

YEDİTEPE UNIVERSITY
FACULTY OF ARTS AND SCIENCES

UNDERGRADUATE PROGRAM IN ANTHROPOLOGY

BOLOGNA INFORMATION PACKAGE

SEPTEMBER 2025



YEDİTEPE UNIVERSITY

FACULTY OF ARTS AND SCIENCES - UNDERGRADUATE PROGRAM IN ANTHROPOLOGY INFORMATION PACKAGE (2025)

Establishment

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

Purpose

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

Target

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

Degree Awarded

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

Level of Qualification: First-Cycle

Admission Requirements

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

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

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

Qualification Requirements and Regulations

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

About Program

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

competent anthropologists with a critical perspective and research ethics by combining ethnographic skills with theoretical frameworks.

Employment Opportunities

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

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

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

Access to Further Studies

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

Assessment and Evaluation

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

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

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

| | |
|---|-------------|
| I | Incomplete |
| P | Pass |
| X | In progress |
| T | Transfer |

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

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

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

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

R Grade indicates that the course has been repeated.

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

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

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

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

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

Graduation Requirements

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

Mode of Study: Full-time

Contact and Address Information

Head of Department: Prof. Ebru Kayaalp

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Email: sevgi.gundogdu@yeditepe.edu.tr

Address: Yeditepe University, 26 August Campus, Faculty of Arts and Sciences, Department of Anthropology, İnönü Mah., Kayışdağı, 34755, ATAŞEHİR, ISTANBUL, TURKEY

Facilities

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

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

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

Surveys conducted on students

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

Double Major Programs

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

Erasmus Agreements

Within the framework of our department's Erasmus Student and Faculty Exchange Program, we have agreements with 11 universities in a total of 7 different countries: 1 in Spain, 2 in Poland, 3 in Germany, 1 in Austria, 2 in Bulgaria, 1 in Greece, and 1 in Italy.

Program Learning Outcomes

P.L.O 1. Acquires the basic terms, theoretical point of views and the historical evolution of anthropology.

P.L.O 2. Gains insight into the subfields of anthropology and the unique methods and applications of these fields.

P.L.O 3. Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly.

P.L.O 4. Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology.

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

P.L.O 6. Identifies social problems and develops social projects using anthropological theory and research methods.

P.L.O 7. Effectively utilizes current databases, information resources, and information technologies.

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

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

P.L.O 10. Acquires the ability to think, read, write and orally express English at an academic level.

Program Teaching Objectives

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

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

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

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

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

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

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

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

The Matrix of Teaching Objectives and Program Outcomes

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



YEDİTEPE UNIVERSITY FACULTY OF ARTS AND SCIENCES

DEPARTMENT OF ANTHROPOLOGY CURRICULUM

(2024-2025 Academic Year)

(T: Theory – A: Application – L: Laboratory – CR: Course Credit – ECTS: Credit of Course in EU Credit Transfer System)

| FIRST SEMESTER | | T | A | L | CR | ECTS | SECOND SEMESTER | | T | A | L | CR | ECTS |
|----------------|---|---|---|---|----|------|-----------------|--|---|---|---|----|------|
| HUM 103 | Humanities | 2 | 0 | 0 | 2 | 3 | ANT116 | Scholarly Reading and Writing in Anthropology II | 2 | 2 | 0 | 3 | 5 |
| ANT101 | Introduction to Cultural Anthropology | 3 | 0 | 0 | 3 | 6 | ANT160 | Biological Anthropology | 3 | 0 | 0 | 3 | 6 |
| ANT103 | History of Anthropology | 3 | 0 | 0 | 3 | 8 | ANT158 | Introduction to Social Theory | 3 | 0 | 0 | 3 | 8 |
| ANT115 | Scholarly Reading and Writing in Anthropology I | 2 | 2 | 0 | 3 | 5 | PSY101 | Introduction to Psychology | 3 | 0 | 0 | 3 | 6 |
| ANT157 | Culture and Archaeology | 2 | 1 | 0 | 3 | 8 | PHIL101 | Introduction to Philosophy | 3 | 0 | 0 | 3 | 5 |
| | | | | | | | | | | | | | |
| TOTAL: | | | | | 14 | 30 | TOTAL: | | | | | 15 | 30 |

| THIRD SEMESTER | | T | A | L | CR | ECTS | FOURTH SEMESTER | | T | A | L | CR | ECTS |
|----------------|------------------------------------|---|---|---|----|------|-----------------|---------------------------------------|---|---|---|----|------|
| ANT227 | Anthropological Theory I | 3 | 0 | 0 | 3 | 6 | ANT220 | Ethnography: Critics and Applications | 2 | 2 | 0 | 4 | 5 |
| ANT275 | Turkish Mythology and Folk Beliefs | 3 | 0 | 0 | 3 | 8 | ANT228 | Anthropological Theory II | 3 | 0 | 0 | 3 | 6 |
| RSCH410 | Quantitative Research | 3 | 0 | 0 | 3 | 4 | ANT276 | Kinship and Social Organization | 3 | 0 | 0 | 3 | 7 |
| TKL201 | Turkish Language I | 2 | 0 | 0 | 2 | 2 | TKL202 | Turkish Language II | 2 | 0 | 0 | 2 | 2 |
| XXX | Area Elective (1) | 3 | 0 | 0 | 3 | 5 | XXX | Area Elective (2) | 3 | 0 | 0 | 3 | 5 |
| XXX | Free Elective (1) | 3 | 0 | 0 | 3 | 5 | XXX | Free Elective (2) | 3 | 0 | 0 | 3 | 5 |
| TOTAL: | | | | | 17 | 30 | TOTAL: | | | | | 18 | 30 |

| FIFTH SEMESTER | | T | A | L | CR | ECTS | SIXTH SEMESTER | | T | A | L | CR | ECTS |
|----------------|---|---|---|---|----|------|----------------|------------------------------------|---|---|---|----|------|
| ANT317 | Anthropological Studies in Rural Areas | 3 | 0 | 0 | 3 | 8 | ANT334 | Ritual and Religion | 3 | 0 | 0 | 3 | 8 |
| ANT383 | Gender and Culture | 3 | 0 | 0 | 3 | 4 | ANT348 | Approaches in Applied Anthropology | 3 | 0 | 0 | 3 | 4 |
| ANT319 | Ethnography and the History of Anthropology in Turkey | 3 | 0 | 0 | 3 | 6 | ANT358 | Research Technologies and Ethics | 2 | 4 | 0 | 4 | 6 |
| HTR301 | History of Turkish Republic I | 2 | 0 | 0 | 2 | 2 | HTR302 | History of Turkish Republic II | 2 | 0 | 0 | 2 | 2 |
| XXX | Area Elective (3) | 3 | 0 | 0 | 3 | 5 | XXX | Area Elective (4) | 3 | 0 | 0 | 3 | 5 |
| XXX | Free Elective (3) | 3 | 0 | 0 | 3 | 5 | XXX | Free Elective (4) | 3 | 0 | 0 | 3 | 5 |
| TOTAL: | | | | | 17 | 30 | TOTAL: | | | | | 18 | 30 |

| SEVENTH SEMESTER | | T | A | L | CR | ECTS | EIGHTH SEMESTER | | T | A | L | CR | ECTS |
|------------------|-----------------------------------|---|---|---|----|------|-----------------|----------------------|---|---|---|----|------|
| ANT459 | Current Debates in Anthropology | 3 | 0 | 0 | 3 | 7 | ANT432 | Politics and Culture | 3 | 0 | 0 | 3 | 6 |
| ANT463 | Project Design in Social Sciences | 2 | 1 | 0 | 3 | 7 | ANT464 | Medical Anthropology | 3 | 0 | 0 | 3 | 6 |
| ANT419 | Ecology and Anthropology | 3 | 0 | 0 | 3 | 6 | ANT498 | Writing Thesis | 2 | 4 | 0 | 4 | 8 |
| XXX | Area Elective (5) | 3 | 0 | 0 | 3 | 5 | XXX | Area Elective (6) | 3 | 0 | 0 | 3 | 5 |
| XXX | Free Elective (5) | 3 | 0 | 0 | 3 | 5 | XXX | Free Elective (6) | 3 | 0 | 0 | 3 | 5 |
| TOTAL: | | | | | 15 | 30 | TOTAL: | | | | | 16 | 30 |

| | |
|---------------------------|------------|
| TOTAL | |
| Credits: | 130 |
| ECTS: | 240 |
| Number of Courses: | 44 |

| | AREA ELECTIVES | CR | ECTS |
|--------|---|-----------|-------------|
| ANT229 | World Cultural Heritage | 3 | 5 |
| ANT255 | History of War and Violence | 3 | 5 |
| ANT260 | Archaeology of Anatolia | 3 | 5 |
| ANT326 | Historical and Cultural Anthropology of the Turkish World | 3 | 5 |
| ANT346 | Economics and Anthropology | 3 | 5 |
| ANT349 | Different Faces of Urban Poverty | 3 | 5 |
| ANT367 | Digital Anthropology | 3 | 5 |
| ANT445 | Anthropology of Nomads | 3 | 5 |
| ANT476 | Forensic Archaeology and Anthropology | 3 | 5 |
| ANT478 | Visual Culture Studies | 3 | 5 |
| SOC156 | Social Problems in Turkey | 3 | 7 |
| SOC251 | Social Awareness | 3 | 5 |
| ART104 | Basics of Art Sociology | 3 | 5 |
| ART207 | Museology | 3 | 7 |

Course-Program Outcomes Relationships

| | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO9 | PLO10 |
|----------------|------|------|------|------|------|------|------|------|------|-------|
| ANT 101 | 5 | 5 | 3 | 0 | 5 | 0 | 3 | 0 | 5 | 3 |
| ANT 103 | 5 | 3 | 3 | 0 | 0 | 0 | 3 | 0 | 0 | 3 |
| ANT 115 | 3 | 0 | 0 | 5 | 0 | 0 | 5 | 3 | 3 | 5 |
| ANT 116 | 3 | 0 | 0 | 5 | 0 | 0 | 5 | 3 | 3 | 5 |
| ANT 157 | 3 | 5 | 0 | 5 | 5 | 3 | 5 | 5 | 5 | 5 |
| ANT 158 | 5 | 5 | 3 | 5 | 0 | 5 | 0 | 0 | 5 | 3 |
| ANT 160 | 3 | 5 | 0 | 5 | 5 | 3 | 5 | 5 | 5 | 5 |
| ANT 220 | 3 | 3 | 5 | 5 | 5 | 3 | 3 | 5 | 5 | 5 |
| ANT 227 | 5 | 5 | 3 | 5 | 0 | 5 | 0 | 5 | 5 | 5 |
| ANT 228 | 5 | 5 | 3 | 5 | 0 | 5 | 0 | 5 | 5 | 5 |
| ANT 229 | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 3 | 5 | 5 |
| ANT 255 | 3 | 3 | 0 | 3 | 3 | 3 | 4 | 5 | 5 | 5 |
| ANT 260 | 3 | 3 | 0 | 2 | 0 | 2 | 5 | 5 | 5 | 5 |
| ANT 275 | 3 | 3 | 0 | 3 | 0 | 0 | 3 | 5 | 5 | 5 |
| ANT 276 | 5 | 5 | 3 | 5 | 5 | 3 | 3 | 3 | 5 | 3 |
| ANT 317 | 5 | 5 | 3 | 5 | 5 | 5 | 3 | 3 | 5 | 5 |
| ANT 319 | 5 | 5 | 3 | 5 | 5 | 3 | 3 | 5 | 5 | 3 |
| ANT 326 | 3 | 3 | 0 | 3 | 0 | 0 | 3 | 3 | 3 | 3 |
| ANT 334 | 3 | 5 | 3 | 3 | 5 | 5 | 3 | 5 | 5 | 5 |
| ANT 346 | 3 | 5 | 3 | 5 | 3 | 3 | 3 | 5 | 3 | 5 |
| ANT 348 | 3 | 5 | 3 | 5 | 3 | 5 | 3 | 3 | 5 | 5 |
| ANT 349 | 5 | 5 | 3 | 3 | 3 | 3 | 3 | 5 | 5 | 5 |
| ANT 358 | 3 | 5 | 5 | 5 | 5 | 3 | 5 | 3 | 5 | 5 |
| ANT 367 | 3 | 5 | 5 | 3 | 5 | 0 | 5 | 5 | 3 | 5 |
| ANT 383 | 3 | 5 | 3 | 5 | 3 | 3 | 3 | 5 | 5 | 5 |
| ANT 419 | 5 | 5 | 3 | 5 | 3 | 3 | 3 | 3 | 3 | 5 |
| ANT 432 | 3 | 5 | 3 | 3 | 5 | 5 | 3 | 5 | 5 | 5 |
| ANT 445 | 5 | 3 | 5 | 5 | 5 | 3 | 3 | 5 | 5 | 3 |
| ANT 455 | 5 | 3 | 5 | 5 | 5 | 3 | 3 | 5 | 5 | 3 |
| ANT 459 | 5 | 5 | 3 | 5 | 3 | 3 | 3 | 3 | 5 | 5 |
| ANT 463 | 5 | 5 | 5 | 3 | 3 | 5 | 3 | 5 | 5 | 5 |
| ANT 464 | 5 | 5 | 3 | 3 | 3 | 5 | 3 | 3 | 5 | 3 |
| ANT 476 | 3 | 5 | 0 | 5 | 5 | 3 | 5 | 5 | 5 | 5 |

| | | | | | | | | | | |
|----------------|---|---|---|---|---|---|---|---|---|---|
| ANT 478 | 5 | 5 | 5 | 3 | 5 | 3 | 5 | 5 | 5 | 3 |
| ANT 498 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |

0: Not Supported

3: Moderately Supported

5: Supported by an advanced level

| Teaching Methods* | Main Learning Activities | Teaching/Learning Aid |
|--|--|--|
| 1- Lecture | Listening, comprehending, and processing knowledge | Standard classroom technologies, multimedia devices, projector, computer, overhead projector |
| 2- Interactive Lecture | Listening, comprehending, and processing knowledge, observing/analysing cases, critical thinking, generating questions | Standard classroom technologies, multimedia devices, projector, computer, overhead projector |
| 3- Special Support/Structural Examples | Special set skills/predetermined competencies | Standard classroom technologies, multimedia devices, projector, computer, overhead projector |
| 4- Roleplaying/Drama | Special set skills/predetermined competencies | Standard classroom technologies, multimedia devices, projector, computer, overhead projector, and other equipment when necessary |
| 5- Problem Solving | Special set skills/predetermined competencies | |
| 6- Case Study | Special set skills/predetermined competencies | |
| 7- Brainstorming | Listening, comprehending, observing, and analysing cases, critical thinking, generating questions, teamwork | Standard classroom technologies, multimedia devices, projector, computer, overhead projector |
| 8- Peer-work | Listening, comprehending, observing, and analysing cases, critical thinking, generating questions, teamwork | Standard classroom technologies, multimedia devices, projector, computer, overhead projector |
| 9-Demonstration | Listening, comprehending, observing, and analysing cases | Real or virtual setting conducive to observation |
| 10-Simulation | Listening, comprehending, observing, and analysing cases, digital skills | Real or virtual setting conducive to observation |
| 11-Seminar | Research – life-long learning, writing, reading, digital skills, listening and storing information, management skills | Standard classroom technologies, multimedia devices, projector, computer, overhead projector, special equipment |
| 12-Groupwork | Research – life-long learning, writing, reading, digital skills, critical thinking, generating questions, management skills, teamwork | Online databases, library databases, e-mail, online chat, web-based discussion forums |
| 13- Fieldwork | Observing / analysing cases, research – life-long learning, writing, reading | |
| 14- Laboratory | Observing / analysing cases, digital skills, teamwork | Special Equipment |
| 15-Assignments | Research – life-long learning, writing, reading, digital skills, management skills | Online databases, library databases, e-mail, web-based discussion forums |
| 16- In-class discussions | Research – life-long learning, writing, reading, digital skills, management skills, critical thinking, group work, presentation skills | Standard classroom technologies, multimedia devices, projector, computer, overhead projector, special equipment |

| | | |
|---|---|---|
| 17-Text Analysis/ Survey/Questionnaire | Observing / analysing cases, research – life-long learning, writing, reading | Standard classroom technologies, multimedia devices, projector, computer, overhead projector, corpus tools, digital platforms |
| 18-Panel | Listening and storing information, observing / analysing cases | Standard classroom technologies, multimedia devices, projector, computer, overhead projector, special equipment |
| 19-Guest Lecturer | Listening and storing information, observing / analysing cases | Standard classroom technologies, multimedia devices, projector, computer, overhead projector, special equipment |
| 20- Student Activities / Projects | Observing / analysing cases, critical thinking, generating questions, teamwork, research – life-long learning, writing, reading, management skill sets, special skills, group work | |

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

| Assessment Methods | |
|---------------------------|--------------------------------|
| A | Exam |
| B | Participation/Discussion |
| C | Oral Exam |
| D | Quizzes / Studio Critiques |
| E | Fieldwork/Case Study |
| F | Homework/Assignments |
| G | Laboratory/Application |
| H | Project |
| I | Seminar/Workshop |
| J | Portfolio |
| K | Presentation / Jury evaluation |
| L | Peer evaluation |

| Course Category |
|----------------------------|
| Core Courses |
| Elective Courses |
| Expertise / Field Courses |
| Supportive Courses |
| Transferable Skill Courses |

| COURSE INFORMATION | | | | | |
|---------------------------------------|---------|----------|------------|---------|------|
| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
| Introduction to Cultural Anthropology | ANT 101 | Fall | 3+0+0 | 3 | 6 |

| | |
|----------------------|---|
| Prerequisites | - |
|----------------------|---|

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

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

| | |
|--------------------------|---|
| Teaching Methods: | 1. Lecture 5. Problem Solving 6. Case Study |
|--------------------------|---|

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

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

| | |
|-------------------------|---------|
| MATERIAL SHARING | |
| Documents | YULearn |
| Assignments | |
| Exams | |

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

| | | |
|--------------|--|-----|
| Total | | 100 |
|--------------|--|-----|

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| COURSE CATEGORY | Expertise/Field Courses |
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| COURSE'S CONTRIBUTION TO PROGRAM | | | | | | |
|---|--|--------------|---|---|---|---|
| No | Program Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical point of views and the historical evolution of anthropology. | | | | | X |
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | | | | X |
| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | | | | X | |
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | | | X | |
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | | | | | X |
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | | | X | | |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | | | X | | |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | | | | | X |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | | | | | X |
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | | | X |

| ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|-----------------------|
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Mid Term | 1 | 21 | 21 |
| Final examination | 1 | 36 | 36 |
| Total Work Load | | | 141 |
| Total Work Load / 25 (h) | | | 5,64 |
| ECTS Credit of the Course | | | 6 |

| COURSE INFORMATION | | | | | |
|-------------------------|---------|----------|------------|---------|------|
| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
| History of Anthropology | ANT 103 | Fall | 3+0+0 | 3 | 8 |

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

| Learning Outcomes | Program Learning Outcomes | Teaching Methods | Assessment Methods |
|--|---------------------------|------------------|--------------------|
| 1- General definition of anthropology and historical development process | 1,2,3,4,8 | 1,5,6 | A,F |
| 2- Anthropological studies in Turkish-Islamic history. | 1,2,3,4,8 | 1,5,6 | A,F |
| 3- The emergence of anthropology as a branch of science in the West and general outlines of the theories and theorists | 1,2,3,4,8 | 1,5,6 | A,F |
| 4- Anthropology studies in Turkey | 1,2,3,4,8 | 1,5,6 | A,F |
| 5- Issues and approaches in the discipline of anthropology today | 1,2,3,4,8 | 1,5,6 | A,F |

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

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

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| MATERIAL SHARING | |
| Documents | YULearn |
| Assignments | |
| Exams | |

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| ASSESSMENT | | |
| In-Term Studies | Number | Percentage |
| Mid-terms | 1 | 30 |

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| Homework | 2 | 30 |
| Final | 1 | 40 |
| Total | | 100 |
| Contribution of Final Examination To Overall Grade | | 40 |
| Contribution of In-Term Studies To Overall Grade | | 60 |
| Total | | 100 |

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| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAM | | | | | | |
|---|--|--------------|---|---|---|---|
| No | Program Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical point of views and the historical evolution of anthropology. | | | | | x |
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | | | | x |
| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | | | | | x |
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | | | | x |
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | | x | | | |
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | | | | x | |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | | | | | x |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | | | | | x |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | | | | | x |
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | | | x |

| ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|-----------------------|
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 4 | 56 |
| Midterm | 1 | 30 | 30 |
| Homework | 2 | 15 | 30 |
| Final examination | 1 | 35 | 35 |
| Total Work Load | | | 193 |

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| Total Work Load / 25 (h) | | | 7,72 |
| ECTS Credit of the Course | | | 8 |

| COURSE INFORMATION | | | | | |
|--|---------|----------|------------|---------|------|
| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
| Writing and Reading Skills in Anthropology I | ANT 115 | Fall | 2+0+2 | 3 | 5 |

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| Prerequisites | - |
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| Language of Instruction | English |
| Course Level | Undergraduate |
| Course Type | Compulsory |
| Course Coordinator | Assist. Prof. Alexander Richard Wasse |
| Instructors | Assist. Prof. Alexander Richard Wasse |
| Assistants | - |
| Goals | To provide a general introduction to the writing, reading, and critical thinking skills that students need to succeed in anthropology at the undergraduate level. |
| Content | This course enables students to analyze anthropological texts, learn academic writing techniques, and apply interdisciplinary critical thinking methods. The content includes an examination of different anthropological approaches, reinforcing analytical thinking and argument development skills. Additionally, students will translate theoretical knowledge into practice through critical reading exercises and hands-on activities related to the academic writing process. |

| Learning Outcomes | Program Learning Outcomes | Teaching Methods | Assessment Methods |
|--|---------------------------|------------------|--------------------|
| 1- Develop the ability to write effective essays. | 4,10 | 1,5,6,9 | A,F |
| 2- Understand how to evaluate and use the primary and secondary sources. | 4,7,10 | 1,5,6,9 | A,F |
| 3- Demonstrate linkages between ideas. | 4,10 | 1,5,6,9 | A,F |
| 4- Practice constructing arguments and structuring reasoning. | 4,10 | 1,5,6,9 | A,F |
| 5- Critically analyze and question data, fostering informed and skeptical attitudes towards its usage. | 4,7,10 | 1,5,6,9 | A,F |
| 6- Demonstrate logical, persuasive and credible communication skills | 10 | 1,5,6,9 | A,F |

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| 7- Recognize basic concepts, theoretical perspectives and historical development of anthropology. | 1 | 1,5,6,9 | A,F |
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| Teaching Methods: | | 1. Lecture 5. Problem Solving 6. Case Study 9. Demonstration |
| Assessment Methods: | | A. Exam, F. Homework/Assignments |
| COURSE CONTENT | | |
| Week | Topic | Study Materials |
| 1 | In this first session students will be given guidelines on what to expect in the coming 13 weeks. You will be instructed on how to prepare for classes and quizzes, and how to prepare your essay plan. | |
| 2 | Use this time to: (1) thoroughly read the material relating to undergraduate study skills provided in the Week 1 Course Information folder on Dropbox; (2) review the two core texts for this course, Margraff Turley's (2016) <i>Writing essays. A Guide for Students in English and the Humanities</i> and Swatridge's (2014) <i>Oxford Guide to Effective Argument and Critical Thinking</i> . | |
| 3 | This session covers the writing of essay introductions and the process of arguing a case. You will then read and debate a text exploring frontiers between hunters and farmers, radically different ways of being in the world, and some of the reasons for the frequently destructive encounters across them. | |
| 4 | This week you will learn: (1) how to structure the all-important middle part of the undergraduate essay; (2) improve your clarity of thought and communication. You will then be exposed to a primary text relating to 1930s Sinai, which we will discuss in the context of identifying bias, prejudice and racism in the anthropological record. Problems associated with uncritical use of unilinear models of cultural evolution will also be introduced. | |
| 5 | This session continues our look at the middle section of the undergraduate essay, focusing on the mechanics of linking sentences, paragraphs, ideas and sections to create an integrated, polished argument. We will also look in more detail at how to use your sources and evaluate critical orthodoxies. The session concludes with a student-led seminar on Alan Sokal's infamous spoof article, <i>Trangressing the Boundaries: Towards a Transformative Hermeneutics of Quantum Gravity</i> . How good are you at recognising nonsense dressed up as postmodernist theory? | |
| 6 | It is not enough simply to sprinkle a few sources over your work as an afterthought ('fairy dust'); you need to truly understand them. This session looks at the risks of: (1) misrepresenting others' claims; (2) | |

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

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| 12 | In this final session of the course, we'll consider the all-important questions of: (1) how to lay out a developed argument; (2) how to lay out a developed argument under time pressure - in other words, how to write exam essays! We will then complete our two-session critical analysis of the nature of occupation at Göbekli Tepe, before concluding the course with a summary of the recommendations for effective argument that you've learned this semester. | |
| 13 | Course Evaluation | |
| 14 | Review | |

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

| MATERIAL SHARING | |
|---------------------|---------|
| Documents | YULearn |
| Presentation | |

| ASSESSMENT | | |
|---|--------|------------|
| In-Term Studies | Number | Percentage |
| Assignment | 5 | 50 |
| Final Exam | 1 | 50 |
| Total | | 100 |
| Contribution of Final Examination to Overall Grade | | 50 |
| Contribution of In-Term Studies to Overall Grade | | 50 |
| Total | | 100 |

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| COURSE CATEGORY | Expertise/Field Courses |
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| COURSE'S CONTRIBUTION TO PROGRAM | | | | | | |
|----------------------------------|---|--------------|---|---|---|---|
| No | Program Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical points of views, and the historical evolution of anthropology. | | | X | | |
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | | X | | |

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| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | X | | | | |
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | | | | X |
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | X | | | | |
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | X | | | | |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | | | | X | |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | X | | | | |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | X | | | | |
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | | | X |

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

| COURSE INFORMATION | | | | | |
|---|---------|----------|------------|---------|------|
| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
| Writing and Reading Skills in Anthropology II | ANT 116 | Spring | 2+0+2 | 3 | 5 |

