(Latest update: 10/05/2005)

Part I. Program Information

Program Title	ENGLISH I	_ANGUAG	E AND LITERATURE					Program code	44	
Faculty / School	FACULTY	OF ARTS	AND SCIENCES	Depar	tment		ENGLIS	H LITERATURE & HUM	1ANIT	IES
Level 2-Year	Associate	3-Ye	ear Assoc. X Bachel	or	Master	(No Th	esis)	Master (Thesis)	Ph	D
Academic year of first implementation		2007- 2008	Anticipated number of semesters needed for futransition	ıll	6		er of stude revision	ents which will be affecte	ed	25-30

Part II. Overall statement of justification for revision

Explain, in detail, why the Department / School wants to make these changes. The explanation can include, among other things, changes in the department's focus, changes in the field, changes in quality standards, changes in expectations regarding the qualifications of graduates, or weaknesses in the old program that the new program is designed to rectify. Some historical background and a comparative analysis with the programs of some universities will be most appropriate.

The English Literature and Humanities curriculum was revised in order to accommodate the new courses introduced to all EMU curricula following the implementation of the General Education program. This necessitated the readjustment of the ELH curriculum in order to fit in the new university wide courses, resulting in taking out some (in total 8) courses from the original ELH curriculum. In order to compensate for the courses lost, the ELH department felt the necessity to readjust its curriculum by either joining some of the remaining courses, while taking out others that were overlapping in favor of introducing new courses to maintain consistency and variety.

In the light of the latest developments, namely the Eastern Mediterranean University's endeavor to join the Bologna Process, once again demanded the need to reconsider all existing curricula, to conform to the European Credit Transfer System (ECTS) principles. On the basis of this requirement the ELH curriculum had to be readjusted, which involved having to take out a further course and to perform the same process as described above.

The department feels that the current version offers the best possible variety of courses in literature and the humanities given the restrictions, without having to sacrifice from the overall quality of the education offered by our department. By compressing courses with overlapping content or taking such courses out of the program in favor of courses similar in content to the 8 courses originally taken out of the ELH curriculum, the department feels that it has restructured its curriculum as close to the original as possible.

Part III. Summary of Program Revision

Chang	ges			
		ppropriate box and fill in the number of changes in the field supplied und urse Proposal Form" if the properties of only a single course is changed (er the column heading "Total". Please use "Course Revision / Termination For changes 4-10 below)	rm"
]	· ·	
1.		Program title change		
2.		Diploma degree change		
3.		Teaching language change.		
4.	Х	Course code modification	Total number of courses with course code modification: 5	
5.	Х	Course title revision	Total number of courses with course title revision: 3	
6.	Х	Course description revision	Total number of courses with course description revision: 3	
7.		Catalog course credit description modification To	tal number of courses with credit description modification:	
8.		Prerequisite – corequisite change Total	number of courses with prerequisite / corequisite change: 0	
9.	Х	Addition / replacement / deletion of courses Total num	nber of new courses 3 and deleted courses 4	
10.	Х	Shift in the semesters of courses	Total number of courses having shift in their semesters 10	
11.		Splitting into or modification of streams		
12.		Other. Please describe:		
				_

Part IV. Comparative list of old and new curriculum

Comparative Condensed Curriculum

Complete the table by listing the full sequence of courses, by semester, in the old curriculum and new curriculum. Leave the "course code" and "total credit" columns blank for the elective courses, and write "Area elective" or "University elective" in the "course title" column of such courses. Differentiate between a prerequisite and a co-requisite, write "P" or "C" in parenthesis next to the course code. Use abbreviation for course titles to fit in the column width, if necessary. Insert additional rows or delete empty rows if necessary.

