

Medicine			
Bachelor	TR-NQF-HE: Level 7	QF-EHEA: Second Cycle	EQF-LLL: Level 7

Course Introduction and Application Information

Course Code:	TIP044		
Course Name:	Social History of Turkey		
Semester:	Fall Spring		
Course Credits:	<div>ECTS</div> <div>2</div>		
Language of instruction:	Turkish		
Course Condition:			
Does the Course Require Work Experience?:	Yes		
Type of course:	Departmental Elective		
Course Level:	<div> <div>Bachelor</div> <div>TR-NQF-HE:7. Master`s Degree</div> <div>QF-EHEA:Second Cycle</div> <div>EQF-LLL:7. Master`s Degree</div> </div>		
Mode of Delivery:	E-Learning		
Course Coordinator:	Doç. Dr. SİNAN ÇAYA		
Course Lecturer(s):	SİNAN ÇAYA		
Course Assistants:			

Course Objective and Content

Course Objectives:	By presenting some basic information about the past social beliefs, customs, traditions (traditions) and practices (that is, their cultural and historical roots in general) of today's Turkish society; to articulate all their dimensions to the present time through solid and concrete considerations
Course	Definition and explanation of "Social / Human History" as a young social science "relative" of

Content:	political history, sociology and anthropology. A look at the various aspects of social life in the very early and late Ottoman periods, the early republican period, and the past decades.
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Learning Outcomes

The students who have succeeded in this course;

- 1) In general, she/he can give a scientific definition of what social history is.
- 2) Can list the important founding figures / theorists (British and French) of the social history discipline by name.
- 3) Can list the important founding figures / theorists of the social history discipline in Turkey by name.
- 4) She/He can easily dive into verbal detailed explanations about the Ottoman sign language.
- 5) She can talk about the whistling language of the Black Sea, which is a preserved cultural value and is still valid today.
- 6) From the Janissaries to the troops sent to the Korean War; proves that the soldiers of these lands have knowledge about the warrior's ability
- 7) The reform movements that started with Selim III and continued after Mahmud II and their last circles that manifested in the republican revolutions; Provides information on the history of innovation.
- 8) From madrasah to modern schooling; He has information about the adventure of education.
- 9) Can give written and verbal information about previous occupations and handicrafts. Can speak in a coherent and sequential manner (chronologically) about past (past) leisure activities, recreational activities and sports activities.

Course Flow Plan

Week	Subject	Related Preparation
1)	Definition of social history; emphasizing its concern with ordinary people rather than elites, with everyday things rather than sensational events. Mention of George Macaulay Trevelyan (1876–1962) plus the Annales School founded in 1929 by Marc Bloch (1886–1944) & Lucien Febvre (1878–1956) plus Turkish names like Ömer Lütfi Barkan, Halil İnalcık as well as Wallestein-associated scholars (Çağlar Keyder, Huricihan İslâmoğlu, Reşat Kasaba).	
2)	Elaboration of the Related Topics, one by one; starting with the famous Sign Language of Ottomans; its origins, its function and uniqueness.	
3)	Black-sea whistle-lingo, an ingenious discovery of people living in hilly, rugged terrains and in dispersed settlements. UNESCO's registry of the practice as worthwhile for protection.	
4)	Janissaries as an elite body of troops, the herd's ultimate degeneration and abolishment. Replacement with other systems, which was not an easy task. Historical war-waging capability of Turks with its recent appreciation by the western world in Korea.	
5)	Attempts of leading Historians like Şükrü Hanioglu to reconcile the Republic with its past glory represented by the Ottoman legacy. Early reform movements directly	

	instigated by progressive sultans. Eventual republican revolutions in various fields of daily life; attire being one of the most visible measures. Language and alphabet reforms are discussed from a two-sided approach.	
6)	Women in Turkish History. Well-to-do Ottoman women's freedom to act as entrepreneurs. Civil rights bestowed by the republic. Exceptional but exemplary female achievements like orthopedist medical doctors or football referees	
7)	The surname Law replacing formerly-common nicknames, which were attributed even to Ottoman viziers, at the time.	
8)	The stages of the education system on the way to full modernization. Vivid extracts from the memoirs of certain scholars. Influence of French as the preferred foreign language in the curriculums almost until recent times, before the ultimate "victory" of English based on the prevailing conjecture. How things were settled before the introduction of multiple-choice technique.	
9)	Evolution of the family from large feudal structures to the modern core family of the cities. Some characters who left their traces: Tarzan of Manisa, Tall-Ömer, Magician Zati Sungur. Chopping off six zeroes from the Turkish lira, transitory "New Turkish Lira" and eventual settling down of the Turkish Lira.	
10)	The golden-age of artisanat: Hand-made (tailored) dresses and even shoes, which defied mass production for decades! Even the sultans were initiated into crafts from principedom days onward, one of the later ones becoming a splendid carpenter.	
11)	Development of transportation. An extract from an American novel about the ferry commuting between the Asian and European sides of Istanbul in 1968, five years before the construction of the first suspension bridge over the Bosphorus.	
12)	Traditional shadow-play (Schattenspiel / théâtre d'ombres) and traditional Turkish theater. Narration of related legends. Open summer-movie-theaters until 1980s all over the country. The special place that the Turkish-bath deserves as a social focal point, besides being an issue of hygiene.	
13)	Circus arts among the Ottomans from the marvellous pen of late researcher Metin And. Specially dwelling upon the national-sport: Oil-wrestling. International fame gained by late-stage-Ottoman wrestlers abroad, under foreign managers-and-promoters.	
14)	Childbirth practices, circumcision festivities, death rituals. Various scenes of nostalgia as a visual pleasure (Augenvergnügen / plaisir des yeux):	