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| Prerequisites | ANT 115 |
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| Language of Instruction | English |
| Course Level | Undergraduate |
| Course Type | Compulsory |
| Course Coordinator | Assist. Prof. Alexander Richard Wasse |
| Instructors | Assist. Prof. Alexander Richard Wasse |
| Assistants | - |
| Goals | Practical application of the writing, reading and critical-thinking skills that students will require to succeed in Anthropology at undergraduate level. |
| Content | This course enables students to analyze anthropological texts, learn academic writing techniques, and apply interdisciplinary critical thinking methods. The content covers various anthropological approaches, reinforcing analytical thinking and argument development skills. Additionally, students will engage in critical reading exercises and hands-on activities related to the academic writing process, allowing them to put theoretical knowledge into practice. |

| Learning Outcomes | Program Learning Outcomes | Teaching Methods | Assessment Methods |
|--|---------------------------|------------------|--------------------|
| 1- Effective essay writing. | 4,10 | 1,5,6,9 | A,F |
| 2- Evaluation and use of primary and secondary sources. | 4,7,10 | 1,5,6,9 | A,F |
| 3- Linkage between ideas. | 4,10 | 1,5,6,9 | A,F |
| 4- Construction of argument and structure of reasoning. | 4,10 | 1,5,6,9 | A,F |
| 5- To help students become informed and sceptical users of data. | 4,7,10 | 1,5,6,9 | A,F |
| 6- To help students become persuasive communicators. | 4,10 | 1,5,6,9 | A,F |

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| 7- To expose students to polarising debates on anthropological and archaeological topics. | 1,4,10 | 1,5,6,9 | A,F |
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| Teaching Methods: | 1. Lecture 5. Problem Solving 6. Case Study 9. Demonstration |
| Assessment Methods: | A. Exam F. Homework/Assignments |

COURSE CONTENT

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

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| | last two sessions of ANT-115 Writing and Reading Skills in Anthropology I). First, we will listen to student-delivered presentations on alternate interpretations of the Göbekli Tepe III enclosures ('Argument A' vs 'Argument B'), each delivered as a developed argument in the format you learned last semester. You will then debate the findings in a workshop moderated by the tutor, with the aim of reaching an objective, evidenced conclusion. | |
| 6 | This week, we will turn our attention to Aceramic Neolithic Cyprus. Here, the site of Khirokitia-Vouni has yielded elaborate pillar buildings bearing more than a passing similarity to those of Göbekli Tepe III. The two groups of structures are separated chronologically by more than 2,500 years. Is it feasible that a cultural link might exist between them across such a vast expanse of time and space? The Khirokitia pillar buildings have for many decades been interpreted as straightforward domestic dwellings ('Argument A'). In recent years, however, this view has been challenged by scholars who prefer to view the site as a vast necropolis: a village for the dead ('Argument B'). This session serves as an introduction the Aceramic Neolithic of Cyprus, to the site of Khirokitia and to 'Argument A'. | |
| 7 | In this session we will look in more detail at the suggestion that Khirokitia was a village more for the dead ('Argument B') than for the living ('Argument A' - the focus of last week's session). This may seem far fetched, but you'll discover that even a quick glance at the ethnographic literature yields innumerable examples of such behaviour. Furthermore, on the adjacent Near Eastern mainland, scholars have for many years noted a 'domestic ambivalence' with regard to pillar buildings, as well as a possible association with funerary behaviour. Above all else, this session should serve as a warning (1) not to jump to conclusions and (2) to remain open to less obvious interpretations, provided they're supported by the evidence to hand. | |
| 8 | This second workshop examines the strengths and weakness of the two very different interpretations of the Khirokitia pillar buildings that you looked at in the previous two sessions. Student-led presentations will summarise and critically review the relative merits of the domestic-dwelling ('Argument A') vs necropolis ('Argument B') viewpoints. A third student-led presentation ('Argument C') will consider issues of identity and insularity to evaluate the extent to which Khirokitian Cyprus was in contact with, or isolated from, the adjacent mainland. Once again, these presentations should be delivered as developed arguments in the | |

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| | format you learned last semester. You will then debate the findings in a workshop moderated by the tutor, with the aim of reaching an objective, evidenced conclusion. High marks will be contingent on your exploring the crossover between arguments relating to the Göbekli Tepe III enclosures (Weeks 2-5) and those relating to the nature of settlement at Khirokitia (Weeks 6-7). | |
| 9 | For this final block, we will return from Cyprus to the Near Eastern mainland. This session serves as an introduction to the Late Neolithic Halaf culture of upper Mesopotamia. Broadly contemporary with aceramic Khirokitia, the Halaf is renowned for its spectacular painted pottery and - of key interest here - the reappearance of circular architecture ('tholoi') in the mainland archaeological record after a gap of two millennia. This session serves as an introduction to the Halaf culture and opens the debate concerning the origins of the tholoi. Were they a local adaptation in response to changing environmental and social conditions? Or might they represent a revival of much earlier building traditions that had survived in remote hinterlands, perhaps even Cyprus? In these final sessions of the course, argument ('Argument A') and counterargument ('Argument B') aren't delivered to you on a plate. You will have to work through the disparate threads of the literature and work out what they might be for yourself. | |
| 10 | Use this time to revise: (1) all of the Set Reading from Weeks 6 and 7, plus a selection of the Further Reading from the same weeks. | |
| 11 | Online one-to-one tutorials, in which you will review your Essay Plan with the course tutor. Engagement with this process will help you with the writing of your assessed Essay. | |
| 12 | The disparate threads that you've been exploring since the start of this module are gradually drawn together in this session. Given the architectural similarities between the Khirokitia pillar buildings and Göbekli Tepe III enclosures - to say nothing of their shared domestic ambivalence - some sort of relationship, even if indirect, seems likely. Furthermore, the recently demonstrated contemporaneity of Khirokitia with the earliest Halafian tholoi is striking. What sort of factors might have underpinned such relationships, however putative, and to what extent are they truly evidenced by hard data? Furthermore, how might we structure such thoughts into argument ('Argument A') and counterargument ('Argument B')? By this stage of the module you will be all too aware that is rarely enough simply to observe, describe and interpret; you also need to explain. In this session you will | |

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| | consider (1) Ingold's notion of 'trust' vs 'domination' and (2) the Late-Neolithic spread of pastoral networks as potential explanatory models. | |
| 13 | In this third workshop, you and a partner will draw on what you have learned in ANT-115 and ANT-116 to distil the disparate content of the Week 10 and Week 13 reading into a coherent argument ('Argument A') and counterargument ('Argument B') of your choice. Issues you might explore include local-adaptation ('upper Mesopotamia') vs dispersal models ('Cyprus') for the origins of the Halafian tholoi, or shared-antecedent ('diachronic') vs real-time connectivity ('synchronic') models to account for the architectural similarities between structures at Khirokitia and some Halafian tholoi. | |
| 14 | Course Review | |

| RECOMMENDED SOURCES | |
|-----------------------------|--|
| Textbook | |
| Additional Resources | |

| MATERIAL SHARING | |
|---------------------|---------|
| Documents | YULearn |
| Presentation | |
| Exams | |

| ASSESSMENT | | |
|---|--------|------------|
| In-Term Studies | Number | Percentage |
| Assignments | 1 | 50 |
| Final Exam | 1 | 50 |
| Total | | 100 |
| Contribution of Final Examination to Overall Grade | | 50 |
| Contribution of In-Term Studies to Overall Grade | | 100 |
| Total | | 100 |

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|------------------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAM | | | | | | |
|----------------------------------|--|--------------|---|---|---|---|
| No | Program Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical point of views and the historical evolution of anthropology. | | | X | | |

| | | | | | |
|----|--|---|--|---|---|
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | | X | |
| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | X | | | |
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | | | X |
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | X | | | |
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | X | | | |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | | | | X |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | X | | | |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | X | | | |
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | | X |

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

| COURSE INFORMATION | | | | | |
|-------------------------|---------|----------|------------|---------|------|
| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
| Culture and Archaeology | ANT 157 | Fall | 2+0+1 | 3 | 8 |

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|----------------------|--|
| Prerequisites | |
|----------------------|--|

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|--------------------------------|--|
| Language of Instruction | English |
| Course Level | Undergraduate |
| Course Type | Compulsory |
| Course Coordinator | Assistant Professor Rula Baysan |
| Instructors | Assistant Professor Rula Baysan |
| Assistants | - |
| Goals | Students will gain in-depth knowledge of archaeology in general. They will acquire detailed information about significant archaeological sites in the region and develop an understanding of cultural formations throughout different periods. Additionally, they will gain specialized knowledge of excavation techniques, the preservation of artifacts, and the conservation of archaeological sites. Furthermore, they will stay informed about global research and current developments in these areas. |
| Content | The primary aim of this course is to explore archaeology in detail, with its multiple dimensions, as a tool for uncovering past cultures and their possible practices. As an international academic discipline, the course will cover several key components: an introduction to fundamental archaeological terminology, excavation techniques, site preservation, and the formation of society and culture. |

| Learning Outcomes | Program Learning Outcomes | Teaching Methods | Assessment Methods |
|--|---------------------------|------------------|--------------------|
| 1- Students will have detailed knowledge on archaeology in general | 1-10 | 1 | A,K |
| 2- Have detailed information on the major archaeological sites in the region. | 1-10 | 1,5,6,9 | A,K |
| 3- Acquire understanding for formation of cultures throughout the ages | 1-10 | 1,5,6,9 | A,K |
| 4- Have specific knowledge on excavation techniques on the ground | 1-10 | 1,5,6,9 | A,K |
| 5- Have detailed knowledge on the preservation of objects and conservation of archaeological sites | 1-10 | 1,5,6,9 | A,K |

| | | | |
|--|------|---------|-----|
| 6- Have up to date information on global studies on these topics | 1-10 | 1,5,6,9 | A,K |
|--|------|---------|-----|

| | |
|----------------------------|---|
| Teaching Methods: | 1. Lecture, 5. Problem Solving 6. Case Study 9. Demonstration |
| Assessment Methods: | A. Exam K. Presentation/Jury Evaluation |

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

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

| MATERIAL SHARING | |
|--------------------|---------|
| Documents | YULearn |
| Assignments | |
| Exams | |

| ASSESTMENT | | |
|---|--------|------------|
| In-Term Studies | Number | Percentage |
| Mid-terms | 1 | 40 |
| Presentation | 1 | 10 |
| Final | 1 | 50 |
| Total | | 100 |
| Contribution of Final Examination to Overall Grade | | 50 |
| Contribution of In-Term Studies to Overall Grade | | 50 |
| Total | | 100 |

| | |
|------------------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAM | | | | | | |
|----------------------------------|--|--------------|---|---|---|---|
| No | Program Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical point of views and the historical evolution of anthropology. | | | | x | |
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | | | | x |
| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | | | x | | |
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | | | | x |
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | | | | | x |
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | | | | x | |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | | | | | x |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | | | | x | |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | | | | | x |
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | | | x |

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| ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION |
|---|

| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
|---|----------|-----------------|-----------------------|
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Midterm | 1 | 35 | 35 |
| Presentation | 1 | 24 | 24 |
| Final examination | 1 | 45 | 45 |
| Total Work Load | | | 188 |
| Total Work Load / 25 (h) | | | 7.52 |
| ECTS Credit of the Course | | | 8 |

| COURSE INFORMATION | | | | | |
|-------------------------------|---------|----------|------------|---------|------|
| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
| Introduction to Social Theory | ANT 158 | Spring | 3+0+0 | 3 | 8 |

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

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

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|----------------------------|---------------------------------|
| Teaching Methods: | 1. Lecture 5. Problem Solving |
| Assessment Methods: | A. Exam F. Homework/Assignments |

| COURSE CONTENT | | |
|----------------|---|---|
| Week | Topic | Study Materials |
| 1 | Introduction to the Course | |
| 2 | Thinking Sociologically | Zygmunt Bauman, Tim May. (2004) Thinking Sociologically. Oxford: Blackwell Publishing. Anthony Giddens, Mitchell Duneier, Richard P. Appelbaum, Deborah Carr. (2018) Introduction to Sociology. New York, London: W. W. Norton & Company, INC, pp. 3-20. |
| 3 | Sociological Imagination | C. Wright Mills. (2000). The Sociological Imagination. Oxford: Oxford University Press. Anthony Giddens, Mitchell Duneier, Richard P. Appelbaum, Deborah Carr. (2018) Introduction to Sociology. New York, London: W. W. Norton & Company, INC, pp. 3-20. |
| 4 | Enlightenment, Rationalism, French Revolution | Baron de Montesquieu. (2002). The Spirit of the Laws. Cambridge: Cambridge University Press. David Hume. (2003). Political Essays. Cambridge: Cambridge University Press. Eric Hobsbawm. (2010). The Age of Revolution Europe 1789-1848. London: Phoenix Press. Jean Jacques Rousseau. (2019). <i>The Social Contract</i> and Other Later Political Writings. Cambridge: Cambridge University Press. Anthony Giddens, Mitchell Duneier, Richard P. Appelbaum, Deborah Carr. (2018) Introduction to Sociology. New York, London: W. W. Norton & Company, INC, pp. 3-20 George Ritzer, Jeffrey Stepnisky. (2018). Sociological Theory. Los Angeles: Sage, pp. 26-51. |
| 5 | The Birth of Positivist Sociology | Auguste Comte. (1858). The Positive Philosophy of Auguste Comte. New York: Calvin Blanchard. Anthony Giddens, Mitchell Duneier, Richard P. Appelbaum, Deborah Carr. (2018) Introduction to Sociology. New York, London: W. W. Norton & Company, INC, pp. 3-20 George Ritzer, Jeffrey Stepnisky. (2018). Sociological Theory. Los Angeles: Sage, pp. 26-51 |
| 6 | Social Facts, Solidarity, Suicide | Emile Durkheim. 2006[1897]. On Suicide. London: Penguin Books. Emile Durkheim. 1997[1933]. The Division of Labor in Society. New York: The Free Press. Anthony Giddens, Mitchell Duneier, Richard P. Appelbaum, Deborah Carr. (2018) Introduction to Sociology. New York, London: W. W. Norton & Company, INC, pp. 3-20 |

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|----|---|--|
| | | George Ritzer, Jeffrey Stepnisky. (2018). Sociological Theory. Los Angeles: Sage, pp. 51-53 / 124-169 |
| 7 | Capitalism, Class, and Social Theory | Karl Marx, Friedrich Engels. (2004). German Ideology. New York: International Publishers. Karl Marx. 2019[1906]. Capital: Volume One. New York: Dover Publications. Anthony Giddens, Mitchell Duneier, Richard P. Appelbaum, Deborah Carr. (2018) Introduction to Sociology. New York, London: W. W. Norton & Company, INC, pp. 3-20. George Ritzer, Jeffrey Stepnisky. (2018). Sociological Theory. Los Angeles: Sage, pp. 55-58 / 80-124 |
| 8 | Interpretative Approach in Social Theory | Max Weber. (2009) From Max Weber Essays in Sociology. London and New York: Routledge. Max Weber. (2003[1958]). The Protestant Ethic and the Spirit of Capitalism. New York: Dover Publications. Anthony Giddens, Mitchell Duneier, Richard P. Appelbaum, Deborah Carr. (2018) Introduction to Sociology. New York, London: W. W. Norton & Company, INC, pp. 3-20. George Ritzer, Jeffrey Stepnisky. (2018). Sociological Theory. Los Angeles: Sage, pp. 58-62 / 169-219. |
| 9 | Social Types, Fashion, and the Sociology of Metropolitan People | Georg Simmel. (1964). The Sociology of Georg Simmel. New York: Free Press. Anthony Giddens, Mitchell Duneier, Richard P. Appelbaum, Deborah Carr. (2018) Introduction to Sociology. New York, London: W. W. Norton & Company, INC, 3-20. George Ritzer, Jeffrey Stepnisky. (2018). Sociological Theory. Los Angeles: Sage, pp. 62-64 / 219-256. |
| 10 | Structural Functionalist Approaches in Sociology | Robert K. Merton. (1938). Social Structure and Anomie. American Sociological Review, 3, 672-682. Talcott Parsons. (1985). On Institutions and Social Evolution. Chicago and London: The University of Chicago Press. Anthony Giddens, Mitchell Duneier, Richard P. Appelbaum, Deborah Carr. (2018) Introduction to Sociology. New York, London: W. W. Norton & Company, INC, pp. 3-20. George Ritzer, Jeffrey Stepnisky. (2018). Sociological Theory. Los Angeles: Sage, pp. 312-356. |
| 11 | Symbolic Interactionism | Erving Goffman. (1986). Stigma. New York: Simon & Schuster. George Herbert Mead. (1972[1934]). Mind, Self, and Society. Chicago and London: The University of Chicago Press. Howard S. Becker. (1973). Outsiders Studies in the Sociology of Deviance. New York, London: The Free Press. |

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|----|----------------------------------|--|
| | | George Ritzer, Jeffrey Stepnisky. (2018). Sociological Theory. Los Angeles: Sage, pp. 417-468. |
| 12 | Ethnomethodological Approach | Harold Garfinkel. (1996). Ethnomethodology's Program. Social Psychology Quarterly, 59(1), 5-21. George Ritzer, Jeffrey Stepnisky. (2018). Sociological Theory. Los Angeles: Sage, pp. 468-499. |
| 13 | Social Theory in Post-Modern Era | Judith Butler. (2006). Precarious Life the Powers of Mourning and Violence. London, New York: Verso. Michel Foucault. (2009). Security, Territory, Population. New York: Palgrave Macmillan. Pierre Bourdieu, Loic Wacquant. (1992). An Invitation to Reflexive Sociology. Chicago: The University of Chicago Press. George Ritzer, Jeffrey Stepnisky. (2018). Sociological Theory. Los Angeles: Sage, pp. 650-808. |
| 14 | General Discussion | |

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

| MATERIAL SHARING | |
|--------------------|---------|
| Documents | YULearn |
| Assignments | |
| Exams | |

| ASSESSMENT | | |
|---|--------|------------|
| In-Term Studies | Number | Percentage |
| Midterm | 1 | 30 |
| Assignment | 1 | 10 |
| Final | 1 | 60 |
| Total | 3 | 100 |
| Contribution of Final Examination to Overall Grade | | 60 |
| Contribution of In-Term Studies to Overall Grade | | 40 |
| Total | | 100 |

| | |
|------------------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|-------------------------|

| |
|---|
| COURSE'S CONTRIBUTION TO PROGRAM |
|---|

| No | Program Learning Outcomes | Contribution | | | | |
|----|--|--------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical point of views and the historical evolution of anthropology. | | | | X | |
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | | | X | |
| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | | | X | | |
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | | | X | |
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | | X | | | |
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | | | | X | |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | | X | | | |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | | X | | | |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | | | | X | |
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | X | | |

| ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION | | | |
|--|----------|-----------------|-----------------------|
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Midterm | 1 | 40 | 40 |
| Assignments | 1 | 30 | 30 |
| Final examination | 1 | 40 | 40 |
| Total Work Load | | | 194 |
| Total Work Load / 25 (h) | | | 7,76 |
| ECTS Credit of the Course | | | 8 |

| COURSE INFORMATION | | | | | |
|-------------------------|---------|----------|------------|---------|------|
| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
| Biological Anthropology | ANT 160 | Spring | 3+0+0 | 3 | 6 |

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|----------------------|---|
| Prerequisites | - |
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|--------------------------------|---|
| Language of Instruction | English |
| Course Level | Undergraduate |
| Course Type | Compulsory |
| Course Coordinator | Assist. Prof. Rula Baysan |
| Instructors | Assist. Prof. Rula Baysan |
| Assistants | - |
| Goals | The primary aim of this course is to explore in detail the field of biological anthropology and its related multiple sub-disciplines for the student in the field of natural science. As an international academic discipline, the course will be covering several major components that are general to the academic world: these can vary from concepts such as evolution, fossils, study of race, human species, apes and primates. |
| Content | Students will have detailed knowledge on biological anthropology in general. Have information on the major theories in natural science field. Acquire an understanding of the formation of cultures throughout the ages. Student will be encouraged to ask questions about human diversity. Have a good background in the origins of human species. Have up-to-date information on the latest publications on these topics. |

| Learning Outcomes | Program Learning Outcomes | Teaching Methods | Assessment Methods |
|--|---------------------------|------------------|--------------------|
| 1- Articulate interpretation of the evidence derived from discoveries in human evolution. | 1-10 | 1 | A,K |
| 2- Acquire understanding in the formation of cultures throughout the ages 3- Have a good background in the origins of human species | 1-10 | 1,5,6,9 | A,K |
| 4- Have a basic understanding of the mechanics of evolution and how it works | 1-10 | 1,5,6,9 | A,K |
| 5- Join in discussions concerning major theories developed in the past and the interpretation of them | 1-10 | 1,5,6,9 | A,K |
| 6- Comprehend and discuss how biological anthropology with its several disciplines shed light on how societies interacted in the past | 1-10 | 1,5,6,9 | A,K |

| | | |
|----------------------------|--|--|
| Teaching Methods: | | 1. Lecture 5. Problem Solving 6. Case Study 9. Demonstration |
| Assessment Methods: | | A. Exam K. Presentation/Jury Evaluation |
| COURSE CONTENT | | |
| Week | Topic | Study Materials |
| 1 | General Introduction | Our origins : discovering biological anthropology. chapter 1. What Is Anthropology? |
| 2 | Biological Anthropology | Our origins : discovering biological anthropology. Chapter 1. What Is Biological Anthropology? |
| 3 | Evolution and Human Genome | Our origins : discovering biological anthropology. Chapter 2 + 3. CONSTRUCTING A FUNDAMENTAL SCIENTIFIC THEORY, The Human Genome: A Critical Window Onto Human Variation |
| 4 | Natural Selection | Our origins : discovering biological anthropology.Chapter 4. Natural Selection: Advantageous Characteristics, Survival, and Reproduction |
| 5 | Race, LIVING PEOPLE | Our origins : discovering biological anthropology. Chapter 5. Biology in the Present. LIVING PEOPLE |
| 6 | climate, health | Our origins : discovering biological anthropology.Chapter 5. Life History: Growth and Development |
| 7 | Primates | Our origins : discovering biological anthropology. Chapter 6. What Is a Primate? |
| 8 | Primate Sociality and Social Behaviour | Our origins : discovering biological anthropology. Chapter 7. Primate Societies: Diverse, Complex, Long-Lasting |
| 9 | Fossils in time | Our origins : discovering biological anthropology. Chapter 8, Fossils and Their Place in Time and Nature |
| 10 | Primates origins | Our origins : discovering biological anthropology. Chapter 9. Why Did Primates Emerge? |
| 11 | Hominin and Homo Origins | Our origins : discovering biological anthropology. Chapter 10 .What Were the First Hominins |
| 12 | Hominin and Homo Origins | Our origins : discovering biological anthropology. Chapter 11. The Origins and Evolution of Early Homo |
| 13 | Modern Humans | Our origins : discovering biological anthropology. Chapter 12. Modern Homo sapiens: Single Origin and Global Dispersal or Regional Continuity? |
| 14 | Course Evaluation | |

| RECOMMENDED SOURCES | |
|-----------------------------|---|
| Textbook | Clark Spencer Larsen. 2020. Our origins : discovering biological anthropology. Fifth edition. The Ohio State University. W. W. NORTON & COMPANY |
| Additional Resources | 1- BIOLOGICAL ANTHROPOLOGY OF THE HUMAN SKELETON Second Edition Edited by M. ANNE KATZENBERG Department of |

| | |
|--|--|
| | Archaeology, University of Calgary SHELLEY R. SAUNDERS Department of Anthropology, McMaster University 2- The Archaeology of Disease Third Edition CHARLOTTE ROBERTS AND KEITH MANCHESTER 3- Human Osteology: A Laboratory and Field Manual (Special Publication No. 2 of the Missouri Archaeological Soc) Lab Manual Edition by William M. Bass (Author) 4- The Human Bone Manual 1st Edition by Tim D. White (Author), Pieter A. Folkens (Author) 5- Bioarchaeology: Interpreting Behavior from the Human Skeleton (Cambridge Studies in Biological and Evolutionary Anthropology) 2nd Edition 6- An Introduction to Human Evolutionary Anatomy 1st Edition by Leslie Aiello (Author), Christopher Dean (Author), Joanna Cameron (Illustrator) |
|--|--|

| MATERIAL SHARING | |
|--------------------|---------|
| Documents | YULearn |
| Assignments | |
| Exams | |

| ASSESTMENT | | |
|---|--------|------------|
| In-Term Studies | Number | Percentage |
| Mid-term | 1 | 40 |
| Presentation | 1 | 10 |
| Final | 1 | 50 |
| Total | | 100 |
| Contribution of Final Examination to Overall Grade | | 50 |
| Contribution of In-Term Studies to Overall Grade | | 50 |
| Total | | 100 |

| | |
|------------------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAM | | | | | | |
|----------------------------------|--|--------------|---|---|---|---|
| No | Program Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical point of views and the historical evolution of anthropology. | | | | x | |
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | | | | x |
| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | | | x | | |
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | | | | x |
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | | | | | x |

| | | | | | | |
|----|---|--|--|--|---|---|
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | | | | x | |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | | | | | x |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | | | | x | |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | | | | | x |
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | | | x |

| ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|-----------------------|
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Midterm | 1 | 25 | 25 |
| Presentation | 1 | 15 | 15 |
| Final examination | 1 | 35 | 35 |
| Total Work Load | | | 159 |
| Total Work Load / 25 (h) | | | 6.39 |
| ECTS Credit of the Course | | | 6 |

| COURSE INFORMATION | | | | | |
|---|---------|----------|------------|---------|------|
| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
| Ethnography: Critiques and Applications | ANT 220 | Spring | 2+0+2 | 4 | 5 |

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|----------------------|---|
| Prerequisites | - |
|----------------------|---|