		Old Curriculum					New Curriculum		
Sem	Course	Course Title	Tot	Prereq.		Course	Course Title	Tot	Prereq.
OCIII	Code	Oddisc Title	Crd	Co-req.		Code		Crd	Co-req.
1	ENGL191	Communication In English – I	3		1	ENGL191	Communication in English – I	3	
1	GEED111	General Survey Of Knowledge - I	3		1	GEED111	Arguments and Knowledge – I	3	
1	ENLH129	Literature and Politics	3		1	COMP101	Computer Literacy	3	
1	MATH167	Mathematics For Arts And Social Sciences	3		1	ENLH129	Politics and Literature	3	
1	ENLH141	Introduction To Literature & Literary History	3		1	ENLH141	Introduction to Literature and Literary History	3	
1	ENLH 125	Composition and Grammar -1	3		1	ENLH125	Composition and Grammar – I	3	
1	GEED101	Spike – I	0		1	GEED101	Spike – I	0	
2	ENGL192	Communication In English – II	3		2	ENGL192	Communication in English – II	3	
2	GEED112	General Survey Of Knowledge – II	3		2	GEED112	Arguments and Knowledge – II	3	
2	ENLH140	Literature And Politics	3		2	MATH 167	Maths for Arts & Sciences	3	
2	ENLH142	Concepts In Literary Studies	3		2	ENLH142	Concepts in Literary Studies	3	
2	ENLH 126	Composition and Grammar -II	3		2	ENLH126	Composition and Grammar – II	3	
2	ENLT 132	Introduction to Linguistics	3		2		Area Elective	3	
2	GEED102	Spike – II	0		2	GEED102	Spike – II	0	
3	TURK100/ 199	Communication In Turkish	3		3	ENLH251	Cultural Studies for the Arts and Social Sciences – I	3	
3	ENLH 251	Cultural Studies For The Arts And Social Sciences – I	3		3	ENLH261	Philosophy and Literature	3	
3	ENLH 271	Literature & Gender Studies	3		3	ENLH273	Rhetoric and Forms of Argument	3	
3	COMP101	Computer Literacy	3		3	ENLH 281	World Literature	3	
						TURK199	Communication in Turkish		
3	EDUC 111	Introduction to Teaching Profession	3		3	or		3	
						TUSL180	Turkish as a Second Language		
3	GEED201	Spike – III	0		3		Area Elective	3	
4	UE-PNS	University Elective - Physics/Natural Sciences	3		3	GEED201	Spike – III	0	
4	UE-MPNS	University Elective - Mathematics/Physics/Natural Sciences	3		4	ENLH242	Literature and Classical Contexts	3	
4	ENLH242	Literature And Classical Contexts	3		4	ENLH252	Cultural Studies for the Arts and Social Sciences – II	3	
4	ENLH252	Cultural Studies For The Arts And Social Sciences – II	3		4	ENLH 262	Introduction to Theatre	3	
	EDUC 112	Development and Learning	3			UE-MPN	University Elective – Math, Physical or Natural Sciences Area Elective	3	
	GEED202	Spike - IV	0		4			3	
5	ENLH341	Medieval Literature	3		4	GEED202	Spike – IV	0	

5	ENLH343	Renaissance Literature	3	5	ENLH341	Medieval Literature	3	
5	ENLH371	Literary Theory And Criticism - I	3	5	ENLH343	Renaissance Literature	3	
5	ENLH373	Introduction To Theater	3	5	ENLH371	Literary Theory and Criticism – I	3	
5	EDUC 202	Methodology of ELT	3	5	UE-PN	Physical or Natural Sciences	3	
5	GEED301	Spike – V	0	5		Area Elective	3	
6	ENLH342	18 ^h Century Literature	3	5	GEED301	Spike – V	0	
6	ENLH346	17 th Century Literature	3	6	ENLH342	18 th Century Literature	3	
6	ENLH348	Semiotics And Textual Interdisciplinary	3	6	ENLH346	17 th Century Literature	3	
6	ENLH372	Literary Theory And Criticism -	3	6	ENLH372	Literary Theory and Criticism II	3	
6	EDUC 302	Materials Development and Adaptation	3	6	UE-SB	University Elective - Social and Behavioural Sciences	3	
6	GEED302	Spike – VI	0	6		Area Elective	3	
7	ENLH443	19 th Century Literature	3	6	GEED302	Spike – VI	0	
7	ENLH445	20 th Century And Contemporary Poetry	3	7	ENLH443	19 th Century Literature	3	
7	ENLH451	Literature Into Film	3	7	ENLH445	20 th Century and Contemporary Poetry	3	
7	ENLH471	Rhetoric And Rhetorical Criticism	3	7	ENLH453	20 th Century and Contemporary Drama	3	
7	UE-SB	University Elective – Social And Behavioural Sciences	3	7	ENLH477	Introduction to Film	3	
7	EDUC 305	Planning and Evaluation in Teaching	3	7		Area Elective	3	
8	ENLH440	20 th Century And Contemporary Fiction	3	8	ENLH440	20 th Century and Contemporary Fiction	3	
8	ENLH446	20 th Century And Contemporary Drama	3	8	ENLH458	Literature into Film	3	
8	ENLH448	World Literature: Special Topics	3	8	ENLH454/6	20 th Century and Contemporary Cultural Contexts	3	
8	ENLH452	Technology And Systems Of Literature	3	8		Area Elective	3	
8	EDUC 402	Teaching Internship	3	8	HIST 280 or HIST299	History of Turkish Reforms	2	
8	HIST299	History Of Turkish Reforms	3					_

