

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| **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 | Main theories and concepts of social sciences in general and anthropology in particular, the physical and cultural development of humanity in the historical process, a wide spectrum of cultural patterns and archaelogical knowledge are understood and absorbed, |  |  |  | X |  |  |
| 2 | The ability to analyze current phenomena with an anthropological perspective and to think analytically and critically are acquired, |  |  |  | X |  |  |
| 3 | Good communication and written/oral expression skills are developed, |  |  | X |  |  |  |
| 4 | Acquires professional and social ethics, as well as an elevated sense of responsibility, |  |  | X |  |  |  |
| 5 | By studying the dynamics of a variety of cultural phenomena in detail, students become able to perceive and interpret the general features, geographical conditions, historical processes and dynamics of change in Turkish and other world cultures, |  |  |  | X |  |  |
| 6 | Establishes and builds on a wide perception and understanding of local and global issues and develops personally and professionally, |  |  | X |  |  |  |
| 7 | In accordance with Life Long Learning principles, students acquire the skill and vision to continuously seek to utilize knowledge and information from outside their fields of expertise; to make collaborations and and syntheses with their own respective repertoire of knowledge, |  |  |  | X |  |  |
| 8 | Students become able to spot social issues fit for anthropological research; acquire the methods, techniques and cultural equipment necessary for field work, |  |  |  | X |  |  |
| 9 | Their solo and team work skills, critical social gaze and scientifically and ethically responsible investigation abilities become augmented. |  |  |  | X |  |  |

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| **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 |
| Mid-terms | 1 | 10 | 10 |
| Presentation Take home | 1 | 6 | 6 |
| Final examination | 1 | 25 | 25 |
| **Total Work Load** |  |  | 125 |
| **Total Work Load / 25 (h)** |  |  | 5 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Vİsual Anthropology | ANT 451 | 4 | 3 + 0 | 3 | 5 |

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| **Prerequisites** | -NONE |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Area Elective |
| **Course Coordinator** |  |
| **Instructors** | Prof. Dr. Jay Courtney Fikes |
| **Assistants** |  |
| **Goals** | This course enables students to identify the primary purposes of two feature and several ethnographic films: a) to entertain, b) to educate, c) to persuade, or, d) to reaffirm core cultural values. |
| **Content** | Examines basic premises, historical accuracy, plot or organization & audience profiles for each of several ethnographic & two feature films. |

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| **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Explains core values portrayed in religious, economic, social, & political relations in each society depicted in films | 1, 3, 12 | A |
| 2) Evaluates scenarios, plots or organization of each film | 1, 3, 12 | A |
| 3) Compares native, audience & anthropological understanding of each film’s purpose and content | 1, 3, 12 | A |
| 4) Compares construction, content & audience profiles for feature (fiction) films & ethnographic films | 1, 3, 12 | A |
| 5) Discusses criteria used to judge films; historical or ethnographic accuracy, plot, music, staging etc. | 1, 3, 12 | A |
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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 9: Simulation, 12: Case Study |
| **Assessment Methods:** | A: Testing, C: Homework |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Evaluates ethnographic realism in the film Three Monkeys | Bilge Ceylan |
| 2 | Japanese & Buddhist values & scenarios in The Burmese Harp | Kon Ichikawa |
| 3 | Compassion as core-value in the Burmese Harp & post-war Japan | Kon Ichikawa |
| 4 | Staging & ethnographic accuracy in Nanook of the North | Robert Flaherty |
| 5 | Travelogue style, sensationalism & ethnographic accuracy in Tuva, Shamans & Spirits | Brunton, Harner |
| 6 | Explains conflicts between Euro-Americans & Lakota as portrayed in Wiping the Tears of Seven Generations | Powers, Rhine |
| 7 | Examines ethnographic accuracy, evidence & advocacy of religious freedom as depicted in The Peyote Road. | Fikes, Rhine |
| 8 | Historical accuracy in Black Robe | Trigger |
| 9 | Audience profile, plot & content analysis of Black Robe | Moore, Beresford |
| 10 | Ethnographic accuracy & loose organization of episodes in Huichol, People of the Peyote | Fikes |
| 11 | Evidence, film construction & persuasion in Tales from the Jungle: Carlos Castaneda | Fikes |
| 12 | Content analysis, film construction, persuasion & audience profile in Vine of the Soul | Meech, Harner |
| 13 | Ethnographic accuracy & film construction in Seasons of a Navajo | Cooper, Witherspoon |
| 14 | Ethnographic accuracy & film construction in A Weave of Time | Cooper, Witherspoon |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Anthropological Filmmaking by J.R. Rollwagen. |
| **Additional Resources** | Stress & Development in Navajo Religion by Guy Cooper. Language & Art in the Navajo Universe by Gary Witherspoon**.** The Huron by Bruce Trigger. |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 50 |
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| **Total** |  | **50** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 50 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 50 |
| **Total** |  | **100** |

