



T.C. YEDITEPE UNIVERSITY
FACULTY OF
ARTS AND SCIENCES

PHILOSOPHY DEPARTMENT
BOLOGNA INFORMATION
PACKAGE
(ENGLISH)

COURSE INFORMATION					
Course Title	Code	Semester	L+P Hour	Credits	ECTS
INTRODUCTION TO PHILOSOPHY	PHIL 101	1 -2	3 + 0	3	5

Prerequisites	-
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Language of Instruction	English
Course Level	Bachelor's Degree (First Cycle Programs)
Course Type	Compulsory
Course Coordinator	
Instructors	<p>Assoc. Prof. Dr. Lale Levin Basut Email: levin.basut@yeditepe.edu.tr FAS 723 Extension line: 1694</p> <p>Assist. Prof. Dr. Melike Durmaz Kuyucu Email: melike.durmaz@yeditepe.edu.tr FAS 720 Extension line: 1799</p>
Assistants	
Goals	The inner and discreet aim of his class is fo find an answer to the question “what is philosophy?”. Students will be provided with the different ways of philosophizing of different philosopher throughout the history of philosophy. Sub-fields of philosophy (ethics, ontology, and epistemology) will be demarcated.
Content	The difference between philosophy and other fields with regard to their ways of working, along with the types of be-ing, knowing and the whatness of concept will be discussed. The question “what is...?” is posed as the basic determining question of philosophy. Students are informed about ethics, epistemology, ontology and also aesthetics.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
Upon the completion of this course a student:			
1. recognizes and discusses basic problems of the history of philosophy.	2,4,9	1,2,3	A,C
2. becomes apt at determining the topic in discussion, questioning and not losing the object.	2,4	1,2,3	A,C
3. recognizes and discusses basic problems of the history of philosophy	9	1,2,3	A,C

4. knows the object and working way of philosophy.	2,7	1,2,3	A,C
5. becomes apt at reading and analyzing texts.	1,2,9	1,2,3	A,C

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

COURSE CONTENT		
WEEKS	TOPICS	Study Materials
1	Introduction	
2	Plato: <i>Whatness of Justice</i> (Politeia; Book I, II, III, IV)	
3	Aristotle: Willing and unwilling actions (Nicomachean Ethics, Chapter III) Three types of Friendship (Nicomachean Ethics, Chapters VIII - IX)	
4	St. Augustine's concept of 'time' (Confessiones, Book XI)	
5	David Hume 'Of Love and Marriage'	
6	Immanuel Kant: 'What is enlightenment?'	
7	MIDTERM	
8	Martin Heidegger: 'What is Philosophy?'	
9	Martin Heidegger: "What is Philosophy?"	
10	Martin Heidegger: "What is Philosophy?"	
11	Gilles Deleuze & Félix Guattari: "What is Philosophy?"	
12	Gilles Deleuze & Félix Guattari: "What is Philosophy?"	
13	Peter Singer: "Animal Liberation"	
14	Strict ethical veganism: Gary Steiner: "Animal, Vegetable, Miserable"	
145	FINAL EXAM	

RECOMMENDED SOURCES	
Textbook	

Additional Resources	Aristoteles, <i>Nikomakhos'a Etik</i> , trans. by Saffet Babur (Ankara: Bilgesu, 2007).
	Aristotle, <i>Metaphysics</i> , trans. by Joe Sachs (Santa Fe, New Mexico: Green Lion Press, 2002).
	Augustinus, <i>Confessiones</i> , trans. By Henry Chadwick (Oxford World's Classics)
	Gilles Deleuze & Félix Guattari: 'What is Philosophy?'
	Immanuel Kant: 'What is enlightenment?'
	Martin Heidegger: 'What is Philosophy?' trans. by William Kluback and Jean T Wilde (New Haven, Conn.: College University Press, 1956).
	Plato, <i>Republic</i> , trans. by C. D. C Reeve (Indianapolis: Hackett Pub. Co., 2004).
Strict ethical veganism: Gary Steiner: "Animal, Vegetable, Miserable"	
Peter Singer: <i>Animal Liberation</i> , the definitive classic of the animal movement, Pimlico, 1975.	

MATERIAL SHARING	
Documents	
Assignments	
Exams	

ASSESSMENT		
IN-TERM STUDIES	NUMBER	PERCENTAGE
Mid-terms	1	30
Assignments	1	20
Final Examination	1	50
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		50
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		50
Total		100

COURSE CATEGORY

Core Area Course

COURSE'S CONTRIBUTION TO THE PROGRAM

Programme OUTCOMES	Contribution*				
	1	2	3	4	5
1. Grasps the fundamental concepts and analytical methods necessary to succeed in academic studies in the field of philosophy.				X	
2. Acquires a versatile critical and analytical approach, and problem-solving, interpretative and argumentative skills necessary for a successful career in philosophy.				X	
3. . Communicates effectively, is specifically successful in written and oral presentation, has proper capacities for teamwork and interdisciplinary studies, takes the initiative, has developed a sense of responsibility, contributes original ideas to the field of philosophy, and is loyal to ethical principles.			X		
4. . Reaches the perfection of pursuing professional and personal development by using all means of knowledge with a view to lifelong learning.				X	
5. Develops a consciousness of professional and social ethics.			X		
6. Gains the skills of choosing and developing contemporary means required in philosophical applications as well as using computing technologies effectively.				X	
7. Acquires substantial knowledge of the history of philosophy.			X		
8. Learns a classical and at least one modern foreign language so as to read the historical texts	X				

of philosophy in the original.					
9. Pinpoints, recognizes, grasps and discusses the problems of philosophy within their context in the history of philosophy.				X	
10. Develops perfection in reading, understanding and analyzing philosophical texts in different languages.		X			

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 15x Total course hours)	15	3	45
Hours for off-the-classroom study (Pre-study, practice)	10	4	40
Mid-terms	1	15	15
Assignments	1	10	10
Final Examination	1	15	15
Total Work Load			125
Total Work Load / 25 (h)			5
ECTS Credit of the Course			5

COURSE INFORMATION					
Course Title	Code	Semester	L+P Hour	Credits	ECTS
ANCIENT PHILOSOPHY I	PHIL 121	1	3+0	3	12

Prerequisites	-
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Language of Instruction	English
Course Level	Bachelor's Degree (First Cycle Programmes)
Course Type	Compulsory
Course Coordinator	
Instructors	Assoc. Prof. Dr. Lale Levin Basut Email: levin.basut@yeditepe.edu.tr FAS 724 Extension line: 1599
Assistants	
Goals	The general purpose of this course is to introduce some of the main philosophical texts and concepts of Presocratic and Platonic philosophy. The course is intended to be a general introduction to the major theories, concepts and issues encountered in the Presocratic and Platonic philosophy
Content	Platonic texts such as <i>Meno</i> , <i>Phaedo</i> , <i>Republic</i> , <i>Theaetetus</i> and <i>Sophist</i> will be mainly discussed. It will critically examine compare, contrast and asses philosophical arguments within the context of the various dialogues written by Plato.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
Upon the completion of this course a student:			
1. recognizes and discusses basic problems of the history of philosophy	9,7	1,2,3	A,C
2. becomes apt at reading and analyzing philosophical texts.	1,2	1,2,3	A,C
3. discusses thoroughly and questions deeply.	9,7	1,2,3	A,C
4. recognizes types of "knowing" and "be-ing".	9	1,2,3	A,C
5. grasps in general the relation between perception and knowing.	9	1,2,3	A,C

6. acquires knowledge about presocratic thinkers.	9,7	1,2,3	A,C
7. gains knowledge about Platonic texts.	1,2,9	1,2,3	A,C

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

COURSE CONTENT		
Week	Topics	Study Materials
1	Introduction: from <i>mythos</i> to <i>logos</i>	
2	<i>Miletian School: Thales, Anaksimandros, Anaksimenes</i>	
3	<i>Miletian School: Thales, Anaksimandros, Anaksimenes</i>	
4	"Logos" of Herakleitos and "One" in Parmenides	
5	<i>Elean School: Parmenides, Zenon, Melissos</i>	
6	Pythagoras	
7	Empedokles, Anaxagoras; Atomists: Leukippos and Demokritos	
8	MIDTERM	
9	Socrates, Sophists and Plato: an introduction	
10	Platonic Dialogues I: <i>Menon, Phaidon</i> and <i>Politeia</i> : opinion, knowledge; justice, moderation, virtue, practical wisdom, wisdom.	
11	Platonic Dialogues II: <i>Theaitetos</i> : what it is for perception to be	
12	Platonic Dialogues III: <i>Theaitetos</i> : the difference between perception and knowledge	
13	Platonic Dialogues IV: <i>Parmenides: methexis</i>	
14	Platonic Dialogues IV: <i>Parmenides Dialogu: paradeigmata</i>	
15	FINAL EXAMINATION	

RECOMMENDED SOURCES	
Textbook	
Additional Resources	Diogenes Laertios, <i>Ünlü Filozofların Yaşamları ve Öğretileri</i> , YKY, Çev. Candan Şentuna

	<p>Plato, <i>Five dialogues</i>, translated by G.M.A. Grube., Indianapolis : Hackett Pub. Co., c1981.</p> <p>Plato, <i>The Theaetetus of Plato</i>, trans. by M. J. Levett (Hackett Publishing Company, 1990).</p> <p>Plato, <i>Complete works</i>, (Indianapolis, Ind.: Hackett Pub., 1997).</p> <p>Plato, <i>Republic</i>, trans. by C. D. C Reeve (Indianapolis: Hackett Pub. Co., 2004).</p> <p>Plato, <i>Plato, Theaetetus</i>, trans. by Joe Sachs (Focus Philosophical Library, 2004).</p> <p>Plato's Sophist, or, The professor of wisdom / with translation, introduction and glossary, Eva Brann, Peter Kalkavage, Eric Salem., Focus philosophical library.</p> <p>Platon, <i>Yasalar</i>, trans. by Candan Sentuna and Saffet Babür (Kabalıcı Yayınevi, 2007).</p>

MATERIAL SHARING	
Documents	
Assignments	
Exams	

ASSESSMENT		
IN-TERM STUDIES	NUMBER	PERCENTAGE
Mid-terms	1	30
Assignments	2	20
Final Examination	1	50
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		50
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		50
Total		100

COURSE'S CONTRIBUTION TO THE PROGRAM

Programme OUTCOMES	Contribution*				
	1	2	3	4	5
1. Grasps the fundamental concepts and analytical methods necessary to succeed in academic studies in the field of philosophy.				x	
2. Acquires a versatile critical and analytical approach, and problem-solving, interpretative and argumentative skills necessary for a successful career in philosophy.				x	
3. . Communicates effectively, is specifically successful in written and oral presentation, has proper capacities for teamwork and interdisciplinary studies, takes the initiative, has developed a sense of responsibility, contributes original ideas to the field of philosophy, and is loyal to ethical principles.		x			
4. . Reaches the perfection of pursuing professional and personal development by using all means of knowledge with a view to lifelong learning.				x	
5. Develops a consciousness of professional and social ethics.			x		
6. Gains the skills of choosing and developing contemporary means required in philosophical applications as well as using computing technologies effectively.			x		
7. Acquires substantial knowledge of the history of philosophy.				x	
8. Learns a classical and at least one modern foreign language so as to read the historical texts	x				

of philosophy in the original.					
9. Pinpoints, recognizes, grasps and discusses the problems of philosophy within their context in the history of philosophy.			X		
10. Develops perfection in reading, understanding and analyzing philosophical texts in different languages.			X		

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 15x Total course hours)	15	6	90
Hours for off-the-classroom study (Pre-study, practice)	10	10	100
Mid-terms	1	30	30
Assignments	2	20	40
Final Examination	1	40	40
Total Work Load			300
Total Work Load / 25 (h)			12
ECTS Credit of the Course			12

COURSE INFORMATION					
Course Title	Code	Semester	L+P Hour	Credits	ECTS
LOGIC I	PHIL 112	2	3 + 0	3	7

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. Dr. Levent Y. Kavas Email: levent.kavas@yeditepe.edu.tr FAS 726 Extension line: 1742
Assistants	-
Goals	The aim of this course is to help students learn the basic concepts and rules of both traditional and modern symbolic logic, to teach how to conduct operations and analyses in first order logic, and how to translate ordinary language inferences into logical language.
Content	Fundamental concepts of logic: proposition, argument, reasoning, inference, form, truth, implication, validity, deductive and inductive argument. Types of propositions, Venn diagrams. Classical (Aristotelian) Logic: immediate inference (Relation by opposition: the traditional square of opposition; Relation by equivalence: conversion; obversion; contraposition) and mediate inference (Categorical, hypothetical and disjunctive syllogisms). Validity Testing. Modern symbolic logic. The Propositional Calculus: Truth-functional connectives, truth tables. Rules and techniques of inferences. Validity proofs: Formal proof of validity (Natural Deduction).

Learning Outcomes Upon the completion of this course a student:	Program Learning Outcomes	Teaching Methods	Assessment Methods
1) gains fundamental mastery of the concepts of logic.	1, 2, 6, 9, 10	1, 2, 3, 4	A, C
2) translates ordinary language statements into the language of symbolic logic.	1, 2, 6, 9, 10	1, 2, 3, 4	A, C

3) tests the consistency and validity of inferences by different methods.	1, 2, 6, 9, 10	1, 4	A, C
4) conceives the fundamentals of the structural differences between traditional logic and modern symbolic logic.	1, 2, 6, 9, 10	1, 2, 3, 4	A, C
5) grasps the relation between logic and the fundamentals of mathematics.	1, 2, 6, 9, 10	1, 2, 3, 4	A, C

Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion, 4: Exercises
Assessment Methods:	A: Testing, B: Experience, C: Homework

COURSE CONTENT		
Week	Topics	Study Materials
1	Introduction: Fundamental concepts of logic	Dictionary of Logic
2	Application of the concepts of logic to ordinary language statements	Exemplary exercises
3	Types of statements	Textbook reading
4	Fundamental concepts of traditional Aristotelian logic	Textbook reading
5	The analysis of statements in traditional logic, conversion, obversion, contraposition	Exemplary exercises
6	The inference forms in traditional logic; syllogism	Exemplary exercises
7	The structural differences between traditional logic and modern symbolic logic	Textbook reading
8	Midterm Exam	Textbook exercises
9	The fundamentals of modern sentential logic	Textbook reading
10	Truth-functions and truth tables	Exemplary exercises
11	Testing consistency and validity by truth-table method	Exemplary exercises
12	Translating ordinary language statements and inferences into the language of symbolic logic	Textbook reading
13	Exercises in translating ordinary language inferences into the language of symbolic logic and testing their consistency and validity	Exemplary exercises
14	General Revision	-
15	Final Exam	Textbook exercises

RECOMMENDED SOURCES

Textbook	Hodges, W., <i>Logic</i> (2nd edition), Penguin Books, London, 2001.
Additional Resources	Grünberg, T. ve A. Onart, <i>Mantık Terimleri Sözlüğü</i> , Türk Dil Kurumu Yayınları, Ankara, 1976. Wilfrid Hodges' logic page at http://wilfridhodges.co.uk/

MATERIAL SHARING

Documents	Exemplary exercises
Assignments	
Exams	

ASSESSMENT

IN-TERM STUDIES	NUMBER	PERCENTAGE
Mid-terms	1	30
Assignment	1	30
Final examination	1	40
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		40
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		60
Total		100

COURSE CATEGORY

Core Area Courses

COURSE'S CONTRIBUTION TO THE PROGRAM

No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Grasps the fundamental concepts and analytical methods necessary to succeed in academic studies in the field of philosophy.					X
2	Acquires a versatile critical and analytical approach, and problem-solving, interpretative and argumentative skills necessary for a successful career in philosophy.				X	
3	Communicates effectively, is specifically successful in written and oral presentation, has proper capacities for teamwork and interdisciplinary studies, takes the initiative, has developed a sense of responsibility, contributes original ideas to the field of philosophy, and is loyal to ethical principles.			X		

4	Reaches the perfection of pursuing professional and personal development by using all means of knowledge with a view to lifelong learning.									X
5	Develops a consciousness of professional and social ethics.									X
6	Gains the skills of choosing and developing contemporary means required in philosophical applications as well as using computing technologies effectively.									X
7	Acquires substantial knowledge of the history of philosophy.									X
8	Learns a classical and at least one modern foreign language so as to read the historical texts of philosophy in the original.								X	
9	Pinpoints, recognizes, grasps and discusses the problems of philosophy within their context in the history of philosophy.								X	
10	Develops perfection in reading, understanding and analyzing philosophical texts in different languages.									X