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|--------------------------------|---|
| Language of Instruction | English |
| Course Level | Undergraduate |
| Course Type | Compulsory |
| Course Coordinator | Prof. Ebru Kayaalp |
| Instructors | - |
| Assistants | - |
| Goals | This course is designed to introduce students to ethnographic research methods and fundamental tenets of anthropological thinking and practice. |
| Content | The course is designed to encourage students to develop a small-scale, hands-on research experience, starting from the delineation of the field site and research questions and expanding to the experience of the field through participant observation and interviewing. In addition to experiencing the research process, the students will learn about the definitions and critiques of ethnographic research methods through weekly readings. By providing a space for in-class discussion of every assignment on research experience, the course aims to cultivate a more collective experience of building up a research design and learning from each other in a collaborative setting. |

| Learning Outcomes | Program Learning Outcomes | Teaching Methods | Assessment Methods |
|--|---------------------------|------------------|--------------------|
| 1- Understand key practices in ethnographic research methods. | 3,4 | 1,6,16 | A,F,K |
| 2- Develop an understanding of how to formulate anthropological research questions and choose field sites. | 3,4 | 1,6,16 | A,F,K |
| 3- Critically reflect on research methods, research ethics, and the researcher's positionality in the field. | 3,4 | 1,6,16 | A,F,K |
| 4- Experiment with writing effective field notes. | 3,4 | 1,6,16 | A,F,K |
| 5- Have a preliminary understanding of data management. | 3,4 | 1,6,16 | A,F,K |

| | | | |
|---|-----|--------|-------|
| 6- Develop a sense of constructive critique and collaboration in the classroom. | 3,4 | 1,6,16 | A,F,K |
|---|-----|--------|-------|

| | | |
|----------------------------|--------------------|--|
| Teaching Methods: | | 1. Lecture, 6. Case Study 16. In-class Discussions |
| Assessment Methods: | | A. Exam, F. Homework/Assignments K. Presentation/Jury Evaluation |
| COURSE CONTENT | | |
| Week | Topic | Study Materials |
| 1 | Introduction | |
| 2 | Imagining Research | Rutherford, Danilyn. 2022. "What Is Anthropology?" SAPIENS (blog). March 23, 2022. https://www.sapiens.org/language/what-is-anthropology/ . Elliott, Denielle A., and Cara Culhane. 2017. "Imagining: an introduction" in A Different Kind of Ethnography: Imaginative Practices and Creative Methodologies. North York, Ontario, Canada: University of Toronto press. (pp. 1-21) |
| 3 | Research Questions | Boellstorff, Tom, Bonnie Nardi, Celia Pearce, and T. L. Taylor. 2012. "Research Desing and Preparation" in Ethnography and Virtual Worlds: A Handbook of Method. Princeton University Press. (52-64) Sunstein, Bonnie S., and Elizabeth Chiseri-Strater. 2012. "Posing Questions: Ethnographic vs. Journalistic." In Fieldworking: Reading and Writing Research. 4th ed. 14-21, Boston, MA New York, NY: Bedford/St. Martin's. |
| 4 | The Field | Gupta, Akhil, and James Ferguson, eds. 1997. "Discipline and Practice" in Anthropological Locations: Boundaries and Grounds of a Field Science. Berkeley: University of California Press. (pp. 1-47 – focus on the part between 1-18) LeCompte, Margaret Diane, and Jean J. Schensul. 2010. "Choosing and Designing an Ethnographic Research Project." In Designing & Conducting Ethnographic Research: An Introduction, 2nd ed, 129–72. The Ethnographer's Toolkit 1. Lanham, Md: AltaMira Press. (skim) |
| 5 | Fieldwork Identity | Robben, Antonius C. G. M., and Jeffrey A. Sluka, eds. 2007. "Part II: Introduction" in Ethnographic Fieldwork: An Anthropological Reader. Blackwell Anthologies in Social & Cultural Anthropology 9. Malden, MA: Blackwell Pub. (pp. 59-63) Renato Rosaldo. 2014. "Grief and a Headhunter's Rage" in The Day of Shelly's Death: The Poetry and Ethnography of Grief. Durham: Duke University Press. |
| 6 | Interviews | Bernard, H. Russell. 2018. "Interviewing I" in Research Methods in Anthropology: Qualitative and Quantitative Approaches. |

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| | | <p>Sixth edition. Lanham Boulder New York London: Rowman & Littlefield. (pp. 165-194)</p> <p>Simpson, Audra. 2014. "Ethnographic Refusal: Anthropological Need" in <i>Mohawk Interruptus: Political Life Across the Borders of Settler States</i>. Duke University Press. (pp. 95-114 – focus on 106-114)</p> |
| 7 | Ethics | <p>Anthropological Ethics (American Anthropological Association): https://americananthro.org/about/anthropological-ethics/</p> <p>The Ethics Centre, dir. 2020. What Is the Difference between Ethics, Morality and the Law? https://www.youtube.com/watch?v=Xki2fRA0bY8.</p> <p>King, Cecil. 2007. "Here come the anthros." In <i>Ethnographic Fieldwork: An Anthropological Reader</i>, edited by Antonius C. G. M. Robben and Jeffrey A. Sluka, 191-193. Malden, MA: Blackwell.</p> <p>Deloria Jr, Vine. 2007. "Custer Died for Your Sins." In <i>Ethnographic Fieldwork: An Anthropological Reader</i>, edited by Antonius C. G. M. Robben and Jeffrey A. Sluka, 183-190. Malden, MA: Blackwell.</p> |
| 8 | Situatedness | <p>Berry, Maya J., Claudia Chávez Argüelles, Shanya Cordis, Sarah Ihmoud, and Elizabeth Velásquez Estrada. 2017. "Toward a Fugitive Anthropology: Gender, Race, and Violence in the Field." <i>Cultural Anthropology</i> 32 (4): 537-65.</p> <p>Sunstein, Bonnie S., and Elizabeth Chiseri-Strater. 2012. "Researching Place: The Spatial Gaze." In <i>Fieldworking: Reading and Writing Research</i>. 4th ed. 165-179, Boston, MA New York, NY: Bedford/St. Martin's.</p> |
| 9 | Interviewing | <p>Browner, C.H., and Mabel Preloran. 2006. "Entering the Field: Recruiting Latinos for Ethnographic Research." In <i>The SAGE Handbook of Fieldwork</i>, by Dick Hobbs and Richard Wright, 93-106. SAGE Publications Ltd.</p> <p>Mitchell, Charlayne F., Ersula J. Ore, Amber Wutich, Cindi SturtzSreetharan, Alexandra Brewis, and Olga I. Davis. 2022. "Sister-Girl Talk: A Community-Based Method for Group Interviewing and Analysis." <i>Field Methods</i> 34 (2): 181-88.</p> |
| 10 | Participant Observation | <p>Geertz, Clifford. 1973. "Thick Description: Toward an Interpretive Theory of Culture." In <i>The Interpretation of Cultures: Selected Essays</i>, 3-30. New York: Basic Books.</p> <p>Taylor, T. L., Tom Boellstorff, Bonnie Nardi, and Celia Pearce. 2012. "Chapter 5. Participant Observation in Virtual Worlds." In <i>Chapter 5. Participant Observation in Virtual Worlds</i>, 65-91. Princeton University Press. (skim)</p> |
| 11 | Revisiting Data | <p>Taylor, T. L., Tom Boellstorff, Bonnie Nardi, and Celia Pearce. 2012. "Chapter 6. Interviews and Virtual Worlds Research."</p> |

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| | | In Chapter 6. Interviews and Virtual Worlds Research, 92–112. Princeton University Press. |
| 12 | Data and Resource Management | Bernard, H. Russell. 2018. "Field Notes and Database Management." In Research Methods in Anthropology: Qualitative and Quantitative Approaches. Sixth edition. 308-322. Lanham Boulder New York London: Rowman & Littlefield. |
| 13 | Anthropology and the Voice | Narayan, Kirin. 2012. "Cultivating Your Own Voice." In <i>Alive in the Writing: Crafting Ethnography in the Company of Chekhov</i> . 85-88. Chicago: University of Chicago Press. Fernando, Mayanthi L. 2014. "Ethnography and the Politics of Silence." <i>Cultural Dynamics</i> 26 (2): 235–44. |
| 14 | Revisiting, reworking, rewriting | https://www.sapiens.org/language/how-to-write-anthropology-essay/ LeCompte, Margaret D., and Jean Schensul. 2010. "Data Analysis: How Ethnographers Make Sense of Their Data." In <i>Designing and Conducting Ethnographic Research: An Introduction</i> , 195–225. AltaMira Press. |

RECOMMENDED SOURCES

| Textbook | |
|-----------------------------|--|
| Additional Resources | https://www.sapiens.org/culture/palestine-crisis-scholarship-activism/ https://www.sapiens.org/culture/gender-identity-nonhuman-animals/ https://www.sapiens.org/culture/north-carolina-hogs/ https://www.sapiens.org/biology/indigenous-midwives-mexico/ https://www.sapiens.org/biology/fat-stigma-weight-reduction/ https://www.sapiens.org/culture/mobile-phones-kinshasa/ https://www.sapiens.org/culture/simplicity-a-state-of-mind/ https://www.sapiens.org/archaeology/agriculture-water-crisis/ https://www.sapiens.org/culture/pakistan-covid-19/ https://www.sapiens.org/culture/ordinary-future-ableism-parenting/ |

MATERIAL SHARING

| | |
|--------------------|---------|
| Documents | YULearn |
| Assignments | |
| Exams | |

ASSESSMENT

| In-Term Studies | Number | Percentage |
|-----------------|--------|------------|
| Presentation | 1 | 10 |
| Assignment | 10 | 45 |
| Final | 1 | 45 |
| Total | | 100 |

| | | |
|---|--|-----|
| Contribution of Final Examination to Overall Grade | | 45 |
| Contribution of In-Term Studies to Overall Grade | | 55 |
| Total | | 100 |

| | |
|------------------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAM | | | | | | |
|---|--|--------------|---|---|---|---|
| No | Program Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical point of views and the historical evolution of anthropology. | | | | X | |
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | | | X | |
| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | | | | | X |
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | | | X | |
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | | | | | X |
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | | | X | | |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | | | | X | |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | | | | X | |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | | | | | X |
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | | | X |

| ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|-----------------------|
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 14x Total course hours) | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Assignments | 10 | 2 | 20 |
| Presentation | 1 | 10 | 10 |
| Final examination | 1 | 20 | 20 |
| Total Work Load | | | 134 |
| Total Work Load / 25 (h) | | | 5,36 |
| ECTS Credit of the Course | | | 5 |

| COURSE INFORMATION | | | | | |
|--------------------------|---------|----------|------------|---------|------|
| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
| Anthropological Theory I | ANT 227 | Fall | 3+0+0 | 3 | 6 |

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

| Learning Outcomes | Program Learning Outcomes | Teaching Methods | Assessment Methods |
|--|---------------------------|------------------|--------------------|
| 1- The participants will critically examine anthropological theories and their perspectives. | 1,2,5,6,7,8,9 | 1,16 | A,F |
| 2- The course will enable participants to compare theoretical traditions and their key debates in the field of anthropology. | 1,2,3,5,6,7 | 1,16 | A,F |
| 3- The course will enable participants to conceptualise field findings from an abstract and theoretical point of view. | 1,2,3,4,5,6,7,8,9 | 1,16 | A,F |
| 4- The course participants will understand the historical and societal conditions that led to the formulation of anthropological theories. | 1,2,5,6,7,8 | 1,16 | A,F |

| | |
|--------------------------|-------------------------------------|
| Teaching Methods: | 1. Lecture 16. In-class Discussions |
|--------------------------|-------------------------------------|

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| Assessment Methods: | | A. Exam F.Homework/Assignments |
| COURSE CONTENT | | |
| Week | Topic | Study Materials |
| 1 | Introduction to the Lecture | |
| 2 | Basic Definitions and the Role of Theory in Anthropology | <p>Aram Yengoyan. (1986). Theory in Anthropology: On the Demise of the Concept of Culture, <i>Comparative Studies in Society and History</i>, 28(2), 368-374.</p> <p>Erwan Dianteill. (2012). Cultural Anthropology or Social Anthropology? A Transatlantic Dispute. <i>L'Année Sociologique</i>, 62, 93-122.</p> <p>Marvin Harris. (1971). <i>The Rise of Anthropological Theory</i>. New York: Thomas Y. Crowell Company; pp. 1-7.</p> <p>Robert A. Manners, David Kaplan. (1968). Notes on Theory and non-Theory in Anthropology. Robert A. Manners, David Kaplan (Eds), <i>Theory in Anthropology A Sourcebook</i> (1-13). London: Routledge</p> <p>Paul A. Ericson, Liam D. Murphy. (2013). <i>A History of Anthropological Theory</i>. Ontario, New York: University of Toronto Press; pp. 20-35.</p> |
| 3 | German Ethnography Tradition | <p>David Denby. (2005). Herder: Culture, Anthropology and the Enlightenment. <i>History of Human Sciences</i>, 18(1), 55-76.</p> <p>Han F. Vermeulen. (2006). The German Ethnographic Tradition and the American Connection. <i>History of Anthropology Newsletter</i>, 33(2), 9-14.</p> <p>Hendrik Frederik Vermeulen. (2008). Early History of Ethnography and Ethnology in the German Enlightenment: Anthropological Discourse in Europe and Asia, 1710-1808. Universiteit Leiden.</p> <p>Michael Harbsmeier. Towards a Prehistory of Ethnography: Early Modern German Travel Writing as Traditions of Knowledge. Han F. Vermeulen, Arturo Alvarez Roldan, <i>Fieldwork and Footnotes Studies in the History of European Anthropology</i> (19-38). London and New York: Routledge.</p> <p>Thomas Hylland Eriksen, Finn Sivert Nielsen. (2001). <i>A History of Anthropology</i>. London: Pluto Press; pp. 16-35.</p> |
| 4 | Social Evolutionism: Evolutionary Approach to Kinship and Socio-Political Organization | <p>Lewis Henry Morgan. (1877). <i>Ancient Society or Researches in the Lines of Human Progress from Savagery through Barbarism to Civilization</i>. Chicago: Charles H. Kerr & Company.</p> <p>Lewis Henry Morgan. (2009 [1877]) Primary Text: Ancient Society. Jerry D. Moore (Ed.), <i>Visions of Culture an Annotated Reader</i> (15-24). Lanham, New York, Toronto: Altamira Press.</p> |

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| | | <p>Marvin Harris. (1971). <i>The Rise of Anthropological Theory</i>. New York: Thomas Y. Crowell Company; pp. 142-180</p> <p>Paul A. Ericson, Liam D. Murphy. (2013). <i>A History of Anthropological Theory</i>. Ontario, New York: University of Toronto Press; pp. 96-111.</p> |
| 5 | Social Evolutionism: Evolutionary Approach to Religion, Magic, and Ideological Systems | <p>Edward Tylor. (2009 [1871]). Primary Text: Primitive Culture (Excerpts). Jerry D. Moore (Ed.), <i>Visions of Culture an Annotated Reader</i> (4-11). Lanham, New York, Toronto: Altamira Press.</p> <p>Marvin Harris. (1971). <i>The Rise of Anthropological Theory</i>. New York: Thomas Y. Crowell Company; pp. 142-180</p> <p>Paul A. Ericson, Liam D. Murphy. (2013). <i>A History of Anthropological Theory</i>. Ontario, New York: University of Toronto Press; pp. 96-111.</p> |
| 6 | Diffusionist Criticism of Social Evolutionism | <p>Clark Wissler. (1915). The Diffusion of Horse Culture among the North American Indians. <i>Proceedings of the National Academy of Sciences of the United States of America</i>. 1(4), 254-256.</p> <p>Clark Wissler. (1914). The Influence of the Horse in the Development of Plains Culture. <i>American Anthropologist</i>, 16(1), 1-25.</p> <p>G. Elliot Smith. (1916). The Influence of Ancient Egyptian Civilization in the East and in America. <i>Bulletin of the John Eylands Library</i>, 48-72.</p> <p>G. Elliot Smith. (1917). Mummification in New Zealand. <i>The Journal of Polynesian Society</i>. 26(2[102]), 71-74.</p> <p>Marvin Harris. (1971). <i>The Rise of Anthropological Theory</i>. New York: Thomas Y. Crowell Company; pp. 373-393.</p> <p>Paul A. Ericson, Liam D. Murphy. (2013). <i>A History of Anthropological Theory</i>. Ontario, New York: University of Toronto Press; pp. 112-118.</p> |
| 7 | The Tenets of Historical Particularism and Boasian Anthropology | <p>Alfred L. Kroeber. (1909). Classificatory Systems of Relationship. <i>The Journal of the Royal Anthropological Institute of Great Britain and Ireland</i>, 39, 77-84.</p> <p>Alfred L. Kroeber. (1917). The Superorganic. <i>American Anthropologist</i>. 19(2), 163-213.</p> <p>Franz Boas. (1896). The Limitations of the Comparative Method of Anthropology. <i>Science</i>. 4(103), 901-908.</p> <p>Franz Boas. (1944). <i>The Mind of Primitive Man</i>. New York, Boston, Chicago: The Macmillan Company.</p> <p>George W. Stocking, JR. (1966). Franz Boas and the Culture Concept in Historical Perspective. <i>American Anthropologist</i>, 68, 867-882.</p> <p>Marvin Harris. (1971). <i>The Rise of Anthropological Theory</i>. New York: Thomas Y. Crowell Company; pp. 250-372</p> <p>Paul A. Ericson, Liam D. Murphy. (2013). <i>A History of Anthropological</i></p> |

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| | | <p><i>Theory</i>. Ontario, New York: University of Toronto Press; pp. 189-210.</p> <p>Robert H. Lowie. (1917). <i>Culture & Ethnology</i>. New York: Douglas C. McMurtrie.</p> <p>Robert H. Lowie. (1921). <i>Primitive Society</i>. London: George Routledge & Sons, LTD.</p> |
| 8 | Culture and Personality | <p>David F. Aberle. (1968). The Influence of Linguistics on Early Culture and Personality Theory. Robert A. Manners, David Kaplan (Eds.), <i>Theory in Anthropology a Sourcebook</i>. London: Routledge.</p> <p>Margaret Mead. (1963). <i>Sex and Temperament in Three Primitive Societies</i>. New York: Morrow.</p> <p>Marvin Harris. (1971). <i>The Rise of Anthropological Theory</i>. New York: Thomas Y. Crowell Company; pp. 393-463.</p> <p>Paul A. Ericson, Liam D. Murphy. (2013). <i>A History of Anthropological Theory</i>. Ontario, New York: University of Toronto Press; pp. 210-228</p> <p>Ruth Benedict. (1922). The Vision in Plains Culture. <i>American Anthropologist</i>, 24(1), 1-23.</p> |
| 9 | Functionalism: The Contributions of Radcliffe-Brown | <p>A. R. Radcliffe-Brown. (1935). On the Concept of Function in Social Science. <i>American Anthropologist</i>, 37, 394-402.</p> <p>A. R. Radcliffe-Brown. (1940). On Social Structure. <i>The Journal of the Royal Anthropological Institute of Great Britain and Ireland</i>, 70(1), 1-12.</p> <p>A. R. Radcliffe-Brown. (1951). The Comparative Method in Social Anthropology. <i>The Journal of the Royal Anthropological Institute of Great Britain and Ireland</i>. 81(1/2), 15-22.</p> <p>Francesca Cancian. (1968). Functional Analysis of Change. Robert A. Manners, David Kaplan (Eds.), <i>Theory in Anthropology a Sourcebook</i>. London: Routledge.</p> <p>Marvin Harris. (1971). <i>The Rise of Anthropological Theory</i>. New York: Thomas Y. Crowell Company; pp. 514-567.</p> <p>Paul A. Ericson, Liam D. Murphy. (2013). <i>A History of Anthropological Theory</i>. Ontario, New York: University of Toronto Press; pp. 255-266.</p> |
| 10 | Functionalism: The Contributions of Bronislaw Malinowski | <p>Bronislaw Malinowski. (1939). The Group and the Individual in Functional Analysis. <i>American Journal of Sociology</i>, 44(6), 938-964.</p> <p>Bronislaw Malinowski. (1942). A New Instrument for the Interpretation of Law-Especially Primitive. <i>Yale Law Journal</i>, 51(8), 1237-1254.</p> <p>Bronislaw Malinowski. (1948). <i>Magic, Science and Religion and Other Essays</i>. Boston, Massachusetts: Beacon Press.</p> <p>Francesca Cancian. (1968). Functional Analysis of Change. Robert A.</p> |

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

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| | | Thomas Y. Crowell Company; pp. 464-513. Paul A. Ericson, Liam D. Murphy. (2013). <i>A History of Anthropological Theory</i> . Ontario, New York: University of Toronto Press; pp. 229-239. |
| 14 | Review | |

| RECOMMENDED SOURCES | |
|-----------------------------|--|
| Textbook | |
| Additional Resources | |

| MATERIAL SHARING | |
|--------------------|---------|
| Documents | YULearn |
| Assignments | |
| Exams | |

| ASSESTMENT | | |
|---|--------|------------|
| In-Term Studies | Number | Percentage |
| Mid-terms | 1 | 30 |
| Assignment | 1 | 10 |
| Final | 1 | 60 |
| Total | | 100 |
| Contribution of Final Examination to Overall Grade | | 60 |
| Contribution of In-Term Studies to Overall Grade | | 40 |
| Total | | 100 |

| | |
|------------------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAM | | | | | | |
|----------------------------------|--|--------------|---|---|---|---|
| No | Program Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical point of views and the historical evolution of anthropology. | | | | | X |
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | | | | X |
| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | | | X | | |
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | | | | X |
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | | X | | | |

| | | | | | | |
|----|---|--|---|--|---|---|
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | | | | X | |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | | X | | | |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | | | | X | |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | | | | X | |
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | | | X |

| ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|-----------------------|
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Midterm | 1 | 20 | 20 |
| Assignments | 1 | 11 | 11 |
| Final examination | 1 | 35 | 35 |
| Total Work Load | | | 150 |
| Total Work Load / 25 (h) | | | 6 |
| ECTS Credit of the Course | | | 6 |

| COURSE INFORMATION | | | | | |
|---------------------------|---------|----------|------------|---------|------|
| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
| Anthropological Theory II | ANT 228 | Spring | 3+0+0 | 3 | 6 |

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|----------------------|---------|
| Prerequisites | ANT 227 |
|----------------------|---------|

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

| Learning Outcomes | Program Learning Outcomes | Teaching Methods | Assessment Methods |
|--|---------------------------|------------------|--------------------|
| 1- The participants will critically examine anthropological theories and their perspectives. | 1,2,5,6,7,8,9 | 1,16 | A,F |
| 2- The course will enable participants to compare theoretical traditions and their key debates in the field of anthropology. | 1,2,3,5,6,7 | 1,16 | A,F |
| 3- The course will enable participants to conceptualise field findings from an abstract and theoretical point of view. | 1,2,3,4,5,6,7,8,9 | 1,16 | A,F |
| 4- The course participants will understand the historical and societal conditions that led to the formulation of anthropological theories. | 1,2,5,6,7,8 | 1,16 | A,F |

| | |
|----------------------------|-------------------------------------|
| Teaching Methods: | 1. Lecture 16. In-class Discussions |
| Assessment Methods: | A. Exam F. Homework/Assignments |

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

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| 3 | Cognitive Anthropology and New Ethnography | <p>Charles O. Frake. (1962). Cultural Ecology and Ethnography. <i>American Anthropologist</i>, 64(1), 53-59.</p> <p>Charles O. Frake. (1964). How to Ask for a Drink in Subanun. <i>American Anthropologist</i>, 66(6), 127-132.</p> <p>Charles O. Frake. (1985). Cognitive Maps of Time and Tide among Medieval Seafarers. <i>Man</i>, 20(2), 254-270.</p> <p>Harold C. Conklin. (1973). Color Categorization. <i>American Anthropologist</i>, 75(4), 931-942.</p> <p>Harold C. Conklin. (1986). Hanuoo Color Categories. <i>Journal of Anthropological Research</i>, 42(3), 441-446.</p> <p>Paul A. Erickson & Liam D. Murphy. (2017). <i>A History of Anthropological Theory</i>. Ontario: University of Toronto Press. Pp. 172-176 (Cognitive Anthropology / Ethnoscience and the 'New Ethnography')</p> <p>Ward H. Goodenough. (1956). Componential Analysis and the Study of Meaning. <i>Language</i>, 32(1), 195-216.</p> <p>Ward G. Goodenough. (1976). Multiculturalism as the Normal Human Experience. <i>Anthropology & Education Quarterly</i>, 7(4), 4-7.</p> <p>Ward G. Goodenough. (1965). Yankee Kinship Terminology: A Problem in Componential Analysis. <i>American Anthropologist</i>, 67(5), 259-287.</p> |
| 4 | Neo-Evolutionism: Leslie White and the Evolution of Culture-in-General | <p>Leslie A. White. (1943). Energy and the Evolution of Culture. <i>American Anthropologist</i>, 45(3), 335-356.</p> <p>Leslie A. White. (1945). 'Diffusion vs. Evolution': An Anti-Evolutionary Fallacy. <i>American Anthropologist</i>, 47(3), 339-356.</p> <p>Leslie A. White. (1945). History, Evolutionism, and Functionalism: Three Types of Interpretation of Culture. <i>Southwestern Journal of Anthropology</i>, 1(2), 221-248.</p> <p>Leslie A. White. (1948). The Definition and Prohibition of Incest. <i>American Anthropologist</i>, 50(3), 416-435.</p> <p>Leslie A. White. (1959). The Concept of Culture. <i>American Anthropologist</i>, 61(2), 227-251.</p> <p>Marvin Harris. (1971). <i>The Rise of Anthropological Theory</i>. New York: Thomas Y. Crowell Company. 634-646.</p> <p>Paul A. Erickson & Liam D. Murphy. (2017). <i>A History of Anthropological Theory</i>. Ontario: University of Toronto Press. Pp. 177-180 (Cultural Neo-evolutionism)</p> |
| 5 | Ecological Anthropology: Julian Steward and the Criticism of Universal Evolution | <p>Julian Steward. (1929). Diffusion and Independent Invention: A Critique of Logic. <i>American Anthropologist</i>, 31(3), 491-495.</p> <p>Julian Steward. (1937). Ecological Aspects of Southwestern Society. <i>Anthropos</i>, 32(1/2), 87-104.</p> <p>Julian Steward. (1954). <i>Theory and Application in a Social Science</i>. Ethnohistory, 2(4), 292-302.</p> |

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| | | <p>Julian Steward. (1956). Cultural Evolution. <i>Scientific American</i>, 194(5), 69-83.</p> <p>Julian Steward & Demitri Shimkin. (1961). Some Mechanisms of Socio Cultural Evolution. <i>Daedalus</i>, 90(3), 477-497.</p> <p>Julian Steward. (2006). The Concept and Method of Cultural Ecology. (Eds.) Nora Haenn, Richard R. Wilk, The Environment in Anthropology a Reader in Ecology, Culture, and Sustainable Living. New York and London: New York University Press.</p> <p>Marvin Harris. (1971). The Rise of Anthropological Theory. New York: Thomas Y. Crowell Company. 647-653</p> <p>Paul A. Erickson & Liam D. Murphy. (2017). A History of Anthropological Theory. Ontario: University of Toronto Press. Pp. 180-186 (Cultural Neo-evolutionism)</p> |
| 6 | The Contributions of Manchester School | <p>Bruce Kapferer, Situations, Crisis, and the Anthropology of the Concrete: The Contribution of Max Gluckman. <i>Social Analysis: The International Journal of Anthropology</i>, 49(3), 85-122.</p> <p>Marvin Harris. (1971). The Rise of Anthropological Theory. New York: Thomas Y. Crowell Company. 559-567.</p> <p>Max Gluckman. (1940). Analysis of a Social Situation in Modern Zululand. <i>Bantu Studies</i>, 14(1), 1-30.</p> <p>Max Gluckman. (1949). The Village Headman in British Central Africa. <i>Journal of the International African Institute</i>, 19(2), 89-106.</p> <p>Max Gluckman. (1955). The Peace in the Feud. <i>Past & Present</i>, 8, 1-14.</p> <p>Max Gluckman. (1960). Tribalism in Modern British Central Africa. <i>Cahiers d'Etudes Africaines</i>, 1(1), 55-70.</p> <p>Max Gluckman, Ely Devons. (1964). Conclusion: Modes and Consequences of Limiting a Field of Study. Max Gluckman (Ed.), <i>Closed Systems and Open Minds: The Limits of Naivety in Social Anthropology</i>. Edinburgh, London: Oliver & Boyd Ltd.</p> <p>Max Gluckman. (1966). <i>Les Rites de Passage</i>. Max Gluckman (Ed.), <i>Essays on the Ritual of Social Relations</i>, Manchester: Manchester University Press.</p> <p>Max Gluckman. (1968). Psychological, Sociological and Anthropological Explanation of Witchcraft and Gossip: A Clarification. <i>Man</i>, 3(1), 20-34.</p> <p>Paul A. Erickson & Liam D. Murphy. (2017). A History of Anthropological Theory. Ontario: University of Toronto Press. Pp. 166-167 (Mac Gluckman and the 'Manchester School')</p> <p>Richard P. Werbner. (1984). The Manchester School in South-Central Africa. <i>Annual Review of Anthropology</i>, 13, 157-185.</p> |
| 7 | Cultural Materialism and Marvin Harris | <p>Charles Wagley, Marvin Harris. (1955). A Typology of Latin American Subcultures. <i>American Anthropologist</i>, 57(3), 428-451.</p> |