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| **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 | The Department provides individuals with a possession of anthropological theories and concepts; a good command of knowledge on human development, material culture, and archeological approaches in historical perspectives; it guides individuals who can analyze contemporary issues with an anthropological lens; and those who can retain a critical and analytical thinking ability. |  |  |  | X |  |  |
| 2 | The Department guides future anthropologists who can state the theme of their research with precision, and those who is equipped with the necessary methodology, technical and cultural base and with an awareness of ethical issues for their prospective field research. |  |  |  | X |  |  |
| 3 | The Department provides the students with an ability to study the details and dynamics of cultural phenomena; an ability to perceive and interpret the characteristics of Turkish culture   as well as of different ones, with respect to their geographical conditions, historical processes and  dynamics of change. |  |  |  | X |  |  |
| 4 | The Department provides individuals with a perception and awareness towards the problems of the country and the world;  with a high level of social responsibility, an advanced level of written and oral communication skills; it guides individuals who can take advantage of the sources of information from outside the discipline in the framework of a spirit of life-long learning; and those who can pursue a professional and personal development of life, with a heartfelt joy of living. |  |  |  | X |  |  |

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| **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) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Mid-terms | 1 | 10 | 10 |
| Ödev | 1 | 10 | 10 |
| Final examination | 1 | 15 | 15 |
| **Total Work Load** |  |  | 125 |
| **Total Work Load / 25 (h)** |  |  | 5 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Anthropology of Senses | ANT 455 | 7 | 3 + 0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Elective |
| **Course Coordinator** |  |
| **Instructors** | Dr. Bahar Taymaz |
| **Assistants** |  |
| **Goals** | This course will discuss sensory experience as an object of study and the source of pleasure, pain, knowledge and power from an anthropological point of view. The richness and diversity of the social and material worlds as constituted through touch, taste, smell, hearing and sight will be discussed. |
| **Content** | This course primarily focuses on the senses. What is the difference among cultures that privilege touch or smell over sight or hearing? Explore sensory experiences between men and women. How does the senses affect the aesthetic gaze? And how does the senses become a source of discrimination? What will be the future of senses? Through analysis of recent concerns on across the world from an anthropological point of view the senses its representation in daily life will be analyzed. The course will proceed with cross-disciplinary contents and lectures by guest. |

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| **Learning Outcomes** | **Program**  **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1- Terms and definitions related to senses | 1,2,3,6,7,8 | 1,2,4 | A,C |
| 2- Learn sensory experience | 1,2,3,4,5,6,7,8,9 | 1,2,4 | A,C |
| 3- Obtain knowledge to compare sensory experience among cultures | 1,2,3,4,6,7,8 | 1,2,3,5 | A,C |
| 4-Obtain perspective to understand relationship and strategies between senses and sensory experience | 1,2,3,4,5,7 | 1,2,3,5 | 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 |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Definition of Senses |  |
| 2 | Smell, Smellscape and Sensory Experince |  |
| 3 | Touch and Sensory Experience |  |
| 4 | Hearing, Soundscape and Sensory Experince |  |
| 5 | Seeing, Landscape and Sensory Experience |  |
| 6 | Taste and Sensory Experience |  |
| 7 | Politics of Senses |  |
| 8 | Student Presentation |  |
| 9 | Power and Knowledge of |  |
| 10 | Senses, Spacemaking and Material World |  |
| 11 | How to Do Sensory Ethnography |  |
| 12 | Methods of Doing Sensory Ethnography |  |
| 13 | Smellwalk in the Field |  |
| 14 | Future of Senses and Sensory Experience |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Classen, C. (1993). *Worlds of Sense: Exploring the Senses in History and Across Cultures .* Londra ve New York: Routledge.  Feld, S., & Basso, K. (Eds.). (1996). *Senses of Place.* Santa Fe: Schoolf of American Research Press.  Henshaw, V. (2014). *Urban Smellscapes Understanding and Designing City Smell Environments.* Taylor and Francis: Kindle Edition.  Herz, R. (2007). *The Scent of Desire.* HarperCollins: Kindle Edition.  Howes, D. (1991). *The Varieties of Sensory Experience: A Source book in the Anthropology of the Senses.* Toronto: University of Toronto Press.  Howes, D. (Ed.). (2005). *Empire of the Sesnes.* UK: Berg.  Pink, S. (2009). *Doing Sensory Ethnography.* London: SAGE Publications Ltd. |
| **Additional Resources** | Certeau, M. d. (1984). *The Practice of Everyday Life.* Berkeley: University of California.  Seremetakis, C. N. (1994). *The Senses Still.* Chicago: The University of Chicago Press.  Pourteous, D. (1990). *Landscapes of the Mind: Worlds of Sense and Metaphor.* Toronto: University of Toronto Press. |