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 15x Total course hours)	15	4	60
Hours for off-the-classroom study (Pre-study, practice)	10	5	50
Mid-terms	1	20	20
Assignments	1	20	20
Final examination	1	25	25
Total Work Load			175
Total Work Load / 25 (h)			7
ECTS Credit of the Course			7

COURSE INFORMATION					
Course Title	Code	Semester	L+P Hour	Credits	ECTS
ANCIENT PHILOSOPHY II	PHIL 122	2	3+ 0	3	10

Prerequisites	-
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Language of Instruction	English
Course Level	Bachelor's Degree (First Cycle Programmes)
Course Type	Compulsory
Course Coordinator	
Instructors	Prof. Dr. Saffet Babür Email: sbabur@yeditepe.edu.tr FAS 722 Extension line:1887
Assistants	
Goals	The aim of this course is to discuss Aristotelian philosophy thoroughly using the original texts of philosophers as source material, and demonstrate the similarities and differences among post-Aristotelian philosophers in order to grasp the structure of their ontological, metaphysical and ethical theories through textual studies and interpretations.
Content	<p>Texts such as <i>Metaphysics</i>, <i>On Sophistical Refutations</i>, <i>Physics</i>, <i>Nicomachean Ethics</i>, <i>On the Soul</i>, <i>Posterior Analytics</i>, <i>Topics</i> and <i>Poetics</i> will be mainly discussed. This course is intended to be a general introduction to the major theories, concepts and issues encountered in the Aristotelian philosophy. The differences between the way of working of Aristotelian and Platonic philosophy will be discussed. The course will critically examine compare, contrast and asses philosophical arguments within the context of the various works by Aristotle and contemporary thinkers such as Karl R. Popper, Paul Feyerabend and Martin Heidegger.</p> <p>An analysis of post-Aristotelian philosophy with special emphasis on the philosophy of the Epicureans, the Stoics and the Sceptics shall be provided. Special concentration on the "Outlines of Pyrrhonism" by Sextus Empiricus, one of the most important texts of the ancient era.</p>

Learning Outcomes Upon the completion of this course a student:	Program Learning Outcomes	Teaching Methods	Assessment Methods
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1. recognizes and discusses basic problems of the history of philosophy.	9,7	1,2,3	A,C
2. becomes apt at reading and analyzing philosophical texts.	1,2	1,2,3	A,C
3. acquires knowledge about basic Aristotelian concepts such as kinesis, apeiron, chronos, topos, symbebekos.	9,7	1,2,3	A,C
4. recognizes types of "knowing" and "be-ing" which are said in various ways.	9	1,2,3	A,C
5. grasps in detail the relation between perception and knowing.	9	1,2,3	A,C
6. investigates Aristotelian and contemporary texts back and forth.	1,2,9	1,2,3	A,C
7. analyzes the arguments in the philosophical texts of the Hellenistic and Roman ages.	1,2,7,9	1,2,3	A,C

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

COURSE CONTENT		
Week	Topics	Study Materials
1	"Metaphysics" <i>Ta Meta ta Physika</i> Book I Presocratics: <i>arkhe</i> , Platon: <i>eidōs</i> .	
2	<i>Metaphysics</i> Book VI Types of Episteme (Knowledge) That which is: (<i>to on</i>), cause (<i>aitia</i>) Types of be-ing: <i>dynamis</i> , <i>energeia</i> , <i>entelekheia</i> <i>Ousia de treis</i> : <i>hyle</i> , <i>eidōs</i> , <i>synholon</i> .	
3	"On the Heavens" <i>Peri Ouranou</i> , Book III, Chapter 2.	
4	"Physics" <i>Physika</i> , Books 1-4. Basic concepts of Aristotelian physics: <i>kinesis</i> , <i>apeiron</i> , <i>khronos</i> , <i>topos</i> , <i>kenon</i> .	
5	"Categories" <i>Kategoriai</i> , "De Interpretatione" <i>Peri Hermeneias</i> , "On Sophistical Refutations" <i>Peri Sophistikōn Elenkhōn</i> . <i>Ousia</i> and the other categories; assertions, types of reasonings.	
6	<i>Posterior Analytics</i> . Epagoge, Syllogismos; <i>arkhe</i> . Episteme apodeiktike.	
7	MIDTERM	
8	<i>Nicomachean Ethics</i> : <i>Eudaimonia</i> , <i>bios theoretikos</i> , <i>pathos</i> , <i>dynamis</i> ,	

	<i>heksis, arête; mesotes, hyperbole, elleipsis, aretai dianoetikai</i>	
9	<i>Peri Psykhes: Dynameis tes Psykhes, Noesis</i>	
10	Contemporary Interpretations of Aristotle: Martin Heidegger: <i>Essence and Actuality of Power</i> pg.:11-18.	
11	Contemporary Interpretations of Aristotle: Paul Feyerabend: <i>Science in a Free Society</i> , I,6, pg. 74-89.	
12	Contemporary Interpretations of Aristotle: Karl R. Popper: <i>Die Welt des Parmenides</i> , pg.23-30.	
13	Epicurus: <i>Fragments</i> Seneca: <i>Letters to Lucilius</i> Epictetus: <i>Discourses</i>	
14	Sextus Empiricus: <i>Outlines of Pyrrhonism</i>	
15	FINAL EXAM	

RECOMMENDED SOURCES	
Textbook	
Additional Resources	<p>Aristoteles, <i>Eudemos'a Etik</i>, trans. by Saffet Babur 1st edition. (Ankara: Dost Kitabevi Yayinlari, 1999).</p> <p>Aristoteles, <i>De Anima</i>, (Oxford: Oxford University Press, 1956), Scriptorum classicorum bibliotheca Oxoniensis.</p> <p>Aristotle, <i>Aristotle's On the Soul</i>, trans. by Joe Sachs (Santa Fe, New Mexico: Green Lion Press, 2004).</p> <p>Aristotle, <i>Nicomachean Ethics</i>, tans. By Joe Sachs (Focus Philosophical Library, 2002).</p> <p>Aristoteles. <i>Nikomakhos'a Ethik</i>, Çev. S. Babür, Ankara: Bilgesu Yayınları.</p> <p>Aristoteles. <i>Gökyüzü Üzerine</i>, Çev. S. Babür, Ankara: Dost Kitabevi Yayınları.</p> <p>Aristoteles. <i>Fizik</i>. Çev. S. Babür, İstanbul: Yapı Kredi Yayınları.</p> <p>Aristoteles. <i>Kategoriler</i>. Çev. S. Babür, Ankara: İmge Kitabevi Yayınları.</p> <p>Aristoteles. <i>Yorum Üzerine</i>. Çev. S. Babür, Ankara: İmge Kitabevi Yayınları.</p> <p>Aristoteles. <i>İkinci Çözümler</i>. Çev. A. Houshiary, İstanbul: Yapı Kredi</p>

	<p>Yayınları.</p> <p>Aristoteles. <i>Poietika</i>. Çev. N. Kalaycı, İstanbul: Yapı Kredi Yayınları.</p> <p>Heidegger, Martin, Gesamtausgabe 2. Abt. Bd. 33: Aristoteles: Metaphysik IX, 1-3: Vom Wesen und Wirklichkeit der Kraft (Sommersemester 1931).</p> <p>Heidegger, Martin, Aristoteles Metafizik Ø 1-3 <i>Gücün Neliği ve Gerçekliği</i>, Bilgesu Yay.</p> <p>Popper, Karl, R. Die Welt des Parmenides: <i>Der Ursprung des europäischen Denkens</i> (Piper Verlag).</p> <p>Feyerabend, Paul, <i>Erkenntnis für freie Menschen</i> (Edition Suhrkamp)</p> <p>Epictetus, <i>The Discourses</i> in Gill, C. (ed.) <i>The Discourses of Epictetus</i>, tr. revised by R. Hard, London: Everyman, 2001, pp. 5-286.</p> <p>Epictetus, <i>The Handbook of Epictetus</i> in Gill, C. (ed.) <i>The Discourses of Epictetus</i>, tr. revised by R. Hard, London: Everyman, 2001, pp. 287-316.</p> <p>Epicurus, <i>Letters, Principal Doctrines, Vatican Sayings, and Fragments</i> in O'Connor, E., <i>The Essential Epicurus</i>, Amherst, New York: Prometheus Books, 1993, pp. 19-101.</p> <p>Musonius Rufus, <i>Lectures and Sayings</i>, tr. with an introduction by Cynthia King, ed. with a preface by W. B. Irvine, Raleigh: Lulu/CreateSpace, 2011.</p> <p>Seneca, <i>On Providence</i> in <i>The Stoic Philosophy of Seneca. Essays and Letters of Seneca</i>, tr. with an introduction by Moses Hadas, New York, London: W. W. Norton and Company, 1968, pp. 27-44.</p> <p>Seneca, <i>On the Tranquillity of Mind</i> in <i>The Stoic Philosophy of Seneca. Essays and Letters of Seneca</i>, tr. with an introduction by Moses Hadas, New York, London: W. W. Norton and Company, 1968, pp. 27-44.</p> <p>Seneca, <i>Epistles</i> (1-65; 66-92; 93-124; 3 Vol.) with an English translation by R. M. Gummere (1917), Cambridge: Harvard University Press, 2006.</p>
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MATERIAL SHARING	
Documents	
Assignments	
Exams	

ASSESSMENT		
IN-TERM STUDIES	NUMBER	PERCENTAGE
Mid-terms	1	25
Assignments	2	20
Presentations	1	20
Final Examination	1	35
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		35
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		65
Total		100

COURSE CATEGORY	Core Area Course
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COURSE'S CONTRIBUTION TO THE PROGRAM

Programme OUTCOMES	Contribution*				
	1	2	3	4	5
1. Grasps the fundamental concepts and analytical methods necessary to succeed in academic studies in the field of philosophy.				X	
2. Acquires a versatile critical and analytical approach, and problem-solving, interpretative and argumentative skills necessary for a successful career in philosophy.				X	
3. . Communicates effectively, is specifically successful in written and oral presentation, has proper capacities for teamwork and interdisciplinary studies, takes the initiative, has developed a sense of responsibility, contributes original ideas to the field of philosophy, and is loyal to ethical principles.		X			
4. . Reaches the perfection of pursuing				X	

professional and personal development by using all means of knowledge with a view to lifelong learning.					
5. Develops a consciousness of professional and social ethics.			X		
6. Gains the skills of choosing and developing contemporary means required in philosophical applications as well as using computing technologies effectively.				X	
7. Acquires substantial knowledge of the history of philosophy.				X	
8. Learns a classical and at least one modern foreign language so as to read the historical texts of philosophy in the original.	X				
9. Pinpoints, recognizes, grasps and discusses the problems of philosophy within their context in the history of philosophy.					X
10. Develops perfection in reading, understanding and analyzing philosophical texts in different languages.			X		

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 15x Total course hours)	15	4	60
Hours for off-the-classroom study (Pre-study, practice)	15	6	90
Mid-terms	1	20	20
Assignments	2	10	20
Presentation	1	20	20
Final examination	1	40	40
Total Work Load			250
Total Work Load / 25 (h)			10

ECTS Credit of the Course			10
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COURSE INFORMATION					
Course Title	Code	Semester	L+P Hour	Credits	ECTS
ETHICS	PHIL 152	2	3 + 0	3	5

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. Dr. Melike Durmaz Kuyucu Email: melike.durmaz@yeditepe.edu.tr FAS 720 Extension line: 1799
Assistants	
Goals	The general purpose of this course is to introduce some of the main philosophical texts and concepts from the history of philosophy. Aristotelian, Kantian and Nietzschean ethics will be mainly discussed.
Content	This course is intended to be a general introduction to the major theories, concepts and issues encountered in Aristotelian, Kantian and Nietzschean ethics. It will critically examine compare, contrast and assess philosophical arguments within the context of the various works by these philosophers. Those basic concepts Aristotle discusses in his <i>Nicomachean ethics</i> , such as virtue, action, happiness, pleasure, principle will be discussed, the difference between ethical virtues and virtues of thought will be underlined and the whatness of <i>zoe praktike</i> will be displayed. We shall look at how Kant “deduces” his categorical imperative mentioned in his <i>Critique of Practical Reason</i> and point out the necessity with which reason demands this practical law. The class also covers discussions about Nietzschean concepts such as eternal recurrence and amor fati, along with the “human types” of Nietzsche.

Learning Outcomes Upon the completion of this course a student:	Program Learning Outcomes	Teaching Methods	Assessment Methods
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1. recognizes and discusses basic problems of the history of philosophy	3,9,7	1,2,3	A,C
2. becomes apt at reading and analyzing philosophical texts.	1,2	1,2,3	A,C
3. discusses thoroughly and questions deeply.	5,7,9	1,2,3	A,C
4. knows basic concepts of Aristotelian philosophy.	5,7,9	1,2,3	A,C
5. knows basic concepts of Kantian philosophy.	5,7,9	1,2,3	A,C
6. discusses and analyzes some texts of Nietzsche back and forth.	1,5	1,2,3	A,C
7. recognizes the object of ethics and knows its nature.	1,5	1,2,3	A,C
8. looks for just so much precision in each kind of discourse as the nature of the thing one is concerned with admits.	2	1,2,3	A,C

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

COURSE CONTENT		
Week	Topics	Study Materials
1	Introduction	
2	Aristotle, <i>Nicomachean Ethics</i> , Book I –IX <i>Three types of Friendship</i> (Nicomachean Ethics, Chapters VIII - IX)	
3	Aristotle, <i>Nicomachean Ethics</i> , Book II: <i>pathos, dynamis, heksis, arête; mesotes, hypolepsis, elleipsis.</i>	
4	Aristotle, <i>Nicomachean Ethics</i> , Book III: Willing and unwilling actions; <i>prohairesis, andreia, sophrosyne</i> ; Book IV: <i>eleuteria, megaloprepeia, megalopsykhia</i> and other ethical virtues.	
5	Aristotle, <i>Nicomachean Ethics</i> , Book V: <i>dikaiosyne</i> (justice)	
6	Immanuel Kant, <i>Kritik der praktischen Vernunft</i> (Critique of Practical Reason): Deducing the categorical imperative	
7	Immanuel Kant, <i>Kritik der praktischen Vernunft</i> (Critique of Practical Reason): Deducing the categorical imperative	
8	MIDTERM	
9	Immanuel Kant, <i>Kritik der praktischen Vernunft</i> (Critique of Practical Reason): Deducing the categorical imperative	

10	Immanuel Kant, <i>Kritik der praktischen Vernunft</i> (Critique of Practical Reason)	
11	Nietzsche, KSA 4: <i>Also sprach Zarathustra</i>	
12	Nietzsche, KSA 5: <i>Jenseits von Gut und Böse, Zur Genealogie der Moral</i> (<i>Beyond Good and Evil, On Genealogy of Morals</i>)	
13	Nietzsche, KSA 5: <i>Jenseits von Gut und Böse, Zur Genealogie der Moral</i>	
14	Nietzsche, KSA 5: <i>Jenseits von Gut und Böse, Zur Genealogie der Moral</i>	
15	FINAL	

RECOMMENDED SOURCES	
Textbook	
Additional Resources	<p>Aristoteles, <i>Eudemos'a Etik</i>, trans. by Saffet Babur 1st edition. (Ankara: Dost Kitabevi Yayinlari, 1999).</p> <p>Aristoteles. <i>Nikomakhos'a Ethik</i>, Çev. S. Babür, Ankara: Bilgesu Yayınları.</p> <p>Aristotle, <i>Nicomachean Ethics</i>, tans. By Joe Sachs (Focus Philosophical Library, 2002).</p> <p>Kant, Immanuel, Kritik der praktischen Vernunft, (<i>Die drei Kritiken</i>, Suhrkamp)</p> <p>Kant, Immanuel, <i>Pratik Aklın Eleştirisi</i>, Çev. Ioanna Kuçuradi, TFK Yayınları,</p> <p>Nietzsche, KSA 4: <i>Also sprach Zarathustra</i></p> <p>Nietzsche, KSA 5: <i>Jenseits von Gut und Böse, Zur Genealogie der Moral</i></p> <p>Nietzsche, On the Genealogy of Morals, trans. By Walter Kaufmann (with R. J. Hollingdale) (Vintage Books Editions, 1989)</p> <p>Nietzsche, Beyond Good and Evil: Prelude to a Philosophy of the Future, trans. By Walter Kaufmann</p>