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| | | <p>Kenneth E. Lloyd. (1985). Behavioral Anthropology: A Review of Marvin Harris' Cultural Materialism. <i>Journal of the Experimental Analysis of Behavior</i>, 43, 279-287.</p> <p>Marvin Harris. (1964). <i>Patterns of Race in the Americas</i>. New York: Walker and Company.</p> <p>Marvin Harris. (1976). History and Significance of the Emic / Etic Distinction. <i>Annual Review of Anthropology</i>, 5, 329-350.</p> <p>Marvin Harris. (1978). <i>Cannibals & Kings The Origins of Cultures</i>. Glasgow: Contana.</p> <p>Marvin Harris. (1979). <i>Cultural Materialism: The Struggle for a Science of Culture</i>. New York: Random House.</p> <p>Paul A. Erickson & Liam D. Murphy. (2017). <i>A History of Anthropological Theory</i>. Ontario: University of Toronto Press. Pp. 184-187 (Cultural Materialism).</p> |
| 8 | Anthropological Political Economy I | <p>Sidney W. Mintz. (1953). The Folk-Urban Continuum and the Rural Proletarian Community. <i>American Journal of Sociology</i>, 59(2), 136-143.</p> <p>Eric R. Wolf & Sidney Mintz. (1957). Haciendas and Plantations in Middle America and the Antilles. <i>Social and Economic Studies</i>, 6(3), 380-412.</p> <p>Eric R. Wolf. (1966). Kinship, Friendship, and Patron-Client Relations in Complex Societies. (Ed.) Michael Banton, <i>The Social Anthropology of Complex Societies</i> (1-22), London and New York: Routledge.</p> <p>Paul A. Erickson & Liam D. Murphy. (2017). <i>A History of Anthropological Theory</i>. Ontario: University of Toronto Press. Pp. 219-228 (Political Economy).</p> <p>Sidney W. Mintz & Christine M. Du Bois. (2002). The Anthropology of Food and Eating. <i>Annual Review of Anthropology</i>, 31, 99-119.</p> <p>Sidney W. Mintz & Eric Wold. (1950). An Analysis of Ritual Co-Parenthood (Compadrazgo). <i>Southwestern Journal of Anthropology</i>, 6(4), 341-368.</p> <p>Sidney W. Mintz. (1971). Men, Women, and Trade. <i>Comparative Studies in Society and History</i>. 13(3), 247-269.</p> <p>Sidney W. Mintz. (1977). The So-Called World System: Local Initiative and Local Response. <i>Dialectical Anthropology</i>, 2(4), 253-270.</p> <p>Sidney W. Mintz. (1978). Was the Plantation Slave a Proletarian?. <i>Review (Fernand Braudel Center)</i>, 2(1), 81-98.</p> |
| 9 | Anthropological Political Economy II | <p>Michael T. Taussig. (1980). Reification and the Consciousness of the Patient. <i>Social Science Med.</i> 14B, 3-13.</p> <p>Michael Taussig. (1984). Culture of Terror – Space of Death. Roger Casement's Putumayo Report and the Explanation of Torture. <i>Comparative Studies in Society and History</i>, 26(3), 467-497. ,</p> <p>Michael Taussig. (1984). History as Sorcery. <i>Representations</i>, 7, 87-109.</p> |

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| | | <p>Paul A. Erickson & Liam D. Murphy. (2017). A History of Anthropological Theory. Ontario: University of Toronto Press. Pp. 219-228 (Political Economy).</p> <p>William Roseberry. (1976). Rent, Differentiation, and the Development of Capitalism among Peasants. <i>American Anthropologist</i>, 78, 45-58.</p> <p>William Roseberry. (1982). Balinese Cockfights and the Seduction of Anthropology. <i>Social Research</i>, 49(4), 1013-1028.</p> <p>William Roseberry. (1986). The Ideology of Domestic Production. <i>Labour, Capital and Society</i>, 19(1), 70-93.</p> <p>William Roseberry. (1992). Multiculturalism and the Challenge of Anthropology. <i>Social Research</i>, 59(4), 841-858.</p> <p>William Roseberry. (1996). The Rise of Yuppie Coffes and the Reimagination of Class in the United States. <i>American Anthropologist</i>, 98(4), 762-775.</p> <p>William Roseberry. (1997). Marx and Anthropology. <i>Annual Review of Anthropology</i>, 26, 25-46.</p> <p>Winnie Lem. (2007). William Roseberry, Class and Inequality in the Anthropology of Migration. <i>Critique of Anthropology</i>, 27(4), 377-394.</p> |
| 10 | Symbolic and Interpretive Anthropology-I | <p>Clifford Geertz. (1973). <i>Thick Description: Toward an Interpretive Theory of Culture</i>. (Ed.) Clifford Geertz, <i>The Interpretations of Culture: Selected Essays</i> (3-32), New York: Basic Books.</p> <p>Clifford Geertz. (1973). Ideology as a Cultural System. (Ed.) Clifford Geertz, <i>The Interpretations of Culture: Selected Essays</i> (193-234), New York: Basic Books.</p> <p>Clifford Geertz. (1980). Blurred Genres: The Refiguration of Social Thought. <i>The American Scholar</i>, 49(2), 165-179.</p> |
| 11 | Symbolic and Interpretive Anthropology II | <p>Paul A. Erickson & Liam D. Murphy. (2017). A History of Anthropological Theory. Ontario: University of Toronto Press. Pp. 194-205 (Symbolic and Interpretive Anthropology).</p> <p>Victor W. Turner. (1973). Symbols in African Ritual. <i>Science</i>, 179 (4078), 1100-1105.</p> <p>Victor Turner. (1975). Symbolic Studies. <i>Annual Review of Anthropology</i>, 4(1975), 145-161.</p> <p>Victor Turner. (1977). Process, System, and Symbol: A New Anthropological Synthesis. <i>Daedalus</i>, 106(3), 61-80.</p> <p>Victor Turner. (1979). Dramatic Ritual / Ritual Drama: Performative and Reflexive Anthropology. <i>The Kenyon Review</i>, 1(3), 80-93.</p> <p>Victor Turner. (1980). Social Dramas and Stories about Them. <i>Critical Inquiry</i>, 7(1), 141-168.</p> |
| 12 | Tranactionalism and Fredrik Barth | <p>Fredrik Barth. (1956). Ecologic Relationships of Ethnic Groups in Swat, North Pakistan. <i>American Anthropologist</i>, 58(6), 1079-1089.</p> |

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| | | <p>Fredrik Barth. (1961). Nomads of South Persia the Basseri Tribe of the Khamseh Confederacy. Boston: Little, Brown and Company.</p> <p>Fredrik Barth. (1967). On the Study of Social Change. American Anthropologist, 69, 661-669.</p> <p>Fredrik Barth. (1969). Ethnic Groups and Boundaries. Boston: Little, Brown and Company.</p> <p>Paul A. Erickson & Liam D. Murphy. (2017). A History of Anthropological Theory. Ontario: University of Toronto Press. Pp. 206-208 (Transactionalism).</p> <p>Fredrik Barth. Boundaries and Connection. (Ed.) Anthony P. Cohen, Signifying Identities Anthropological Perspectives on Boundaries and Contested Values (17-36). London and New York: Routledge.</p> |
| 13 | Critical Text Reading | |
| 14 | General Evaluation | |

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

| MATERIAL SHARING | |
|--------------------|---------|
| Documents | YULearn |
| Assignments | |
| Exams | |

| ASSESSMENT | | |
|---|--------|------------|
| In-Term Studies | Number | Percentage |
| Mid-terms | 1 | 30 |
| Assignment | 1 | 10 |
| Final | 1 | 60 |
| Total | | 100 |
| Contribution of Final Examination to Overall Grade | | 60 |
| Contribution of In-Term Studies to Overall Grade | | 40 |
| Total | | 100 |

| | |
|------------------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|-------------------------|

| |
|---|
| COURSE'S CONTRIBUTION TO PROGRAM |
|---|

| No | Program Learning Outcomes | Contribution | | | | |
|----|--|--------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical point of views and the historical evolution of anthropology. | | | | | * |
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | | | | * |
| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | | | * | | |
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | | | | * |
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | | * | | | |
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | | | | * | |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | | * | | | |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | | | | * | |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | | | | * | |
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | | | * |

| ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION | | | |
|--|----------|-----------------|-----------------------|
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Midterm | 1 | 20 | 20 |
| Assignments | 1 | 11 | 11 |
| Final examination | 1 | 35 | 35 |
| Total Work Load | | | 150 |
| Total Work Load / 25 (h) | | | 6 |
| ECTS Credit of the Course | | | 6 |

| COURSE INFORMATION | | | | | |
|-------------------------|---------|----------|------------|---------|------|
| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
| World Cultural Heritage | ANT 229 | Fall | 3+0+0 | 3 | 5 |

| | |
|----------------------|---|
| Prerequisites | - |
|----------------------|---|

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|--------------------------------|--|
| Language of Instruction | English |
| Course Level | Undergraduate |
| Course Type | Elective |
| Course Coordinator | Assist. Prof. Alexander Wasse |
| Instructors | Assist. Prof. Alexander Wasse |
| Assistants | - |
| Goals | The main objective of the course is to understand how attitudes and behaviors change from culture to culture. |
| Content | This course will focus on examining the values, customs, morals, and communication styles of cultural groups, emphasizing their implications for teaching. We will learn to interpret cultures' communicative behavior and explain how behavior differs from culture to culture. |

| Learning Outcomes | Program Learning Outcomes | Teaching Methods | Assessment Methods |
|--|---------------------------|------------------|--------------------|
| 1- Understand the role of communication in culture. | 1,2,5,6,7,8,9 | 1,5,6,16 | A,F,K |
| 2- Recognize cultural variables. | 1,2,3,5,6,7 | 1,5,6,16 | A,F,K |
| 3- Familiarize yourself with the communication norms, rituals, and taboos of other cultures | 1,2,3,4,5,6,7,8,9 | 1,5,6,16 | A,F,K |
| 4- Learn about barriers to intercultural communication, adjustment to other cultures, and culture shock. | 1,2,5,6,7,8 | 1,5,6,16 | A,F,K |

| | | | |
|--|-------------|----------|-------|
| 5- Practice performing communication activities as they would be done in other cultures. | 1,2,5,6,7,8 | 1,5,6,16 | A,F,K |
|--|-------------|----------|-------|

| | |
|----------------------------|--|
| Teaching Methods: | 1. Lecture 5. Problem Solving 6. Case Study 16. In-class Discussions |
| Assessment Methods: | A. Exam F. Homework/Assignments K. Presentation / Jury evaluation |

COURSE CONTENT

| Week | Topic | Study Materials |
|-------------|--|------------------------|
| 1 | Introduction: What is intercultural communication and Bibliography in cross-cultural studies | |
| 2 | Discussions on the concept of "across cultures" and "intercultural" | |
| 3 | Culture/Context/Power & History | |
| 4 | Cultural Identity. The formation of Cultural Identity. | |
| 5 | High and low context cultural taxonomy. Hostede's, Schawartz's and Globe's cultural taxonomies. | |
| 6 | Verbal Codes: Language and culture | |
| 7 | Nonverbal Communication. Culture Universals in nonverbal communication. | |
| 8 | Midterm | |
| 9 | The act, others and the identified self - | |
| 10 | Translation & Interpretation (History of Meaning) | |
| 11 | Translation & Interpretation (Misunderstanding & Mistranslation) | |
| 12 | Postmodernism and Popular Culture | |
| 13 | Intercultural Conflict and Multiculturalism | |
| 14 | Review | |

RECOMMENDED SOURCES

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

| ASSESSTMENT | | |
|---|---------------|-------------------|
| In-Term Studies | Number | Percentage |
| Mid-terms | 1 | 20 |
| Attendance and Presentation | 1 | 20 |
| Assignment | 1 | 20 |
| Final | 1 | 40 |
| Total | | 100 |
| Contribution of Final Examination to Overall Grade | | 40 |
| Contribution of In-Term Studies to Overall Grade | | 60 |
| Total | | 100 |

| | |
|------------------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|-------------------------|

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

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

| ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION | | | |
|--|----------|-----------------|-----------------------|
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 1 | 15 |
| Mid Term | 1 | 15 | 15 |
| Assignments | 1 | 15 | 15 |
| Presentation | 1 | 15 | 15 |
| Final examination | 1 | 30 | 30 |
| Total Work Load | | | 135 |
| Total Work Load / 25 (h) | | | 5,4 |
| ECTS Credit of the Course | | | 5 |

| COURSE INFORMATION | | | | | |
|-----------------------------|---------|----------|------------|---------|------|
| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
| History of War and Violence | ANT 255 | Fall | 3+0+0 | 3 | 5 |

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|----------------------|---|
| Prerequisites | - |
|----------------------|---|

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|--------------------------------|---|
| Language of Instruction | English |
| Course Level | Undergraduate |
| Course Type | Elective |
| Course Coordinator | Assist. Prof. Dr. Rula Baysan |
| Instructors | Assist. Prof. Dr. Rula Baysan |
| Assistants | - |
| Goals | The aim of this course is to understand the concept of violence in human history and the origins of war. Students will develop the ability to interpret evidence of violence by examining past human behaviors and will explore the phenomenon of structural violence in past societies. |
| Content | The origins of violence trace back to prehistoric times. In this course, archaeological evidence indicating the presence of violence and warfare in past human societies will be discussed. These archaeological remains include skeletal trauma as well as the destruction of settlements. |

| Learning Outcomes | Program Learning Outcomes | Teaching Methods | Assessment Methods |
|---|---------------------------|------------------|--------------------|
| 1. Articulate social complexities of the concept of violence in human life. | 1,2, 4-10 | 1,5,6,9 | A,F |

| | | | |
|---|-----------|---------|-----|
| 2. Analysis of information in the interpretations of evidence that indicate act of violence. | 1,2, 4-10 | 1,5,6,9 | A,F |
| 3. Comprehend important concepts in human history, such as structural violence. | 1,2, 4-10 | 1,5,6,9 | A,F |
| 4. Have a good understanding of the complexities of the social complication of violence. | 1,2, 4-10 | 1,5,6,9 | A,F |
| 5. Understand how bioarchaeology can be a strong tool in the interpretation of war and violence in the past, when written texts are absent. | 1,2, 4-10 | 1,5,6,9 | A,F |

| | |
|----------------------------|--|
| Teaching Methods: | 1. Lecture 5. Problem Solving 6. Case Study 9. Demonstration |
| Assessment Methods: | A. Exam F. Homework/Assignments |

| COURSE CONTENT | | |
|-----------------------|------------------------------|--|
| Week | Topic | Study Materials |
| 1 | General Introduction | Study of violence. Martin et al. intro |
| 2 | History of Violence | Knüsel and Martin. Chapter 1 |
| 3 | Conflict in the past | Knüsel and Martin. Chapter 4 |
| 4 | Violence as tools of control | Martin et al chapter 1 |
| 5 | Evidence of violence | Martin et al chapter 3 |
| 6 | Small scale conflict | Martin et al chapter 4 |
| 7 | Interpretation of trauma | Midterm |
| 8 | Documentary about violence | Documentary about violence |
| 9 | Child trauma or violence | Knüsel and Martin. Chapter 3, 7 |
| 10 | Structural violence | Martin et al chapter 2 |
| 11 | War and trauma | Martin et al chapter 7,8 |
| 12 | Warfare and skeletons | Knüsel and Martin. Chapter 11,14,15 |
| 13 | Sacrifice as violence? | Martin et al chapter 10 |
| 14 | Conclusion | |

| RECOMMENDED SOURCES | |
|----------------------------|--|
| Textbook | <p>Martin, D., Harrod, R., and Perez, V. (2012). The Bioarchaeology of Violence. University of Press of Florida</p> <p>Knüsel, C. and Martin J. S., (2014) The Routledge Handbook of the Bioarchaeology of Human Conflict.</p> |

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| Additional Resources | Guilaine, J. and Zammit, J. (2005). The Origins of War: Violence in Prehistory. Blackwell Publishing, Inc. |
|-----------------------------|--|

| MATERIAL SHARING | |
|-------------------------|---------|
| Documents | YULearn |
| Assignments | YULearn |
| Exams | YULearn |

| ASSESSMENT | | |
|---|---------------|-------------------|
| In-Term Studies | Number | Percentage |
| Midterm | 1 | 40 |
| Homework | 1 | 10 |
| Final | 1 | 50 |
| Total | | 100 |
| Contribution of Final Examination to Overall Grade | | 50 |
| Contribution of In-Term Studies to Overall Grade | | 50 |
| Total | | 100 |

| | |
|------------------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAM | | | | | | |
|---|--|--------------|---|---|---|---|
| No | Program Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical point of views and the historical evolution of anthropology. | | | | x | |
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | | | | x |
| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | x | | | | |
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | | | | x |

| | | | | | | |
|----|--|--|--|---|--|---|
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | | | | | x |
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | | | x | | |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | | | | | x |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | | | | | x |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | | | | | x |
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | | | x |

| ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|-----------------------|
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 2 | 28 |
| Midterm | 1 | 25 | 25 |
| Homework | 1 | 5 | 5 |
| Final examination | 1 | 30 | 30 |
| Total Work Load | | | 130 |
| Total Work Load / 25 (h) | | | 5.2 |
| ECTS Credit of the Course | | | 5 |

| COURSE INFORMATION | | | | | |
|-------------------------|---------|----------|------------|---------|------|
| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
| Archaeology of Anatolia | ANT 260 | Spring | 3+0+0 | 3 | 5 |

| | |
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| Prerequisites | - |
|----------------------|---|

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|--------------------------------|---|
| Language of Instruction | English |
| Course Level | Undergraduate |
| Course Type | Elective |
| Course Coordinator | Assist. Prof. Rula Baysan |
| Instructors | Assist. Prof. Rula Baysan |
| Assistants | - |
| Goals | The aim of this course is to provide in-depth knowledge of the major cultures that developed in the region and the ancient history of humanity in Anatolia. Students will gain a detailed understanding of past communities and the role of domesticated animals in human life within a cultural context while reinforcing their general knowledge of archaeology. |
| Content | This course will primarily focus on exploring details of the major changes that occurred in the Anatolian region starting 10,000 years ago. Applying a chronological sequence of major cultural development along with the archaeological evidence found in Anatolia. The course deals with the beginning of farming, the urban development that initiated the formation of city states and trade, leading to Kingdoms such as the Hittites. The course is designed for a better understanding of the vast archaeological heritage in Turkey. |

| Learning Outcomes | Program Learning Outcomes | Teaching Methods | Assessment Methods |
|--|---------------------------|------------------|--------------------|
| 1. Articulate social complexities and the beginning of urban life | 1,2, 4-10 | 1,5,6,9 | A,K |
| 2. Analysis of information on complex city-states in Anatolian regions that played a major role in the control of trading and material goods | 1,2, 4-10 | 1,5,6,9 | A,K |

| | | | |
|--|-----------|---------|-----|
| 3. Comprehend how establishment of kingdoms in the region, the Hittites | 1,2, 4-10 | 1,5,6,9 | A,K |
| 4. Have a good knowledge of the major archaeological sites, representing major time frames | 1,2, 4-10 | 1,5,6,9 | A,K |
| 5. Have up-to-date information on global studies conducted on Anatolian civilizations. | 1,2, 4-10 | 1,5,6,9 | A,K |

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|----------------------------|--|
| Teaching Methods: | 1. Lecture 5. Problem Solving 6. Case Study 9. Demonstration |
| Assessment Methods: | A. Exam K. Presentation/Jury Evaluation |

| COURSE CONTENT | | |
|-----------------------|--|---|
| Week | Topic | Study Materials |
| 1 | General Introduction | the Anatolian landscape. Lands and people. The Ottoman Context. Steadman and McMahon. Chapters 2&3; Sagona Chapter 1. |
| 2 | Neolithic Period | Göbekli Tepe. Steadman and McMahon. Chapter 5; Anatolia in Prehistory. Sagona Chapter 2. |
| 3 | Pottery Neolithic Period | Çatalhöyük Steadman and McMahon. Chapter 6 &7; Sagona Chapter 3. |
| 4 | Chalcolithic Age | Metallurgy. Steadman and McMahon. Chapter 8 &9; Sagona Chapter 4. |
| 5 | Early Bronze Age | Mesopotamian Halaf, Ubaid, and Uruk or Late Chalcolithic phases, state formation. Steadman and McMahon. Chapter 10,11, 12;. Sagona Chapter 5. emergence of civilization |
| 6 | Discussion of archaeological sites, Arslantepe | Discussion of archaeological sites, Arslantepe |
| 7 | Field trip to Istanbul Archaeology Museum | Field trip to Istanbul Archaeology Museum |
| 8 | Middle Bronze Age | Midterm |
| 9 | Discussion of archaeological sites, Troy, Kültepe | Discussion of archaeological sites, Troy, Kültepe |
| 10 | Late Bronze Age | Hittite domination. Yazilikaya and hittite religion. violent end of the Hittite Empire. Steadman and McMahon. Chapter 15,16, 17; Sagona Chapter 7 |
| 11 | Discussion of archaeological sites, Bogazköy, the capital at Hattusa | Discussion of archaeological sites, Bogazköy, the capital at Hattusa |
| 12 | Iron Age | collapse of the great empires , Karkemish, Urartian Civilization |

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|----|----------------------------------|---|
| | | Steadman and McMahon. Chapter 18, 19, 20; Sagona Chapter 10 |
| 13 | Phrygian and Lydian Civilization | Steadman and McMahon. Chapter 18, 19, 20; Sagona Chapter 10 |
| 14 | Conclusion | |

| RECOMMENDED SOURCES | |
|-----------------------------|---|
| Textbook | Steadman, S. and McMahon, G. 2011. The Oxford Handbook on Ancient Anatolia. Oxford Press. Antonio Sagona and Paul Zimansky (2009) Ancient Turkey. Taylor and Francis, Inc. |
| Additional Resources | Mogens Trolle Larsen, 2015. Ancient Kanesh: a merchant colony in Bronze Age Anatolia. Cambridge Press |

| MATERIAL SHARING | |
|--------------------|---------|
| Documents | YULearn |
| Assignments | YULearn |
| Exams | YULearn |

| ASSESSMENT | | |
|---|--------|------------|
| In-Term Studies | Number | Percentage |
| Midterm | 1 | 40 |
| Homework | 1 | 10 |
| Final | 1 | 50 |
| Total | | 100 |
| Contribution of Final Examination to Overall Grade | | 50 |
| Contribution of In-Term Studies to Overall Grade | | 50 |
| Total | | 100 |

| | |
|------------------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAM | | | | | | |
|----------------------------------|--|--------------|---|---|---|---|
| No | Program Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical point of views and the historical evolution of anthropology. | | | | x | |
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | | | | x |
| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | x | | | | |
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | | | | x |
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | | | | | x |
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | | | x | | |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | | | | | x |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | | | | | x |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | | | | | x |
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | | | x |

| ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION | | | |
|--|----------|-----------------|-----------------------|
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 2 | 28 |
| Midterm | 1 | 25 | 25 |
| Homework | 1 | 5 | 5 |
| Final examination | 1 | 30 | 30 |
| Total Work Load | | | 130 |
| Total Work Load / 25 (h) | | | 5.2 |

| | | | |
|----------------------------------|--|--|---|
| ECTS Credit of the Course | | | 5 |
|----------------------------------|--|--|---|

| COURSE INFORMATION | | | | | |
|------------------------------------|---------|----------|------------|---------|------|
| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
| Turkish Mythology and Folk Beliefs | ANT 275 | Fall | 3+0+0 | 3 | 8 |

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| Prerequisites | - |
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|--------------------------------|---|
| Language of Instruction | English |
| Course Level | Undergraduate |
| Course Type | Compulsory |
| Course Coordinator | Assist. Prof. Burak Akkurt |
| Instructors | Assist. Prof. Burak Akkurt |
| Assistants | - |
| Goals | Students will be able to systematically process the basic issues and concepts related to Turkish mythology, learn how to establish links with other cultural and civilizational elements and see their relations with today's socio-cultural processes. |
| Content | Important theories of mythology and research methods, sources of Turkish mythology, and history of study will be reviewed; basic concepts such as creation, time, space, society, god, guardian spirits, etc. will be examined based on original sources. |

| Learning Outcomes | Program Learning Outcomes | Teaching Methods | Assessment Methods |
|---|---------------------------|------------------|--------------------|
| 1- Information about the concept of mythology and important theories are given. | 1,2,3,5,7 | 1,5,6 | A,F |
| 2- The relations of mythology with other cultural elements are examined. | 1,2,3,5,7 | 1,5,6 | A,F |
| 3- The relations of mythology with daily life culture are examined. | 1,2,3,5,7 | 1,5,6 | A,F |
| 4- The characteristics of mythological thought are determined. | 1,2,3,5,7 | 1,5,6 | A,F |
| 5- Creation myths, ethnogony and eschatology are examined. | 1,2,3,5,7 | 1,5,6 | A,F |

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

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

| | |
|-------------------------|---------|
| MATERIAL SHARING | |
| Documents | YULearn |
| Assignments | |
| Exams | |

| | | |
|------------------------|---------------|-------------------|
| ASSESSTMENT | | |
| In-Term Studies | Number | Percentage |
| Midterm | 4 | 20 |
| Presentation | 1 | 40 |

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

| | |
|------------------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAM | | | | | | |
|----------------------------------|--|--------------|---|---|---|---|
| No | Program Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical point of views and the historical evolution of anthropology. | | | | X | |
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | | X | | |
| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | X | | | | |
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | | | X | |
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | X | | | | |
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | | | X | | |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | | | X | | |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | | | X | | |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | | | | X | |
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | | | X |

| ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|-----------------------|
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Midterm | 1 | 34 | 34 |
| Assignments | 4 | 9 | 36 |
| Final examination | 1 | 40 | 40 |
| Total Work Load | | | 194 |
| Total Work Load / 25 (h) | | | 7,76 |
| ECTS Credit of the Course | | | 8 |

| COURSE INFORMATION | | | | | |
|---------------------------------|---------|----------|------------|---------|------|
| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
| Kinship and Social Organization | ANT 276 | Spring | 3+0+0 | 3 | 7 |