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| **MATERIAL SHARING** | |
| **Documents** | Related books, articles and documentaries |
| **Assignments** | Take home exam, field work and presentation |
| **Exams** | Mid-term and final exam |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 30 |
| Presentation and Attendance | 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** |

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| **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 | Main theories and concepts of social sciences in general and anthropology in particular, the physical and cultural development of humanity in the historical process, a wide spectrum of cultural patterns and archaelogical knowledge are understood and absorbed, |  |  |  | X |  |
| 2 | The ability to analyze current phenomena with an anthropological perspective and to think analytically and critically are acquired, |  |  |  | X |  |
| 3 | Good communication and written/oral expression skills are developed, |  |  | X |  |  |
| 4 | Acquires professional and social ethics, as well as an elevated sense of responsibility, |  |  | X |  |  |
| 5 | By studying the dynamics of a variety of cultural phenomena in detail, students become able to perceive and interpret the general features, geographical conditions, historical processes and dynamics of change in Turkish and other world cultures, |  |  |  | X |  |
| 6 | Establishes and builds on a wide perception and understanding of local and global issues and develops personally and professionally, |  |  | X |  |  |
| 7 | In accordance with Life Long Learning principles, students acquire the skill and vision to continuously seek to utilize knowledge and information from outside their fields of expertise; to make collaborations and and syntheses with their own respective repertoire of knowledge, |  |  |  | X |  |
| 8 | Students become able to spot social issues fit for anthropological research; acquire the methods, techniques and cultural equipment necessary for field work, |  |  |  | X |  |
| 9 | Their solo and team work skills, critical social gaze and scientifically and ethically responsible investigation abilities become augmented. |  |  |  | X |  |

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| **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) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 2 | 30 |
| Mid-terms | 1 | 15 | 15 |
| Presentation Take home | 1 | 10 | 10 |
| Final examination | 1 | 25 | 25 |
| **Total Work Load** |  |  | 125 |
| **Total Work Load / 25 (h)** |  |  | 5 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| APPLIED ANTHROPOLOGY | ANT 456 | 8 | 3 + 0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Area Elective |
| **Course Coordinator** |  |
| **Instructors** | Assist. Prof. A. Hilal Tuztaş Horzumlu |
| **Assistants** |  |
| **Goals** | This course prepares students to evaluate anthropological research and problem-solving using specific examples in education, public health, tourism, economic development and law. |
| **Content** | What Is Applied Anthropology? Policy Research, Advantages and Disadvantages of Qualitative and Quantitative Analysis of Problems in Medical Anthropology, Economic Development, Education and Law. |

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| **Learning Outcomes** | **Program**  **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Explains Principles of Applied Anthropology | 1,2,4,6,7 | 1, 3, 12 | A |
| 2) Evaluates policies implicit in various projects to change, develop or defend social, ecological and economic practices in various societies. | 1,2,3,4,5,6,7 | 1, 3, 12 | A |
| 3) Compares native with outsider goals and values in specific cases of economic development and medical practices in various societies. | 1,2,4,5,6,7 | 1, 3, 12 | A |
| 4) Discusses limitations of quantitative and qualitative research in specific cases | 1,2,3,4,5,6,7,8,9 | 1, 3, 12 | A |
| 5) Discusses criteria for sustainable development | 1,2,4,5,6,7,8,9 | 1, 3, 12 | A |
| 6) Compares goals with results in specific cases of economic development, ecological and medical practices | 1,2,4,6,7,8 | 1, 3, 12 | A |