Comparative Statistics
Supply the following figures: Total numbers and percentages of the courses and their credits in different categories. Also show the distribution of courses and their credits among semesters in the curriculum

		To	otal		Percentage of total				
	Nur	mber	Cre	dits	Nur	nber	Credits		
Courses:	Old	New	Old	New	Old	New	Old	New	
All Courses	50	49	131	128	100	100	100	100	
University core courses	17	16	32	29	34	32.65	24.42	22.65	
Faculty core courses									
Area core courses	20	23	63	69	40	46.94	48	53.9	
Area electives	9	7	27	21	18	14.28	20.61	16.41	
University electives	3	3	9	9	6	6.12	6.87	7	
Courses offered by the hosting departmen	26	25	78	75	52	51.02	59.54	58.59	
Courses offered by other departments	24	24	53	53	48	48.97	40.45	41.4	
Semesters			•	•	•	•	•		

								Seme	sters							
	·	1	•	2	;	3	4	1	Į.	5	•	6		7	8	3
	Old	New	Old	New	Old	New	Old	New	Old	New	Old	New	Old	New	Old	New
Number of courses per semester	7	7	7	7	6	7	6	6	6	6	6	6	6	5	6	5
Number of credits per semester	18	18	18	18	15	18	15	15	15	15	15	15	18	15	17	14

Avei	rage
Old	New
6.25	6.12
16.37	16

Part V. Details of Revision

Fill in the appr	opriate se	ections (tables) be	elow.	Delete any irrelevant	(unfilled) tables to say	e sį	pace.				
1. Progran	Title C	hange									
Fill in this pa	rt if applic	able. Write the fu	ull title	s of old and new prog	grams without any abb	revi	ations.				
Existing pr	ogram ti	tle:				1	New title:]
					Rationale	9					
2. Progran	Degree	Change									
					s, like "Bachelor of So	iend	ce, BS" in the ro	w designated as "E	nglish" and degi	rees in YÖK system	
			(Old Degree				New	Degree		1
		Full n			Abbreviation		Full name			Abbreviation	
English											
Turkish											1
					Rationale	€					
3 Teachin	a I anai	lage Change									
Evieting	teaching	Janguage:					P	ronosed teaching	Tandhade.		1
Lxioting		<u> </u>					•	roposed tedering	Language.] 7
Coverage:		Whole prograr	n	Only for the co	urses:						
					Rationale	9					
			is moi	dified Do not include	new or deleted course	es A	Add extra rows	for additional course	es or remove bla	ank rows	
	Rationale Rationale S. Teaching Language Change Fill in this part if applicable. Existing teaching language: Proposed teaching Language:										
		I		To fulfill the COTO	principles		Rationa	IC .			
		_									
3. ENLH 4	148	ENLH 281		To fulfill the ECTS	principles						

4.	TURK 100	TURK 199	In accordance with GE change	
5.	ENLH373	ENLH262	Due to semester change	
6.	ENLH446	ENLH453	Due to semester change	
7.				
8.				
9.				
10.				
			Further remarks	
1				

	course Title in this part if or	•	rse is modified. Do not include new or deleted courses. Add extra rows for additional	courses or remove blank rows.
	Course		Full Title (No Abbreviation)	Transcript Title
	ENLH273	English	RHETORIC AND FORMS OF ARGUMENT	Rhetoric and forms of Argument
		Turkish	RETORİK VE AYTIŞMA YÖNTEMLERİ	Retorik ve Aytışma Yöntemleri
1.		Rationale:	The old course Rhetoric and Rhetorical Criticism was largely covered by Criticism I and II, hence this proposed course was introduced as a vital estudents writing and argumentative skills.	
	ENLH281	English	WORLD LITERATURE	World Literature
		Turkish	DÜNYA EDEBİYATI	Dünya Edebiyatı
2.		Rationale:	The World Literature-Special Topics (ENLH 448) was moved to the seco 3 credit course, in order to create space for the new ENLH 452, 6 credit credits to 30 for the final semester in line with the ECTS requirements. Whole following the two courses ENLH 141 and ENLH 142.	course bringing the total number of
	ENLH129	English	POLITICS AND LITERATURE	Politics and Literature
		Turkish	SİYASET VE EDEBİYAT	Siyaset ve Edebiyat
3.		Rationale:	The title of this course was changed from Literature and Politics to Politic emphasize the political context of the course, the significance of politics the study of literature and its representation in literary works, but also to the new course Philosophy and Literature.	and various political theories within
		English		
4.		Turkish		
		Rationale:		
		English		

Further remarks

6. Change in the Course Descriptions

Turkish Rationale:

5.