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

| Learning Outcomes | Program Learning Outcomes | Teaching Methods | Assessment Methods |
|---|---------------------------|------------------|--------------------|
| 1- Students learn the concept of kinship and the historical improvement of the subject. | 1,4,6,7,9 | 1,6,16 | A,K |
| 2- Students learn the basic concepts and key terms in kinship. | 1,4 | 1,6,16 | A,K |
| 3- Students interpret the relationship between lineage theory and social organization. | 1,2,4,6,8 | 1,5,6 | A,K |
| 4- Students get knowledge about kinship studies. | 1,2,4,6,7,8 | 1,5,6,16 | A,K |
| 5- Students learn to make genealogical diagrams by hand and with softwares. | 1,2,7,8 | 1,6,9 | A,K |
| 6- Students apply concepts from the course to social phenomena | 1,2,4,6,7,8,10 | 1,5,6,9,16 | A,K |

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|--------------------------|---|
| Teaching Methods: | 1. Lecture 5. Problem Solving 6. Case Study 9. Demonstration 16. In-class Discussions |
|--------------------------|---|

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|----------------------------|---|---|
| Assessment Methods: | | A. Exam K. Presentation/Jury Evaluation |
| COURSE CONTENT | | |
| Week | Topic | Study Materials |
| 1 | Introduction | |
| 2 | Gender, Reproduction, and Kinship | |
| 3 | The Evolution of Kinship and Gender | |
| 4 | Patrilineal Descent | |
| 5 | Matrilineal Descent | |
| 6 | Double, Bilateral, Cognatic Descent | |
| 7 | Lineage Theory Approaches | |
| 8 | Marriage Types | |
| 9 | The Change and Transformation of Kinship | |
| 10 | Kinship Beyond the Bloodline | |
| 11 | Fictive Kinship | |
| 12 | Ethnographic Cases | |
| 13 | Ethnographic Cases | |
| 14 | Course Review and Final Project Presentations | |

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

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|-------------------------|---------|
| MATERIAL SHARING | |
| Documents | YULearn |
| Assignments | |
| Exams | |

| ASSESSMENT | | |
|---|--------|------------|
| In-Term Studies | Number | Percentage |
| Mid-terms | 1 | 30 |
| Presentation | 1 | 20 |
| Final | 1 | 50 |
| Total | | 100 |
| Contribution of Final Examination to Overall Grade | | 50 |
| Contribution of In-Term Studies to Overall Grade | | 50 |
| Total | | 100 |

| | |
|------------------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAM | | | | | | |
|----------------------------------|--|--------------|---|---|---|---|
| No | Program Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical point of views and the historical evolution of anthropology. | | | | X | |
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | | X | | |
| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | | | | X | |
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | | | X | |
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | | | X | | |
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | | | | | X |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | | | | | X |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | | | | X | |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | | | | X | |
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | | X | |

| ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION | | | |
|--|----------|-----------------|-----------------------|
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Midterm | 1 | 30 | 30 |
| Presentation | 1 | 11 | 11 |
| Final examination | 1 | 50 | 50 |

| | | | |
|----------------------------------|--|--|-----|
| Total Work Load | | | 175 |
| Total Work Load / 25 (h) | | | 7 |
| ECTS Credit of the Course | | | 7 |

| COURSE INFORMATION | | | | | |
|--|---------|----------|------------|---------|------|
| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
| Anthropological Studies in Rural Areas | ANT 317 | Fall | 3+0+0 | 3 | 8 |

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|----------------------|---|
| Prerequisites | - |
|----------------------|---|

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

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

| | | |
|----------------------------|--|---|
| Teaching Methods: | | 1. Lecture 5. Problem Solving 6. Case Study 9. Demonstration 16. In-class Discussions |
| Assessment Methods: | | A. Exam F. Homework/Assignments K. Presentation/Jury Evaluation |
| COURSE CONTENT | | |
| Week | Topic | Study Materials |
| 1 | Introduction | |
| 2 | The History of Rural Sociology | |
| 3 | Community Studies | |
| 4 | Community Studies in Turkey | |
| 5 | Definition of the Rural | |
| 6 | Weather, Climate | |
| 7 | Nature- Culture, Gender | |
| 8 | Global Food World | |
| 9 | Development, Women, and Ecology | |
| 10 | Globalization and Turkish Agriculture | |
| 11 | Turkey's Experience in the Neo-Liberal Age | |
| 12 | Sustainable Development | |
| 13 | Sustainable Development | |
| 14 | Final Project Presentations | |

| RECOMMENDED SOURCES | |
|-----------------------------|---|
| Textbook | -Hillyard. Sam. 2007. <i>The Sociology of Rural Life</i> . Oxford: Berg., -Kevin M. Fitzpatrick and Don Willis (Eds.). 2015. <i>A Place-Based Perspective of Food in Society</i> . Palgrave Macmillan. -Rosaldo, Michelle Z. and Louise Lamphere (Ed.). <i>Women, Culture, and Society</i> . Stanford University Press -Öztürk Murat. 2012. <i>Agriculture, Peasantry, and Poverty in Turkey in the Neo-Liberal Age</i> . Wageningen Academic Publisher. -Strauss, Sarah, and Benjamin S. Orlove (Ed.). 2003. <i>Weather, Climate, Culture</i> . Oxford: Berg |
| Additional Resources | -Aydın, Zülküf. 2010. "Neo-Liberal Transformation of Turkish Agriculture." in <i>Journal of Agrarian Change</i> , Vol. 10 No. 2, pp: 149–187. - Keyder, Çağlar, and Zafer Yenil. 2011." <i>Agrarian Change under Globalization: Markets and Insecurity in Turkish Agriculture</i> ." in <i>Journal of Agrarian Change</i> , Vol. 11 No. 1, pp: 60–86. -Kolars, John. 1962. <i>Community Studies in Rural Turkey</i> . <i>Annals of the Association of American Geographers</i> , Dec. 1962, Vol. 52, No. 4 (Dec., 1962), pp. 476-489 -Magnarella , Paul. 2003. <i>Turkish-American Intellectual Exchange and Community Research in Turkey (1930- 1980)</i> . <i>The Turkish Studies Association Journal</i> , Vol. 27, No. 1/2 (2003), pp. 69-89. -Silverstein, Brian. <i>The Social Life of Numbers: Statistics, Reform and the Remaking of Rural Life in Turkey</i> . Palgrave Macmillan. |

| MATERIAL SHARING | |
|-------------------------|---------|
| Documents | YULearn |

| | |
|--------------------|--|
| Assignments | |
| Exams | |

| ASSESSMENT | | |
|---|---------------|-------------------|
| In-Term Studies | Number | Percentage |
| Midterm | 1 | 30 |
| Presentation | 1 | 20 |
| Final | 1 | 50 |
| Total | | 100 |
| Contribution of Final Examination to Overall Grade | | 50 |
| Contribution of In-Term Studies to Overall Grade | | 50 |
| Total | | 100 |

| | |
|------------------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAM | | | | | | |
|---|--|--------------|---|---|---|---|
| No | Program Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical point of views and the historical evolution of anthropology. | | | | X | |
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | | | X | |
| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | | | X | | |
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | | | | X |
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | | | | X | |
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | | | | | X |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | | | | X | |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | | | X | | |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | | | | X | |
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | | X | |

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| ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION |
|---|

| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
|---|----------|-----------------|-----------------------|
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Presentation | 1 | 20 | 20 |
| Midterm | 1 | 33 | 33 |
| Final Projcet | 1 | 65 | 65 |
| Total Work Load | | | 202 |
| Total Work Load / 25 (h) | | | 8,08 |
| ECTS Credit of the Course | | | 8 |

| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
|---|---------|----------|------------|---------|------|
| Ethnography of Turkey and History of Anthropology | ANT 319 | Fall | 3+0+0 | 3 | 6 |

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| Prerequisites | - |
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|--------------------------------|--|
| Language of Instruction | English |
| Course Level | Undergraduate |
| Course Type | Compulsory |
| Course Coordinator | Assoc. Prof. Gözde Dalan Polat |
| Instructors | Assoc. Prof. Gözde Dalan Polat |
| Assistants | - |
| Goals | This course will examine research, travel accounts, and observation notes in the history of Turkish science that have contributed to the establishment of an anthropological perspective and the development of awareness of cultural diversity. |
| Content | Since ancient times, the history of Turkish science has been shaped by numerous scholars who have made significant contributions to these fields. In this regard, the course will examine the Orkhon Inscriptions, as well as the works of Kaşgarlı Mahmud, Biruni, and Farabi, along with chronicles related to the history and cultures of Turkish states and communities. Additionally, the development and formation of anthropology as a scientific discipline in the modern era within the Turkish world will be explored through original source. |

| Learning Outcomes | Program Learning Outcomes | Teaching Methods | Assessment Methods |
|--|---------------------------|------------------|--------------------|
| 1- Understands the historical development of anthropological studies in Turkish Geography. | 1,3,4,9,10 | 1,6,9,16 | A,F,K |
| 2- Learns the sources of the history of Turkish anthropology in the cultural geography of Turks. | 1,3,4,9,10 | 1,6,9,16 | A,F,K |
| 3- Changing topics and fields of study from the Middle Ages to the present day will be understood. | 1,3,4,9,10 | 1,6,9,16 | A,F,K |
| 4- Understands the process of institutionalization of anthropology in Turkey. | 1,3,4,9,10 | 1,6,9,16 | A,F,K |

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|----------------------------|---|--|
| Teaching Methods: | | 1. Lecture 5. Problem Solving 6. Case Study 9. Demonstration 16. In-class Discussions |
| Assessment Methods: | | A. Exam F. Homework/Assignments K. Presentation/Jury Evaluation |
| COURSE CONTENT | | |
| Week | Topic | Study Materials |
| 1 | Definition and important stages of the history of anthropology | |
| 2 | Cultural geography of Turks and sources of Turkish anthropological history | |
| 3 | Examples of anthropological approach in ancient Turkish cultural tradition (Defining the other in the Saka/Iskite age) | |
| 4 | The Great Hun Empire and the European Hun Empire: cultural diversity and anthropological reflexes | |
| 5 | Anthropological approaches and interpretations during the Gokturks | |
| 6 | Perceptions of cultural diversity in early Turkish-Islamic civilization Kashgarli Mahmut: Foundations of linguistic anthropology and ethnography of Turkish, Yusuf Has Hacıp: Manifesto of Turkish political and legal anthropology | |
| 7 | Midterm Exam | |
| 8 | Turkish philosophical anthropology in the Middle Ages (Farabi, Ibn Sina) | |
| 9 | The first professional ethnography in history: Biruni's India. | |
| 10 | Cultural anthropology of the medieval Turkish world (from Jahiz to Ibn Batuta) | |
| 11 | Anthropological approaches and interpretations in medieval Turkish works (dictionaries, travel notes, memoirs, literary works, etc.) | |
| 12 | Early stages of anthropological studies in the Modern Turkish World (Anatolia, Caucasus, Central Asia, Idyll-Ural) | |
| 13 | Institutionalization of Anthropology in Turkey | |
| 14 | Anthropology education and research in the contemporary Turkic world: institutions, topics | |
| RECOMMENDED SOURCES | | |
| Textbook | | Magnarella, Paul and Orhan Türkdoğan. 1976. "The Development of Turkish Social Anthropology." Current Anthropology. 17 (2): 263-274. |

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| | <p>Carol Delaney. 1991. The Seed and the Soil: Gender and Cosmology in Turkish Society. (Selection).</p> <p>Nükhet Sirman. 1990. "State, Village and Gender in Western Turkey." In Turkish State, Turkish Society. Eds. Nükhet Sirman and Andrew Finkel. Pp: 21-51.</p> <p>Folklor-Edebiyat Dergisi.200. Sayı 22 Sosyal Antropoloji Özel Sayısı Nermin Erdentuğ Anısına.</p> <p>Metin Özbek. "Cumhuriyetle Başlayan Antropoloji." Hacettepe Üniversitesi Edebiyat Fakültesi Dergisi, Cumhuriyetimizin 75. Yılı Özel Sayısı. 105-106.</p> <p>Sibel Özbudun-Demirer. 2011. "Anthropology as a Nation-Building Rhetoric: The Shaping of Turkish Anthropology (from 1850s to 1940s)". Dialectical Anthropology. 35:111-129.</p> |
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| MATERIAL SHARING | |
|--------------------|---------|
| Documents | YULearn |
| Assignments | |
| Exams | |

| ASSESTMENT | | |
|---|--------|------------|
| In-Term Studies | Number | Percentage |
| Midterm | 1 | 30 |
| Presentation | 1 | 20 |
| Final Assignment | 1 | 50 |
| Total | | 100 |
| Contribution of Final Examination to Overall Grade | | 50 |
| Contribution of In-Term Studies to Overall Grade | | 50 |
| Total | | 100 |

| | |
|------------------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAM | | | | | | |
|----------------------------------|---|--------------|---|---|---|---|
| No | Program Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical point of views and the historical evolution of anthropology. | | | | | x |
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | | x | | |
| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | | | | | x |

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|----|--|--|---|---|---|---|
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | | | | x |
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | | x | | | |
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | | | x | | |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | | | x | | |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | | | | x | |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | | | | | x |
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | | | x |

| ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION | | | |
|--|----------|-----------------|-----------------------|
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Midterm | 1 | 30 | 30 |
| Assignment | 1 | 30 | 30 |
| Presentations | 1 | 10 | 10 |
| Total Work Load | | | 154 |
| Total Work Load / 25 (h) | | | 6,16 |
| ECTS Credit of the Course | | | 6 |

| COURSE INFORMATION | | | | | |
|---|---------|----------|------------|---------|------|
| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
| Historical and Cultural Anthropology of Turkish World | ANT 326 | Spring | 3+0+0 | 3 | 5 |

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| Prerequisites | - |
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|--------------------------------|--|
| Language of Instruction | English |
| Course Level | Undergraduate |
| Course Type | Area Elective |
| Course Coordinator | Prof. Ahmet Taşağıl |
| Instructors | Prof. Ahmet Taşağıl |
| Assistants | - |
| Goals | Within the framework of this course, daily life traditions, intangible cultural values in Turkish culture, and related institutions will be examined. |
| Content | The settlements, architectural traditions, shelter types, and the characteristics of mobile architecture specific to nomadic culture will be discussed in the context of the environmental conditions of these geographies and the artistic understanding of the ancient Turks. The dietary habits of the ancient Turks, health culture, law and honor system, religious beliefs, witchcraft, and shamanism traditions, language and communication culture, and artistic activities such as painting, music, games, and folk literature will be examined and comparatively evaluated in terms of origin, structure and function. |

| Learning Outcomes | Program Learning Outcomes | Teaching Methods | Assessment Methods |
|--|---------------------------|------------------|--------------------|
| 1- Intangible cultural values are explained. | 1,4 | 1,5,6 | A |
| 2- Information on nutrition and health culture is given. | 2,7,5 | 1,5,6 | A |
| 3- Social order, law, and justice practices are examined. | 3,5 | 1,5,6 | A |
| 4- The development of fine arts and the characteristics of art branches are discussed. | 6,7,8 | 1,5,6 | A |

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|---|-------|-------|---|
| 5- Spiritual values, beliefs, and magic are examined. | 3,2,7 | 1,5,6 | A |
|---|-------|-------|---|

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|----------------------------|-----------------------------|--|
| Teaching Methods: | | 1. Lecture 5. Problem Solving 6. Case Study |
| Assessment Methods: | | A. Exam |
| COURSE CONTENT | | |
| Week | Topic | Study Materials |
| 1 | Shelter types | Otag architecture (mobile architecture). Otag/Kiyiz Üy/Ail/Urasa/Alaçık/Yurt. Oba organization. Shelter/otag construction; related materials, their procurement, and cultural traditions formed within this framework. Beliefs and taboos related to settlements and shelters. |
| 2 | Transportation and shipping | Vehicles; animals used in transportation and their training. The development of transportation; the introduction of the wheel; oxcars and high-wheeled carts. |
| 3 | Nutrition culture | Food and food production. The concept of kitchen/hearth, cooking, and utensils. Collective meals, beliefs, and prohibitions related to meals. Feasting and related sharing processes. Potlaç tradition in ancient Turks according to the Book of Dedem Korkut. |
| 4 | Health information | The human body. Diseases, treatment tools, and methods. Beliefs about epidemics. Herbalists, shamans, and other 'experts' in more limited fields (only certain diseases). |
| 5 | Sport events | Hunting: the continual hunt. The tradition of falconry; training and care of birds. Horse racing and javelin. Wrestling and other sports are common among young people. Sports games affect children's development. Sports and warrior traditions. |
| 6 | The Art of War | War and society. Army structure: formation and training of warriors and military units. Military equipment; clothing and weapons; weapon production; related beliefs and prohibitions. The conduct and management of wars. The image of warriors and alperen. |
| 7 | Understanding of law | The concept of law. Crime, criminal, punishment, and execution. Formation of laws and practices. Law and judicial power; judges. The concept of custom. The origins, structure, and reflections of the 'Great Law'. |
| 8 | Painting and sculpture | The development of stonemasonry and sculpture in ancient Turks; balballar, onguns, puppet making, etc. Art of painting, rock paintings, cave art. Paint paintings and painting materials and techniques. Carpet, felt, wood, metal, etc. embroidery, and traditional motifs were used. |

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| 9 | Music | Musical instruments. Ceremonies and dance accompanied by music. Entertainment culture; games. Theater; shadow theater, middle play, puppetry. Folk music and folk songs. Bardic (epic) tradition. |
| 10 | Mythology, magic, and religion | Sorcerers, soothsayers, shamans. The concept of Sky God. The structure and basic principles of monotheism as a monotheistic order. The design of the universe. Celestial belief and worship traditions. |
| 11 | Ancient Turkish Shamanism | The origins, structure, and function of shamanism. Prerequisites for becoming a shaman and shaman training. The structure and purposes of shamanic ceremonies. The position and function of shamanism within the monotheistic order. Transformations of shamanism in Buddhist, Islamic, and Christian environments. Traces of shamanism in Turkish folk culture. |
| 12 | Folk literature and oral tradition | Myth, legend, fairy tale, and other genres. Old Turkish poetry. Turkish epic tradition. Writing and book concepts. Written stones, and their cultural importance. Transition to written literature and the first known books. |
| 13 | Communication culture and communication tools; language, writing, symbols. | Communication and communication order; messengers, chariots, etc. Communication between individuals, communities, and states. Communication tools and methods in crisis management; the institution of mediation. The role of ethno-cultural traditions in communication and communication. The importance of traditional folk literature products in communication. |
| 14 | Course Review | |

| RECOMMENDED SOURCES | |
|----------------------|--|
| Textbook | |
| Additional Resources | <p>Ahmetbeyoğlu, Ali (Haz.), (1995), Grek Seyyahı Priskos'a Göre Avrupa Hunları, Türk Dünyası Araştırmaları Vakfı, İstanbul.</p> <p>Arsal, Sadri Maksudi, (1947) Türk Tarihi ve Hukuk, İstanbul</p> <p>Diyarbakirli, Necat, (1972) Hun Sanatı, MEB Kültür Yayınları, İstanbul</p> <p>Eberhard, W. (1996) Çin'in Şimal Komşuları, TTK Yayınları, Ankara</p> <p>Ergin, Muharrem (Haz.), Ebülğazi Bahadır Han, Şecere-i Terakime (Türklerin Soy Kütüğü), Tercüman Yayınları, İstanbul.</p> <p>Ergin, Muharrem, (2000) Orkun Abideleri, Boğaziçi Yayınevi, İstanbul</p> <p>Esin, Emel, (2006) Türklerde Maddi Kültürün Oluşumu, Kabalcı Yayınevi</p> <p>Gökyay, Orhan Şaik (2008) Dedem Korkut Kitabı, Kabalcı Yayınevi, İstanbul</p> <p>Gumilyev, Lev, (2006) Eski Türkler, Selenge Yayınları, İstanbul</p> <p>İnan, Abdulkadir, (1991) Makaleler ve İncelemeler, 2 Cilt, TTK Yayınları, Ankara</p> |

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| | <p>Nemeth, Gyula, (1982) Attila ve Hunları, AÜ Dil ve Tarih-Coğrafya Fakültesi Yayınları, Ankara</p> <p>Ögel, Bahaeddin, (1984) İslameiyetten Önce Türk Kültür Tarihi, TTK Yayınları, Ankara</p> <p>Ögel, Bahaeddin, (1991) Türk Kültür Tarihine Giriş, 9 Cilt. Kültür Bakanlığı Yayınları, Ankara</p> <p>Ögel, Bahaeddin, (2001) Türk Kültürünün Gelişme Çağları, Türk Dünyası Araştırmaları Vakfı, İstanbul</p> <p>Rasonyi, Laszlo, (1988) Tarihte Türklük, Türk Kültürünü Araştırma Enstitüsü, Ankara</p> <p>Seroşevsky, V. (2007) Saha Türkleri, Selenge Yayınları, İstanbul</p> <p>Sümer, Faruk, (1992), Oğuzlar, Türk Dünyası Araştırmaları Vakfı, İstanbul</p> <p>Togan, Zeki Velidi, (1981) Umumi Türk Tarihine Giriş, Enderun Kitabevi, İstanbul</p> <p>Ülken, Hilmi Ziya, (2004) Türk Tefekkürü Tarihi, Yapı Kredi Yayınları, İstanbul</p> |
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| MATERIAL SHARING | |
|--------------------|---------|
| Documents | YULearn |
| Assignments | |
| Exams | |

| ASSESSMENT | | |
|---|--------|------------|
| In-Term Studies | Number | Percentage |
| Mid-terms | 1 | 40 |
| Final | 2 | 60 |
| Total | | 40 |
| Contribution of Final Examination to Overall Grade | | 100 |
| Contribution of In-Term Studies to Overall Grade | | 40 |
| Total | | 60 |

| | |
|------------------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAM | | | | | | |
|----------------------------------|---|--------------|---|---|---|---|
| No | Program Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical point of views and the historical evolution of anthropology. | | | X | | |
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | | | X | |

| | | | | | | |
|----|--|--|--|---|---|---|
| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | | | X | | |
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | | X | | |
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | | | | X | |
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | | | | | X |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | | | | | X |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | | | | | X |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | | | | | X |
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | | | X |

| ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION | | | |
|--|----------|-----------------|-----------------------|
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Midterm | 1 | 21 | 21 |
| Final examination | 1 | 30 | 30 |
| Total Work Load | | | 135 |
| Total Work Load / 25 (h) | | | 5,4 |
| ECTS Credit of the Course | | | 5 |

| COURSE INFORMATION | | | | | |
|---------------------|---------|----------|------------|---------|------|
| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
| Ritual and Religion | ANT 334 | Spring | 3+0+0 | 3 | 8 |

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

| Learning Outcomes | Program Learning Outcomes | Teaching Methods | Assessment Methods |
|---|---------------------------|------------------|--------------------|
| 1- Defines the concepts of ritual and religion theoretically. | 1,2,4,5,9,10 | 1,6,9,16 | A,K |
| 2- Discusses the importance of magic and witchcraft in daily life. | 1,2,4,5,9,10 | 1,6,9,16 | A,K |
| 3- Analyzes the historical and economic relationship between religion and gender. | 1,2,4,5,9,10 | 1,6,9,16 | A,K |
| 4- Examines the relationship between religion and violence through different theoretical discussions. | 1,2,4,5,9,10 | 1,6,9,16 | A,K |
| 5- Demonstrates the logic behind religious rituals with social and economic explanations. | 1,2,4,5,9,10 | 1,6,9,16 | A,K |
| 6- Discusses the unifying and driving force of religions in the context of current debates. | 1,2,4,5,9,10 | 1,6,9,16 | A,K |

| | |
|----------------------------|--|
| Teaching Methods: | 1. Lecture 6. Case Study 9. Demonstration 16. In-class Discussions |
| Assessment Methods: | A. Exam K. Presentation/Jury Evaluation |

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

| RECOMMENDED SOURCES | |
|---------------------|---|
| Textbook | <p>Durkheim, E. (1995) <i>The Elementary Forms of Religious Life</i>. (translated by K. E. Fields) New York: The Free Press (Chapter 1: pp. 21-40).</p> <p>Geertz, C. (2005) "Shifting Aims, Moving Targets: On the Anthropology of Religion." <i>The Journal of the Royal Anthropology</i>, Vol. 11, No. 1, pp. 1-10.</p> <p>Kelly, D. J. and Kaplan, M. (1990) "History, Structure, and Ritual." <i>Annual Review of Anthropology</i>, Vol 19, pp. 119-128.</p> <p>Turner, V. (1979) "Dramatic Ritual/Ritual Drama: Performative Reflexive Anthropology." <i>The Kenyon Review</i>, Vol 1, No. 3, pp. 80-93.</p> <p>Shanafelt, R. (2004) "Magic, miracle, and marvels in anthropology." <i>Ethnos</i>, Vol. 69, No. 3, pp. 317-340 (especially till the mid of 327).</p> <p>Federici, S. (2004) <i>Caliban and the Witch: Women, the Body, and Primitive Accumulation</i>. New York: Autonomedia; Illustrated edition (pp. 61-92).</p> <p>Subotic, J. (2019) "The Church, the Nation, and the State: The Serbian Orthodox Church After Communism." In S. P. Ramet (ed.), <i>Orthodox Church and Politics in Southeastern Europe: Nationalism, Conservatism, and Intolerance</i>. Cham: Palgrave Macmillan (pp. 85-110).</p> <p>Günel, A. and Balci, Z. S. (2019) "The Orthodox Church of Greece." In S. P. Ramet (ed.), <i>Orthodox Church and Politics in Southeastern Europe: Nationalism, Conservatism, and Intolerance</i>. Cham: Palgrave Macmillan (pp. 131-165)</p> <p>Sells, M. (2003) "Crosses of Blood: Sacred Space, Religion, and Violence in Bosnia-Herzegovina." <i>Sociology of Religion</i>, Vol. 64, No. 3, pp. 309-331.</p> |