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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 |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Solving American corporate problems with qualitative research |  |
| 2 | Teaching Americans to cooperate with Japanese corporations |  |
| 3 | Understanding motives of tourists & pilgrims visiting Turkish sites |  |
| 4 | Identifiying motives, benefits & problems of Ayahuasca tourism |  |
| 5 | Understanding human rights, Native American religion & law |  |
| 6 | Educating tribal people in India, the Toto Case |  |
| 7 | Evaluating ethnic group differences in American Education |  |
| 8 | Identifying Criteria for beneficial economic development projects |  |
| 9 | Microcredits & Family Planning in Bangladesh |  |
| 10 | What causes stress, what harm does chronic stress cause? |  |
| 11 | Obesity, food behavior, cultural values and stress |  |
| 12 | Treating Mental disorders, comparing psychiatry and native healers |  |
| 13 | Policies needed for Sustainable development |  |
| 14 | Ecology & tree planting in Haiti |  |
| 15 | Final |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | APPLYING CULTURAL ANTHROPOLOGY: AN INTRODUCTORY READER. A. Podolefsky, P. J. Brown & S. Lacy, editors. McGraw-Hill Publishing, 9th edition, 2012. |
| **Additional Resources** | Anthropology & Contemporary Human Problems. J.H. Bodley. Alta Mira Press, 2012. |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 50 |
| Final | 1 | 50 |
| **Total** |  | **50** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 50 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 50 |
| **Total** |  | **100** |

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| **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 | Main theories and concepts of social sciences in general and anthropology in particular, the physical and cultural development of humanity in the historical process, a wide spectrum of cultural patterns and archaelogical knowledge are understood and absorbed, |  |  |  |  | X |  |
| 2 | The ability to analyze current phenomena with an anthropological perspective and to think analytically and critically are acquired, |  |  |  |  | X |  |
| 3 | Good communication and written/oral expression skills are developed, |  |  |  | X |  |  |
| 4 | Acquires professional and social ethics, as well as an elevated sense of responsibility, |  |  |  | X |  |  |
| 5 | By studying the dynamics of a variety of cultural phenomena in detail, students become able to perceive and interpret the general features, geographical conditions, historical processes and dynamics of change in Turkish and other world cultures, |  |  |  |  | X |  |
| 6 | Establishes and builds on a wide perception and understanding of local and global issues and develops personally and professionally, |  |  |  |  | X |  |
| 7 | In accordance with Life Long Learning principles, students acquire the skill and vision to continuously seek to utilize knowledge and information from outside their fields of expertise; to make collaborations and and syntheses with their own respective repertoire of knowledge, |  |  |  |  | X |  |
| 8 | Students become able to spot social issues fit for anthropological research; acquire the methods, techniques and cultural equipment necessary for field work, |  |  |  |  | X |  |
| 9 | Their solo and team work skills, critical social gaze and scientifically and ethically responsible investigation abilities become augmented. |  |  |  | X |  |  |

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| **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) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Mid-terms | 1 | 10 | 10 |
| Homework | 1 | 8 | 8 |
| Final examination | 1 | 17 | 17 |
| **Total Work Load** |  |  | 125 |
| **Total Work Load / 25 (h)** |  |  | 5 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Cognitive Anthropology | ANT 457 | 8 | 3 + 0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Elective |
| **Course Coordinator** |  |
| **Instructors** | Assist. Prof. Bahar Taymaz |
| **Assistants** |  |
| **Goals** | This course aims to discuss the relation between human society and human thought, |
| **Content** | history of psychological and cognitive anthropology ,  analysis of meaning,  models and theories in cognitive anthropology,  cultural representations and psychological processes,  cognitive processes and personality. |

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| **Learning Outcomes** | **Program**  **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) The history and the significance of cognitive anthropology | 1,2,3,6,7,8 | 1,2,3 | A,C |
| 2) The influence of culture on cognition | 1,2,3,4,5,6,7,8,9 | 1,2,3 | A,C |
| 3) Methodology | 1,2,3,4,6,7,8 | 1,2,3 | A,C |
| 4) Awareness of interdisciplinary approaches and studies | 1,2,3,4,5,7 | 1,2,3,5 | A,C |
| 5) Ability to contribute to emerging and developing fields | 1,2,3,4,5,7 | 1,2,3,5 | 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 |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction |  |
| 2 | Psychological anthropology |  |
| 3 | History of cogntive anthropology |  |
| 4 | Analysis of meaning |  |
| 5 | The classic feature model |  |
| 6 | Extension of the feature model |  |
| 7 | Folk taxonomies |  |
| 8 | The growth of schema theory |  |
| 9 | Models and theories |  |
| 10 | Cultural representations and psychological processes |  |
| 11 | Cognitive processes and personality |  |
| 12 | Research Projects |  |
| 13 | Research Projects |  |
| 14 | Research Projects |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | *The Development of Cognitive Anthropology, Roy D'andrade, Cambridge University Press 1995* |
| **Additional Resources** | A Companion to Cognitive Anthropology, Kronenfeld & Bennardo & Munck & Fischer, Willey Blackwell 2011 |