MATERIAL SHARING	
Documents	
Assignments	
Exams	

ASSESSMENT		
IN-TERM STUDIES	NUMBER	PERCENTAGE
Mid-terms	1	30
Assignments	2	20
Final Examination	1	50
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		50
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		50
Total		100

COURSE CATEGORY	Area Specific Course
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COURSE'S CONTRIBUTION TO THE PROGRAM

Programme OUTCOMES	Contribution*				
	1	2	3	4	5
1. Grasps the fundamental concepts and analytical methods necessary to succeed in academic studies in the field of philosophy.				X	
2. Acquires a versatile critical and analytical approach, and problem-solving, interpretative and argumentative skills necessary for a successful career in philosophy.				X	
3. . Communicates effectively, is specifically successful in written and oral presentation, has		X			

proper capacities for teamwork and interdisciplinary studies, takes the initiative, has developed a sense of responsibility, contributes original ideas to the field of philosophy, and is loyal to ethical principles.					
4. . Reaches the perfection of pursuing professional and personal development by using all means of knowledge with a view to lifelong learning.				X	
5. Develops a consciousness of professional and social ethics.					X
6. Gains the skills of choosing and developing contemporary means required in philosophical applications as well as using computing technologies effectively.			X		
7. Acquires substantial knowledge of the history of philosophy.				X	
8. Learns a classical and at least one modern foreign language so as to read the historical texts of philosophy in the original.	X				
9. Pinpoints, recognizes, grasps and discusses the problems of philosophy within their context in the history of philosophy.				X	
10. Develops perfection in reading, understanding and analyzing philosophical texts in different languages.			X		

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 15x Total course hours)	15	4	60
Hours for off-the-classroom study (Pre-study, practice)	10	3	30
Mid-terms	1	10	10
Assignments	2	5	10

Final Examination	1	15	15
Total Work Load			125
Total Work Load / 25 (h)			5
ECTS Credit of the Course			5

COURSE INFORMATION					
Course Title	Code	Semester	L+P Hour	Credits	ECTS
LOGIC II	PHIL 213	Fall	3 + 0	3	7

Prerequisites	-
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Language of Instruction	English
Course Level	Bachelor's Degree (First Cycle Programmes)
Course Type	Core
Course Coordinator	-
Instructors	Assist. Prof. Dr. Levent Y. Kavas Email: levent.kavas@yeditepe.edu.tr FAS 726 Extension line: 1742
Assistants	-
Goals	The aim of this course is to help students acquire advanced knowledge of symbolic logic and the foundations of mathematics, including quantificational logic, axiomatic systems and alternative logics.
Content	The method of Semantic Tableaux (The Tree method) in the Propositional Calculus Quantification Theory (Predicate Logic). First-order Predicate Logic with identity. Translation of ordinary language into symbolic logic. Rules and techniques of inferences. Methods of proofs: The Tree method. The axiomatic method: The need for axiomatic method. The Euclidean geometry and Non-Euclidean geometries. Axiomatic system for the propositional calculus: Independence, Completeness, Consistency

COURSE CONTENT

Week	Topics	Study Materials
1	Semantic testing of consistency and validity in sentential logic: tree method	Textbook reading
2	Quantificational logic and ordinary language statements	Exemplary exercises
3	The relations between universal and existential quantifiers	Textbook reading
4	Semantic testing of consistency and validity in quantificational logic: tree method	Exemplary exercises
5	Quantificational logic with identity	Exemplary exercises
6	Revision of first order logic	Textbook reading
7	Advanced exercises in first order logic	Exemplary exercises
8	Midterm Exam	Textbook exercises
9	Axiomatic method and the foundations of mathematics	Textbook reading
10	Comparing different axiomatic systems	Textbook reading
11	Independence, completeness and consistency	Textbook reading
12	Modal and philosophical logics	Textbook

		reading
13	Non-classical logics	Textbook reading
14	General Revision	-
15	Final Exam	Textbook exercises

RECOMMENDED SOURCES	
Textbook	Hodges, W., <i>Logic</i> (2nd edition), Penguin Books, London, 2001.
Additional Resources	Grünberg, T. ve A. Onart, <i>Mantık Terimleri Sözlüğü</i> , Türk Dil Kurumu Yayınları, Ankara, 1976. Wilfrid Hodges' logic page at http://wilfridhodges.co.uk/

ASSESSMENT		
IN-TERM STUDIES	NUMBER	PERCENTAGE
Midterm	1	28
Assignments	4	32
Final	1	40
Total		100

CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		40
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		60
Total		100

COURSE CATEGORY	Area-Specific Courses
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COURSE'S CONTRIBUTION TO THE PROGRAM							
No	Program Learning Outcomes	Contribution					
		1	2	3	4	5	
1	Grasps the fundamental concepts and analytical methods necessary to succeed in academic studies in the field of philosophy.					X	
2	Acquires a versatile critical and analytical approach, and problem-solving, interpretative and argumentative skills necessary for a successful career in philosophy.				X		
3	Communicates effectively, is specifically successful in written and oral presentation, has proper capacities for teamwork and interdisciplinary studies, takes the initiative, has developed a sense of responsibility, contributes original ideas to the field of philosophy, and is loyal to ethical principles.			X			
4	Reaches the perfection of pursuing professional and personal development by using all means of knowledge with a view to lifelong learning.				X		
5	Develops a consciousness of professional and social ethics.		X				

6	Gains the skills of choosing and developing contemporary means required in philosophical applications as well as using computing technologies effectively.					X	
7	Acquires substantial knowledge of the history of philosophy.		X				
8	Learns a classical and at least one modern foreign language so as to read the historical texts of philosophy in the original.	X					
9	Pinpoints, recognizes, grasps and discusses the problems of philosophy within their context in the history of philosophy.		X				
10	Develops perfection in reading, understanding and analyzing philosophical texts in different languages.		X				

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 15x Total course hours)	15	4	60
Hours for off-the-classroom study (Pre-study, practice)	12	6	72
Mid-terms	1	15	15
Assignments	4	3	12
Final examination	1	18	18

Total Work Load			175
Total Work Load / 25 (h)			7,08
ECTS Credit of the Course			7

COURSE INFORMATION					
Course Title	Code	Semester	L+P Hour	Credits	ECTS
CLASSICAL GREEK AND LATIN TEXT ANALYSES I	PHIL 217	1	3+0	3	6

Prerequisites	-
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Language of Instruction	English
Course Level	Bachelor's Degree (First Cycle Programmes)
Course Type	Compulsory
Course Coordinator	
Instructors	Prof. Dr. Saffet Babür Email: sbabur@yeditepe.edu.tr FAS 722 Extension line:1887
Assistants	
Goals	Teaching basic structures of Greek and Latin grammar, analyzing simple philosophical texts in Greek and Latin, recognizing philosophical concepts in Greek and Latin.
Content	The course covers basic structures of Greek and Latin grammar with drills specially designed for helping students analyze basic philosophical texts in Greek and Latin.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
Upon the completion of this course a student:			
1. learns basic structures of Greek and Latin grammar.	1,8,10	1,2,3	A,C
2. understands basic original texts.	1,8,10	1,2,3	A,C
3. acquires a general knowledge about the structure of "language".	1,8,10	1,2,3	A,C
4. becomes used to making etymological analysis.	1,8,10	1,2,3	A,C
5. becomes apt at reading and analyzing texts basic philosophical texts in Greek & Latin.	1,8,10	1,2,3	A,C

Teaching Methods	1: Lecture, 2: Question-Answer, 3: Discussion
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Assessment Methods	A: Exam , B: Experience C: Homework
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COURSE CONTENT		
Week	Topics	Study Materials
1	Introduction	
2	a) Present active indicative and infinitive – Aristotle: selected texts b) Lectio I, Exercitium I (first declension, third conjugation, definite-indefinite names) – Boethius: selected texts	
3	a) O declension – masculine - Aristotle: selected texts b) Lectio II, Exercitium II (second declension, third conjugation, esse –dativ) Boethius: selected texts	
4	a) O declension – neutral / Aristotle: selected texts b) Lectio III, Exercitium III (personal pronouns, third conjugation) William of Ockham: selected texts	
5	a) Medium and passive present indicative, imperative and infinitive Aristotle: selected texts b) Lectio IV, Exercitium IV (auxiliary verb: esse, praesens, imperfectum, futurum indikativi;imperativ.) Descartes: selected texts	
6	a) O declension – feminine Aristotle: selected texts b) Lectio V, Exercitium V (first&second declension, gender rules) Descartes: selected texts	
7	MIDTERM	
8	a) Feminine substantives with a purum and impurum - Aristotle: selected texts b) Lectio VI, Exercitium VI (second declension) Spinoza: selected texts	
9	a) Feminine substantives with a purum and impurum - Aristotle: selected texts b) Lectio VII, Exercitium VII (auxiliary verb: esse, perfectum, plusquamperfectum and futurum exactum indicative	

	Spinoza: selected texts	
10	a) A declension – masculine Aristotle: selected texts b) Lectio VIII, Exercitium VIII (basic stems of verbs) Spinoza: selected texts	
11	a) Enclitics - Aristotle: selected texts b) Lectio IX, Exercitium IX (fourth declension) Spinoza: selected texts	
12	a) Oxyton Adjectives with three endings - Aristotle: selected texts b) Lectio X, Exercitium X (third declension) - Spinoza: selected texts	
13	a) Baryton Adjectives with three endings; adjectives with two endings - Plotin: selected texts b) Lectio XI, Exercitium XI (third conjugation, cum narrativum-cum causale) - Descartes: selected texts	
14	a) Active and medium-passive Imperfect – Plotin: selected texts b) Lectio XII, Exercitium XII (fifth declension) - Descartes: selected texts	
15	FINAL EXAM	

RECOMMENDED SOURCES	
Textbook	
Additional Resources	<p><i>Yunanca Uygulama Kitabı</i>, Prof. Dr. Suat Sinanoğlu, Dr. Candan Türkkkan, Ankara Üniversitesi Dil ve Tarih- Coğrafya Fakültesi Yayınları No. 286 Klasik Filoloji Bölümü, Türk Tarih Kurumu Basımevi, Ankara, 1979.</p> <p>H. Hansen and G. Quinn: <i>Greek : An Intensive Course</i>. (2nd Revised edition, Fordham University Press 1992).</p> <p>H.G. Liddell and R.Scott. <i>Abridged Greek Lexicon</i> (Oxford University Press 1935).</p> <p>H.W. Smyth, <i>Greek Grammar</i>.</p> <p>Aristotle: Selected Texts</p>

	<p>Plotin: Selected Texts</p> <p><i>Lingua Latina (Latince Ders Kitabı I)</i>, Ord. Prof. Dr. Georg Rohde, Prof. Dr. Samim Sinanoğlu, DTCF Yay., Ankara 1985.</p> <p><i>Uygulamalı Latin Dili</i>, Doç. Dr. Filiz Öktem, Sosyal Yayınlar, 1996.</p> <p><i>Wheelock's Latin</i>, Frederic M. Wheelock, Harper Collins.</p> <p>Boethius: selected texts</p> <p>William of Ockham: selected texts</p> <p>Descartes: selected texts</p> <p>Spinoza: selected texts</p>

MATERIAL SHARING	
Documents	
Assignments	
Exams	

ASSESSMENT		
IN-TERM STUDIES	NUMBER	PERCENTAGE
Mid-terms	1	30
Assignments	2	30
Final Examination	1	40
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		40
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		60
Total		100

COURSE CATEGORY	Core Area Course
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COURSE'S CONTRIBUTION TO THE PROGRAM

Programme OUTCOMES	Contribution*				
	1	2	3	4	5
1. Grasps the fundamental concepts and analytical methods necessary to succeed in academic studies in the field of philosophy.				X	
2. Acquires a versatile critical and analytical approach, and problem-solving, interpretative and argumentative skills necessary for a successful career in philosophy.					x
3. . Communicates effectively, is specifically successful in written and oral presentation, has proper capacities for teamwork and interdisciplinary studies, takes the initiative, has developed a sense of responsibility, contributes original ideas to the field of philosophy, and is loyal to ethical principles.			x		
4. . Reaches the perfection of pursuing professional and personal development by using all means of knowledge with a view to lifelong learning.				X	
5. Develops a consciousness of professional and social ethics.			X		
6. Gains the skills of choosing and developing contemporary means required in philosophical applications as well as using computing technologies effectively.				X	
7. Acquires substantial knowledge of the history of philosophy.					x
8. Learns a classical and at least one modern foreign language so as to read the historical texts of philosophy in the original.					x
9. Pinpoints, recognizes, grasps and discusses the					X

problems of philosophy within their context in the history of philosophy.					
10. Develops perfection in reading, understanding and analyzing philosophical texts in different languages.					x

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 15x Total course hours)	15	3	45
Hours for off-the-classroom study (Pre-study, practice)	10	5	50
Mid-terms	1	20	20
Assignments	15	1	15
Final examination	1	20	20
Total Work Load			150
Total Work Load / 25 (h)			6
ECTS Credit of the Course			6

COURSE INFORMATION					
Course Title	Code	Semester	L+P Hour	Credits	ECTS
PHILOSOPHY IN MIDDLE AGES AND RENAISSANCE	PHIL 221	1	3 + 0	3	7

Prerequisites	-
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Language of Instruction	English
Course Level	Bachelor's Degree (First Cycle Programmes)
Course Type	Compulsory
Course Coordinator	
Instructors	Prof. Dr. Saffet Babür Email: sbabur@yeditepe.edu.tr FAS 722 Extension line:1887
Assistants	
Goals	Discussing medieval philosophy thoroughly via using the original texts of philosophers as source material.
Content	The class covers medieval philosophy starting from Plotinus, who is thought to represent the beginning of philosophy in middle ages, until William of Ockham who represents the beginning of renaissance thought.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
Upon the completion of this course a student:			
1. recognizes and discusses basic problems of the history of philosophy	9,7	1,2,3	A,C
2. becomes apt at reading and analyzing philosophical texts.	1,2	1,2,3	A,C
3. grasps the special importance of the <i>problem of universals</i> both in middle ages and generally in history of philosophy.	9,7	1,2,3	A,C
4. investigates concepts of ancient and medieval philosophy back and forth.	9	1,2,3	A,C
5. learns various concepts discussed in medieval philosophy.	1	1,2,3	A,C

Teaching Methods	1: Lecture, 2: Question-Answer, 3: Discussion
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Assessment Methods	A: Exam , B: Experience C: Homework
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COURSE CONTENT		
Week	Topics	Study Materials
1	Introduction	
2	Plontius: <i>Enneads</i>	
3	St. Augustine: <i>Confessiones, City of God</i>	
4	Boethius <i>Consolation of Philosophy</i>	
5	Problem of Universals	
6	Johannes Scotus Eriugena: <i>Treatise on Divine Predestination</i>	
7	Anselm of Canterbury: <i>Monologion, Proslogion, Three Philosophical Dialogues: On Truth, on Freedom of Choice, on the Fall of the Devil</i>	
8	Petrus Abaelardus: <i>Historia calamitatum</i> (<i>The history of my calamities</i>)	
9	MIDTERM	
10	Thomas Aquinas: <i>De Ente et Essentia, Summa Theologiae</i> (parts)	
11	Duns Scotus, William of Ockham	
12	Cusanus, Copernicus, Galileo Galilei, Giordano Bruno	
13	Francis Bacon: <i>Novum Organum</i>	
14	Francis Bacon: <i>Novum Organum</i>	
15	FINAL EXAM	

RECOMMENDED SOURCES	
Textbook	
Additional Resources	<p>Plotinos: <i>Enneads</i></p> <p>Augustinus: <i>Confessiones, City of God</i></p> <p>Boethius , <i>Consolation of Philosophy</i></p> <p><i>The Cambridge Companion to Medieval Philosophy</i>, Edited by. A. S. McGrade, Cambridge Uni Press, 2003.</p> <p><i>Metinlerle Ortaçağda Felsefe</i>, Betül Çotuksöken- Saffet Babür, Bilgesu</p>