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| | <p>Kunovich, R. M. and Hodson, R. (1999) "Conflict, Religious Identity, and Ethnic Intolerance in Croatia." <i>Social Forces</i>, Vol. 78, No. 2, pp. 643-668.</p> <p>Munson, Z. (2001) "Islamic Mobilization: Social Movement Theory and the Egyptian Muslim Brotherhood." <i>The Sociological Quarterly</i>, Vol. 42, No. 4, pp. 487-510.</p> <p>Addi, L. (1992) "The Islamist Challenge: Religion and Modernity in Algeria." <i>Journal of Democracy</i>, Vol. 3, No. 4, pp. 75-84.</p> <p>Lavizzari, A. and Prearo, M. (2018) "The anti-gender movement in Italy: Catholic participation between electoral and protest politics." <i>European Societies</i>, pp. 1-21.</p> <p>Graff, A. (2014) "Report from gender trenches: War against 'genderism' in Poland." <i>European Journal of Women's Studies</i>, Vol 21, No. 4, pp. 431-435. + Vincze, E. (2018) "The racialization of Roma in the 'new' Europe and the political potential of Romani women." <i>European Journal of Women's Studies</i>, Vol 21, No. 4, pp. 435-442.</p> <p>Huntington, S. P. (1993) "The Clash of Civilizations?" <i>Foreign Affairs</i>, Vol. 72, No. 3, pp. 22-49.</p> <p>Inglehart, R. and Norris, P. (2003) "The true clash of civilizations." <i>Foreign Policy</i>, pp. 62-70.</p> |
| Additional Resources | |

| MATERIAL SHARING | |
|-------------------------|---------|
| Documents | YULearn |
| Assignments | |
| Exams | |

| ASSESSTMENT | | |
|---|---------------|-------------------|
| In-Term Studies | Number | Percentage |
| Midterm | 1 | 40 |
| Presentation | 1 | 20 |
| Final | 1 | 40 |
| Total | | 100 |
| Contribution of Final Examination to Overall Grade | | 40 |
| Contribution of In-Term Studies to Overall Grade | | 60 |
| Total | | 100 |

| | |
|------------------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAM | | | | | | |
|---|---|--------------|---|---|---|---|
| No | Program Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical point of views and the historical evolution of anthropology. | | | | | X |
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | | | | X |

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|----|--|--|---|---|---|
| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | | | X | |
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | | | X |
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | | | | X |
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | | | X | |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | | X | | |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | | | X | |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | | | | X |
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | | X |

| ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION | | | |
|--|----------|-----------------|-----------------------|
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 1 | 48 | 48 |
| Midterm | 1 | 38 | 38 |
| Presentation | 1 | 30 | 30 |
| Final | 1 | 40 | 40 |
| Total Work Load | | | 198 |
| Total Work Load / 25 (h) | | | 7,92 |
| ECTS Credit of the Course | | | 8 |

| COURSE INFORMATION | | | | | |
|----------------------------|---------|----------|------------|---------|------|
| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
| Economics and Anthropology | ANT 346 | Spring | 3+0+0 | 3 | 5 |

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

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

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

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| Teaching Methods: | | 1. Lecture 6. Case Study |
| Assessment Methods: | | A. Exam F. Homework/Assignments |
| COURSE CONTENT | | |
| Week | Topic | Study Materials |
| 1 | What is Economic Anthropology? What are the basic concepts and topics? | Relations between Anthropology and Economics |
| 2 | Basic Theoretical Approaches in Economic Anthropology | Anthropology and Economic Systems |
| 3 | Problems and Issues in Economic Anthropology | Main topics and issues |
| 4 | Economic Behavior in Tribes Trade and Markets in Pre-Capitalist States | |
| 5 | Anthropology in Modern Economies | Current Topics |
| 6 | Peasants and the World | Rural/Village Studies |
| 7 | Midterm Exam | |
| 8 | Anthropology in Modern Economies Market and Marketplaces | The Nature and Structure of the Modern Market |
| 9 | Economic Anthropology and Economic Development | Development and Growth concepts |
| 10 | Development, Industrialization, Modernization, Dependency | Modernization |
| 11 | Women's and Men's Participation in Development | Gender Dimension |
| 12 | Economic Globalization and its Social Consequences | Capital and Labor Flows |
| 13 | Redefining Economics (Concepts, Issues), Financial and Economic Crises | Global Processes |
| 14 | Review | |

| RECOMMENDED SOURCES | |
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| Textbook | Kumbetoglu,B.(2012) Economic Anthropology notes |
| Additional Resources | ECONOMIES AND CULTURES: FOUNDATIONS OF ECONOMIC ANTHROPOLOGY, by Richard Wilk and Lisa Cliggett, 2007. (Second edition) ECONOMIC ANTHROPOLOGY, by Stuart Plattner. Stanford University Press. Stanford.1989. |

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| | <p>THE ANTHROPOLOGY of ECONOMY, by Stephen Gudeman. Blackwell Pub.Oxford.2001.</p> <p>ECONOMIC ANTHROPOLOGY AND ANTHROPOLOGICAL ECONOMICS, by M. Sahlins. Social Science Information. Vol.8, No.5 pp.13-33. 1969.</p> <p>GLOBALIZATION & INEQUALITIES, by Sylvia Walby. Sage Pub.London.2009.</p> <p>WOMEN`S WORK& CHICANO FAMILIES. CANNERY WORKERS of the SANTA CLARA VALLEY, by Patricia Zavella. Cornell University Press.1988.</p> <p>UNREGISTERED WOMEN WORKERS IN THE GLOBALIZED ECONOMY:A QUALITATIVE STUDY IN TURKEY, by B. Kumbetoglu,I. User,A. Akpınar. Feminist Formations. Vol.22(3) Fall.2010.</p> <p>KALKINMA VE KURESELLESME, Yay.Haz.,Saniye Dedeoglu, Turan Subasat. Baglam Yay.Istanbul. 2001.</p> <p>KAYIP ISCI KADINLAR.B.Kumbetoglu,I.User, A.Akpınar.Baglam Yay.Istanbul.2012.</p> <p>KURESELLESEN DUNYADA DEGİSİMİN FARKLI YUZLERİ, Yay. Haz., Neslihan Sam , Riza Sam. Ezgi Yay.Istanbul. 2011.</p> |
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| MATERIAL SHARING | |
|--------------------|---------|
| Documents | YULearn |
| Assignments | |
| Exams | |

| ASSESTMENT | | |
|---|--------|------------|
| In-Term Studies | Number | Percentage |
| Midterm | 1 | 40 |
| Final Assignment | 1 | 60 |
| Total | | 100 |
| Contribution of Final Examination to Overall Grade | | 40 |
| Contribution of In-Term Studies to Overall Grade | | 60 |
| Total | | 100 |

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| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAM | | | | | | |
|----------------------------------|---|--------------|---|---|---|---|
| No | Program Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical point of views and the historical evolution of anthropology. | | x | | | |
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | | | x | |
| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | x | | | | |

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|----|--|--|---|---|---|---|
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | | | | x |
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | | x | | | |
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | | | | | x |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | | | x | | |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | | | | | x |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | | x | | | |
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | | x | |

| ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION | | | |
|--|----------|-----------------|-----------------------|
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Midterm | 1 | 16 | 16 |
| Final assignment | 1 | 25 | 25 |
| Total Work Load | | | 125 |
| Total Work Load / 25 (h) | | | 5 |
| ECTS Credit of the Course | | | 5 |

| COURSE INFORMATION | | | | | |
|------------------------------------|---------|----------|------------|---------|------|
| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
| Approaches in Applied Anthropology | ANT 348 | Spring | 3+0+0 | 3 | 4 |

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| Prerequisites | - |
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| Language of Instruction | English |
| Course Level | Undergraduate |
| Course Type | Compulsory |
| Course Coordinator | Prof. Ebru Kayaalp |
| Instructors | Prof. Ebru Kayaalp |
| Assistants | - |
| Goals | This course explores the practical applications of anthropological theories, methods, and approaches in addressing real-world issues. Students will examine the role of anthropologists in various contexts, including development projects, environmental issues, organizational management, and corporate business. |
| Content | Through case studies and examples, students will gain insight into how anthropological knowledge can be utilized to promote positive social change by addressing contemporary issues. |

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

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| marginalized communities and addressing systemic inequalities. | | | |
| 5- Students will learn how to effectively collaborate with a wide range of stakeholders, including government agencies, non-profit organizations, community leaders, and local residents. | 6,8,9,10 | 1,5,6 | A,K |
| 6- Students will enhance their oral and written communication skills, including the ability to present research findings, policy recommendations, and project proposals in a clear, concise, and culturally sensitive manner | 7,10 | 1,5,6 | A,K |

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| Teaching Methods: | 1. Lecture 5. Problem Solving 6. Case Study |
| Assessment Methods: | A. Exam K. Presentation/Jury Evaluation |

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

| RECOMMENDED SOURCES | |
|-----------------------------|--|
| Textbook | |
| Additional Resources | |

| MATERIAL SHARING | |
|--------------------|------------------------|
| Documents | YULearn |
| Assignments | Presentations |
| Exams | Midterm and Final Exam |

| ASSESTMENT | | |
|---|--------|------------|
| In-Term Studies | Number | Percentage |
| Midterm | 1 | 40 |
| Presentation | 1 | 10 |
| Final | 1 | 50 |
| Total | | 100 |
| Contribution of Final Examination to Overall Grade | | 50 |
| Contribution of In-Term Studies to Overall Grade | | 50 |
| Total | | 100 |

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| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAM | | | | | | |
|----------------------------------|--|--------------|---|---|---|---|
| No | Program Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical point of views and the historical evolution of anthropology. | | | | | x |
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | | | | x |
| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | | | x | | |
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | | | x | |
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | | | | x | |
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | | | | x | |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | | x | | | |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | | x | | | |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | | | | x | |
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | | | x |

| ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION | | | |
|--|----------|-----------------|-----------------------|
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 2 | 28 |
| Midterm | 1 | 10 | 10 |
| Presentation | 1 | 10 | 10 |

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| Final examination | 1 | 20 | 20 |
| Total Work Load | | | 110 |
| Total Work Load / 25 (h) | | | 4,4 |
| ECTS Credit of the Course | | | 4 |

| COURSE INFORMATION | | | | | |
|----------------------------------|---------|----------|------------|---------|------|
| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
| Different Faces of Urban Poverty | ANT 349 | Fall | 3+0+0 | 3 | 5 |

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

| Learning Outcomes | Program Learning Outcomes | Teaching Methods | Assessment Methods |
|---|---------------------------|------------------|--------------------|
| 1- The students will develop a theoretical understanding of poverty. | 1, 2, 5, 8 | 1,16 | A,F |
| 2- The course will cover the characteristics and patterns of poverty, enabling students to gain a better understanding of its dynamics. | 1, 2, 5, 8 | 1,16 | A,F |
| 3- Students will explore the historical evolution of the spatial manifestations of poverty | 1, 2, 5, 8 | 1,16 | A,F |
| 4- Students will develop a global perspective on understanding urban informality | 1, 2, 5, 8 | 1,16 | A,F |
| 5- The students will have the ability to connect the occurrences of poverty experiences at both local and global levels. | 1, 2, 5, 8 | 1,16 | A,F |

| Teaching Methods: | | 1. Lecture 16. In-class Discussions |
|----------------------------|---|---|
| Assessment Methods: | | A. Exam F. Homework/Assignments |
| COURSE CONTENT | | |
| Week | Topic | Study Materials |
| 1 | Introduction to the Course | |
| 2 | Introduction: Why should we study poverty? | Jeffrey Sachs. (2005). The End of Poverty. London: Penguin Books. Georg Simmel. (1965[1908]). The Poor. Social Problems, 13(2). Lewis Coser. (1965). The Sociology of Poverty: To the Memory of Georg Simmel. Social Problems, 13(2). Mike Davis. (2006). Planet of Slums. London, New York: Verso. |
| 3 | A General Evaluation of the Structuralist and Subjectivist Poverty Theories | David Calnitsky. (2018). Structural and Individualistic Theories of Poverty. Sociology Compass, https://doi.org/10.1111/soc4.12640 . David L. Harvey, Michael Reed. (1992). Paradigms of Poverty: A Critical Assessment of Contemporary Perspectives, International Journal of Politics, Culture and Society, 6(2). |
| 4 | Culture of Poverty | Oscar Lewis. (1966). The Culture of Poverty. Scientific American, 215(4). Oscar Lewis. (1967). The Children of Sánchez, Pedro Martínez, and La Vida. Current Anthropology, 8(5). |
| 5 | From Culture of Poverty to Underclass | David L. Harvey, Michael H. Reed. (1996). The Culture of Poverty: An Ideological Analysis. Sociological Perspectives, 39(4). Charles Murray. (1999). The Underclass Revisited. Washington DC: American Enterprise Institute. John Welshman. (2006). Underclass A History of the Excluded. London: Hambledon Continuum. Lydia Morris. (1994). Dangerous Class The Underclass and Social Citizenship. London: Routledge. Michael Morris. (1989). From the Culture of Poverty to the Underclass: An Analysis of a Shift in Public Language. The American Sociologist, 20(2). William Julius Wilson. (1987). The Truly Disadvantaged the Inner City, the Underclass and Public Policy. Chicago and London: The University of Chicago Press |
| 6 | Stigma and Territorial Stigmatisation | Loïc Wacquant. (2007). Territorial Stigmatization in the Age of Advanced Marginality. Thesis Eleven, 91. Loïc Wacquant. (2008). Urban Outcasts A Comparative Sociology of Advanced Marginality. Cambridge: Polity. Loïc Wacquant. (2014). Territorial Stigmatization in Action. Environment and Planning A. 46. |
| 7 | Migration Patterns and Poverty | Charles Tilly. (1976). Migration in Modern European History. CRSO Working Paper, 145. |

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| | | <p>Gillian Bottomley. Anthropologists and the Rhizomatic Study of Migration. <i>The Australian Journal of Anthropology</i>, 9(1).</p> <p>Nina Ergin. (2011). The Albanian Tellak Connection: Labor Migration to the Hammams of 18th-century Istanbul, Based on the 1752 İstanbul Hamamları Defteri. <i>Turcica</i>, 43.</p> <p>Simone A. Wegge. (1998). Chain Migration and Information Networks: Evidence from Nineteenth Century Hesse-Cassel. <i>The Journal of Economic History</i>, 58(4).</p> <p>Tahire Erman. (2021). Migration from Rural Anatolia to Metropolitan Cities. <i>The Routledge Handbook on Contemporary Turkey</i>. London: Routledge.</p> |
| 8 | Urban Informality from the Global Perspective and Diversity of Informal Settlements-I | <p>Ahmed Soliman. (2004). Tilting at Sphinxes: Locating Urban Informality in Egyptian Cities. Ananya, Roy, Nezar, AlSayyad (Eds). <i>Urban Informality Transnational Perspectives from the Middle East, Latin America, and South Asia</i> (pp. 498-598). Oxford: Lexington Books.</p> <p>Alejandro Portes. (1971). The Urban Slum in Chile: Types and Correlates. <i>Land Economics</i>, 47(3).</p> <p>Amida Bhide, Smita Waingankar. (2015). Comparing Informalities: Slums, Gunthewaris and Other Informalities in Maharashtra. <i>Environment and Urbanization ASIA</i>, 6(2), 125-138.</p> <p>Asef Bayat. (2004). Globalization and the Politics of the Informals in the Global South. Ananya, Roy, Nezar, AlSayyad (Eds). <i>Urban Informality Transnational Perspectives from the Middle East, Latin America, and South Asia</i> (pp. 236-305). Oxford: Lexington Books.</p> <p>Charles J. Stokes. (1962). A Theory of Slums. <i>Land Economics</i>, 38(3).</p> <p>Janice Perlman. (1975). Rio's Favelas the Myth of Marginality. <i>Politics and Society</i>, 5(2).</p> <p>Janice E. Perlman. (2004). Marginality: From Myth to Reality in the Favelas of Rio de Janeiro, 1969-2002. Ananya, Roy, Nezar, AlSayyad (Eds). <i>Urban Informality Transnational Perspectives from the Middle East, Latin America, and South Asia</i> (pp. 307-427). Oxford: Lexington Books.</p> <p>John Turner. (1965). Lima's Barriadas and Corralones: Suburbs versus Slum. <i>Ekistics</i>, 19(112).</p> <p>Mangin William. (1967). Latin American Squatter Settlements: A Problem and a Solution. <i>Latin American Research Review</i>, 2(3).</p> <p>Nezar AlSayyad. (2004). Urban Informality as a "New" Way of Life. Ananya, Roy, Nezar, AlSayyad (Eds). <i>Urban Informality Transnational</i></p> |

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

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| | | <p>America, and South Asia (pp. 35-101). Oxford: Lexington Books.</p> <p>Peter Lloyd. (1979). Slums of Hope? Shanty Towns of the Third World. Manchester: Manchester University Press.</p> <p>Peter Lloyd. (1980). The 'Young Towns' of Lima Aspects of Urbanization in Peru. Cambridge: Cambridge University Press.</p> <p>Peter M. Ward. (1976). The Squatter Settlement as Slum or Housing Solution: Evidence from Mexico City. Land Economics, 52(3).</p> |
| 10 | Deteriorating Zones | <p>Didem Daniş, Ebru Kayaalp. (2004). A Neighborhood in Flux. İstanbul: IFEA</p> <p>Edhem Eldem. (2010). "İstanbul: İmparatorluk Payitahtından Perileşmiş Bir Başkente" [İstanbul: From Imperial to Peripheralized Capital], in Doğu ile Batı Arasında Osmanlı Kenti Halep, İzmir ve İstanbul, ed. Edhem Eldem and Daniel Goffman ve Bruce Masters. İstanbul: Türkiye İş Bankası Kültür Yayınları, 2010.</p> <p>Frederick Engels. (1952[1892]). The Condition of the Working-Class in England in 1844. London: George Allen and Unwin Ltd.</p> <p>Harry Barnes. (1931). The Slum its Story and Solution. London: P. S. King & Son.</p> <p>Zeynep Çelik. (1993). The Remaking of Istanbul Portrait of an Ottoman City in the Nineteenth Century. Berkeley, Los Angeles, London: University of California Press.</p> |
| 11 | <i>Teneke Mahalles</i> | <p>Ceylan İrem Genç, Işıl Çokuğraş. (2016). Regulation of Urban Space in the Ottoman State: The Case of Istanbul (1820-1900). Megaron, 11(1).</p> <p>Edhem Eldem. (2010). "İstanbul: İmparatorluk Payitahtından Perileşmiş Bir Başkente" [İstanbul: From Imperial to Peripheralized Capital], in Doğu ile Batı Arasında Osmanlı Kenti Halep, İzmir ve İstanbul, ed. Edhem Eldem and Daniel Goffman ve Bruce Masters. İstanbul: Türkiye İş Bankası Kültür Yayınları, 2010.</p> <p>Egemen Yılıgür. (2022). Formation of Informal Settlements and the Development of Idiom Teneke Mahalle in the Late-Ottoman Istanbul. Journal of Urban History, 48(3).</p> <p>Zeynep Çelik. (1993). The Remaking of Istanbul Portrait of an Ottoman City in the Nineteenth Century. Berkeley, Los Angeles, London: University of California Press.</p> |
| 12 | <i>Gecekondus</i> | <p>Ayşe Buğra, Çağlar Keyder. (2003). New Poverty and the Changing Welfare Regime of Turkey. Ankara: UNDP.</p> <p>Cem Behar. (2003). A Neighborhood in Ottoman Istanbul: Fruit Vendors and Civil Servants in the Kasap İlyas Mahalle.</p> |

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| | | <p>Albany: State University of New York Press.</p> <p>D. W. Drakakis-Smith, W. B. Fisher. (1976). Housing in Ankara. <i>Ekistics</i>, 42(249).</p> <p>D. W. Drakakis-Smith. (1976). Slums and Squatters in Ankara: Case Studies in Four Areas of the City. <i>The Town Planning Review</i>, 47(3).</p> <p>Jean-François Pérouse. Deconstructing the Gecekondu. <i>European Journal of Turkish Studies</i>,1.</p> <p>Kemal Karpat. (1976). <i>The Gecekondu Rural Migration and Urbanization</i>. Cambridge: Cambridge University Press.</p> <p>Mahyar Arefi. Rethinking the Local Knowledge Approach to Placemaking: Lessons from Turkey. <i>Open House International</i>, 36(2).</p> <p>Sema Erder, "Where Do You Hail from? Localism and Networks in İstanbul," in <i>Istanbul between the Global and the Local</i>, ed. Çağlar Keyder (Lanham, Boulder, New York, Oxford: Rowman & Littlefield Publishers, 1999),</p> |
| 13 | Critical Text Reading | |
| 14 | General Evaluation | |

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

| MATERIAL SHARING | |
|--------------------|------------|
| Documents | YULearn |
| Assignments | Assignment |
| Exams | Exam |

| ASSESTMENT | | |
|---|--------|------------|
| In-Term Studies | Number | Percentage |
| Midterm | 1 | 40 |
| Final Assignment | 1 | 60 |
| Total | 2 | 100 |
| Contribution of Final Examination to Overall Grade | | 60 |
| Contribution of In-Term Studies to Overall Grade | | 40 |

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| Total | | 100 |
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|------------------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAM | | | | | | |
|---|--|--------------|---|---|---|---|
| No | Program Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical point of views and the historical evolution of anthropology. | | | | * | |
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | | | * | |
| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | | | * | | |
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | | * | | |
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | | | * | | |
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | | | * | | |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | | | * | | |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | | | | * | |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | | | | * | |
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | | * | |

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

| COURSE INFORMATION | | | | | |
|----------------------------------|---------|----------|------------|---------|------|
| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
| Research Technologies and Ethics | ANT 358 | Spring | 2+0+4 | 4 | 6 |

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| Prerequisites | - |
|----------------------|---|

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|--------------------------------|--|
| Language of Instruction | English |
| Course Level | Undergraduate |
| Course Type | Compulsory |
| Course Coordinator | Prof. Ebru Kayaalp |
| Instructors | - |
| Assistants | - |
| Goals | This course aims to increase students' understanding of research methods and ensure they have sufficient knowledge of research design, research ethics, and different methods of data collection and analysis. |
| Content | This course focuses on methodology, sampling, coding, and data analysis as elements of the research process in the social sciences. This course offers a practical demonstration of the software programs SPSS (Statistical Package for the Social Sciences) and NVivo (computer-assisted qualitative data analysis software programs) widely used in social research methods, to help develop essential technological skills. |

| Learning Outcomes | Program Learning Outcomes | Teaching Methods | Assessment Methods |
|---|---------------------------|------------------|--------------------|
| 1- Understand the fundamental principles of research design and methodology in anthropology, including quantitative, qualitative, and mixed methods approaches. | 2,7,10 | 1,5,6 | A,F |
| 2- Demonstrate proficiency in using SPSS (Statistical Package for the Social Sciences) for quantitative data analysis. | 2,7,10 | 1,5,6 | A,F |
| 3- Utilize NVivo software for qualitative data analysis, including coding, thematic analysis, and exploring patterns. | 2,7,10 | 1,5,6 | A,F |
| 4- Engage in critical reflection on the ethical dimensions of anthropological research. | 2,5,10 | 1,5,6 | A,F |

| | | | |
|---|--------|-------|-----|
| 5- Demonstrate respect for diverse perspectives and a commitment to ethical dialogue and scholarly integrity. | 2,5,10 | 1,5,6 | A,F |
|---|--------|-------|-----|

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|----------------------------|---|
| Teaching Methods: | 1. Lecture 5. Problem Solving 6. Case Study |
| Assessment Methods: | A. Exam F. Homework/Assignments |

| COURSE CONTENT | | |
|----------------|--|---|
| Week | Topic | Study Materials |
| 1 | Course Overview | |
| 2 | Ethics and Politics in Social Research | Bryman, A. (2012), Social Research Methods, Oxford: Oxford University Press, fourth edition, Chapter 6, pp. 129-155. Aydın, M. (January 2022). Public Perception in Turkey on Germany. İstanbul: Heinrich Böll Stiftung Derneği Türkiye Temsilciliği. Aydın, M. (November 2021). Public Perception in Turkey on Germany. İstanbul: Heinrich Böll Stiftung Derneği Türkiye Temsilciliği. |
| 3 | Qualitative Method | Bryman, A. (2012), Social Research Methods, Oxford: Oxford University Press, fourth edition, Chapter 24, pp. 578-582. Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1991). Writing Ethnographic Fieldnotes, Chicago: The University of Chicago Press, second edition, Chapter 6, pp. 593-678. |
| 4 | Qualitative Method | Bryman, A. (2012), Social Research Methods, Oxford: Oxford University Press, fourth edition, Chapter 24, pp. 582-586. |
| 5 | Introduction to NVivo 1 | |
| 6 | Introduction to NVivo 2 | |
| 7 | Quantitative Method | Bryman, A. (2012), Social Research Methods, Oxford: Oxford University Press, fourth edition, pp. 159-308. |
| 8 | Midterm | |
| 9 | Quantitative Method | Bryman, A. (2012), Social Research Methods, Oxford: Oxford University Press, fourth edition, pp. 329- 351. |
| 10 | Introduction to SPSS 1 | |
| 11 | Introduction to SPSS 2 | |
| 12 | Introduction to SPSS 3 | |
| 13 | Microsoft Office Programs | |
| 14 | Review | |

| RECOMMENDED SOURCES | |
|-----------------------------|--|
| Textbook | |
| Additional Resources | |

| MATERIAL SHARING | |
|--------------------|--|
| Documents | All readings materials can be found on YULearn |
| Assignments | |
| Exams | |

| ASSESSMENT | | |
|---|--------|------------|
| In-Term Studies | Number | Percentage |
| Midterm | 1 | 20 |
| Assignment | 1 | 30 |
| Final | 1 | 50 |
| Total | | 100 |
| Contribution of Final Examination to Overall Grade | | 50 |
| Contribution of In-Term Studies to Overall Grade | | 50 |
| Total | | 100 |

| | |
|------------------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAM | | | | | | |
|----------------------------------|--|--------------|---|---|---|---|
| No | Program Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical point of views and the historical evolution of anthropology. | | X | | | |
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | X | | | |
| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | | | | | X |
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | | | X | |
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | | | | | X |
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | | | | X | |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | | | | | X |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | | | | | X |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | | | | X | |
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | | | X |

| ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION |
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| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
|---|----------|-----------------|-----------------------|
| Course Duration (Including the exam week: 16x Total course hours) | 14 | 3 | 52 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 2 | 28 |
| Midterm | 1 | 25 | 25 |
| Assignment | 5 | 5 | 25 |
| Final examination | 1 | 30 | 30 |
| Total Work Load | | | 160 |
| Total Work Load / 25 (h) | | | 6,4 |
| ECTS Credit of the Course | | | 6 |

| COURSE INFORMATION | | | | | |
|----------------------|---------|----------|------------|---------|------|
| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
| Digital Anthropology | ANT 367 | Fall | 3+0+0 | 3 | 5 |

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|----------------------|---|
| Prerequisites | - |
|----------------------|---|