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| **MATERIAL SHARING** | |
| **Documents** | Related books, articles and documentaries |
| **Assignments** | Research Project Presentation & Reaction Paper |
| **Exams** | Mid-term and final exam |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 30 |
| Presentation and Attendance | 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** |

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| **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 | Main theories and concepts of social sciences in general and anthropology in particular, the physical and cultural development of humanity in the historical process, a wide spectrum of cultural patterns and archaelogical knowledge are understood and absorbed, |  |  | X |  |  |
| 2 | The ability to analyze current phenomena with an anthropological perspective and to think analytically and critically are acquired, |  |  |  |  | X |
| 3 | Good communication and written/oral expression skills are developed, |  |  | X |  |  |
| 4 | Acquires professional and social ethics, as well as an elevated sense of responsibility, |  |  | X |  |  |
| 5 | By studying the dynamics of a variety of cultural phenomena in detail, students become able to perceive and interpret the general features, geographical conditions, historical processes and dynamics of change in Turkish and other world cultures, |  |  | X |  |  |
| 6 | Establishes and builds on a wide perception and understanding of local and global issues and develops personally and professionally, |  |  |  | X |  |
| 7 | In accordance with Life Long Learning principles, students acquire the skill and vision to continuously seek to utilize knowledge and information from outside their fields of expertise; to make collaborations and and syntheses with their own respective repertoire of knowledge, |  |  |  |  | X |
| 8 | Students become able to spot social issues fit for anthropological research; acquire the methods, techniques and cultural equipment necessary for field work, |  |  |  |  | X |
| 9 | Their solo and team work skills, critical social gaze and scientifically and ethically responsible investigation abilities become augmented. |  |  |  | X |  |

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| **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) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 2 | 30 |
| Mid-terms | 1 | 15 | 15 |
| Presentation Take home | 1 | 10 | 10 |
| Final examination | 1 | 25 | 25 |
| **Total Work Load** |  |  | 125 |
| **Total Work Load / 25 (h)** |  |  | 5 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Regional Studies | ANT 474 | 7 | 3 + 0 | 3 | 5 |

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| **Prerequisite Courses** | - |

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| **Language of Instruction** | English |
| **Course Level** | Undergraduate |
| **Course Type** | Area Elective |
| **Course Coordinator** | - |
| **Instructors** | Prof. Dr. Hande Birkalan-Gedik |
| **Assistants** | - |
| **Goals** | The goal of this course is to present students with the recent anthropological issues in relevant areas and regions of the world, particularly those in Europe, with a historically, culturally and georaphically sensitive approach. |
| **Content** | This course is designed with an approach that will bring a critical and systematic perspective into the theoretical and research related literature of the European regions. The course will implement re-evaluation of the previous studies in Europe and the re-imagining of the borders and current problems in European areas. Moreover, it will be examined how migration, nationalism, ethnic conflict, and cultural diversity play an important role in anthropological studies of those regions. |