	<p>Yay.</p> <p>Johannes Scotus Eriugena: <i>Treatise on Divine Predestination</i></p> <p>Anselm of Canterbury: <i>Monologion, Proslogion, Three Philosophical Dialogues: On Truth, on Freedom of Choice, on the Fall of the Devil</i></p> <p>Petrus Abaelardus: <i>Historia calamitatum</i></p> <p>Thomas Aquinas: <i>Ente et Essentia, Summa Theologiae</i> (parts)</p> <p>Francis Bacon: <i>Novum Organum</i></p>

MATERIAL SHARING	
Documents	
Assignments	
Exams	

ASSESSMENT		
IN-TERM STUDIES	NUMBER	PERCENTAGE
Mid-terms	1	30
Assignments	2	20
Final Examination	1	50
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		50
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		50
Total		100

COURSE CATEGORY	Core Area Course
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COURSE'S CONTRIBUTION TO THE PROGRAM

Programme OUTCOMES	Contribution*				
	1	2	3	4	5
1. Grasps the fundamental concepts and analytical methods necessary to succeed in academic studies in the field of philosophy.				X	
2. Acquires a versatile critical and analytical approach, and problem-solving, interpretative and argumentative skills necessary for a successful career in philosophy.				X	
3. . Communicates effectively, is specifically successful in written and oral presentation, has proper capacities for teamwork and interdisciplinary studies, takes the initiative, has developed a sense of responsibility, contributes original ideas to the field of philosophy, and is loyal to ethical principles.		X			
4. . Reaches the perfection of pursuing professional and personal development by using all means of knowledge with a view to lifelong learning.				x	
5. Develops a consciousness of professional and social ethics.		X			
6. Gains the skills of choosing and developing contemporary means required in philosophical applications as well as using computing technologies effectively.			X		
7. Acquires substantial knowledge of the history of philosophy.					X
8. Learns a classical and at least one modern foreign language so as to read the historical texts of philosophy in the original.	X				
9. Pinpoints, recognizes, grasps and discusses the problems of philosophy within their context in				X	

the history of philosophy.					
10. Develops perfection in reading, understanding and analyzing philosophical texts in different languages.			x		

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 15x Total course hours)	15	4	60
Hours for off-the-classroom study (Pre-study, practice)	10	5	50
Mid-terms	1	20	20
Assignments	2	5	10
Final Examination	1	35	35
Total Work Load			175
Total Work Load / 25 (h)			7
ECTS Credit of the Course			7

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Ontology	PHIL 241	1	3 + 0	3	6

Prerequisites	-
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Language of Instruction	English
Course Level	Bachelor's Degree (First Cycle Programmes)
Course Type	Compulsory
Course Coordinator	
Instructors	Assist. Prof. Levent Y. Kavas Email: levent.kavas@yeditepe.edu.tr FAS 726 Extension line: 1742
Assistants	-
Goals	Introduction of the distinguishing features of ontology by enabling the students to understand what an ontological argument is.
Content	This course focuses on questions such as "what is/are the meaning(s) of existence?", "what types of existence can we make sense of?", etc.. In addition to this, the views of Aristotle, Spinoza, Locke, Leibniz, Descartes, Kant concerning substance and attributes, categories, universals and particulars, physics and meta-physics, space and time will be discussed in detail.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
Upon the completion of this course a student:			
1) is informed of the speciality of the ontological problematics.	1,2,3	1,2,3	A,C
2) is introduced with ontological concepts.	7,8,9	1,2,3	A,C
3) starts acquiring the knowledge of how to look at ontological arguments throughout history of philosophy.	1,2,9	1,2,3	A,C
4) starts referring to ontological arguments in relation to theoretical and practical matters.	3,4,5,6	1,2,3	A,C

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

Methods:**COURSE CONTENT**

Week	Topics	Study Materials
1	Introduction to Ontology	Foundations of Ontology
2	Theistic Arguments. 1. Cosmological (Aquinas).	Aquinas
3	2. Teleological (Hume).	Hume
4	3. Ontological (Anselm)	Anselm
5	Atheistic Arguments. 1. The Paradox of the Stone.	-
6	2. The Problem of Evil (Leibniz)	Leibniz
7	A Pragmatic Approach: Pascal's Wager (Pascal).	Pascal
8	MID-TERM	
9	C. Descartes's Ontological Argument.	Descartes
10	D. The Cartesian Circle.	Locke
11	D. The Circle of Our Own Ideas. 1. Locke. 2. Berkeley	Berkeley
12	Cartesian Dualism (Descartes) 1. A Statement of Cartesian Dualism (Ryle). 2. Alleged Advantages of Cartesian Dualism.	Ryle
13	3. Problems for Cartesian Dualism. a. Interactionism (Ryle). b. Other Minds (Russell)	Russell
14	C. Mental States (Lewis, Dennett, Churchland).	Lewis, Dennet

15	<i>Final Examination</i>	
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RECOMMENDED SOURCES	
Textbook	
Additional Resources	<p><i>Ontology Or the Theory of Being: An Introduction to General Metaphysics</i>, <u>Peter Coffey</u>, Ulan Press (August 31, 2012)</p> <p><i>Metametaphysics: New Essays on the Foundations of Ontology</i>, ed. By <u>David Chalmers</u>, <u>David Manley</u> ,<u>Ryan Wasserman</u> Oxford University Press, USA (April 25, 2009)</p> <p><i>Routledge Companion to Metaphysics</i>. Edited by Robin Le Poidevin Robin et al. New York: Routledge 2009,</p>

MATERIAL SHARING	
Documents	-
Assignments	-
Exams	-

ASSESSMENT		
IN-TERM STUDIES	NUMBER	PERCENTAGE
Mid-terms	1	30
Assignment	2	30
Final Examination	1	40
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		40
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		60
Total		100

COURSE CATEGORY	Area specific course
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COURSE'S CONTRIBUTION TO PROGRAM

No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Grasps the fundamental concepts and analytical methods necessary to succeed in academic studies in the field of philosophy.			X		
2	Acquires a versatile critical and analytical approach, and problem-solving, interpretative and argumentative skills necessary for a successful career in philosophy.				X	
3	Communicates effectively, is specifically successful in written and oral presentation, has proper capacities for teamwork and interdisciplinary studies, takes the initiative, has developed a sense of responsibility, contributes original ideas to the field of philosophy, and is loyal to ethical principles.			X		
4	Reaches the perfection of pursuing professional and personal development by using all means of knowledge with a view to lifelong learning.		X			
5	Develops a consciousness of professional and social ethics.		X			
6	Gains the skills of choosing and developing contemporary means required in philosophical applications as well as using computing technologies effectively.			X		
7	Acquires substantial knowledge of the history of philosophy.			X		
8	Learns a classical and at least one modern foreign language so as to read the historical texts of philosophy in the original.		X			
9	Pinpoints, recognizes, grasps and discusses the problems of philosophy within their context in the history of philosophy.				X	
10	Develops perfection in reading, understanding and analyzing philosophical texts in different languages.	X				

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 15x Total course hours)	15	4	60
Hours for off-the-classroom study (Pre-study, practice)	15	3	45
Mid-terms	1	10	10
Assignments	2	10	20
Final examination	1	15	15
Total Work Load			150
Total Work Load / 25 (h)			6

ECTS Credit of the Course			6

COURSE INFORMATION					
Course Title	Code	Semester	L+P Hour	Credits	ECTS
CLASSICAL GREEK AND LATIN TEXT ANALYSES II	PHIL 218	2	3+0	3	5

Prerequisites	-
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Language of Instruction	English
Course Level	Bachelor's Degree (First Cycle Programmes)
Course Type	Compulsory
Course Coordinator	
Instructors	Prof. Dr. Saffet Babür Email: sbabur@yeditepe.edu.tr FAS 722 Extension line:1887
Assistants	
Goals	Teaching intermediate structures of Classical Greek and Latin grammar, analyzing simple philosophical texts in Classical Greek and Latin, recognizing philosophical concepts in Classical Greek and Latin.
Content	The course covers intermediate structures of Greek & Latin grammar with drills specially designed for helping students analyze basic philosophical texts in Greek & Latin.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
Upon the completion of this course a student:			
1. learns complex structures of Classical Greek and Latin grammar.	1,8,10	1,2,3	A,C
2. understands basic original texts.	1,8,10	1,2,3	A,C
3. acquires a general knowledge about the structure of "language".	1,8,10	1,2,3	A,C
4. becomes used to making etymological analysis.	1,8,10	1,2,3	A,C
5. becomes apt at reading and analyzing texts basic philosophical texts in Greek & Latin.	1,8,10	1,2,3	A,C

Teaching Methods	1: Lecture, 2: Question-Answer, 3: Discussion
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Assessment Methods	A: Exam , B: Experience C: Homework
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COURSE CONTENT		
Week	Topics	Study Materials
1	Introduction	
2	a) Augmentum – Plato: Selected texts b) Lectio XIII, Exercitium XII (perfectum passivum participium) – Augustine: selected texts	
3	a) Contracted nouns, adjectives - Plato: Selected texts b) Lectio XIV, Exercitium XIV (ablativus limitationis) - Augustine: selected texts	
4	a) Palatal and Labial Stems, Genitivus Partitivus - Plato: Selected texts b) Lectio XV, Exercitium XV (relative pronouns) - Augustine: selected texts	
5	a) Dental Stems - Plato: Selected texts b) Lectio XVI, Exercitium XVI (verbs "posse" & "prodesse", consecutive sentences) - Augustine: selected texts	
6	a) Liquid Stems - Plato: Selected texts b) Lectio XVII, Exercitium XVII (third conjugations) – Anselm of Canterbury: Selected texts	
7	MIDTERM	
8	a) Stems with Nu, genitivus temporis - Plato: Selected texts b) Lectio XVIII, Exercitium XVIII (third declension – exceptions) - Anselm of Canterbury: Selected texts	
9	a) Stems with NT, <i>apposition</i> - Plato: Selected texts b) Lectio XIX, Exercitium XIX (ablativus qualitatis) - Anselm of Canterbury: Selected texts	
10	a) Active and middle- passive forms of present participle - Plato: Selected texts b) Lectio XX, Exercitium XX - Lectio XXI, Exercitium XXI (ablativus modi, third declension) – Thomas Aquinas: selected texts	

11	<p>a) Neutral nouns on stems with sigma, dativus limitationis - Plato: Selected texts</p> <p>b) Lectio XXII, Exercitium XXII - Lectio XXIII, Exercitium XXIII (perfectum stem made with reduplication) - Thomas Aquinas: selected texts</p>	
12	<p>a) Adjectives on stems with sigma - Plato: Selected texts</p> <p>b) Lectio XXIV, Exercitium XXIV - Lectio XXV, Exercitium XXV (third declension adjectives) - Thomas Aquinas: selected texts</p>	
13	<p>a) Contracted verbs: active and middle future and aorist indicative, infinitive and participials. - Plato: Selected texts</p> <p>b) Lectio XXVI, Exercitium XXVI - Lectio XXVII, Exercitium XXVII (indirect questions) - Thomas Aquinas: Selected Texts</p>	
14	<p>a) Contracted verbs: active and middle -passive present and imperfect indicative, imperative, infinitive and participial. Verbs with the ending: "ao" - Plato: Selected texts</p> <p>b) Lectio XXVIII, Exercitium XXVIII (praesens participium) - Thomas Aquinas: Selected Texts</p>	
15	FINAL EXAM	

RECOMMENDED SOURCES	
Textbook	
Additional Resources	<p><i>Yunanca Uygulama Kitabı</i>, Prof. Dr. Suat Sinanoğlu, Dr. Candan Türkkkan, Ankara Üniversitesi Dil ve Tarih- Coğrafya Fakültesi Yayınları No. 286 Klasik Filoloji Bölümü, Türk Tarih Kurumu Basımevi, Ankara, 1979.</p> <p>H. Hansen and G. Quinn: <i>Greek : An Intensive Course</i>. (2nd Revised edition, Fordham University Press 1992).</p> <p>H.G. Liddell and R.Scott. <i>Abridged Greek Lexicon</i> (Oxford University Press 1935).</p> <p>H.W. Smyth, <i>Greek Grammar</i>.</p> <p>Plato: selected texts</p> <p><i>Lingua Latina (Latince Ders Kitabı I)</i>, Ord. Prof. Dr. Georg Rohde, Prof. Dr. Samim Sinanoğlu, DTCF Yay., Ankara 1985.</p> <p><i>Uygulamalı Latin Dili</i>, Doç. Dr. Filiz Öktem, Sosyal Yayınlar, 1996.</p>

	<p><i>Wheelock's Latin</i>, Frederic M. Wheelock, Harper Collins.</p> <p>St. Augustine: Selected texts</p> <p>Anselm of Canterbury: Selected texts</p> <p>Thomas Aquinas: Selected texts</p>

MATERIAL SHARING	
Documents	
Assignments	
Exams	

ASSESSMENT		
IN-TERM STUDIES	NUMBER	PERCENTAGE
Mid-terms	1	30
Assignments	15	30
Final Examination	1	40
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		40
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		60
Total		100

COURSE CATEGORY	Core Area Course
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COURSE'S CONTRIBUTION TO THE PROGRAM

Programme OUTCOMES	Contribution*				
	1	2	3	4	5

1. Grasps the fundamental concepts and analytical methods necessary to succeed in academic studies in the field of philosophy.				X	
2. Acquires a versatile critical and analytical approach, and problem-solving, interpretative and argumentative skills necessary for a successful career in philosophy.					x
3. . Communicates effectively, is specifically successful in written and oral presentation, has proper capacities for teamwork and interdisciplinary studies, takes the initiative, has developed a sense of responsibility, contributes original ideas to the field of philosophy, and is loyal to ethical principles.			x		
4. . Reaches the perfection of pursuing professional and personal development by using all means of knowledge with a view to lifelong learning.				X	
5. Develops a consciousness of professional and social ethics.			X		
6. Gains the skills of choosing and developing contemporary means required in philosophical applications as well as using computing technologies effectively.				X	
7. Acquires substantial knowledge of the history of philosophy.					x
8. Learns a classical and at least one modern foreign language so as to read the historical texts of philosophy in the original.					x
9. Pinpoints, recognizes, grasps and discusses the problems of philosophy within their context in the history of philosophy.					X
10. Develops perfection in reading, understanding and analyzing philosophical texts in different languages.					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)	10	2	20
Mid-terms	1	10	10
Assignments	15	2	30
Final examination	1	20	20
Total Work Load			125
Total Work Load / 25 (h)			5
ECTS Credit of the Course			5

COURSE INFORMATION					
Course Title	Code	Semester	L+P Hour	Credits	ECTS
Philosophy in the 17th century	PHIL 222	2	3+0	3	8

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. Levent Y. Kavas Email: levent.kavas@yeditepe.edu.tr FAS 726 Extension line: 1742
Assistants	-
Goals	Studying major texts of European rationalism and British empiricism in order to conceive the distinguishing features of the philosophical tenets of the 17th century.
Content	A survey of the philosophical tenets of the 17th century through an analysis and interpretation of major texts by Francis Bacon, René Descartes, Gottfried Leibniz, Baruch Spinoza. The main controversy of the period between rationalism and empiricism is analysed through the texts of the relevant philosophers and the agreements and disagreements of the empiricists and rationalists are discussed with a special emphasis on a thorough inquiry and insight into the ways of thinking as well as their interpretation expressed in Descartes' <i>Meditations on First Philosophy</i> , Spinoza's <i>Ethics</i> , and Leibniz's <i>Monadology</i> . Other philosophers of the era such as Thomas Hobbes and Blaise Pascal are also briefly studied

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
Upon the completion of this course a student:			
1) is informed of the specificity of philosophical questioning.	1, 2, 3	1, 2, 3	A, C
2) is introduced to the philosophical concepts of the 17th century.	1, 7, 6, 8	1, 2, 3	A, C
3) starts acquiring the knowledge of how to look at texts of the 17th century philosophy through concepts.	8, 9, 10	1, 2, 3	A, C
4) starts referring to philosophical concepts in relation to theoretical and practical matters.	4, 5, 6	1, 2, 3	A, C

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

COURSE CONTENT		
Week	Topics	Study Materials
1	Introduction to 17th century Rationalist thought	Foundations of rationalism
2	Descartes <i>Meditations</i> I-II: 1-3, 27-34.	Descartes
3	Descartes <i>Meditations</i> III-IV: 34-45.	Descartes
4	Descartes <i>Meditations</i> V-VI: 45-55.	Descartes
5	Spinoza, <i>Ethics</i> 126-27, 151-57.	Spinoza
6	Spinoza, <i>Ethics</i> 171-84 .	Spinoza
7	Spinoza, <i>Ethics</i> 184-201	Spinoza
8	MID-TERM	
9	Leibniz, <i>Discourse</i> 210-212, 234-45.	Leibniz
10	Leibniz, <i>Discourse</i> 245-57.	Leibniz
11	Leibniz, <i>Monadology</i> 285-93.	Leibniz
12	Bacon, <i>Novum Organum</i> .	Bacon
13	Hobbes, <i>Leviathan</i> .	Hobbes
14	Revision.	