Fill in this part if the description (content) of a course is modified. Do not include new or deleted courses. Add extra rows for additional courses or remove blank rows. The new course content shall be attached in the later sections of this form.

Course	Rationale	
1. ENLH273	As explained in table 5	

2. ENLH281	Α	s explained i	n table 5						
3.									
4.									
5.									
				Furti	ner remarks				
			-						
			edit (Lecture /	Lab / Tutorial / Tot	al) is modified. Do not in	clude new or deleted	d courses.	Add extra rows for ad	ditiona
Course		Old		New					
Code	Lec	Lab Tut To	t Lec	Lab Tut Tot		Ration	nale		
			7						
			-	-					
			+	\dashv \sqcup \sqcup					
Change in the Course in this part if the description arses or remove blank rows Course Code Code Change in the Prerequing the prerequing this part if the prerequing rows. (Replace "P" with Course Code Code Code Addition / Replacement in this part if a new course rowed from the curriculum. The present the present in this part if a new course rowed from the curriculum. The present th				-					
				\neg					
these changes	the tota	I number of c	redits on the	curriculum	Didn't change.	Increased by:		decreased by:	
tricac criariges,	the tota	i number or c	icuits on the		ner remarks	mercased by.		decreased by.	
~	-		-	are modified. Do r	nat inaluda navy ar dalata	od aguraga Add aytra	rowo for	additional acuraca ar r	·a.m.a.
in this part if the p nk rows. (Replace	"P" with	es / co-requisit "C" in the secor	nd column if a	are modified. Do r course is a co-requ	isite of the course speci	fied in the first colum	n.	additional courses or r	emov
Course	Pre /	Old	New			Rationale			
Code	Co	Olu	IVCW			rationale			
	Р								
	-								
	<u> </u>								
	P			_					
				Furti	ner remarks				
-									
	nurses: la	eave "old cours	e" column blan	k For totally delete	ed courses: leave "new o	course" column blank	For cour	ses replaced by a now	COUR
in both "new cours				n. For locally delete	tu courses. leave TIEW (Jourse Column Diank	For cour	зез г е ріасей бу а пем	cours

New Course

Semestr

New Course Title

Old Course

Rationale

1.			ADDITIONS	3											
2.	3	ENLH261	Philosophy Literature	and				346, 348	8, 251	ndy in the E , 252, 242 n philosoph	all require			ENLH 341, 343, nding and	
3.	7	ENLH477	Introduction	to Film				the cine	ma is seen f	one if the r	najor forms urse ENLH	of n	nodern	e in literature and representation as I 477 fulfills the	
4.	8	ENLH452		20 th Century & Contemporary Cultural Contexts				significa neocolo	ant mo nialism not co	odern subje m, ethno-cr overed by t	ects like co iticism and	onial repi	lism, po resenta	oy addressing ost and tive literary works es Literary theory	
5.			DELETION	s											
6.	1	ENLH123	Introduction Humanities	Introduction to Humanities				when a students	gener s throu	al understa	inding of th	e Hu ırses	manitie in the	e semester, and es is given to the ELH curriculum, ant.	
7.	3	ENLH271	Literature a Studies	nd Gender				existing	cours		ne curriculu			ressed in the ENLH 251, 252,	
8.	6	ENLH348		Semiotics and Textual Interdisciplinarity				Largely covered by the courses ENLH 477 and 446. Moreo interdisciplinarity and intertextuality is emphasized in almos ELH courses.							
9.	8	ENLH452		Technology and Systems of Literature				and equ	ipmer ses wa	nt. Moreov s made, m	er, in the ligore genera	ght of	f the fa	expert in the field ct that a cut down rectly relevant to ficial to students.	
10.															
Tota	al number o	of new courses	including repla	cements	3	а	nd d	eleted co	urses	including r	eplacemer	ts	4		
Tota	al number o	of courses	didn't cha	inge (check)		decr	ease	ed by:	1		increased	oy:			
Nu	mber	and list	of courses bein	g already of	fered ir	n EMU				1					
Are	there simil	ar courses with	overlapping co	rlapping content already being offered in EMU? X NO YES. If yes, then justify below:											
	Code		Overlapping rse(s)		Justification										
1.															
2.															
3.															
						Furthe	r ren	narks							

10. Semester Shifts

Fill in this part if the semester of a course on the curriculum has changed. Write the sequence number of the semester in the curriculum (1-8) rather than Fall /Spring. Add extra rows for additional courses or remove blank rows.