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| **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** | **Learning Outcomes** |
| 1) To discuss the notions of Europe and European from an anthropological perspective, | 1,3 | 1,2,3 | A,C |
| 2)To discuss the history of Europe and European identiy from a socio-political and geographical perspectives | 1,2,3,4 | 1,2,3 | A,C |
| 3)To discuss the efffects of European Union on the daily lives and the identities of the people in the regions, | 1,2,3,4,5 | 1,2,3 | A,C |
| 4)To analyze different conceptualizations of the newly-emerging topics and problems in Europe, | 1,2,3,4,5 | 1,2,3 | A,C |
| 5)To approach the development of anthropological studies on Europe from a critical and systematic perspective | 1,3,4 | 1,2,3 | 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 |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction |  |
| 2 | Introduction to Europe Notion |  |
| 3 | Europe, Identity and Anthropology |  |
| 4 | What is European Anthropology= |  |
| 5 | Anthropology at ‘home’ |  |
| 6 | Europe: New Horizons, New Borders |  |
| 7 | Midterm |  |
| 8 | South Eastern Europe |  |
| 9 | Mediterrean Anthropology |  |
| 10 | East Europe |  |
| 11 | Islam, Balkan Nations and Identities |  |
| 12 | Turkish Migration to Europe |  |
| 13 | Revision |  |
| 14 | Final Exam |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** |  |
| **Additional Resources** | * Biray Kolluoğlu-Kırlı, 2004. “From History of Civilization to World History: Rethinking the Boundaries of Europe, in: *Zeithistorische Forschungen/Studies in Contemporary History*, Online-Ausgabe, 1, H. 3. URL: <<http://www.zeithistorische-forschungen.de/16126041-Kirli-3-2004>> * Michael Herzfeld, 2012. (forthcoming in Turkish). “Europe and the Global Hierarchy of Value: Geographies and Dynamics of Cultural Authority.” In: Sınırlar, İmajlar, Kültürler: Antropolojik Açıdan Avrupalılığı Yeniden Düşünmek. * Nedret Kuran-Burçoğlu, 2012 (forthcoming). “Avrupa ve Avrupalılığın Serüveni.” In: Sınırlar, İmajlar, Kültürler: Antropolojik Açıdan Avrupalılığı Yeniden Düşünmek. * Talal Asad, James W. Fernandez, Michael Herzfeld, Andrew Lass, Susan C. Rogers, Jane Schneider, Katherine Verdery, 1997. “Provocations of European Ethnology’ *American Anthropologist* (99: 4), pp: 713-730. * John Borneman and Nick Fowler, 1997. “Europeanization.” *Annual Review of Anthropology* (26), pp: 487-514. * John W. Cole, 1977. “Anthropology Comes Part-way Home: Community Studies in Europe,” *Annual Review of Anthropology* (6), pp: 349-378. * Marc Abélès, 1999. “How the Anthropology of France Has Changed Anthropology in France: Assessing New Directions in the Field,” *Cultural Anthropology*, (14:3), pp: 404-408. * Verena Stolcke, 1995. “Talking Culture: New Boundaries, New Rhetorics of Exclusion in Europe,” *Current Anthropology* (36: 1), pp: 1-24. * Bette Denich, 1994. “Dismembering Yugoslavia: Nationalist Ideologies and the Symbolic Revival of Genocide' *American Ethnologist* 21(2): 367-390. * David Gilmore, 1982. “Anthropology ofthe Mediterranean Area, *Annual Review of Anthropology* (11), pp: 175-205. * João De Pina-Cabral, 1989. “The Mediterranean as a Category of Regional Comparison: A Critical View,” Current Anthropology (30:3), pp: 399-406. * Katherine Verdery, 1991. Theorizing Socialism: A Prologue to the ‘Transition’ *American Ethnologist* (18:3), pp: 419-439. * Hugh Poulton and Suha Taji-Farouki. 1997. “Introduction.” In *Muslim Identity and the Balkan State*. Hugh Poulton and Suha Taji-Farouki (ed.). S: 1-12. New York: NYU Press. * John R. Bowen, 2004. “Does French Islam Have Borders? Dilemmas of Domestication in a Global Religious Field *American Anthropologist* (106:1), pp: 43-55. * Lale Yalçın-Heckmann, 1997. “[Perils of Ethnic Associational Life in Europe: Turkish Migrants in Germany and France,” in](http://seyhan.library.boun.edu.tr/search/tPerils+of+ethnic+associational+life+in+Europe%3A+Turkish+migrants+in+Germany+and+France+%2F/tinternational+migration+in+europe+social+projects+and+political+cultures/-3,-1,0,B/browse) *The Politics of Multiculturalism in the New Europe: Racism, Identity, and Community*. (Ed. by Tariq Modood and Pnina Werbner). London: Zed Books, pp: 95-110. * Ayşe Çağlar, 1997. “Hyphenated Identities and the Limits of ‘Culture’ in *The Politics of Multiculturalism in the New Europe: Racism, Identity, and Community* (Ed. by Tariq Modood and Pnina Werbner). London: Zed Books, pp: 169-185. |