15	Final Examination	
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RECOMMENDED SOURCES	
Textbook	F. Copleston, <i>History of Philosophy</i> , vol. 4.
Additional Resources	<p>Garrett Thomson, <i>Bacon to Kant: An Introduction to Modern Philosophy</i>, 2nd ed., Waveland Press, 2002.</p> <p>René Descartes, <i>Meditations on First Philosophy</i>, 3rd ed., translated by Donald A. Cress, Hackett, 1993.</p> <p>Gottfried Wilhelm Leibniz, <i>Discourse On Metaphysics and Other Essays</i>, translated by Daniel Garber and Roger Ariew, Hackett, 1989.</p> <p>Baruch Spinoza, <i>Ethics</i>, translated by Edwin Curley, <i>The Collected Writings of Spinoza</i>, Princeton University Press, 1985.</p> <p>T. Hobbes, <i>Leviathan</i>, E. Curley (ed.), <i>Leviathan, with selected variants from the Latin edition of 1668</i>, Hackett, 1994.</p> <p>F. Bacon, <i>A Critical Edition of the Major Works</i>, edited by Brian Vickers, Oxford University Press, 2000.</p>

MATERIAL SHARING	
Documents	-
Assignments	-
Exams	-

ASSESSMENT		
IN-TERM STUDIES	NUMBER	PERCENTAGE
Mid-terms	1	30
Assignments	2	20
Final Examination	1	50
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		50
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		50
Total		100

COURSE CATEGORY	Core Area Course
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Grasps the fundamental concepts and analytical methods necessary to succeed in academic studies in the field of philosophy.					X
2	Acquires a versatile critical and analytical approach, and problem-solving, interpretative and argumentative skills necessary for a successful career in philosophy.					X
3	Communicates effectively, is specifically successful in written and oral presentation, has proper capacities for teamwork and interdisciplinary studies, takes the initiative, has developed a sense of responsibility, contributes original ideas to the field of philosophy, and is loyal to ethical principles.			X		
4	Reaches the perfection of pursuing professional and personal development by using all means of knowledge with a view to lifelong learning.		X			
5	Develops a consciousness of professional and social ethics.		X			
6	Gains the skills of choosing and developing contemporary means required in philosophical applications as well as using computing technologies effectively.			X		
7	Acquires substantial knowledge of the history of philosophy.			X		
8	Learns a classical and at least one modern foreign language so as to read the historical texts of philosophy in the original.					X
9	Pinpoints, recognizes, grasps and discusses the problems of philosophy within their context in the history of philosophy.				X	
10	Develops perfection in reading, understanding and analyzing philosophical texts in different languages.					X

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 15x Total course hours)	15	4	60

Hours for off-the-classroom study (Pre-study, practice)	10	6	60
Mid-terms	1	25	25
Assignments	2	10	20
Final Examination	1	35	35
Total Work Load			200
Total Work Load / 25 (h)			8
ECTS Credit of the Course			8

COURSE INFORMATION					
Course Title	Code	Semester	L+P Hour	Credits	ECTS
EPISTEMOLOGY	PHIL 232	2	3 + 0	3	7

Prerequisites	-
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Language of Instruction	English
Course Level	Bachelor's Degree (First Cycle Programmes)
Course Type	Compulsory
Course Coordinator	-
Instructors	Assoc. Prof. Dr. Lale Levin Basut Email: levin.basut@yeditepe.edu.tr FAS 723 Extension line: 1694
Assistants	-
Goals	The aim of this course is to handle the question of "What is knowledge?" with all of its aspects and scrutinize different definitions and conceptions of knowledge as well as fundamental questions like the origins and conditions of knowledge, opinion, certainty, types of knowledge by reading classical and contemporary philosophical texts.
Content	An analysis of the major problems of the Theory of Knowledge in the context of the original texts of the philosophers, such as those of Plato, Aristotle, Sextus Empiricus, Descartes, Locke, Berkeley, Hume, Kant, Wittgenstein. What is knowledge? How is knowledge possible? What are the foundations of knowledge? Is knowledge with absolute certainty possible? Objectivism vs. Subjectivism, Realism vs. Idealism, Rationalism vs. Empiricism, the difference between analytic and synthetic propositions, between the a priori and a posteriori, validity, truth, induction and deduction.

Learning Outcomes Upon the completion of this course a student:	Program Learning Outcomes	Teaching Methods	Assessment Methods
1) grasps the historical arguments about the quiddity, conditions and possibility of knowledge.	1, 2, 6, 7, 9	1, 2, 3	A, C
2) discusses the arguments concerning the definition of knowledge.	1, 2, 6, 9	1, 2, 3	A, C
3) analyzes the current problems in the field of the theory of knowledge.	1, 2, 6, 9	1, 2, 3	A, C
4) assesses the rationalist, empiricist, critical, pragmatist and naturalist conceptions of knowledge.	1, 2, 6, 7, 9	1, 2, 3	A, C
5) defines the problems concerning the distinctions among different types of knowledge.	1, 2, 6, 9	1, 2, 3	A, C

Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion, 4: Exercises
Assessment Methods:	A: Testing, B: Experience, C: Homework

COURSE CONTENT		
Week	Topics	Study Materials
1	Introduction: The field and main questions of the philosophy of knowledge.	-
2	Fundamental conceptual distinctions concerning "knowledge" and the distinctions among ways of "knowing".	-
3	The first ancient discussions concerning the quiddity, origin and types of knowledge: Plato's <i>Theaetetus</i> .	<i>Theaetetus</i>
4	The historical contexts and current interpretations of problems of the classical definition of knowledge in terms of the concepts of "truth", "justification" and "belief".	<i>Theaetetus</i> Gettier examples
5	Various meanings and interpretations of the concept of "truth": correspondence, consistency and pragmatic conception of truth.	Excerpts
6	Different ideas about the relation between the concepts of "opinion", "belief" and "knowledge", on "certainty", and on the conditions of knowledge throughout the history of philosophy.	Excerpts
7	Midterm Exam	
8	The problem of the origins of knowledge within the context of the rationalism-empiricism dispute: Descartes and Leibniz.	Excerpts
9	The problem of the origins of knowledge within the context of the rationalism-empiricism dispute: Locke, Berkeley and Hume.	Locke, Hume, Excerpts
10	The discussion on the conditions and limits of knowledge: Kant's critical philosophy.	Kant
11	Scientific knowledge, the nature of science and naturalistic theories of knowledge.	Excerpts
12	The current interpretations of the problems of epistemology within the context of contemporary analytic philosophy.	Excerpts
13	The current interpretations of the problems of epistemology within the context of contemporary continental philosophy.	Excerpts
14	General assessment of the problem area of philosophy of knowledge, discussion of possible further research orientations.	-
15	Final Exam	-

RECOMMENDED SOURCES	
Textbook	
Additional Resources	Platon (1995), <i>Theaetetus. Opera</i> . Oxford University Press. Platon (2004), <i>Theaetetus</i> , çev. J. Sachs. Focus Philosophical Library. John Locke (1979), <i>An Essay concerning Human Understanding</i> , yay. P. Nidditch. Oxford University Press. David Hume (1975), <i>An Enquiry concerning Human Understanding</i> ,

yay. P. Nidditch. Clarendon Press.
Immanuel Kant (1998), *Critique of Pure Reason*, çev. P. Guyer, A. E. Wood. Cambridge University Press.

MATERIAL SHARING

Documents	Selections from recent academic papers.
Assignments	
Exams	

ASSESSMENT

IN-TERM STUDIES	NUMBER	PERCENTAGE
Mid-terms	1	30
Assignments	3	30
Final Examination	1	40
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		40
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		60
Total		100

COURSE CATEGORY

Area-Specific Courses

COURSE'S CONTRIBUTION TO THE PROGRAM

No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Grasps the fundamental concepts and analytical methods necessary to succeed in academic studies in the field of philosophy.				X	
2	Acquires a versatile critical and analytical approach, and problem-solving, interpretative and argumentative skills necessary for a successful career in philosophy.				X	
3	Communicates effectively, is specifically successful in written and oral presentation, has proper capacities for teamwork and interdisciplinary studies, takes the initiative, has developed a sense of responsibility, contributes original ideas to the field of philosophy, and is loyal to ethical principles.				X	
4	Reaches the perfection of pursuing professional and personal development by using all means of knowledge with a view to lifelong learning.			X		

5	Develops a consciousness of professional and social ethics.					X		
6	Gains the skills of choosing and developing contemporary means required in philosophical applications as well as using computing technologies effectively.					X		
7	Acquires substantial knowledge of the history of philosophy.							X
8	Learns a classical and at least one modern foreign language so as to read the historical texts of philosophy in the original.					X		
9	Pinpoints, recognizes, grasps and discusses the problems of philosophy within their context in the history of philosophy.							X
10	Develops perfection in reading, understanding and analyzing philosophical texts in different languages.					X		

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 15x Total course hours)	15	4	60
Hours for off-the-classroom study (Pre-study, practice)	10	6	60
Mid-terms	1	15	15
Assignments	3	5	15
Final examination	1	25	25
Total Work Load			175
Total Work Load / 25 (h)			7
ECTS Credit of the Course			7

COURSE INFORMATION					
Course Title	Code	Semester	L+P Hour	Credits	ECTS
PHILOSOPHY IN THE 18TH CENTURY	PHIL 321	1	3 + 0	3	8

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. Dr. Lale Levin Basut Email: levin.basut@yeditepe.edu.tr FAS 724 Extension line: 1599
Assistants	-
Goals	The aim of this course is to assess the heritage of the 17th century philosophy and then proceed to discuss the main 18th century philosophical movements and questions by reading original texts of the major philosophers of the age.
Content	A detailed examination of Leibniz' and Kant's philosophy: The source of knowledge; the nature of space and time; the new conception of the object; the idea of synthetic a priori knowledge; the examination and critique of Reason. <i>Discourse on Metaphysics</i> and <i>Monadology</i> of Leibniz and <i>The Critique of Pure Reason</i> of Kant will be read and discussed.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
Upon the completion of this course a student:			
1) recognizes the main research lines of the 18th century philosophy.	1, 2, 7, 8, 9, 10	1, 2, 3	A, C
2) grasps the main arguments of empiricist and rationalist attitudes in philosophy.	1, 2, 7, 8, 9, 10	1, 2, 3	A, C
3) distinguishes the relations among the explanations concerning philosophical questions like causality, freedom and personal identity.	1, 2, 7, 8, 9, 10	1, 2, 3	A, C
4) determines the relations between theoretical philosophy and problems of action.	1, 2, 7, 8, 9, 10	1, 2, 3	A, C
5) gains substantial knowledge about the philosophies of Leibniz, Locke, Berkeley, Hume and Kant.	1, 2, 7, 8, 9, 10	1, 2, 3	A, C

Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion, 4: Exercises
Assessment Methods:	A: Testing, B: Experience, C: Homework

COURSE CONTENT		
Week	Topics	Study Materials
1	Outlines of the 18th century; main philosophical issues of the period	-
2	The philosophical heritage of the 17th century: the contributions of Descartes, Spinoza and Leibniz	-
3	The self- image of thought of the 18th century philosophy with reference to Kant and Mendelssohn's answers to the question "What is Enlightenment?"	Reading relevant texts
4	The Leibniz-Newton and Leibniz-Locke disputes; the differences between empiricism and rationalism.	Leibniz-Clarke correspondence
5	Main questions of Locke's philosophy; the origin of knowledge, personal identity and concepts of freedom.	Locke's <i>Essay</i>
6	The questions of knowledge and personal identity in the empiricist tradition: Berkeley, Reid and Hume.	Hume's <i>Enquiry</i>
7	Midterm Exam	
8	Hume's critique of causality with a view to its twofold implications for the possibility of 'miracles' and 'freedom'.	Hume's <i>Enquiry</i>
9	The relation between Hume's critique of causality and Kant's philosophy of knowledge	First <i>Critique</i>
10	The main arguments of the analytical part of <i>The Critique of Pure Reason</i> .	First <i>Critique</i>
11	The main arguments of the dialectical part of <i>The Critique of Pure Reason</i> .	First <i>Critique</i>
12	Kant's fundamental distinction between theory and action; the relation between Kant's philosophy and other philosophies of the 17th and 18th centuries.	Second <i>Critique</i>
13	Kant's arguments about the foundations of morals in <i>The Critique of Practical Reason</i> .	Second <i>Critique</i>
14	Assessment of the main tendencies of the 18th century and the outlines of its influences in the 19th century.	-
15	Final Exam	-

RECOMMENDED SOURCES	
Textbook	
Additional Resources	John Locke (1979), <i>An Essay concerning Human Understanding</i> , yay. P. Nidditch. Oxford University Press. David Hume (1975), <i>An Enquiry concerning Human Understanding</i> , yay. P. Nidditch. Clarendon Press. Immanuel Kant (1998), <i>Critique of Pure Reason</i> , çev. P. Guyer, A. E. Wood. Cambridge University Press.

Immanuel Kant (1986), *Critique of Practical Reason*, çev. L. W. Beck. Macmillan.

MATERIAL SHARING

Documents	Kant's and Mendelssohn's papers on "What is Enlightenment?"
Assignments	
Exams	

ASSESSMENT

IN-TERM STUDIES	NUMBER	PERCENTAGE
Midterm	1	30
Assignments	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

COURSE CATEGORY

Core Area Courses

COURSE'S CONTRIBUTION TO THE PROGRAM

No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Grasps the fundamental concepts and analytical methods necessary to succeed in academic studies in the field of philosophy.				X	
2	Acquires a versatile critical and analytical approach, and problem-solving, interpretative and argumentative skills necessary for a successful career in philosophy.				X	
3	Communicates effectively, is specifically successful in written and oral presentation, has proper capacities for teamwork and interdisciplinary studies, takes the initiative, has developed a sense of responsibility, contributes original ideas to the field of philosophy, and is loyal to ethical principles.			X		
4	Reaches the perfection of pursuing professional and personal development by using all means of knowledge with a view to lifelong learning.				X	

5	Develops a consciousness of professional and social ethics.								X
6	Gains the skills of choosing and developing contemporary means required in philosophical applications as well as using computing technologies effectively.								X
7	Acquires substantial knowledge of the history of philosophy.								X
8	Learns a classical and at least one modern foreign language so as to read the historical texts of philosophy in the original.								X
9	Pinpoints, recognizes, grasps and discusses the problems of philosophy within their context in the history of philosophy.								X
10	Develops perfection in reading, understanding and analyzing philosophical texts in different languages.								X

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 15x Total course hours)	15	4	60
Hours for off-the-classroom study (Pre-study, practice)	10	6	60
Mid-terms	1	30	30
Assignments	2	5	10
Final Examination	1	40	40
Total Work Load			200
Total Work Load / 25 (h)			8
ECTS Credit of the Course			8

COURSE INFORMATION					
Course Title	Code	Semester	L+P Hour	Credits	ECTS
PHILOSOPHY IN THE ISLAMIC WORLD I	PHIL 327	1	3+0	3	6

Prerequisites	-
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Language of Instruction	English
Course Level	Bachelor's Degree (First Cycle Programmes)
Course Type	Compulsory
Course Coordinator	
Instructors	Assist. Prof. Levent Y. Kavas Email: levent.kavas@yeditepe.edu.tr FAS 726 Extension line: 1742
Assistants	
Goals	Texts by Avicenna, Alfarabius, Averroes, Al-Ghazzali will be analyzed.
Content	Did philosophers such as Avicenna, Alfarabius, Averroes, Al-Ghazzali construct anything original, or were they mere copies of the Ancient Greek philosophy, and the dominant philosophers of that era, such as Plato and Aristotle? Is it possible to make sense of any impact of Islamic philosophy on Western thought in the medieval period?... This course intends to outline the philosophical developments in the Islamic communities, especially through the period recalled as "The Islamic Renaissance"; alongside the discussion of the questions specified.