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|--------------------------------|--|
| Language of Instruction | English |
| Course Level | Undergraduate |
| Course Type | Elective |
| Course Coordinator | Prof. Ebru Kayaalp |
| Instructors | Prof. Ebru Kayaalp |
| Assistants | - |
| Goals | This course aims to display a range of approaches to deal with the challenges faced by ethnographers of online societies/communities and digital culture. |
| Content | The history and role of anthropological research the origins and role of digital anthropology & online ethnography observing and experiencing online / offline connections data collection data analysis and interpretation. |

| Learning Outcomes | Program Learning Outcomes | Teaching Methods | Assessment Methods |
|--|---------------------------|------------------|--------------------|
| 1- Define and explain the concept of digital anthropology, including key theories, and methodologies. | 1,2,3,10 | 1,5,6 | A,F,K |
| 2- Apply anthropological research methods to study digital communities, online subcultures, and digital activism movements. | 3,4,10 | 1,5,6 | A,F,K |
| 3- Examine the intersections between digital anthropology and other disciplines to gain interdisciplinary perspectives on digital culture. | 8,10 | 1,5,6 | A,F,K |
| 4. Critically evaluate the role of digital platforms in shaping cultural practices, values, and beliefs across different global contexts. | 5,9,10 | 1,5,6 | A,F,K |
| 5. Explore emerging trends and debates in digital anthropology, and develop innovative research proposals or projects | 4,6,7,10 | 1,5,6 | A,F,K |

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|--|--|--|--|
| that address contemporary issues in digital culture and society. | | | |
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| Teaching Methods: | 1. Lecture 5. Problem Solving 6. Case Study |
| Assessment Methods: | A. Exam F. Homework/Assignments K. Presentation/Jury Evaluation |

COURSE CONTENT

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

RECOMMENDED SOURCES

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

MATERIAL SHARING

| | |
|--------------------|---------|
| Documents | YULearn |
| Assignments | |
| Exams | |

ASSESTMENT

| In-Term Studies | Number | Percentage |
|-----------------|--------|------------|
| Midterm | 1 | 30 |
| Presentation | 1 | 20 |

| | | |
|---|---|-----|
| Final Project | 1 | 50 |
| Total | | 100 |
| Contribution of Final Examination to Overall Grade | | 50 |
| Contribution of In-Term Studies to Overall Grade | | 50 |
| Total | | 100 |

| | |
|------------------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAM | | | | | | |
|---|--|--------------|---|---|---|---|
| No | Program Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical point of views and the historical evolution of anthropology. | | | | X | |
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | | | | X |
| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | | | | | X |
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | | | X | |
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | | | | X | |
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | | | | X | |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | | | | | X |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | | | | X | |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | | | | X | |
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | | | X |

| ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|-----------------------|
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 2 | 28 |
| Midterm | 1 | 20 | 20 |
| Final Project | 1 | 30 | 30 |
| Presentation | 1 | 10 | 10 |
| Total Work Load | | | 130 |
| Total Work Load / 25 (h) | | | 5,2 |
| ECTS Credit of the Course | | | 5 |

| COURSE INFORMATION | | | | | |
|--------------------|---------|----------|------------|---------|------|
| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
| Gender and Culture | ANT 383 | Fall | 3+0+0 | 3 | 4 |

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|----------------------|---|
| Prerequisites | - |
|----------------------|---|

| | |
|--------------------------------|---|
| Language of Instruction | English |
| Course Level | Undergraduate |
| Course Type | Compulsory |
| Course Coordinator | Prof. Dr. Ebru Kayaalp |
| Instructors | - |
| Assistants | - |
| Goals | This course aims to examine the literature on culture and gender in anthropology and to make students reflect on changes in the approach to gender. The course will explore anthropology's approach to gender, the meaning of "women's anthropology" and how this concept differs from the dominant, current views of anthropology, how feminist anthropology differs from traditional anthropology, and many other questions. |
| Content | Starting in the 1960s, "gender" as an analytical category overtook "woman" and became a key concept in the social sciences. This shift aimed at separating and recognizing the biological and cultural domains. During the course, we will examine different examples from various field studies, epistemological theories of sex, gender, and power relations in different cultures, practices, and textual representations of gender. In addition, students are expected to do the weekly readings, submit weekly assignments, and be prepared for class discussions. |

| Learning Outcomes | Program Learning Outcomes | Teaching Methods | Assessment Methods |
|---|---------------------------|------------------|--------------------|
| 1- Discuss the categories of "woman," "sex" and "gender". | 1,8,10 | 1,6,16 | A,F,K |
| 2- It has a new perspective with a gender approach to anthropology. | 1,2,10 | 1,6,16 | A,F,K |
| 3- Examines anthropological sources on culture and gender. | 7,10 | 1,6,16 | A,F,K |
| 4- Examines theoretical frameworks and approaches to gender. | 8,9,10 | 1,6,16 | A,F,K |

| | |
|--------------------------|---|
| Teaching Methods: | 1. Lecture 6. Case Study 16. In-class Discussions |
|--------------------------|---|

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

| RECOMMENDED SOURCES | |
|-----------------------------|--|
| Textbook | |
| Additional Resources | <p>Scott, Joan. 1988. "Gender as a Useful Category of Historical Analysis," In Gender and the Politics of History. New York: Columbia University Press, pp: 28-50.</p> <p>Frances E. Mascia-Lees and Nancy Johnson Black. 2000. Gender and Anthropology, Illinois: Waveland Press. Ch.1 and 2, pp: 1-19.</p> <p>Rosaldo, Michelle Zimbalist, 1974. "Woman, Culture, and Society: A Theoretical Overview." In Women, Culture and Society. Michelle Zimbalist Rosaldo and Louise Lamphere, (eds). California: Stanford University Press, pp: 17-42.</p> <p>Rayna R. Reiter. 1975. "Introduction." In Toward and Anthropology of Women. New York: Monthly Review Press, pp: 11-19.</p> <p>Gender and Anthropology, Ch. 4, pp: 40-46.</p> <p>Gender and Anthropology, Ch. 5, pp: 47-67.</p> <p>Gender and Anthropology, Ch. 6, pp: 68-79.</p> <p>Gender and Anthropology, Ch. 7, pp: 80-91.</p> <p>Gender and Anthropology, Ch. 8 and 9, pp: 92-106.</p> |

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|--|---|
| | Rapp, Rayna ve Ellen Ross. 1981. "Sex and Society: A Research Note from Anthropology and Social History." Comparative Studies in Society and History (23/1): 51-72. |
|--|---|

| MATERIAL SHARING | |
|--------------------|---------|
| Documents | YULearn |
| Assignments | |
| Exams | |

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

| | |
|------------------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAM | | | | | | |
|----------------------------------|--|--------------|---|---|---|---|
| No | Program Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical point of views and the historical evolution of anthropology. | | | | x | |
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | | | x | |
| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | | | | | x |
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | | | | x |
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | | | | | x |
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | | | | | x |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | | | | x | |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | | | | x | |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | | | | | x |
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | | | x |

| ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|-----------------------|
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 1 | 14 |
| Midterm | 1 | 10 | 10 |
| Presentation | 1 | 10 | 10 |
| Final assignment | 1 | 30 | 30 |
| Total Work Load | | | 106 |
| Total Work Load / 25 (h) | | | 4,24 |
| ECTS Credit of the Course | | | 4 |

| COURSE INFORMATION | | | | | |
|--------------------------|---------|----------|------------|---------|------|
| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
| Ecology and Anthropology | ANT 419 | Fall | 3+0+0 | 3 | 6 |

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|----------------------|---|
| Prerequisites | - |
|----------------------|---|

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|--------------------------------|---|
| Language of Instruction | English |
| Course Level | Undergraduate |
| Course Type | Compulsory |
| Course Coordinator | Prof. Dr. Ebru Kayaalp |
| Instructors | - |
| Assistants | - |
| Goals | The main purpose of this course is to critically reflect on various understandings of nature and ecology and attend to the shifting relations between nature and culture. |
| Content | The course combines classical anthropological theory and contemporary debates in anthropology to unpack the multiplicity of ecologies. In addition to rethink the working definitions of ecology, nature, wilderness, the course aims to show the multi-layered relationship between social distinctions and conceptions of nature. Finally, the course critically engages with drastic environmental, climatic changes and their effects on sociocultural organizations. |

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

| | | | |
|--|--------|---------|-------|
| 6- Develop an understanding of intersectionality in environmental studies. | 5,9,10 | 1,5,6,9 | A,F,K |
| 7- Envision an environmental future in a multispecies way. | 6,10 | 1,5,6,9 | A,F,K |

| | | |
|----------------------------|--|--|
| Teaching Methods: | | 1. Lecture 5. Problem Solving 6. Case Study 16. In-class Discussions |
| Assessment Methods: | | A. Exam, F. Homework/Assignments K. Presentation/Jury Evaluation |
| COURSE CONTENT | | |
| Week | Topic | Study Materials |
| 1 | Introduction: What is nature? What is environmental anthropology? | <p>McLean, Stuart. 2016. "Nature." Theorizing the Contemporary, <i>Fieldsights</i>, January, 21.</p> <p>West, Paige. 2020. "Translations, Palimpsests, and Politics. Environmental Anthropology Now." <i>Ethnos</i> 85 (1): 118–23.</p> |
| 2 | Discussions on the concept of “wilderness” and the dichotomy between nature and culture | <p>Cronon, W. 1995. "The Trouble with Wilderness; or, Getting Back to the Wrong Nature," in <i>Uncommon Ground: toward reinventing nature</i>. Edited by W. Cronon, 69-90. New York: WW Norton.</p> <p>Milton, Kay. 2006. "Cultural Theory and Environmentalism." In <i>The Environment in Anthropology: A Reader in Ecology, Culture, and Sustainable Living</i> edited by Nora Haenn, and Richard Wilk, 351-354. New York, USA: New York University Press.</p> |
| 3 | Descriptions of ecological relations in classical anthropology: seasonal variation, adaptability and social classification | <p>Mauss, M., 2004. "Seasonal Morphology," "Conclusion." In <i>Seasonal variations of the Eskimo: a study in social morphology</i>, 36-52, 76-84. Routledge.</p> <p>Geertz, Clifford. 1972. "The Wet and the Dry: Traditional Irrigation in Bali and Morocco." <i>Human Ecology</i> 1 (1): 23–39.</p> |
| 4 | Descriptions of ecological relations in classical anthropology: ecology and materiality | <p>Evans-Pritchard, E.E., 1940. "Oecology." In <i>The Nuer: A Description of the Modes of Livelihood and Political Institutions of Nilotic People</i>, 51-83. Clarendon Press, Oxford.</p> <p>Harris, M., et al. 1966. "The Cultural Ecology of India’s Sacred Cattle [and Comments and Replies]." <i>Current Anthropology</i> 7 (1): 51–66.</p> |
| 5 | Ecological relations, knowledge systems and governmentality | <p>Wanderer, Emily. 2018. "The Axolotl in Global Circuits of Knowledge Production: Producing Multispecies Potentiality." <i>Cultural Anthropology</i> 33 (4): 650–79.</p> |

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|----|---|---|
| | | Kirac, Nimet. 2021. "How Turkey's Endangered Mountain Gazelle Was Saved from Extinction." <i>Middle East Eye</i> . March 1, 2021. |
| 6 | Nature as a frontier for capitalist extraction | Tsing, A.L., 2005. "Frontiers of Capitalism." In <i>Friction: An Ethnography of Global Connection</i> , 27-50. Princeton University Press. "An Urgent Message from Akbelen Forest Resistance – İkizköy Direniyor." n.d. |
| 7 | Nature and gender | Alaimo, S., 2010. "Eluding capture: The science, culture, and pleasure of "queer" animals." In <i>Queer Ecologies: Sex, Nature, Politics, Desire</i> edited by Catriona Mortimer-Sandilands and Bruce Erikson, 51-72. Indiana University Press. Federici, Silvia. n.d. "Feminism and the Politics of the Commons The Wealth of the Commons." Hunt, Elle. 2020. "The Eco Gender Gap: Why Is Saving the Planet Seen as Women's Work?" <i>The Guardian</i> , February 6, 2020, sec. Environment. |
| 8 | Just environments, intersectionality and environmental racism | Vasudevan, Pavithra. 2021. "An Intimate Inventory of Race and Waste." <i>Antipode</i> 53 (3): 770–90. Berger, Jamie. 2022. "How Black North Carolinians Pay the Price for the World's Cheap Bacon." <i>Vox</i> . April 1, 2022. |
| 9 | Settler colonialism, ecology and environmental injustice | Whyte, Kyle. 2018. "Settler Colonialism, Ecology, and Environmental Injustice." <i>Environment and Society</i> 9 (1): 125–44. Murphy, Michelle. 2017. "Alterlife and Decolonial Chemical Relations." <i>Cultural Anthropology</i> 32 (4): 494–503. Lucchesi, Annita. 2020. "Our Bodies Are the Front Lines: Responding to Land-Based Gender Violence." <i>Non Profit News Nonprofit Quarterly</i> . March 23, 2020. |
| 10 | Biodiversity, sustainability and violence | Bocci, Paolo. 2017. "Tangles of Care: Killing Goats to Save Tortoises on the Galápagos Islands." <i>Cultural Anthropology</i> 32 (3): 424–49. Smith, Helena. 2019. "Cyprus Begins Lionfish Cull to Tackle Threat to Mediterranean Ecosystem." <i>The Guardian</i> , May 29, 2019, sec. Environment. |
| 11 | Envisioning environmental futures: What is the Anthropocene? | Tsing, Anna L., et al., 2020. "What is the Anthropocene?" In <i>Feral Atlas: The More-Than-Human Anthropocene</i> . |

| | | |
|----|--|---|
| | | Hetherington, K., 2020. "Introduction: Governing the Anthropocene." In <i>The Government of Beans: Regulating Life in the Age of Monocrops</i> , 1-18. Duke University Press. |
| 12 | Anthropocene, Capitalocene, Plantationocene | Haraway, D., 2016. "Tentacular thinking: Anthropocene, capitalocene, chthulucene." In <i>Staying with the trouble: making kin in the Chthulucene</i> , 30-57. Haraway, Donna, and Drew Endy. 2019. "Tools for Multispecies Futures." <i>Journal of Design and Science</i> , no. 4 (October). |
| 13 | Ecological possibilities of life amidst capitalist destruction | Tsing, A.L., 2015. "Arts of Noticing," "Contamination as Collaboration," "Working the Edge," "Spore Trail." In <i>The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins</i> , 17-26, 27-36, 61-70, 285-288. Princeton University Press. |
| 14 | Review | |

RECOMMENDED SOURCES

| | |
|-----------------------------|---|
| Textbook | Related books, articles and documentaries |
| Additional Resources | Reflection papers and final paper |

MATERIAL SHARING

| | |
|--------------------|---------|
| Documents | YULearn |
| Assignments | |
| Exams | |

ASSESSTMENT

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

| | |
|------------------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|-------------------------|

COURSE'S CONTRIBUTION TO PROGRAM

| No | Program Learning Outcomes | Contribution | | | | |
|----|--|--------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical point of views and the historical evolution of anthropology. | | | | X | |
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | | | X | |
| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | | | | X | |
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | | X | | |
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | | | | X | |
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | | | | X | |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | | | X | | |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | | | X | | |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | | | | X | |
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | | X | |

| ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION | | | |
|--|----------|-----------------|-----------------------|
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Assignments | 2 | 15 | 30 |
| Presentation | 1 | 10 | 10 |
| Final examination | 1 | 35 | 35 |
| Total Work Load | | | 159 |
| Total Work Load / 25 (h) | | | 6,36 |
| ECTS Credit of the Course | | | 6 |

| COURSE INFORMATION | | | | | |
|----------------------|---------|----------|------------|---------|------|
| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
| Politics and Culture | ANT 432 | Fall | 3+0+0 | 3 | 6 |

| | |
|----------------------|---|
| Prerequisites | - |
|----------------------|---|

| | |
|--------------------------------|---|
| Language of Instruction | English |
| Course Level | Undergraduate |
| Course Type | Compulsory |
| Course Coordinator | Dr. Cemre Aydoğan Beyaz |
| Instructors | Dr. Cemre Aydoğan Beyaz |
| Assistants | - |
| Goals | The aim of this course is to examine the history of Political Anthropology within the framework of Cultural Anthropology. The political decisions and political behavior of societies are discussed in relation to different case studies and anthropological research methods. |
| Content | The role and function of culture in shaping everyday politics is the main theme of the course. |

| Learning Outcomes | Program Learning Outcomes | Teaching Methods | Assessment Methods |
|---|---------------------------|------------------|--------------------|
| 1- Addresses the process of the inclusion of politics as a component in cultural studies. | 1,2,4,5,9,10 | 1,6,16 | A,F |
| 2- Analyzing power relations through theories of Orientalism. | 1,2,4,5,9,10 | 1,6,16 | A,F |
| 3- Discusses historical and contemporary definitions of ethnicity in a theoretical context. | 1,2,4,5,9,10 | 1,6,16 | A,F |
| 4- Compares theories of nationalism and decolonization. | 1,2,4,5,9,10 | 1,6,16 | A,F |
| 5- Analyzes the importance of memory politics in cultural studies. | 1,2,4,5,9,10 | 1,6,16 | A,F |
| 6- Theoretically discusses the position of violence in Political Anthropology. | 1,2,4,5,9,10 | 1,6,16 | A,F |
| 7- Analyzes gender studies through the lens of Political Anthropology. | 1,2,4,5,9,10 | 1,6,16 | A,F |

| | |
|----------------------------|---|
| Teaching Methods: | 1. Lecture 6. Case Study 16. In-class Discussions |
| Assessment Methods: | A. Exam F. Homework/Assignments |

| |
|-----------------------|
| COURSE CONTENT |
|-----------------------|

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

| RECOMMENDED SOURCES | |
|---------------------|--|
| Textbook | <p>Lewellen, T. C. (2003) Political Anthropology: An Introduction. Praeger Publishers. pp. 1-14.</p> <p>Foucault, M. (1982) "The Subject and Power." Critical Inquiry, Vol. 8, No. 4: 777-795.</p> <p>Evans-Pritchard, E. E. (1940) "Nuer Politics: Structure and System." In J. Vincent (ed.). The Anthropology of Politics (2009). Oxford: Blackwell Publishing. pp. 34-38.</p> <p>Schein, E. H. (2012) "What is Culture?" In M. Godwyn and J. H. Gittel (eds.). Sociology and Organizations: Structures and Relationships. London: Sage Publications. pp. 311-314. (https://books.google.com.tr/books?hl=tr&lr=&id=acHnScKqPGIC&oi=fnd&pg=PA311&dq=what+is+culture&ots=3TbJzcC8z_&sig=qUnH6Q41TsEYWcVDK7U8shOwETQ&redir_esc=y#v=onepage&q&f=true)</p> <p>Geertz, C. (1966) "The Impact of the Concept of Culture on the Concept of Man." Bulletin of the Atomic Scientists, Vol. 22, No. 4, pp. 2-8.</p> <p>Said, E. W. (1978) Orientalism. New York: Pantheon Books. (Introduction) pp. 9-39.</p> <p>Barth, F. (1969) Ethnic Groups and Boundaries: The Social Organization of Cultural Difference. Bergen/Oslo: Universitetsforlaget. (Introduction) pp. 9-38.</p> <p>Horowitz, D. L. (1971) "Three Dimensions of Ethnic Politics." World Politics, Vol. 23, No. 2, pp. 232-244.</p> <p>Arendt, H. (1973) "Decline of the Nation-State; End of Rights of Men." The Origins of Totalitarianism. New York: Harcourt Brace Jovanovich. pp. 267-302.</p> <p>Renan, E. (1882) "What is a nation?" In G. Eley and R. G. Suny (eds.). Becoming National: A Reader (1999). New York and Oxford: Oxford University Press. pp. 41-55. (Original lecture delivered at Sorbonne University, March 11, 1882.)</p> |

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| | <p>Anderson, B. (1983) <i>Imagined Communities: Reflections on the Origins and Spread of Nationalism</i>. London: Verso Press. (Introduction, pp. 1-9)</p> <p>Kelly, J. D. and Kaplan, M. (2001) "Nation and decolonization: Toward a new anthropology of nationalism." <i>Anthropological Theory</i>, Vol. 1, No. 4, pp. 419-437.</p> <p>De Fina, A. (2007) "Code-switching and the construction of ethnic identity in a community of practice." <i>Language in Society</i>, Vol. 36, pp. 371-391.</p> <p>Golubovic, J. (2019) "To me, you are not a Serb: Ethnicity, ambiguity, and anxiety in post-war Sarajevo." <i>Ethnicities</i>, pp. 1-20.</p> <p>Harms, V. (2017) "A Tale of Two Revolutions: Hungary's 1956 and the Un-doing of 1989." <i>East European Politics and Societies</i>, Vol. 31, No. 3, pp. 479-499.</p> <p>Assmann, J. (1995) "Collective Memory and Cultural Identity." <i>New German Critique</i>, J. Czaplicka (translated). No. 65, pp. 125-133.</p> <p>Malesevic, S. (2020) "Is it easy to kill in war? Emotions and violence in the combat zones of Croatia and Bosnia and Herzegovina (1991-1995)." <i>European Journal of Sociology</i>, Vol. 61, No. 2, pp. 1-31.</p> <p>Estrada-Fuentes, M. (2016) "Affective Labors: Love, Care, Solidarity in the Social Reintegration of Female Ex-Combatants in Colombia.", <i>Lateral: Journal of the Cultural Studies Association</i>, Vol. 5, No. 2. (https://csalateral.org/issue/5-2/affective-labors-love-care-solidarity-colombia-estrada-fuentes/ - until the part of "Care Labor: Becoming Civilians")</p> <p>Brubaker, R. (2006) "The 'diaspora' diaspora." <i>Ethnic and Racial Studies</i>, Vol. 28, No. 1: 1-19.</p> <p>Lidskog, R. (2017) "The role of music in ethnic identity formation in diaspora: a research review." <i>International Social Science Journal</i>, Vol. 66, No. 219-220: 23-38.</p> <p>Fanon, F. (1963) <i>The Wretched of the Earth</i>. New York: Grove Press. (Concerning Violence) pp. 35-95 (until the mid of page 50).</p> <p>Zack, L. (2002) "Who Fought the Algerian War? Political Identity and Conflict in French-Ruled Algeria." <i>International Journal of Politics, Culture, and Society</i>, Vol. 16, No. 1, pp. 55-97 (until the page 66).</p> <p>Mosse, G. L. (1985) <i>Nationalism and Sexuality: Middle-Class Morality and Sexual Norms in Modern Europe</i>. Madison, Wisconsin: The University of Wisconsin Press. (Manliness and Homosexuality) pp. 23-37.</p> <p>Fantone, L. (2007) "Precarious Changes: Gender and Generational Politics in Contemporary Italy." <i>Feminist Review</i>, Vol. 87, No. 1, pp. 5-20.</p> <p>Pieterse, J. N. (2010) "Global Inequality: Bringing politics back." <i>Third World Quarterly</i>, Vol. 23, No. 6, pp. 1023-1046.</p> <p>Kocze, A. and Rovid, M. (2017) "Roma and the politics of double discourse in contemporary Europe." <i>Identities: Global Studies in Culture and Power</i>, Vol. 24, No. 6, pp. 684-700.</p> |
| Additional Resources | |

| MATERIAL SHARING | |
|--------------------|---------|
| Documents | YULearn |
| Assignments | |
| Exams | |

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

| | |
|------------------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAM | | | | | | |
|----------------------------------|--|--------------|---|---|---|---|
| No | Program Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical point of views and the historical evolution of anthropology. | | | | | X |
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | | | | X |
| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | | | X | | |
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | | | | X |
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | | | | | X |
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | | | | X | |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | | | X | | |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | | | | X | |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | | | | | X |
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | | | X |

| ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION | | | |
|--|----------|-----------------|-----------------------|
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Mid term | 1 | 21 | 21 |
| Final assignment | 1 | 36 | 36 |
| Total Work Load | | | 141 |
| Total Work Load / 25 (h) | | | 5,76 |

| | | | |
|----------------------------------|--|--|---|
| ECTS Credit of the Course | | | 6 |
|----------------------------------|--|--|---|

| COURSE INFORMATION | | | | | |
|------------------------|---------|----------|------------|---------|------|
| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
| Nomads in Anthropology | ANT 445 | Fall | 3+0+0 | 3 | 5 |

| | |
|----------------------|---|
| Prerequisites | - |
|----------------------|---|

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

| Learning Outcomes | Program Learning Outcomes | Teaching Methods | Assessment Methods |
|---|---------------------------|------------------|--------------------|
| Students learn the key terms and definitions related to nomadic life. | 1,2,7 | 1,6 | A |
| Learn the daily life and practices of nomads. | 1,2,7,8 | 1,6,16 | A |
| Obtain knowledge to compare groups living in various nomadic landscape. | 1,2,4,6,7,8 | 1,6,9,16 | A |
| Learn different migration types. | 1,2,7,8 | 1,6,16 | A |
| Gain awareness about-nature-animal- human relationship. | 1,2,4,6,7,8 | 1,6,16 | A |

| | | | |
|--|------------------|--------|---|
| Obtain perspective to understand the relationship and strategies between nomadic and sedentary cultures. | 1,2,4,6,7,8,9,10 | 1,6,16 | A |
|--|------------------|--------|---|

| | |
|----------------------------|--|
| Teaching Methods: | 1. Lecture 6. Case Study 9. Demonstration 16. In-class Discussions |
| Assessment Methods: | A. Exam, |

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

| RECOMMENDED SOURCES | |
|-----------------------------|---|
| Textbook | -Barfield, Thomas J. 1993. The Nomadic Alternative. New Jersey: Englewood Cliffs. -Eröz, Mehmet. 1991. Yörükler. İstanbul: TDAV Yayınları. -Khazanov, Anatoly M. 1984. Nomads and The Outside World. Julia Crookenden (Çev.).U.S.A: The University of Wisconsin Press. Scoones , Ian (Ed.). 2023. Pastoralism, Uncertainty And Development.Practical Action Publishing. |
| Additional Resources | -Barnard, Hans and Willeke Wendrich (Ed.). 2008. The Archaeology of Mobility Old World and New World Nomadism. USA: UCLA. -Bates, Daniel G.1973. Nomads and Farmers: A Study of The Yörük Southeastern Turkey. Ann ArborThe University of Michigan. -Beck, Lois. 1991. Nomad, A Year in The Life of a Qashqa'i Tribesman in Iran. USA:University of California Press. -Cribb, Rojer. 1991. Nomads in Archaeology. Cambridge: Cambridge University Press. -Galaty, John G. ve Douglas L. Johnson (Ed.). 1990. "Introduction: Pastoral Systems in Global Perspective." The World of Pastoralism: Herding System in Comparative Perspective. New York: The Guilford Press. |

| MATERIAL SHARING | |
|--------------------|---------|
| Documents | YULearn |
| Assignments | |
| Exams | |

| ASSESSMENT | | |
|---|--------|------------|
| In-Term Studies | Number | Percentage |
| Midterm | 1 | 40 |
| Final | 1 | 60 |
| Total | | 100 |
| Contribution of Final Examination to Overall Grade | | 60 |
| Contribution of In-Term Studies to Overall Grade | | 40 |
| Total | | 100 |

| | |
|------------------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAM | | | | | | |
|----------------------------------|--|--------------|---|---|---|---|
| No | Program Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical point of views and the historical evolution of anthropology. | | | | | X |
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | | | X | |
| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | | | | | X |
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | | | X | |
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | | | | X | |
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | | | | | X |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | | | | X | |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | | | | X | |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | | | | X | |
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | | X | |

| ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION | | | |
|--|----------|-----------------|-----------------------|
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 14 | 3 | 42 |

| | | | |
|---|----|----|-----|
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Midterm | 1 | 16 | 16 |
| Final examination | 1 | 25 | 25 |
| Total Work Load | | | 125 |
| Total Work Load / 25 (h) | | | 5 |
| ECTS Credit of the Course | | | 5 |