Course Code	Old Sem	New Sem	Rationale
1. MATH167	1	2	In order to create an even distribution of University electives and Area Core courses within the process of adapting the total number of credits in ELH curriculum to the ECTS criteria.
2. COMP101	3	1	In order to get the students to familiarize themselves with the basics of computer usage as early as possible, since they will be expected to submit all their assignments written in Microsoft word.
3. ENLH129	2	3	Literature is largely political and the idea is given to students as early in their studies as possible.

4. ENLI	H281		8		3						third semester, the course was re- background for the later theoretical	
5. ENLI	H262		5		4		with the basic concepts		whe	en sti	undamental for providing students idents will see Medieval and ne following semester.	
6. UE-P	PNS		4		5						s and Area Core courses within the culum to the ECTS criteria.	
7. UE-S	SB		7		6						s and Area Core courses within the culum to the ECTS criteria.	
8. ENLI	H453		8		7		In order to accommoda per semester.	ate the new course ENLH 4	54/6	with	out upsetting the balance of credits	
9. ENLI	H273		7		3		In order to provide a fo	undation in rhetorical and a	argu	ment	ative skills at an earlier stage.	
							Furth	er remarks				_
11. Splitt	ting into	o / N	/lodificat	ior	of / Merc	ain	g Streams					
Fill in this	part if the	pro	gram is sp	litte	ed into track	(S, (or the existing streams are n	nodified or merged. Write NONI if two or more streams are me			urses in old curriculum" if the program is s	plit
			Stream T	itle			Courses in	old curriculum			Courses in new curriculum	1
1.	1.											
2.												╛
3.												4
4.							R	ationale				J
												_
12. Uncla				wh	nich can not	t be	classified in any of the char	nges described in above section	ns.			
Brief des	scription	of t	he chang	е								_
Rationale	е											
Part VI.	Resou	ırc	e and (Co	st Anal	ys	is					
Human F Explain the			or the nee	d of	the teachir	ng c	or technical staff necessary t	or implementation of the propo	sed (chang	es	
Number	of existir	ng						Number of staff to be				
staff					Faculty n	ner	nbers = 6	hired after the full transition to the			Faculty members = 6	
					Instructo	rs	= 2	proposed curriculum?			Instructors = 1	
				Ī	Assistant	ts	=1				Assistants =1	
				T	Technica	ıl st	aff = 0				Technical staff = 0	

Administrative staff =1

Administrative staff =1

Further remarks on human resources (if any)								
One of the instructors in transferred to that depart				nanities is currently teaching	for	the	department of Psychology and will be	