Learning Outcomes Upon the completion of this course a student:	Program Learning Outcomes	Teaching Methods	Assessment Methods
1. is introduced to the basic concepts of Islamic philosophy	1,2,3,4	1,2,3	A,C
2. learns about the views of Islamic thinkers.	2,3,6	1,2,3	A,C
3. learns about "The Islamic Renaissance"	3,6,10	1,2,3	A,C
4. finds out about the differences between Ancient philosophers and Islamic philosophers	8,9,10	1,2,3	A,C

5. Is introduced to the Islamic Philosophy literature	7,9,10	1,2,3	A,C
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Teaching Methods	1: Lecture, 2: Question-Answer, 3: Discussion
Assessment Methods	A: Exam , B: Experience C: Homework

COURSE CONTENT		
Week	Topics	Study Materials
1	Introduction	
2	The rise of Islamic Philosophy	
3	The sources of Islamic Philosophy	
4	Islamic Peripatics	
5	Islamic Peripatics	
6	Islamic Peripatics	
7	School of Enlightenment	
8	MIDTERM	
9	School of Enlightenment	
10	School of Enlightenment	
11	School of Islamic Stoa	
12	School of Islamic Stoa	
13	Islamic Encyclopedism	
14	Islamic Encyclopedism	
15	Deadline of final paper	

RECOMMENDED SOURCES	
Textbook	Ülken, Hilmi Ziya "İslam Felsefesi" Ülken yay. (2007)
Additional Resources	<u>Corbin, Henry</u> (April 1993). <i>History of Islamic Philosophy</i> . Liadain Sherrard (trans). London and New York: Kegan Paul International.

MATERIAL SHARING	
Documents	
Assignments	
Exams	

ASSESSMENT		
IN-TERM STUDIES	NUMBER	PERCENTAGE
Mid-terms	1	30
Presentations	1	20
Final Paper	1	50
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		50
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		50

COURSE CATEGORY	Area Specific Course
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COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES						
No	Programme Outcomes	Contribution				
		1	2	3	4	5
1	Grasps the fundamental concepts and analytical methods necessary to succeed in academic studies in the field of philosophy.				X	
2	Acquires a versatile critical and analytical approach, and problem-solving, interpretative and argumentative skills necessary for a successful career in philosophy.					X
3	Communicates effectively, is specifically successful in written and oral presentation, has proper capacities for teamwork and interdisciplinary studies, takes the initiative, has developed a sense of responsibility, contributes original ideas to the field of philosophy, and is loyal to ethical principles.					X

4	Reaches the perfection of pursuing professional and personal development by using all means of knowledge with a view to lifelong learning.								X
5	Develops a consciousness of professional and social ethics.								X
6	Gains the skills of choosing and developing contemporary means required in philosophical applications as well as using computing technologies effectively.								X
7	Acquires substantial knowledge of the history of philosophy.								X
8	Learns a classical and at least one modern foreign language so as to read the historical texts of philosophy in the original.						X		
9	Pinpoints, recognizes, grasps and discusses the problems of philosophy within their context in the history of philosophy.								X
10	Develops perfection in reading, understanding and analyzing philosophical texts in different languages.								X

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 15x Total course hours)	15	3	45
Hours for off-the-classroom study (Pre-study, practice)	10	4	40
Mid-terms	1	25	25
Presentations	1	15	15
Final Paper	1	25	25
Total Work Load			150
Total Work Load / 25 (h)			6
ECTS Credit of the Course			6

COURSE INFORMATION

Course Title	Code	Semester	L+P Hour	Credits	ECTS
PHILOSOPHICAL DEVELOPMENTS IN TURKEY	PHIL 329	1	3 + 0	3	6

Prerequisites	-
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Language of Instruction	English
Course Level	Bachelor's Degree
Course Type	Compulsory
Course Coordinator	
Instructors	Assist. Prof. Dr. Melike Durmaz Kuyucu Email: melike.durmaz@yeditepe.edu.tr FAS 720 Extension line: 1799
Assistants	
Goals	The general purpose of this course is to find an answer to the following question: How did Western thought influence the intellectual life of the Ottoman society after the Tanzimat in the Constitutional Monarchy period, and throughout World War I ?
Content	The class covers Republican Era (1923-) specifically, the period after the Reformation of the Universities (1933) and gives an analysis about what can be said about the view of the new state on philosophy. The comparison between German Idealism, or Logical Positivism and the views of 20 th Century philosophers in Turkey, e.g. Macit Gökberk, Nusret Hızır, Takiyettin Mengüşoğlu, as well as Ioanna Kuçuradi, Arda Denkel, etc. are discussed as well.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
Upon the completion of this course a student:			
1. conceives the historical development of philosophy in Turkey.	3,4	1,2,3	A,C
2. acquires knowledge about Republican era policies regarding philosophy education.	6,7	1,2,3	A,C
3. acquires knowledge about views of Turkish philosophers and their contribution to the development of philosophy in Turkey.	6,7	1,2,3	A,C
4. gains knowledge about philosophy education in Turkish Universities.	7,9	1,2,3	A,C
5. is apt at making contributions to the philosophical usage of Turkish language.	2	1,2,3	A,C

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

COURSE CONTENT		
Week	Topics	Study Materials
1	General introduction	
2	Philosophy in Islamic civilization and its historical development.	
3	<i>Medresseh</i> and philosophy	
4	<i>Tanzimat</i> era, its movements and thinkers	
5	Introduction and development of western philosophy to the ottoman society after <i>Tanzimat</i> era.	
6	Philosophy in <i>İkinci Meşrutiyet (Constitutional Monarchy)</i>	
7	Philosophy in <i>İkinci Meşrutiyet (Constitutional Monarchy)</i>	
8	MIDTERM	
9	Basic orientations of the republican era and philosophy education.	
10	Reformation of the Universities (1933)	
11	Philosophy education in Istanbul University	
12	Philosophy education in Ankara University	
13	Philosophy education in Hacettepe University	
14	Philosophy education in Middle East Technical University.	
15	FINAL EXAM	

RECOMMENDED SOURCES	
Textbook	
Additional Resources	Kafadar, Osman "Türkiye'de Kültürel Dönüşümler ve Felsefe Eğitimi", İz yay, İstanbul, 2000.

MATERIAL SHARING	
Documents	
Assignments	
Exams	

ASSESSMENT		
IN-TERM STUDIES	NUMBER	PERCENTAGE
Mid-terms	1	30
Assignments	3	30
Final Examination	1	40
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		40
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		60
Total		100

COURSE CATEGORY	Area Specific Courses
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COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES						
No	Program Outcomes	Contribution				
		1	2	3	4	5
1	Grasps the fundamental concepts and analytical methods necessary to succeed in academic studies in the field of philosophy.			X		
2	Acquires a versatile critical and analytical approach, and problem-solving, interpretative and argumentative skills necessary for a successful career in philosophy.				X	
3	Communicates effectively, is specifically successful in written and oral presentation, has proper capacities for teamwork and interdisciplinary studies, takes the initiative, has developed a sense of responsibility, contributes original ideas to the field of philosophy, and is loyal to ethical principles.			X		
4	Reaches the perfection of pursuing professional and personal development by using all means of knowledge with a view to lifelong learning.			X		

5	Develops a consciousness of professional and social ethics.			X	
6	Gains the skills of choosing and developing contemporary means required in philosophical applications as well as using computing technologies effectively.			X	
7	Acquires substantial knowledge of the history of philosophy.			X	
8	Learns a classical and at least one modern foreign language so as to read the historical texts of philosophy in the original.	X			
9	Pinpoints, recognizes, grasps and discusses the problems of philosophy within their context in the history of philosophy.			X	
10	Develops perfection in reading, understanding and analyzing philosophical texts in different languages.			X	

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 15x Total course hours)	15	3	45
Hours for off-the-classroom study (Pre-study, practice)	15	3	45
Mid-terms	1	20	20
Assignments	3	5	15
Final Examination	1	25	25
Total Work Load			150
Total Work Load / 25 (h)			6
ECTS Credit of the Course			6

COURSE INFORMATION					
Course Title	Code	Semester	L+P Hour	Credits	ECTS
Philosophy of Art	PHIL 312	2	3 + 0	3	8

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. Dr. Lale Levin Basut Email: levin.basut@yeditepe.edu.tr FAS 723 Extension line: 1694
Assistants	-
Goals	The aim of this course is to encourage students to discuss the relationship between art and from the time of Plato life through the texts of the history of philosophy where art is problematized and argued for.
Content	The development of aesthetics since Kant. The course begins with a detailed study of the sections on aesthetic judgment in the <i>Critique of Judgment</i> . Other figures may include Hegel, Nietzsche, Heidegger and Derrida. Themes include the beautiful and the sublime, objective existence of the art work and subjective taste, disinterest and aesthetic pleasure, form and decoration, art and ideals, branches of art and their ranking, art and nature, Dionysian chaos and Apollinian form, frame and content, aesthetic representation and poetic imagination as models of art, interpretation and meaning, material base and artistic qualities, aesthetics as a bridge between knowledge and aesthetics, art as the goal of humanity.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
Upon the completion of this course a student:			
1) is informed of the speciality philosophical questioning on problematics of art.	1,2,3,4	1,2,3	A,C
2) is introduced to the relationship between art and philosophy.	1,7,9	1,2,3	A,C

3) starts acquiring the knowledge of how to look at works of art through concepts.	3,4,6	1,2,3	A,C
4) starts referring to philosophical concepts in relation to theoretical and practical matters.	5,6,10	1,2,3	A,C

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

COURSE CONTENT		
Week	Topics	Study Materials
1	Introduction to the relationship between art and life	Definitions of Art and work of art
2	Art, imitation, order in the soul and the city; Plato .	Plato
3	Imitation's origins and its benefits; Aristotle	Aristoteles
4	Art as Expression Emotions; Leo Tolstoy , "What is art? , Clive Bell , "The Aesthetic Hypothesis"	Sanat ve Duygular
5	Art as a question of taste; David Hume , "Of the Standart of Taste"	Hume
6	Art as a question of taste; Immanuel Kant , "Critique of Judgement"	Kant
7	Art as a question of taste; G. W. F. Hegel , "Philosophy of Fine Arts "	Hegel
8	MID-TERM	
9	Art as World-Making; Friedrich Nietzsche , "The Birth of Tragedy"	Nietzsche
10	Art as World-Making; Maurice Merleau-Ponty , "Eye and the Mind"	Merleau-Ponty
11	Art as World-Making; Martin Heidegger , "The Origin of the Work of Art"	Heidegger
12	Discussion concerning the arguments of the end of art through the film; <i>Exit Through the Giftshop</i> , dir. Banksy	Film Analysis
13	The End of Art; Walter Benjamin , "The Work of Art in the Age of Mechanical Reproducibility".	Benjamin
14	The End of Art; Jacques Derrida , "Differance"	Derrida
15	Final Examination	

RECOMMENDED SOURCES	
Textbook	
Additional Resources	<p><u>An Anthology of Aesthetic Theory</u>, edited by Stephen David Ross, SUNY Press, NY: 1987</p> <p><u>Aesthetics</u>, edited by Susan Feagin&Patrick Maynard, Oxford University Press, Oxford: 1997</p> <p><u>Aesthetics: The classic Readings</u>, edited by David E. Cooper, Blackwell Pub, Oxford: 1997</p>

MATERIAL SHARING	
Documents	-
Assignments	-
Exams	-

ASSESSMENT		
IN-TERM STUDIES	NUMBER	PERCENTAGE
Mid-terms	1	30
Assignment	3	30
Final Examination	1	40
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		40
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		60
Total		100

COURSE CATEGORY	Area specific course
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5

1	Grasps the fundamental concepts and analytical methods necessary to succeed in academic studies in the field of philosophy.			X		
2	Acquires a versatile critical and analytical approach, and problem-solving, interpretative and argumentative skills necessary for a successful career in philosophy.					X
3	Communicates effectively, is specifically successful in written and oral presentation, has proper capacities for teamwork and interdisciplinary studies, takes the initiative, has developed a sense of responsibility, contributes original ideas to the field of philosophy, and is loyal to ethical principles.					X
4	Reaches the perfection of pursuing professional and personal development by using all means of knowledge with a view to lifelong learning.				X	
5	Develops a consciousness of professional and social ethics.			X		
6	Gains the skills of choosing and developing contemporary means required in philosophical applications as well as using computing technologies effectively.			X		
7	Acquires substantial knowledge of the history of philosophy.		X			
8	Learns a classical and at least one modern foreign language so as to read the historical texts of philosophy in the original.	X				
9	Pinpoints, recognizes, grasps and discusses the problems of philosophy within their context in the history of philosophy.		X			
10	Develops perfection in reading, understanding and analyzing philosophical texts in different languages.	X				

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 15x Total course hours)	15	4	60
Hours for off-the-classroom study (Pre-study, practice)	15	4	60
Mid-terms	1	30	30
Assignments	3	5	15
Final examination	1	35	35
Total Work Load			200
Total Work Load / 25 (h)			8
ECTS Credit of the Course			8

COURSE INFORMATION					
Course Title	Code	Semester	L+P Hour	Credits	ECTS
PHILOSOPHY IN THE 19TH CENTURY	PHIL 322	2	3 + 0	3	8

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. Levent Y. Kavas Email: levent.kavas@yeditepe.edu.tr FAS 726 Extension line: 1742
Assistants	-
Goals	The aim of this course is to assess the heritage of the 18th century philosophy with a focus on Kant and then proceed to discuss the main 19th century philosophical movements and questions by reading original texts of the major philosophers of the period, specifically emphasizing the influence of Hegel.
Content	This course will focus on the 19 th century philosophy. The main philosophical questions that are raised by the leading philosophers in this period will be the focus. The study of the texts will include analysis of significant concepts in the specific vocabulary of the philosophers, evaluation of the arguments and discussion of philosophical problems.