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| |  |  | | --- | --- | | **MATERIAL SHARING** | | | **Documents** |  | | **Assignments** |  | | **Exams** |  | | | |
| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 30 |
| Quizzes | 1 | 30 |
| Assignment | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Uzmanlık / Alan Dersleri |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Main theories and concepts of social sciences in general and anthropology in particular, the physical and cultural development of humanity in the historical process, a wide spectrum of cultural patterns and archaelogical knowledge are understood and absorbed, |  |  |  | X |  |  |
| 2 | The ability to analyze current phenomena with an anthropological perspective and to think analytically and critically are acquired, |  |  |  | X |  |  |
| 3 | Good communication and written/oral expression skills are developed, |  |  | X |  |  |  |
| 4 | Acquires professional and social ethics, as well as an elevated sense of responsibility, |  |  |  | X |  |  |
| 5 | By studying the dynamics of a variety of cultural phenomena in detail, students become able to perceive and interpret the general features, geographical conditions, historical processes and dynamics of change in Turkish and other world cultures, |  |  |  | X |  |  |

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| **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) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Mid-terms | 1 | 10 | 10 |
| Homework | 1 | 8 | 8 |
| Final examination | 1 | 17 | 17 |
| **Total Work Load** |  |  | 125 |
| **Total Work Load / 25 (h)** |  |  | 5 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Introduction to Psychoanalytical Anthropology | ANT 477 | 7 | 3+0 | 3 | 5 |

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| **Prerequisites** | Psychological Anthropology |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree |
| **Course Type** | Elective |
| **Course Coordinator** | - |
| **Instructors** | Assist. Prof. Bahar Taymaz |
| **Assistants** | - |
| **Goals** | To understand the emergence of psychoanalytical anthropology as a subdiscipline, and how it relates to other subdisciplines and distinguishes itself from psychological anthropology; to comprehend its relationship with psychology, psychoanalysis, neuropsychology and cultural studies through a temporal examination of theories and ethnographies of eminent figures in the field such as Freud, Roheim and Kroeber; to gain insight into the question how an infant comes into being a cultural entity; to question the innateness of human ‘nature’ and the role of culture in this discussion; to provide the students with the necesary skills to work in this subfield in the field, both empirically and theoretically |
| **Content** | Psychoanalytical anthropology vs. psychological anthropology; psychoanalytical theories; psychoanalysis and culture; early German psychoanalytic developmental theories; Freudian psychoanalysis; Kinship, culture and psyche; the emergence of psyche and its cultural development; early psychoanalytic cultural theories; The Big War: Malinowski, Mead and Freud; Kroeber Ecole; Roheim Ecole; Lacanian Psychoanalysis, Foucauldian Re-examinations; American psychoanalytical Culture Theories; French psychoanalytic Culture Theories, Third Wave Feminisms |