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

| | |
|----------------------|---|
| Prerequisites | - |
|----------------------|---|

| | |
|--------------------------------|---|
| Language of Instruction | English |
| Course Level | Undergraduate |
| Course Type | Compulsory |
| Course Coordinator | Prof. Ebru Kayaalp |
| Instructors | Prof. Ebru Kayaalp |
| Assistants | - |
| Goals | This course examines key theoretical concepts and discussions in anthropology. It is designed to provide students with knowledge of theories widely used in contemporary anthropological issues. The first section of the course is devoted to contemporary theories, while the second half mostly takes on new approaches to the emerging debates of race, gender, multispecies, new ontologies, and the future of anthropology. |
| Content | The course consists of lectures and discussions. It will begin each class with an introductory lecture that grounds the themes and readings for the week, which will be followed by a student-led discussion. |

| Learning Outcomes | Program Learning Outcomes | Teaching Methods | Assessment Methods |
|---|----------------------------------|-------------------------|---------------------------|
| 1- Students will demonstrate an understanding of key theoretical concepts and debates in contemporary anthropology, | 1,2,10 | 1,5,6 | A,F,K |
| 2- Students will critically engage with emerging debates in anthropology, such as those surrounding race, gender, multispecies interactions, new ontologies, and the implications for the future of anthropological practice. | 1,2,10 | 1,5,6 | A,F,K |
| 3- Students will develop analytical skills to evaluate and critique various anthropological discourses, identifying underlying assumptions, and implications for research and practice. | 4,10 | 1,5,6 | A,F,K |
| 4- Students will be able to synthesize multiple theoretical frameworks and apply them to contemporary anthropological issues. | 8,10 | 1,5,6 | A,F,K |
| 5- Students will reflect on the ethical implications and responsibilities of anthropological research and practice. | 5,9,10 | 1,5,6 | A,F,K |

| | | | |
|--|------|-------|-------|
| 6- Students will gain an appreciation for the diversity of ethnographic methods and styles employed in current anthropological research. | 3,10 | 1,5,6 | A,F,K |
|--|------|-------|-------|

| | |
|----------------------------|---|
| Teaching Methods: | 1. Lecture 5. Problem Solving 6. Case Study |
| Assessment Methods: | A. Exam F. Homework/Assignments K. Presentation/Jury Evaluation |

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

| RECOMMENDED SOURCES | |
|-----------------------------|---|
| Textbook | All required texts will be uploaded on YULearn. |
| Additional Resources | |

| MATERIAL SHARING | |
|--------------------|---------|
| Documents | YULearn |
| Assignments | |
| Exams | |

| ASSESSMENT | | |
|-----------------|--------|------------|
| In-Term Studies | Number | Percentage |
| Midterm exam | 1 | 30 |
| Presentation | 1 | 30 |
| Final-exam | 1 | 40 |

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

| | |
|------------------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAM | | | | | | |
|---|--|--------------|---|---|---|---|
| No | Program Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical point of views and the historical evolution of anthropology. | | | | | X |
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | | | | X |
| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | | | | X | |
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | | | X | |
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | | | | X | |
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | X | | | | |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | X | | | | |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | | X | | | |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | | | | X | |
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | | | X |

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

| COURSE INFORMATION | | | | | |
|-----------------------------------|---------|----------|------------|---------|------|
| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
| Project Design in Social Sciences | ANT 463 | Fall | 2+0+1 | 3 | 7 |

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| Prerequisites | - |
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| Language of Instruction | English |
| Course Level | Undergraduate |
| Course Type | Compulsory |
| Course Coordinator | Prof. Ebru Kayaalp |
| Instructors | Prof. Ebru Kayaalp |
| Assistants | - |
| Goals | The objective of this course is not only to write a project proposal but also to submit it to external funding agencies. |
| Content | In this course, students will acquire a deepened understanding of research design, proposal writing, and the selection process and formally make an application to funding agencies. Students will also get familiar with the requirements, funding cycles, and deadlines of these external agencies as well as more technical issues such as project planning, risks, and budgets. |

| Learning Outcomes | Program Learning Outcomes | Teaching Methods | Assessment Methods |
|---|---------------------------|------------------|--------------------|
| 1- Students will acquire the necessary research skills to formulate research questions, methodologies, and conduct literature reviews within the social sciences. | 1,2,10 | 1,5,6 | F,H,K |
| 2- Students will demonstrate critical thinking skills by analyzing and evaluating existing research, theories, and methodologies. | 3,4,10 | 1,5,6 | H,K |
| 3- Students will apply effective writing techniques to articulate clear, concise, and coherent research proposals. | 7,10 | 1,5,6 | H,K |
| 4- Students will demonstrate proficiency in citation styles, formatting guidelines, and ethical considerations in their project writing. | 5,10 | 1,5,6 | H,K |

| | | | |
|--|--------|-------|-----|
| 5- Students will actively engage in peer review processes, providing constructive feedback to peers. | 6,8,10 | 1,5,6 | H,K |
| 6- Students will develop proficiency in navigating and accessing relevant databases specific to the social sciences as well as organizations that accept projects. | 7,8,10 | 1,5,6 | H,K |

| | |
|----------------------------|--|
| Teaching Methods: | 1. Lecture 5. Problem Solving 6. Case Study |
| Assessment Methods: | F. Homework/Assignments H. Project K. Presentation/Jury Evaluation |

COURSE CONTENT

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

RECOMMENDED SOURCES

| | |
|-----------------------------|---|
| Textbook | All required texts will be uploaded on YULearn. |
| Additional Resources | |

MATERIAL SHARING

| | |
|--------------------|---------|
| Documents | YULearn |
| Assignments | YULearn |
| Exams | YULearn |

ASSESTMENT

| In-Term Studies | Number | Percentage |
|-----------------|--------|------------|
|-----------------|--------|------------|

| | | |
|---|---|-----|
| Presentations | 1 | 10 |
| Assignments | 5 | 40 |
| Final Project | 1 | 50 |
| Total | | 100 |
| Contribution of Final Examination to Overall Grade | | 50 |
| Contribution of In-Term Studies to Overall Grade | | 50 |
| Total | | 100 |

| | |
|------------------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAM | | | | | | |
|---|--|--------------|---|---|---|---|
| No | Program Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical point of views and the historical evolution of anthropology. | | X | | | |
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | | X | | |
| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | | | | X | |
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | | | | X |
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | | | | | X |
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | | | | | X |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | | | | | X |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | | | | | X |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | | | | | X |
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | | | X |

| ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|-----------------------|
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Presentation | 1 | 15 | 15 |
| Assignments | 5 | 6 | 30 |
| Final Project | 1 | 35 | 35 |
| Total Work Load | | | 164 |
| Total Work Load / 25 (h) | | | 6,56 |

| | | | |
|----------------------------------|--|--|---|
| ECTS Credit of the Course | | | 7 |
|----------------------------------|--|--|---|

| COURSE INFORMATION | | | | | |
|----------------------|---------|----------|------------|---------|------|
| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
| Medical Anthropology | ANT 464 | Spring | 3+0+0 | 3 | 6 |

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| Prerequisites | - |
|----------------------|---|

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

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

| | | | |
|---------------------------------------|--------------|-------|-------|
| 7- Analyzes Turkey's health policies. | 1,2,5,6,8,10 | 1,5,6 | A,F,K |
|---------------------------------------|--------------|-------|-------|

| | |
|----------------------------|---|
| Teaching Methods: | 1. Lecture 5. Problem Solving 6. Case Study |
| Assessment Methods: | A. Exam F. Homework/Assignments K. Presentation/Jury Evaluation |

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

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

| MATERIAL SHARING | |
|--------------------|------------------------------------|
| Documents | YULearn |
| Assignments | Presentantion of field work report |
| Exams | YULearn |

| ASSESTMENT | | |
|---|--------|------------|
| In-Term Studies | Number | Percentage |
| Mid-term | 1 | 30 |
| Presentation | 1 | 10 |
| Assignment | 1 | 10 |
| Final exam | 1 | 50 |
| Total | | 100 |
| Contribution of Final Examination to Overall Grade | | 50 |
| Contribution of In-Term Studies to Overall Grade | | 50 |
| Total | | 100 |

| | |
|------------------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAM | | | | | | |
|----------------------------------|--|--------------|---|---|---|---|
| No | Program Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical point of views and the historical evolution of anthropology. | | | | | x |
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | | | | x |
| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | | x | | | |
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | x | | | |
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | | | | | x |
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | | | | | x |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | | | x | | |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | | | | | x |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | | | x | | |
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | | | x |

| ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|-----------------------|
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Midterm | 1 | 20 | 20 |
| Presentation | 1 | 10 | 10 |
| Homework | 1 | 15 | 15 |
| Final examination | 1 | 30 | 30 |
| Total Work Load | | | 159 |
| Total Work Load / 25 (h) | | | 6,39 |
| ECTS Credit of the Course | | | 6 |

| COURSE INFORMATION | | | | | |
|---------------------------------------|---------|----------|------------|---------|------|
| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
| Forensic Archaeology and Anthropology | ANT 476 | Spring | 3+0+0 | 3 | 5 |

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|----------------------|---|
| Prerequisites | - |
|----------------------|---|

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

| Learning Outcomes | Program Learning Outcomes | Teaching Methods | Assessment Methods |
|--|---------------------------|------------------|--------------------|
| 1- Articulate the interpretation of the forensic evidence. | 1,2,4-10 | 1 | A,K |
| 2- Have a basic understanding of the methodologies applied in the investigation of forensic cases | 1,2,4-10 | 1,5,6,9 | A,K |
| 3- Evaluate information on latest publications and that science is a continuing learning journey. | 1,2,4-10 | 1,5,6,9 | A,K |
| 4- Join in discussions and presentations concerning the different methodologies involved in the preparation of forensic documents. | 1,2,4-10 | 1,5,6,9 | A,K |

| | | | |
|---|----------|---------|-----|
| 5- Comprehend and discuss how forensic anthropology with its several disciplines shed light the identification of missing persons. | 1,2,4-10 | 1,5,6,9 | A,K |
|---|----------|---------|-----|

| | |
|----------------------------|--|
| Teaching Methods: | 1. Lecture 5. Problem Solving 6. Case Study 9. Dmeonstration |
| Assessment Methods: | A. Exam K. Presentation/Jury Evaluation |

| COURSE CONTENT | | |
|-----------------------|-----------------------------------|---|
| Week | Topic | Study Materials |
| 1 | General Introduction | Introduction to Forensic Anthropology. Chapter 1. Forensic anthropologists and the medicolegal community. Forensic Anthropology Current Methods and Practice. Chapter 1. Forensic anthropology defined |
| 2 | Forensic Anthropology | Introduction to Forensic Anthropology. Chapter 2. Overview of the human skeleton Forensic Anthropology Current Methods and Practice. Chapter 2+3. Principles of human osteology. Overview of examination methods |
| 3 | Basics of Human Osteology | Introduction to Forensic Anthropology. Chapter 2. Overview of the human skeleton Forensic Anthropology Current Methods and Practice. Chapter 2+3. Principles of human osteology. Overview of examination methods |
| 4 | Is it Forensic or not | Introduction to Forensic Anthropology. Chapter 3. recognizing the medicolegal significance. Distinguishing human from nonhuman bones and teeth . Forensic Anthropology Current Methods and Practice. Chapter 4. Medicolegal significance. Skeletal versus nonskeletal material |
| 5 | Recovery Scene Methods | Introduction to Forensic Anthropology. Chapter 4. the recovery processes employed by forensic anthropologists. location of the human remains and their associated materials Forensic Anthropology Current Methods and Practice. Chapter 6. Recovery scenes. Archaeological method and theory. Detection methods |
| 6 | Estimating Postmortem Interval | ntroduction to Forensic Anthropology. Chapter 5. postmortem interval (PMI). Overview of decomposition. Decomposition and skeletonization Forensic Anthropology Current Methods and Practice. Chapter 5. Principles of forensic taphonomy, decomposition, Postmortem skeletal changes |
| 7 | Initial Treatment and Examination | Introduction to Forensic Anthropology. Chapter 6. Forensic anthropology laboratory . Preparation of remains . Initial Examination . Forensic Anthropology Current Methods and Practice. Chapter 7. Principles of skeletal processing and preparation. Skeletal reconstruction |

| | | |
|----|--|---|
| 8 | Documentary | Body Farm |
| 9 | Attribution of Ancestry and Sex | Introduction to Forensic Anthropology. Chapter 7+8. demographic characteristics of ancestry (race or ethnicity), sex. sexing can be done on human bones. anthroposcopically identifiable characteristic Forensic Anthropology Current Methods and Practice. Chapter 8+9. Principles of sex estimation. Morphoscopic sex estimation methods. Principles of ancestry estimation. Morphoscopic (nonmetric) ancestry estimation |
| 10 | Attribution of Ancestry and Sex | Introduction to Forensic Anthropology. Chapter 7+8. demographic characteristics of ancestry (race or ethnicity), sex. sexing can be done on human bones. anthroposcopically identifiable characteristic Forensic Anthropology Current Methods and Practice. Chapter 8+9. Principles of sex estimation. Morphoscopic sex estimation methods. Principles of ancestry estimation. Morphoscopic (nonmetric) ancestry estimation |
| 11 | Estimation of Age at Death and Stature | Introduction to Forensic Anthropology. Chapter 9+10. the chronological age of a person. The Estimation of Age of an Adolescent. secondary centers of ossification. An estimation of stature. Full Skeleton Versus Stature Formulas Forensic Anthropology Current Methods and Practice. Chapter 10+11. Principles of age estimation. Subadult age estimation: Dental methods. Adult age estimation: Pubic symphysis methods |
| 12 | Trauma Identification | Introduction to Forensic Anthropology. Chapter 11. Death, Trauma, and the Skeleton . Cause of Death. Manner of death Forensic Anthropology Current Methods and Practice. Chapter 13. Forces, bone biomechanics, and fractures. Trauma timing. Trauma mechanism |
| 13 | Postmortem Changes and Identification | Introduction to Forensic Anthropology. Chapter 16. forensic taphonomy. Dismemberment, injury to bone, scavenging by animals. Forensic Anthropology Current Methods and Practice. Chapter 5. Humans as taphonomic agents. |
| 14 | Case studies | Case studies |

| RECOMMENDED SOURCES | |
|-----------------------------|--|
| Textbook | Byers, S. (2017). Introduction to Forensic Anthropology. 5 edition. Pearson Education, Inc. Angi M. Christensen Nicholas V. Passalacqua Eric J. Bartelink. (2019). Forensic Anthropology Current Methods and Practice. Elsevier Inc. |
| Additional Resources | Bowen, R.T., 2009. Ethics and the Practice of Forensic Science. CRC Press, Boca Raton. Boyd, C.C., Boyd, D.C. (Eds.), 2018. Forensic Anthropology: Theoretical Framework and Scientific Basis. John Wiley & Sons, Inc., Hoboken. Christensen, A.M., Anderson, B.E., 2013. Personal identification. In: Tersigni-Tarrant, M.T., Shirley, N. (Eds.), Forensic Anthropology: An Introduction. |

| | |
|--|---|
| | CRC Press, Boca Raton, pp. 397–420. Christensen, A.M., Crowder, C.M., 2009. Evidentiary standards for forensic anthropology. J. Forensic Sci. 546, 1211–1216. Christensen, A.M., Passalacqua, N.V., 2018. A Laboratory Manual for Forensic Anthropology. Academic Press, San Diego. |
|--|---|

| MATERIAL SHARING | |
|--------------------|---------|
| Documents | YULearn |
| Assignments | |
| Exams | |

| ASSESTMENT | | |
|---|--------|------------|
| In-Term Studies | Number | Percentage |
| Midterm | 1 | 40 |
| Presentation | 1 | 10 |
| Final | 1 | 50 |
| Total | | 100 |
| Contribution of Final Examination to Overall Grade | | 50 |
| Contribution of In-Term Studies to Overall Grade | | 50 |
| Total | | 100 |

| | |
|------------------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAM | | | | | | |
|----------------------------------|--|--------------|---|---|---|---|
| No | Program Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical point of views and the historical evolution of anthropology. | | | | x | |
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | | | | x |
| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | | x | | | |
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | | | | x |
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | | | | | x |
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | | x | | | |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | | | | | x |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | | | | | x |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | | | | | x |

| | | | | | | |
|----|---|--|--|--|--|---|
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | | | x |
|----|---|--|--|--|--|---|

| ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION | | | |
|--|----------|-----------------|-----------------------|
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Midterm | 1 | 20 | 20 |
| Presentation | 1 | 8 | 8 |
| Final examination | 1 | 25 | 25 |
| Total Work Load | | | 137 |
| Total Work Load / 25 (h) | | | 5,48 |
| ECTS Credit of the Course | | | 5 |

| COURSE INFORMATION | | | | | |
|------------------------|---------|----------|------------|---------|------|
| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
| Visual Culture Studies | ANT 478 | Spring | 3+0+0 | 3 | 5 |

| | |
|----------------------|---|
| Prerequisites | - |
|----------------------|---|

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

| Learning Outcomes | Program Learning Outcomes | Teaching Methods | Assessment Methods |
|---|---------------------------|------------------|--------------------|
| 1) Identify the visual usage in the history of anthropology. | 1,2,4,8 | 1,6,9,16 | A,F,K |
| 2) Evaluate the ethnographic films according to the definitions. | 1,2,3,4,5,6,7 | 1,5,6,9,16 | A,F,K |
| 3) Grasp the ethical issues in visual data. | 1,2,3,4,5,6,7,8,9 | 1,5,6,9,16 | A,F,K |
| 4) Understand the importance usage of visual data in anthropological studies. | 1,2,3,4,5,6,7,8,9,10 | 1,5,6,9 | A,F,K |
| 5) Learn how to use visual data in anthropological studies. | 1,2,3,4,5,6,7,8,9,10 | 1,5,6,9,16 | A,F,K |
| 6) Perceive how to criticize the visual data in general. | 1,2,3,5,5,6,7,8 | 1,5,6,9,16 | A,F,K |

| | |
|--------------------------|---|
| Teaching Methods: | 1. Lecture 5. Problem Solving 6. Case Study 9. Demonstration 16. In-class Discussions |
|--------------------------|---|

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

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

| | |
|-------------------------|---------|
| MATERIAL SHARING | |
| Documents | YULearn |
| Assignments | |

| | |
|--------------|--|
| Exams | |
|--------------|--|

| ASSESSTMENT | | |
|---|---------------|-------------------|
| In-Term Studies | Number | Percentage |
| Presentation | 1 | 20 |
| Assignment | 5 | 30 |
| Final | 1 | 50 |
| Total | | 100 |
| Contribution of Final Examination to Overall Grade | | 50 |
| Contribution of In-Term Studies to Overall Grade | | 50 |
| Total | | 100 |

| | |
|------------------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAM | | | | | | |
|---|--|--------------|---|---|---|---|
| No | Program Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical point of views and the historical evolution of anthropology. | | | | X | |
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | | | X | |
| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | | | | | X |
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | | | | X |
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | | | | | X |
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | | | | X | |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | | | | | X |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | | | | X | |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | | | | | X |
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | | X | |

| ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|-----------------------|
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Assignments | 5 | 3 | 15 |

| | | | |
|----------------------------------|---|----|-----|
| Presentation | 1 | 10 | 10 |
| Final | 1 | 26 | 26 |
| Total Work Load | | | 135 |
| Total Work Load / 25 (h) | | | 5,4 |
| ECTS Credit of the Course | | | 5 |

| COURSE INFORMATION | | | | | |
|-------------------------|--|------------------|--------------------|---------|------|
| Course Title | Code | Semester | T+L+A Hour | Credits | ECTS |
| Writing Thesis | ANT 498 | Spring | 2+0+4 | 4 | 8 |
| Prerequisites | - | | | | |
| Language of Instruction | English | | | | |
| Course Level | Undergraduate | | | | |
| Course Type | Compulsory | | | | |
| Course Coordinator | Prof. Ebru Kayaalp | | | | |
| Instructors | Prof. Ebru Kayaalp, Prof. Egemen Yılgür, Assist. Prof. Ayşe Hilal Tuztaş, Dr. Cemre Aydoğan | | | | |
| Assistants | - | | | | |
| Goals | This course is designed to support students in completing their undergraduate theses. It provides guidance in research development, fieldwork, theoretical discussions, and academic writing processes. The course will particularly emphasize formulating clear and precise research questions, conducting ethnographic fieldwork, and writing a well-structured thesis that reflects methodological competence and theoretical depth. | | | | |
| Content | <p>One of the primary goals of this course is to guide students in developing a focused research topic and formulating a clear research question. Students will be supported through various exercises and consultations to ensure that their research questions align with anthropological inquiries and can be effectively addressed through fieldwork and analysis.</p> <p>Another key objective of the course is to provide students with direct field research experience. In this context, they will practice primary data collection using anthropological techniques such as participant observation, conducting interviews, and taking field notes.</p> <p>Additionally, enhancing students' ability to conduct a comprehensive literature review is among the core aims of the course. They will receive training on identifying relevant academic sources, following current research debates, and synthesizing key theoretical and empirical findings.</p> <p>Throughout the course, academic writing will be a central focus. By improving their reading and writing skills, students will develop the ability to produce well-structured, coherent research papers based on logical arguments.</p> | | | | |
| Learning Outcomes | Program Learning Outcomes | Teaching Methods | Assessment Methods | | |

| | | | |
|--|----------------------|------------|-----|
| 1) Students gain to think over a research topic and conceptualize a research question-argument. | 1,2,3,4,5,6,7,8,9 | 1,6,9,16 | F,H |
| 2) To experience the fieldwork, participant observation, and formulate interviewing. | 1,2,3,4,5,6,9 | 1,5,6,16 | F,H |
| 3) To select proper sampling and making interviews. | 1,2,3,4,5,6,9 | 1,6,16 | F,H |
| 4) Students learn to make a literature review and make quotations. | 1,2,4,6,7,8 | 1,5,6,9,16 | F,H |
| 5) Students utilize current databases, information resources, and information Technologies and make finding analysis. | 1,2,4,7,8,10 | 1,6,9,16 | F,H |
| 6) Students experience thinking, reading, and writing academic-level English and will experience the joy and the difficulties of conducting a social research project. | 1,2,3,4,5,6,7,8,9,10 | 1,5,6,9,16 | F,H |

| | |
|----------------------------|---|
| Teaching Methods: | 1. Lecture 5. Problem Solving 6. Case Study 9. Demonstration 16. In-class Discussions |
| Assessment Methods: | F. Homework/Assignments H. Project |

COURSE CONTENT

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

RECOMMENDED SOURCES

| | |
|-----------------|---|
| Textbook | -Booth, Wayne C. et al. 2016. <i>The Craft of Research</i> . The University of Chicago Press. -Machi, Lawrence A., and Brenda T. McEvoy. 2022. <i>The Literature Review Six Steps to Success</i> . Fourth Ed. Corwin Press. -Flick, Uwe (Ed.). 2022 <i>The Sage Handbook of Qualitative Research Design</i> . Sage Publication. |
|-----------------|---|

| | |
|-----------------------------|--|
| | -2010. <i>A Student's Guide to Reading and Writing in Social Anthropology</i> . Harvard College. -APA Style Common Reference Examples Guide |
| Additional Resources | -Altuntek, N. Serpil. (2015) Yöntembilim Üzerine Antropolojik Okumalar-Dipnot Yayınları. -Barnard, Alan, Jonathan Spencer. (2010). The Routledge Encyclopedia of Social and Cultural Anthropology-Routledge -Coffey Amanda, Paul Atkinson (1996). Making sense of qualitative data complementary research strategies-SAGE Publications. -Emerson, R. M., Fretz, R. I., Shaw, L. L. 2008. Bütün Yönleriyle Alan Çalışması, Etnografik Alan Notları Yazımı, Çev. A. Erkan Koca, Birleşik Yayınları, Ankara, -Georges, Robert A., and Jones, Michael O. 1980. People Studying People: The Human Element in the Field. University of California Press. - Marcus, George E. (1998). Ethnography through Thick and Thin-Princeton University Press -Pink, Sarah.2009. Doing Sensory Ethnography. Sage Publication. |

| MATERIAL SHARING | |
|-------------------------|---|
| Documents | YULearn |
| Assignments | Homeworks, Final (Undergraduate Thesis) |
| Exams | |

| ASSESSMENT | | |
|---|---------------|-------------------|
| In-Term Studies | Number | Percentage |
| Assignments | 3 | 30 |
| Final Project | 1 | 70 |
| Total | | 100 |
| Contribution of Final Examination to Overall Grade | | 70 |
| Contribution of In-Term Studies to Overall Grade | | 30 |
| Total | | 100 |

| | |
|------------------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAM | | | | | | |
|---|--|--------------|---|---|---|---|
| No | Program Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Acquires the basic terms, theoretical point of views and the historical evolution of anthropology. | | | | | X |
| 2 | Gains insight into the subfields of anthropology and the unique methods and applications of these fields. | | | | | X |
| 3 | Possess knowledge about conducting ethnographic study, which is the basic research method of anthropology, and designs fieldwork accordingly. | | | | | X |
| 4 | Formulates questions and evaluates research findings through analytical, critical and creative thinking by utilizing the knowledge and skills of anthropology. | | | | | X |

| | | | | | | |
|----|--|--|--|--|---|---|
| 5 | Demonstrates adherence to scientific and ethical values in fieldwork and academic research and acts in accordance with these values. | | | | | X |
| 6 | Identifies social problems and develops social projects using anthropological theory and research methods. | | | | | X |
| 7 | Effectively utilizes current databases, information resources, and information technologies. | | | | | X |
| 8 | Designs interdisciplinary studies and participates in study groups by integrating disciplines alongside anthropology. | | | | X | |
| 9 | Exhibits social awareness and responsibility, approaching individual and cultural diversities with impartiality. | | | | X | |
| 10 | Acquires the ability to think, read, write and orally express English at an academic level. | | | | | X |

| ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|-----------------------|
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Assignments | 3 | 15 | 45 |
| Final Project | 1 | 70 | 70 |
| Total Work Load | | | 199 |
| Total Work Load / 25 (h) | | | 7,96 |
| ECTS Credit of the Course | | | 8 |