Learning Outcomes Upon the completion of this course a student:	Program Learning Outcomes	Teaching Methods	Assessment Methods
1) gains profound insight into the major concepts and general structure of Hegel's philosophy.	1, 2, 7, 9	1, 2, 3	A
2) discusses the relations of the main lines of influence of Hegel's philosophy in the 19th century.	1, 2, 7, 9	1, 2, 3	A
3) relates the anti-Hegelian philosophers' arguments with the Hegelian thought.	1, 2, 7, 9	1, 2, 3	A
4) grasps the fundamentals of the discussions of Schopenhauer, Kierkegaard and Nietzsche.	1, 2, 7, 9	1, 2, 3	A
5) explains the philosophical and political implications of Marx's philosophy.	1, 2, 7, 9	1, 2, 3	A

6) distinguishes the links between theoretical and political philosophy.	1, 2, 7, 9	1, 2, 3	A
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Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion, 4: Exercises
Assessment Methods:	A: Testing, B: Experience, C: Homework

COURSE CONTENT		
Week	Topics	Study Materials
1	The philosophical heritage of the 18th century; the outlines of Kant's philosophy and its impact on German idealism.	-
2	The relations among the philosophies of Fichte, Schelling and Hegel against the background of German romanticism.	-
3	Introduction to Hegel's <i>Phenomenology of Spirit</i> .	<i>Phenomenology of Spirit</i>
4	The structure and exposition of Hegel's <i>Phenomenology of Spirit</i> .	<i>Phenomenology of Spirit</i>
5	Metaphysics, anthropology and politics in the <i>Phenomenology of Spirit</i> .	<i>Phenomenology of Spirit</i>
6	Major commentators on the <i>Phenomenology of Spirit</i> .	<i>Phenomenology of Spirit</i>
7	Midterm Exam	
8	Late Hegel and the Young Hegelians; Stirner and Feuerbach.	<i>Science of Logic</i>
9	The outlines of post-Hegelian European philosophy.	<i>Science of Logic</i>
10	Hegel upside down: the philosophy of Marx.	<i>The Manuscripts of 1844</i>
11	Hegel's other critiques: Schopenhauer, Kierkegaard and Nietzsche.	Excerpts
12	Hegel's other critiques: Schopenhauer, Kierkegaard and Nietzsche.	Excerpts
13	The influences of Marxian and Nietzschean thought; new philosophical orientations in late 19th century.	Excerpts
14	Assessment of the main tendencies of the 19th century and the outlines of its influences in the 20th century.	-
15	Final Exam	

RECOMMENDED SOURCES	
Textbook	
Additional Resources	Immanuel Kant (1998), <i>Critique of Pure Reason</i> , çev. P. Guyer, A. E. Wood. Cambridge University Press. G. W. F. Hegel, <i>Phenomenology of Spirit</i> , translated by A. V. Miller with analysis of the text and foreword by J. N. Findlay (Oxford: Clarendon Press, 1977) G. W. F. Hegel, <i>Science of Logic</i> , tr. A.V. Miller 1969 London: G. Allen &

Unwin, 1969.
 K. Marx, *The Economic and Philosophic Manuscripts* at
<http://www.marxists.org/archive/marx/works/1844/manuscripts/preface.htm>

MATERIAL SHARING

Documents	Excerpts from Schopenhauer, Kierkegaard, Nietzsche, Stirner, and Feuerbach.
Assignments	
Exams	

ASSESSMENT

IN-TERM STUDIES	NUMBER	PERCENTAGE
Midterm	1	40
Participation in discussions	10	20
Final	1	40
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		40
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		60
Total		100

COURSE CATEGORY

Core Area Courses

COURSE'S CONTRIBUTION TO THE PROGRAM

No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Grasps the fundamental concepts and analytical methods necessary to succeed in academic studies in the field of philosophy.				X	
2	Acquires a versatile critical and analytical approach, and problem-solving, interpretative and argumentative skills necessary for a successful career in philosophy.				X	
3	Communicates effectively, is specifically successful in written and oral presentation, has proper capacities for teamwork and interdisciplinary studies, takes the initiative, has developed a sense of responsibility, contributes original ideas to the field of philosophy, and is loyal to ethical principles.			X		
4	Reaches the perfection of pursuing professional and personal development by using all means of knowledge with a view to lifelong learning.				X	

5	Develops a consciousness of professional and social ethics.								X
6	Gains the skills of choosing and developing contemporary means required in philosophical applications as well as using computing technologies effectively.								X
7	Acquires substantial knowledge of the history of philosophy.								X
8	Learns a classical and at least one modern foreign language so as to read the historical texts of philosophy in the original.								X
9	Pinpoints, recognizes, grasps and discusses the problems of philosophy within their context in the history of philosophy.								X
10	Develops perfection in reading, understanding and analyzing philosophical texts in different languages.								X

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 15x Total course hours)	15	6	90
Hours for off-the-classroom study (Pre-study, practice)	11	5	55
Mid-terms	1	25	25
Final examination	1	30	30
Total Work Load			200
Total Work Load / 25 (h)			8
ECTS Credit of the Course			8

COURSE INFORMATION					
Course Title	Code	Semester	L+P Hour	Credits	ECTS
Contemporary Philosophy I	PHIL 421	1	3 +0	3	8

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. Dr. Levent Y. Kavas Email: levent.kavas@yeditepe.edu.tr FAS 726 Extension line: 1742
Assistants	-
Goals	The aim of this course is to introduce the students with and discuss basic terms and concepts of 20th century philosophy.
Content	An analysis of 20 th Century philosophy with a focus on the Logical Positivist and Existentialist thinkers. The philosophical views of B.Russell, A.J.Ayer, M.Schlick, R.Carnap, W.V.O.Quine and L.Wittgenstein; as well as those of M.Heidegger, K.Jaspers, G.Marcel, J.P.Sartre and A.Camus. In addition, an analysis of the thoughts of E.Husserl, as well as the thoughts of A.Goldman, H.Putnam, etc.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
Upon the completion of this course a student:			
1) is informed of the contemporary philosophical questions and problematics.	1,2,3,4,7	1,2,3	A,C
2) is introduced with contemporary schools of thought.	7,8,9,10	1,2,3	A,C
3) matures their knowledge of history of philosophy.	4,5,6,7	1,2,3	A,C
4) starts referring to philosophical concepts in relation to theoretical and practical matters.	3,4,5,6	1,2,3	A,C

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

COURSE CONTENT		
Week	Topics	Study Materials
1	Introduction to the 20th century philosophy	Basic discussions in 20th century
2	Introduction to phenomenology	Foundations of phenomenology
3	Franz Brentano, "The Distinction between Mental and Physical Phenomena"	Brentano
4	Edmund Husserl, "Consciousness as Intentional Experience"	Husserl
5	Edmund Husserl, "Noesis and Noema"	Husserl
6	General assesment of Husserlian phenomenology.	Husserl
7	MID-TERM	
8	Martin Heidegger, "The Phenomenological Method of Investigation" .	Heidegger
9	Martin Heidegger, "The Worldhood of the World".	Heidegger
10	Martin Heidegger, "Dasein's Possibility of Being-a-whole, and Being".	Heidegger
11	General assesment of Heideggerian phenomenology	Heidegger
12	Jean-Paul Sartre, "Husserl, Hegel, Heidegger".	Sartre
13	Jean-Paul Sartre, "Being-for-itself"	Sartre
14	Jean-Paul Sartre, "Being-for-itself"	Sartre
15	Final Examination	

RECOMMENDED SOURCES	
Textbook	
Additional Resources	<p>Franz Brentano, <i>Psychology from an Empirical Standpoint</i>, (1874) trans. by.A. C. Rancurello, D. B. Terrell and L. McAlister, Routledge & Kegan Paul, 1981, 1995</p> <p>Edmund Husserl, <i>Logical Investigations (vol.2), Investigations concerning phenomenology and the theory of knowledge</i>. Edited by Ursula Panzer. Halle: (1901; rev. ed. 1922). The Hague, Netherlands: Martinus Nijhoff, 1984.</p> <p>Edmund Husserl, <i>Ideas pertaining to a pure phenomenology</i></p>

	<p><i>Book I General Introduction to a Pure Phenomenology.</i> (1913) Translated by Fred Kersten. The Hague, Netherlands: Martinus Nijhoff. 1982</p> <p>Martin Heidegger, <i>Sein und Zeit</i> (1927). Translated as <i>Being and Time</i> by John Macquarrie and Edward Robinson (Oxford: Basil Blackwell, 1978).</p> <p>Jean-Paul Sartre, <i>Being and Nothingness: A Phenomenological Essay on Ontology</i>, (1943) tr. by Hazel E. Barnes (Washington Square, 1993)-</p>
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MATERIAL SHARING	
Documents	-
Assignments	-
Exams	-

ASSESSMENT		
IN-TERM STUDIES	NUMBER	PERCENTAGE
Mid-terms	1	30
Assignment	5	40
Final Examination	1	30
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		30
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		70
Total		100

COURSE CATEGORY	Core area course
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Grasps the fundamental concepts and analytical methods necessary to succeed in academic studies in the field of philosophy.					X

2	Acquires a versatile critical and analytical approach, and problem-solving, interpretative and argumentative skills necessary for a successful career in philosophy.										X	
3	Communicates effectively, is specifically successful in written and oral presentation, has proper capacities for teamwork and interdisciplinary studies, takes the initiative, has developed a sense of responsibility, contributes original ideas to the field of philosophy, and is loyal to ethical principles.											X
4	Reaches the perfection of pursuing professional and personal development by using all means of knowledge with a view to lifelong learning.											X
5	Develops a consciousness of professional and social ethics.										X	
6	Gains the skills of choosing and developing contemporary means required in philosophical applications as well as using computing technologies effectively.										X	
7	Acquires substantial knowledge of the history of philosophy.										X	
8	Learns a classical and at least one modern foreign language so as to read the historical texts of philosophy in the original.	X										
9	Pinpoints, recognizes, grasps and discusses the problems of philosophy within their context in the history of philosophy.											X
10	Develops perfection in reading, understanding and analyzing philosophical texts in different languages.										X	

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 15x Total course hours)	15	4	60
Hours for off-the-classroom study (Pre-study, practice)	15	4	60
Mid-terms	1	25	25
Assignments	5	4	20
Final examination	1	35	35
Total Work Load			200
Total Work Load / 25 (h)			8
ECTS Credit of the Course			8

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Political Philosophy	PHIL 451	1	3 +0	3	6

Prerequisites	-
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Language of Instruction	English
Course Level	Bachelor's Degree (First Cycle Programmes)
Course Type	Compulsory
Course Coordinator	
Instructors	Assist. Prof. Dr. Melike Durmaz Kuyucu Email: melike.durmaz@yeditepe.edu.tr FAS 720 Extension line: 1799
Assistants	-
Goals	The aim of this course is to introduce the students with and discuss basic terms and concepts of political philosophy through texts of history of philosophy.
Content	An analysis of the fundamental concepts of political philosophy such as sovereignty, power , social contract, natural right, types of government, the legitimacy of the state, property, class conflict within the context of the philosophical texts of philosophers from Plato on to Marx, and later.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
Upon the completion of this course a student:			
1) develops their skills of philosophical reasoning through political problematics.	2,3,4,5	1,2,3	A,C
2) is introduced with concepts of political philosophy.	7,8,9,10	1,2,3	A,C
3) starts identifying the relationship between politics and philosophy through texts of the history of philosophy.	5,6,7	1,2,3	A,C
4) starts referring to philosophical concepts in relation to theoretical and practical matters.	1,2,3,4,5	1,2,3	A,C

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

Methods:	
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COURSE CONTENT		
Week	Topics	Study Materials
1	Introduction to Political Philosophy	
2	Plato, <i>The Republic</i> '	State
3	Aristotle, <i>The Politics</i> . and Cicero, <i>On the Republic</i> .	State
4	St. Augustine, <i>City of God</i> . St. Thomas Aquinas, <i>Politics and Law</i> , discussions concerning state in Islamic philosophy referring to Ibn-i Haldun.	Religion-State relationship
5	Niccolo Machiavelli, <i>The Prince, Discourses on Livy</i> .	Absolute Power
6	Thomas Hobbes, <i>Leviathan</i> ., John Locke, <i>Second Treatise of Government</i>	State of Nature
7	Jean-Jacques Rousseau, <i>On the Social Contract</i> . , Adam Smith, <i>The Wealth of Nations</i> .	Social Contract
8	MID-TERM	
9	Jeremy Bentham, <i>An Introduction to the Principles of Morals and Legislation</i> . John Stuart Mill, <i>On Liberty, On the Subjection of Women</i>	Surveillance
10	Karl Marx, <i>A Contribution to the Critique of Political Economy, Estranged Labour, The Communist Manifesto, After the Revolution, Capital</i>	Marxism
11	Friedrich Nietzsche, <i>On the Genealogy of Morals</i> .	Genealogy of Morals
12	Sigmund Freud, <i>Civilization and its Discontents, Totem and Taboo</i>	Civilization
13	Emma Goldman, <i>Victims of Morality</i> ., Hannah Arendt, <i>The Origins of Totalitarianism</i> ., Simone de Beauvoir, <i>The Second Sex</i> .	Feminism
14	Nozick "Anarchy, state and utopia", Michel Foucault, <i>Discipline and Punish</i> ., "On Governmentality"	Anarchism
15	Final Examination	

RECOMMENDED SOURCES	
Textbook	<i>Princeton Readings in Political Thought ed. Mitchell Cohen and Nicole Fermon. Princeton University Press, 1996</i>
Additional Resources	Thomas Hobbes, <i>Leviathan</i> ., John Locke, <i>Second Treatise of</i>

	<p><i>Government</i> Jean-Jacques Rousseau, <i>On the Social Contract.</i> , Adam Smith, <i>The Wealth of Nations.</i> Niccolo Machiavelli, <i>The Prince, Discourses on Livy.</i> Karl Marx, <i>A Contribution to the Critique of Political Economy, Estranged Labour, The Communist Manifesto, After the Revolution, Capital</i> Emma Goldman, <i>Victims of Morality.</i>, Hannah Arendt, <i>The Origins of Totalitarianism.</i>, Simone de Beauvoir, <i>The Second Sex.</i></p>
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MATERIAL SHARING	
Documents	-
Assignments	-
Exams	-

ASSESSMENT		
IN-TERM STUDIES	NUMBER	PERCENTAGE
Mid-terms	1	30
Assignment	5	40
Final Examination	1	30
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		30
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		70
Total		100

COURSE CATEGORY	Area specific course
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Grasps the fundamental concepts and analytical methods necessary to succeed in academic studies in the field of philosophy.					X

2	Acquires a versatile critical and analytical approach, and problem-solving, interpretative and argumentative skills necessary for a successful career in philosophy.								X
3	Communicates effectively, is specifically successful in written and oral presentation, has proper capacities for teamwork and interdisciplinary studies, takes the initiative, has developed a sense of responsibility, contributes original ideas to the field of philosophy, and is loyal to ethical principles.							X	
4	Reaches the perfection of pursuing professional and personal development by using all means of knowledge with a view to lifelong learning.								X
5	Develops a consciousness of professional and social ethics.								X
6	Gains the skills of choosing and developing contemporary means required in philosophical applications as well as using computing technologies effectively.							X	
7	Acquires substantial knowledge of the history of philosophy.							X	
8	Learns a classical and at least one modern foreign language so as to read the historical texts of philosophy in the original.							X	
9	Pinpoints, recognizes, grasps and discusses the problems of philosophy within their context in the history of philosophy.								X
10	Develops perfection in reading, understanding and analyzing philosophical texts in different languages.							X	

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 15x Total course hours)	15	3	45
Hours for off-the-classroom study (Pre-study, practice)	10	5	50
Mid-terms	1	15	15
Assignments	5	4	20
Final examination	1	20	20
Total Work Load			150
Total Work Load / 25 (h)			6
ECTS Credit of the Course			6

COURSE INFORMATION					
Course Title	Code	Semester	L+P Hour	Credits	ECTS
GRADUATION THESIS	PHIL 499	1	3 + 0	3	8

Prerequisites	-
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Language of Instruction	English
Course Level	Bachelor's Degree (First Cycle Programmes)
Course Type	Compulsory
Course Coordinator	-
Instructors	Faculty
Assistants	-
Goals	The aim of this course is to guide the students through an inquiry into some well-defined philosophical problems and let them experience the nature of philosophical research in the making. The result is expected to be a publishable paper.
Content	An advanced inquiry under the supervision of a specialised academic. Within the process, the student is expected to conduct research on a philosophical problem (s)he selects, and to formulate that research as an article which could be published in international/national philosophy journals.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
Upon the completion of this course a student:			
1) recognizes philosophical problems in original ways.	1-10	2, 3	B, C
2) formulates a philosophical question in a well-defined way.	1-10	2, 3	B, C
3) explains why a philosophical question is a problem at all.	1-10	2, 3	B, C
4) discusses the possible ways of studying a philosophical question.	1-10	2, 3	B, C
5) determines the resources and methods to be used in studying a philosophical question.	1-10	2, 3	B, C

Teaching Methods:	1: Lecture, 2: Question-Answer, 3: Discussion, 4: Exercises
Assessment	A: Testing, B: Experience, C: Homework

Methods:	
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COURSE CONTENT		
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Week	Topics	Study Materials
1	Discussion between the candidate and her/his supervisor: How to define and formulate a philosophical question?	-
2	Discussion: What are the candidate philosophical questions the student considers important? Why is the philosophical question to be studied is important?	Reading suggested texts
3	Discussion: How were similar philosophical questions defined and formulated before? What is the philosophical literature relevant to the question under study?	Reading suggested texts
4	Discussion: Discussion of additional resources to be considered.	Reading suggested texts
5	Discussion: How to redefine and reformulate question under study? What further lines of research are possible?	Reading suggested texts
6	Discussion of the relevant texts.	Reading suggested texts
7	Interim report: The research question and literature review. Definition and formulation of the question.	
8	Discussion of the main argument of the final paper.	Reading suggested texts
9	Discussion: Redefinition and reformulation of the original question. Discussion of the relevant texts.	Reading suggested texts
10	Interim report: Critical literature review. The main argument of the final paper	Reading suggested texts
11	Draft of the final paper.	Reading suggested texts
12	Discussion: How to improve the paper?	Reading suggested texts
13	Discussion: Redefinition and reformulation of the original question.	Reading suggested texts
14	General review.	Reading suggested texts
15	Jury Assessment.	-