Sources

Course Notes / Textbooks:	Ders çıktıları-Lecturer lesson
References:	Türkiye Cumhuriyeti'nin Ekonomik ve Sosyal Tarihi (Atatürk Araştırma Merkezi)

and groups that require a special approach and have different sociocultural characteristics.	1	2	3	4	5	6	7	8	9
18) The graduate shows a patient-centred approach in the protection, diagnosis, treatment, follow-up, and rehabilitation processes that involve the patient and patient's caregivers as partners in the decision-making mechanisms.	2	2	2	2	2	2	2	2	2
19) When necessary, the graduate plans and implements scientific research for the population she/he serves, and uses the results obtained and/or the results of other research for the benefit of the society.									
20) The graduate reaches the current literature information related to her/his profession, evaluates critically, and applies the principles of evidence-based medicine in the clinical decision-making process.	2	2	2	2	2	2	2	2	2
21) The graduate uses information technologies to improve the effectiveness of her/his work in health care, research, and education.									
22) The graduate effectively manages individual study and learning processes and career development.								1	
23) The graduate demonstrates the ability to acquire, evaluate, integrate new knowledge with existing knowledge, apply it to professional situations, and adapt to changing conditions throughout professional life.									
24) The graduate chooses the right learning resources to improve the quality of the health care service she/he provides, organizes her/his own learning process.	1	1	1	1	1	1	1		

Course - Learning Outcome Relationship

No Effect	1 Lowest	2 Average	3 Highest

	Program Outcomes	Level of Contribution
1)	The graduate integrates the knowledge, skills, attitudes, and behaviours acquired from basic and clinical sciences, behavioural sciences, and social sciences in the form of competencies and uses them for the provision of rational, effective, safe health care	

	services in accordance with quality standards in the prevention, diagnosis, treatment, follow-up, and rehabilitation processes, and during the process considers protection of both patient's health and healthcare workers health including her/his own.	
2)	The graduate shows a biopsychosocial approach in patient management that considers the sociodemographic and sociocultural background of the individual without discrimination of language, religion, race, and gender.	
3)	The graduate prioritizes the protection and development of the health of individuals and society in the provision of health care services.	2
4)	The graduate, considering the individual, social, public, and environmental factors affecting health; works towards maintaining and improving the state of health.	
5)	In the provision of health care services, the graduate considers both the changes in the physical and socioeconomic environment on a regional and global scale that affect health, as well as the changes in the individual characteristics and behaviours of the people who apply to her/him.	
6)	The graduate recognizes the characteristics, needs and expectations of the target population and provides health education to healthy/sick individuals and their relatives and other health care workers.	
7)	While carrying out her/his profession, the graduate fulfils her/his duties and obligations with determined behaviours to provide high-quality health care within the framework of ethical principles, rights and legal responsibilities and good medical practices, considering the integrity, privacy, and dignity of the patient.	
8)	The graduate evaluates and improves her/his own performance in professional practices in terms of emotions, cognitive characteristics, and behaviours.	
9)	The graduate physician advocates improving the provision of health services by considering the concepts of social reliability and social commitment to protect and improve public health.	
10)	To protect and improve health, the graduate physician can plan and carry out service delivery, training and consultancy processes related to individual and community health in cooperation with all components.	3
11)	The graduate physician evaluates the impact of health policies and practices on individual and community health indicators and advocates increasing the quality of health services.	3
12)	The graduate physician attaches importance to protecting and improving her/his own physical, mental, and social health, and does what is necessary for this.	
13)	During the provision of health care, the graduate shows exemplary behaviours and leads within the health team.	

14)	The graduate uses the resources cost-effectively, in the planning, implementation, execution, and evaluation processes of the health care services in the health institution she/he manages, for the benefit of the society and in accordance with the legislation.	
15)	The graduate communicates positively within the health team with whom she/he provides health care services, being aware of the duties and obligations of other health workers and shows appropriate behaviours to assume different team roles when necessary.	
16)	The graduate works harmoniously and effectively with her/his colleagues and other professional groups in her/his professional practice.	
17)	The graduate communicates effectively with patients, patient relatives, health care workers and other professional groups, institutions, and organizations, including individuals and groups that require a special approach and have different sociocultural characteristics.	
18)	The graduate shows a patient-centred approach in the protection, diagnosis, treatment, follow-up, and rehabilitation processes that involve the patient and patient's caregivers as partners in the decision-making mechanisms.	2
19)	When necessary, the graduate plans and implements scientific research for the population she/he serves, and uses the results obtained and/or the results of other research for the benefit of the society.	
20)	The graduate reaches the current literature information related to her/his profession, evaluates critically, and applies the principles of evidence-based medicine in the clinical decision-making process.	2
21)	The graduate uses information technologies to improve the effectiveness of her/his work in health care, research, and education.	
22)	The graduate effectively manages individual study and learning processes and career development.	1
23)	The graduate demonstrates the ability to acquire, evaluate, integrate new knowledge with existing knowledge, apply it to professional situations, and adapt to changing conditions throughout professional life.	
24)	The graduate chooses the right learning resources to improve the quality of the health care service she/he provides, organizes her/his own learning process.	1

Assessment & Grading

Semester Requirements	Number of Activities	Level of Contribution
Attendance	1	% 10

Homework Assignments	1	% 90
total		% 100
PERCENTAGE OF SEMESTER WORK		% 100
PERCENTAGE OF FINAL WORK		%
total		% 100

Workload and ECTS Credit Calculation

Activities	Number of Activities	Preparation for the Activity	Spent for the Activity Itself	Completing the Activity Requirements	Workload
Course Hours	2	0	1	15	32
Study Hours Out of Class	1	0	1	5	6
Homework Assignments	1	1	2	5	8
Total Workload					46