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| **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| To understand what psyschoanalytical anthropology is; to learn about history of its emergence and development and its intimate ties to the field of psychological anthropology and other subdisciplines | 1,2,3 | A, C, |
| Critical analysis of the relationship between culture and the development of psyche and subjectivity | 1,2,3 | A, C |
| Critical evaluation of the universal statements about human beings in the light of the psychoanalytical theories and ethnographic data | 1,2,3 | A, C |
| Gaining an insight about the relationship between psychoanalysis, psychiatry, neuropsychology, cultural studies and anthropology with a focus on the conundrum of human ‘nature’. | 1,2,3 | A, C |
| Critical Examination of the interdisciplinary nature of psychoanalytical anthropology, and examination of the possibilities of creating a multi- and/or interdisciplinary works of anthropology | 1,2,3 | 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 |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction: Oedipus Re: The Emergence of the Subject; Culture vs Self; What is Psychoanalysis? What is Psychoanalytical Anthropology? Its Relation with Other Subdisciplines? |  |
| 2 | Freud: The Birth of Psychoanalysis: The Interpretation of Dreams; Introduction to Freud’s Theory of Culture; Work of Culture |  |
| 3 | Freud: Early and Late Writings; Totem and Taboo; The Discontents of Civilizations; Religion, Incest and Kinship Theories |  |
| 4 | The Big War: Jung, Rank ve Klein’s Critiques on Freud: Reimagining Psychoanalysis |  |
| 5 | Malinowski: Psychoanalysis in the Field: Freud vs. Anthropology |  |
| 6 | Roheim, Rivers, Mead ve Kroeber: Early Psychoanalytical Anthropology Theories |  |
| 7 | Geza Roheim: Psychoanalytical Anthropology “2.0” |  |
| 8 | Midterm |  |
| 9 | Cultural Psychoanalysis Ecole: Kardiner, Fromm ve Horney |  |
| 10 | The Second War: French Cultural Psychoanalysis Ecole, Lévi-Strauss ve Lacan |  |
| 11 | Colonialization Theories and Psychoanalytical Anthropology: Fanon |  |
| 12 | American Psychoanalytical Anhropology Ecolé Spiro ve Obeyesekere |  |
| 13 | Neuropsychology Studies, Cultural Studies and the Cultural Examination of the Self, and Mind: Lachlan Ecolé |  |
| 14 | Psychoanalytical Culture Theories and Re-examination from a Feminist Perspective: Kristeva, Irigaray ve Chodorow |  |
| 15 | Third Wave Theories of Development Self and Culture Sedgwick, Butler ve Oakley |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Bock, P. 1999. Rethinking Psychological Anthropology: Continuity and Change in the study of human action.  Robert A. Levine. 2010. Psychological Anthropology: A reader on Self in Culture. New York: Wiley-Blackwell.  Theodore Schwartz, Geoffrey M. White, & Catherine Lutz (eds.). 1995. New Directions in Psychological Anthropology. New York: Cambridge University Press. |
| **Additional Resources** | Shinobu Kitayama & Sean Duffy. 2004. Cultural competence—Tacit, yet fundamental: Self, social relations, and cognition in the US and Japan. In R. J., Sternberg, & E. L. Grigorenko, (Eds.), Culture and competence: Contexts of life success. Washington, DC: American Psychological Association. Pp: 55-87.  Richard A. Shweder. 2002. “What about female genital mutilation?’ Why understanding culture matters in the first place” pp. 216-252 in *Engaging Cultural Differences: The Multicultural Challenge in Liberal Democracies* edited by Shweder, Richard A., Martha Minow, and Hazel Markus. New York: Russell Sage Foundation.  Menon Usha. 2002. “Neither victor nor rebel: Feminism and morality of gender and family life in a Hindu temple town” pp. 288-309 in *Engaging Cultural Differences: The Multicultural Challenge in Liberal Democracies* edited by Shweder, Richard A., Martha Minow, and Hazel Markus. New York: Russell Sage Foundation. |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** | Two research based presentations |
| **Exams** | One midterm exam; One final exam |

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| **ASSESSMENT** | | | |
| **IN-TERM STUDIES** | **NUMBER** | | **PERCENTAGE** |
| Mid-terms | 1 | 35 | |
| Presentations | 1 | 40 | |
| Assignment | 1 | 25 | |
| **Total** |  | 100 | |
| **Contribution of Final Examination to Overall Grade** |  | 25 | |
| **Contribution of In-Term Studies to Overall Grade** |  | 75 | |
| **Total** |  | 100 | |

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| **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 | The Department provides individuals with a possession of anthropological theories and concepts; a good command of knowledge on human development, material culture, and archeological approaches in historical perspectives; it guides individuals who can analyze contemporary issues with an anthropological lens; and those who can retain a critical and analytical thinking ability. |  |  |  | X |  |  |
| 2 | The Department guides future anthropologists who can state the theme of their research with precision, and those who is equipped with the necessary methodology, technical and cultural base and with an awareness of ethical issues for their prospective field research. |  |  | X |  |  |  |
| 3 | The Department provides the students with an ability to study the details and dynamics of cultural phenomena; an ability to perceive and interpret the characteristics of Turkish culture   as well as of different ones, with respect to their geographical conditions, historical processes and  dynamics of change. |  |  |  | X |  |  |
| 4 | The Department provides individuals with a perception and awareness towards the problems of the country and the world;  with a high level of social responsibility, an advanced level of written and oral communication skills; it guides individuals who can take advantage of the sources of information from outside the discipline in the framework of a spirit of life-long learning; and those who can pursue a professional and personal development of life, with a heartfelt joy of living. |  |  |  | X |  |  |

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| **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) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 2 | 30 |
| Mid-terms | 1 | 15 | 15 |
| Homework | 1 | 15 | 15 |
| Final examination | 1 | 20 | 20 |
| **Total Work Load** |  |  | 125 |
| **Total Work Load / 25 (h)** |  |  | 5 |
| **ECTS Credit of the Course** |  |  | 5 |