RECOMMENDED SOURCES	
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Textbook	
Additional Resources	<p>Nermi Uygur, "What is a Philosophical Question?", <i>Mind</i> New Series, Vol. 73, No. 289 (Jan., 1964), pp. 64-83.</p> <p>Lewis Vaughn, <i>Writing Philosophy: A Student's Guide to Writing Philosophy Essays</i>, Oxford University Press, 2005.</p> <p>G. Deleuze, F. Guattari, <i>What is Philosophy?</i>, tr. by Hugh Tomlinson and Graham Burchell, New York: Columbia University Press, 1994.</p>

MATERIAL SHARING	
Documents	
Assignments	
Exams	

ASSESSMENT		
IN-TERM STUDIES	NUMBER	PERCENTAGE
Assignments	2	60
Final Paper	1	40
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		40
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		60
Total		100

COURSE CATEGORY	Area-Specific Courses
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COURSE'S CONTRIBUTION TO THE PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Grasps the fundamental concepts and analytical methods necessary to succeed in academic studies in the field of philosophy.					X
2	Acquires a versatile critical and analytical approach, and problem-solving, interpretative and argumentative skills necessary for a successful career in philosophy.					X
3	Communicates effectively, is specifically successful in written and oral presentation, has proper capacities for teamwork and interdisciplinary studies, takes the initiative, has developed a sense of responsibility, contributes original ideas to the field of philosophy, and is loyal to ethical principles.					X
4	Reaches the perfection of pursuing professional and personal development by using all means of knowledge with a view to lifelong learning.					X
5	Develops a consciousness of professional and social ethics.					X
6	Gains the skills of choosing and developing contemporary means required in philosophical applications as well as using computing technologies effectively.					X

7	Acquires substantial knowledge of the history of philosophy.	X			
8	Learns a classical and at least one modern foreign language so as to read the historical texts of philosophy in the original.	X			
9	Pinpoints, recognizes, grasps and discusses the problems of philosophy within their context in the history of philosophy.				X
10	Develops perfection in reading, understanding and analyzing philosophical texts in different languages.				X

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 15x Total course hours)	15	4	60
Hours for off-the-classroom study (Pre-study, practice)	12	5	60
Assignments	2	20	40
Final Paper	1	40	40
Total Work Load			200
Total Work Load / 25 (h)			8
ECTS Credit of the Course			8

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Contemporary Philosophy II	PHIL 422	2	3 + 0	3	9

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. Dr. Levent Y. Kavas Email: levent.kavas@yeditepe.edu.tr FAS 726 Extension line: 1742
Assistants	-
Goals	The aim of this course is to engage the students with questions, concepts, problematics of 20th century philosophy through texts mainly of representative of Continental Philosophy of the 20th century.
Content	An analysis of 20 th Century Philosophy with a focus on the Pragmatist, Hermeneutical and Post-Modernist schools of thought. The philosophical views of C.S.Peirce, W.James, J.Dewey, H.G.Gadamer, R.Rorty, R.Bernstein, M.Foucault and J.Derrida. Also, an analysis of the thoughts of W.V.O.Quine, D.Davidson, W.Sellars, S.A.Kripke.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
Upon the completion of this course a student:			
1) is informed of the contemporary philosophical questions and problematics.	1,2,3,4,7	1,2,3	A,C
2) is introduced with contemporary schools of thought.	7,8,9,10	1,2,3	A,C
3) matures their knowledge of history of philosophy.	4,5,6,7	1,2,3	A,C
4) starts referring to philosophical concepts in relation to theoretical and practical matters.	3,4,5,6	1,2,3	A,C

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

COURSE CONTENT		
Week	Topics	Study Materials
1	Introduction to Contemporary Philosophy	Fundamentals of 20th century philosophy
2	Introduction to the Frankfurt School	Critical Theory
3	Walter Benjamin: "The Critique of Violence", <i>Selected Writings, volume 1 1913-1926</i> , ed. Marcus Bullock and Michael W. Jennings (Cambridge, Massachusetts and London: The Belknap Press of Harvard University Press, 1996)	Frankfurt School
4	Max Horkheimer and Theodor Adorno: "Enlightenment and Morality" <i>Dialectic of Enlightenment</i> , trans. John Cumming (New York: Continuum, 1995)	Frankfurt School
5	Georges Bataille, "The Notion of Expenditure", <i>Visions of Excess: Selected Writings, 1927-39</i> , trans. Allan Stoekl (Minneapolis: University of Minnesota Press, 1985)	Post-Structuralism
6	Jean-François Lyotard, "The Differend", extracts from <i>The Differend: Phrases in Dispute</i> , trans. Georges Van Den Abbeele (Minneapolis: University of Minnesota Press, 1988)	Post-modernism
7	Michel Foucault, "Of Other Spaces," <i>Diacritics</i> 16 (Spring 1986)	Genealogical History
8	MID-TERM	
9	Sigmund Freud, "The Super-Ego", extracts from <i>Civilization and its Discontents</i> , trans. James Strachey.	Psychoanalysis
10	Jacques Lacan, "The Mirror Phase", The Seminar, Book XI, <i>The Four Fundamental Concepts of Psychoanalysis</i> , ed. by Jacques-Alain Miller, transl. by Alan Sheridan, W.W. Norton & Co., New York, 1977.	Psychoanalysis
11	Jacques Derrida, extracts from "Passions: An Oblique Offering", <i>On the Name</i> , trans. David Wood (Stanford: Stanford University Press, 1995)	Deconstruction
12	Film Screening; Derrida, The Documentary, directed by Kirby Dick and Amy Ziering, 2002	Deconstruction
13	Luce Irigaray, "Sexual Difference", <i>An Ethics of Sexual Difference</i> , trans. Carolyn Burke and Gillian C. Gill (Ithaca: Cornell University Press, 1993)	Feminism

14	Gilles Deleuze, "Immanence: A life" <i>Pure Immanence: Essays on A Life</i> , Translator: Boyman, Anne. (Zone Books: New York, 2001)	Post-Structuralism
15	Final Examination	

RECOMMENDED SOURCES

Textbook	
Additional Resources	<p>Matthew Calarco, Peter Atterton, <i>The Continental Ethics Reader</i>, Routledge, New York and London, 2003</p> <p>Walter Benjamin, <i>Selected Writings, volume 1 1913-1926</i>, ed. Marcus Bullock and Michael W. Jennings (Cambridge, Massachusetts and London: The Belknap Press of Harvard University Press, 1996)</p> <p>Max Horkheimer and Theodor Adorno, <i>Dialectic of Enlightenment</i>, trans. John Cumming (New York: Continuum, 1995)</p> <p>Georges Bataille, <i>Visions of Excess: Selected Writings, 1927-39</i>, trans. Allan Stoekl (Minneapolis: University of Minnesota Press, 1985)</p> <p>Jean-François Lyotard, <i>The Differend: Phrases in Dispute</i>, trans. Georges Van Den Abbeele (Minneapolis: University of Minnesota Press, 1988)</p> <p>Sigmund Freud, <i>Civilization and its Discontents</i>, trans. James Strachey.</p> <p>Jacques Lacan, <i>The Four Fundamental Concepts of Psychoanalysis</i>, ed. by Jacques-Alain Miller, transl. by Alan Sheridan, W.W. Norton & Co., New York, 1977.</p> <p>Jacques Derrida, "Passions: An Oblique Offering", <i>On the Name</i>, trans. David Wood (Stanford: Stanford University Press, 1995)</p> <p>Luce Irigaray, <i>An Ethics of Sexual Difference</i>, trans. Carolyn Burke and Gillian C. Gill (Ithaca: Cornell University Press, 1993)</p> <p>Gilles Deleuze, <i>Pure Immanence: Essays on A Life</i>, Translator: Boyman, Anne. (Zone Books: New York, 2001)</p>

MATERIAL SHARING

Documents	-
Assignments	-
Exams	-

ASSESSMENT

IN-TERM STUDIES	NUMBER	PERCENTAGE
Mid-terms	1	30
Assignment	5	40
Final Examination	1	30
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		30
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		70
Total		100

COURSE CATEGORY	Core Area Course
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Grasps the fundamental concepts and analytical methods necessary to succeed in academic studies in the field of philosophy.					X
2	Acquires a versatile critical and analytical approach, and problem-solving, interpretative and argumentative skills necessary for a successful career in philosophy.					X
3	Communicates effectively, is specifically successful in written and oral presentation, has proper capacities for teamwork and interdisciplinary studies, takes the initiative, has developed a sense of responsibility, contributes original ideas to the field of philosophy, and is loyal to ethical principles.					X
4	Reaches the perfection of pursuing professional and personal development by using all means of knowledge with a view to lifelong learning.				X	
5	Develops a consciousness of professional and social ethics.			X		
6	Gains the skills of choosing and developing contemporary means required in philosophical applications as well as using computing technologies effectively.			X		
7	Acquires substantial knowledge of the history of philosophy.			X		
8	Learns a classical and at least one modern foreign language so as to read the historical texts of philosophy in the original.	X				
9	Pinpoints, recognizes, grasps and discusses the problems of philosophy within their context in the history of philosophy.				X	

COURSE INFORMATION					
Course Title	<i>Code</i>	<i>Semester</i>	<i>L+P Hour</i>	<i>Credits</i>	<i>ECTS</i>
Philosophy of Law and Human Rights	PHIL 452	2	3 + 0	3	9

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. Dr. Melike Durmaz Kuyucu Email: melike.durmaz@yeditepe.edu.tr FAS 720 Extension line: 1799
Assistants	-
Goals	The aim of this course is to exemplify a historical philosophical attitude towards the relationship between Law and Philosophy in term of their similarities and differences.
Content	Natural law and positive law. Constructivism and realism. Social convention. Individual, social and moral freedom. Economical and political equality. Legislative systems, legislative procedures, and securing basic human rights (e.g. the right to live, to work, to express thoughts, etc.) by law.

Learning Outcomes	Program Learning Outcomes	Teaching Methods	Assessment Methods
Upon the completion of this course a student:			
1) engages with discussions concerning human rights and law by using philosophical reasoning.	2,3,4,5	1,2,3	A,C
2) is introduced with human rights concepts of Law.	7,9	1,2,3	A,C
3) starts acquiring the knowledge of how to look at texts of the human rights and law reports.	5,6,7	1,2,3	A,C
4) starts referring to philosophical concepts in relation to theoretical and practical matters.	1,2,3,4,5	1,2,3	A,C

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

COURSE CONTENT		
Week	Topics	Study Materials
1	Introduction to Human Rights and Law	
2	Ancient Concepts of Humans' Rights and Duties (Western) Plato, Republic Aristotle: Politics St. Thomas Aquinas: Summa Theologica Cicero, <i>On the Laws</i>	http://www.un.org/
3	Ancient Concepts of Human Rights and Duties (non Western) Kwasi Wiredu, "An Akan Perspective on Human Rights" Abdullahi Ahmed An-Na'im, "Human Rights in the Muslim World" The Buddha, "Foundation of the Kingdom of Righteousness" Confucious, Mo Tzu, The Buddha	www.ihb.org.tr
4	Modern concepts: Human Nature, Rights, and Freedom Hobbes, Leviathan Locke, Second Treatise Rousseau, Social Contract Thomas Paine, Rights of Man Mary Wollstonecraft: A Vindication of the Rights of Women,	www.coe.int
5	19th Century Critiques of Human Rights Karl Marx, <i>On the Jewish Question</i> John Stuart Mill, <i>Utilitarianism</i> Jeremy Bentham, <i>Anarchical Fallacies</i> Paine, Burke	Solmas vs Turkey
6	The International Law of Human Rights	
7	Universalism and Relativism Jack Donnelly, <i>Universal Human Rights in Theory and Practice</i> Richard Rorty, "Human Rights, Rationality, and Sentimentality" Michael Perry, "Is the Idea of Human Rights Ineliminably Religious?" Michael Ignatieff, "Human Rights as Idolatry" Fernando Teson, "International Human Rights and Cultural Relativism"	Tekeli vs Turkey
8	MID-TERM	

9	Human Rights and Women Arati Rao, "Right in the Home: Feminist Theoretical Perspectives on International Human Rights" Catharine A. MacKinnon: "Rape, Genocide, and Women's Human Rights"	Opuz vs Turkey
10	Minority, Indigenous and Group Rights Will Kymlicka, "The Good, the Bad and the Intolerable" Minority Group Rights" Jeremy Waldron, "Minority Cultures and the Cosmopolitan Alternative" Susan Moller-Okin, "Is Multiculturalism Bad for Women?"	Kemal Taşkın and others v. Turkey
11	Human Rights and the Environment James W. Nickel: "The Human Right to a Safe Environment" Edith Brown Weiss: "Planetary Rights"	Öneryıldız v. Turkey
12	Religion. What does it mean for other human rights Juviler and Gustafson, <i>Religion and Human Rights</i> , pp. 3-9. Ch. 2-3, 7, 10, 11-14 (Juviler on "Ambiguities of the Divine;" Stackhouse vs. Henkin on religious justification of human rights; Joyce on religion and societal change, Rao and Peters (India) and Mayer (Islam in Iran) on politicization and context of religion; Blu Greenberg, "Feminism, Jewish Orthodoxy, and Human Rights;"	Leyla Şahin v. Turkey
13	Transnational forces <u>Human Rights Watch World Report 2001</u>	Ülke v. Turkey
14	Communications, Media, & Human Rights Freedom of Expression	Dink v. Turkey, Akçam v. Turkey
15	Final Examination	

RECOMMENDED SOURCES

Textbook	
Additional Resources	Hayden, Patrick, ed. 2001. <i>The Philosophy of Human Rights</i> . St. Paul, MN: Paragon House. Lauren, Paul Gordon 1998 <i>The Evolution of International Human Rights: Visions Seen</i> . Philadelphia, Pa.: University of Pennsylvania Press

MATERIAL SHARING

Documents	- http://strasbourgobservers.com/2010/07/06/389/ http://conventions.coe.int/Treaty/en/Treaties/Html/005.htm www.tbmm.gov.tr/komisyon/insanhaklari/index.htm ,
Assignments	-
Exams	-

ASSESSMENT		
IN-TERM STUDIES	NUMBER	PERCENTAGE
Mid-terms	1	20
Assignments	2	20
Presentations	1	20
Final Examination	1	40
Total		100
CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE		40
CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE		60
Total		100

COURSE CATEGORY	Area specific course
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COURSE'S CONTRIBUTION TO PROGRAM						
No	Program Learning Outcomes	Contribution				
		1	2	3	4	5
1	Grasps the fundamental concepts and analytical methods necessary to succeed in academic studies in the field of philosophy.			X		
2	Acquires a versatile critical and analytical approach, and problem-solving, interpretative and argumentative skills necessary for a successful career in philosophy.					X
3	Communicates effectively, is specifically successful in written and oral presentation, has proper capacities for teamwork and interdisciplinary studies, takes the initiative, has developed a sense of responsibility, contributes original ideas to the field of philosophy, and is loyal to ethical principles.				X	
4	Reaches the perfection of pursuing professional and personal development by using all means of knowledge with a view to lifelong learning.				X	
5	Develops a consciousness of professional and social ethics.				X	
6	Gains the skills of choosing and developing contemporary means required in philosophical applications as well as using computing technologies effectively.				X	

7	Acquires substantial knowledge of the history of philosophy.		X			
8	Learns a classical and at least one modern foreign language so as to read the historical texts of philosophy in the original.	X				
9	Pinpoints, recognizes, grasps and discusses the problems of philosophy within their context in the history of philosophy.		X			
10	Develops perfection in reading, understanding and analyzing philosophical texts in different languages.		X			

ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION			
Activities	Quantity	Duration (Hour)	Total Workload (Hour)
Course Duration (Including the exam week: 15x Total course hours)	15	4	60
Hours for off-the-classroom study (Pre-study, practice)	10	7	70
Mid-terms	1	25	25
Assignments	2	10	20
Presentations	1	15	15
Final examination	1	35	35
Total Work Load			225
Total Work Load / 25 (h)			9
ECTS Credit of the Course			9