New laboratories / studios ? Special lecture halls? YES X NO Further remarks on physical resources (if any). Clarify especially any ADDITIONAL large or unusual resource demands, possible fixed expenditures like chemicals, lab or studio equipments, computers etc to							IF YES, An	ticipated values	s of:	IF NO
Sthere any need or: New classrooms? YES X NO New laboratories / studios ? YES X NO Special lecture halls? Further remarks on physical resources (if any). Clarify especially any ADDITIONAL large or unusual resource demands, possible fixed expenditures like chemicals, lab or studio equipments, computers etc to maintain educational activities, not including the regular maintenance costs of the building. Also mention the possibilities of utilizing and sharing the resources of							Size (m ²)	Cost (USD)	First use date	Host building
New classrooms? New laboratories / studios? YES X NO Special lecture halls? YES X NO Further remarks on physical resources (if any). Clarify especially any ADDITIONAL large or unusual resource demands, possible fixed expenditures like chemicals, lab or studio equipments, computers etc to maintain educational activities, not including the regular maintenance costs of the building. Also mention the possibilities of utilizing and sharing the resources of	s there	A new building?		YES	X	NO				
New laboratories / studios ? YES X NO Special lecture halls? YES X NO Further remarks on physical resources (if any). Clarify especially any ADDITIONAL large or unusual resource demands, possible fixed expenditures like chemicals, lab or studio equipments, computers etc to maintain educational activities, not including the regular maintenance costs of the building. Also mention the possibilities of utilizing and sharing the resources o	any need	New classrooms?		YES	X	NO				
Further remarks on physical resources (if any). Clarify especially any ADDITIONAL large or unusual resource demands, possible fixed expenditures like chemicals, lab or studio equipments, computers etc to maintain educational activities, not including the regular maintenance costs of the building. Also mention the possibilities of utilizing and sharing the resources o	or:	New laboratories / studios ?		YES	х	NO				
Clarify especially any ADDITIONAL large or unusual resource demands, possible fixed expenditures like chemicals, lab or studio equipments, computers etc to maintain educational activities, not including the regular maintenance costs of the building. Also mention the possibilities of utilizing and sharing the resources o		Special lecture halls?		YES	х	NO				
Clarify especially any ADDITIONAL large or unusual resource demands, possible fixed expenditures like chemicals, lab or studio equipments, computers etc to maintain educational activities, not including the regular maintenance costs of the building. Also mention the possibilities of utilizing and sharing the resources o										
	Clarify especially any ADDITIONAL large or unusual resource demands, possible fixed expenditures like chemicals, lab or studio equipments, computers etc to maintain educational activities, not including the regular maintenance costs of the building. Also mention the possibilities of utilizing and sharing the resources of									
		educational activities, not including the								_
		educational activities, not including the								

Part VII. Implementation Guide for existing students

Equivalence chart for the remaining courses

Identify the equivalence of the remaining courses of existing students. For example write the new course "CHEM332" into "equivalence" column if it is going to replace "CHEM321" in the old curriculum. Or one may write "Area elective" or "University Elective" for a totally deleted course in the old curriculum. Presence of consecutive courses (like Analysis I & II), or prerequisite / co-requisites may necessitate alternative equivalent courses, exemptions or conditions for equivalency.

		' '		
	Course	Equivalence	Alternatives / Exemptions or Conditions	
1.	ENLH 129	ENLH 261		
2.	ENLH 273	ENLH 261		
3.	ENLH 348	ENLH 477		
4.	ENLH 452	ENLH 452		
5.				
6.				
7.				
8.				
9.				
10.				

Part VIII. Catalog Information

Provide the information for the revised curriculum in sections "Program Description", "Full Curriculum" and "Course Descriptions" which will be printed in the course catalog and the on-line catalog of the University.

Program Description

Describe the program from several points of view like the mission, goals, objectives, focus and strengths of the program, opportunities for the graduates from an academic perspective. A brief historical perspective may be appropriate. Concise description of sub disciplines or areas of focus may be added. Also summarize lab / studio / workshop information as well as any summer practice or internship if any.

The objectives of the Department of English Literature and Humanities are to promote all aspects of the Arts, Humanities, and Cultural Studies as the necessary basis of a holistic, liberal education. Its goals are to produce students who are critical and analytical thinkers, readers and writers, and thoroughly cognizant of historical and contemporary issues in literature, aesthetics, the media, philosophy, politics, and gender studies. Moreover, the interdisciplinary and intercultural nature of the Department of English Literature and Humanities focuses on education as a collaborative and dynamic enterprise between diverse bodies of knowledge and systems of thought, as well as the multicultural dimension of our present world. Overall, the Department of English Literature and Humanities' objectives are to encourage its students to be socially aware, intellectual individuals who are capable of making independent, balanced and just assessments of themselves and their wider communities; to teach students to recognize the functions of ideology through language, and to stress the significance of literature, the Arts, and the Humanities not as isolated aesthetic categories, but as a politically significant tools for social awareness and change.

The Department of English Literature and Humanities is unique, particularly in the region, in its intellectually driven curriculum which incorporates the most imaginative and contemporary ideas in the discipline. In this sense, it is in the forefront of other regional departments and is frequently referred to as a model for creative education in English Literature and the Humanities. The Department of English Literature and Humanities is comparable to many reputable institutions and departments in Europe and North America. Similarly, the department's highly professional teaching staff have a reputation for their specialist, scholarly activity, unique and imaginative methods of pedagogy, and a department ethos which illustrates the department as a close, cooperative community of students and teachers.

Successful graduates of the Department of English Literature and Humanities will receive the most thorough and comprehensive education in the discipline. They will be competent in the English language, critical and independent thinkers, sophisticated readers and writers, professional researchers, as well as accomplishing an in-depth knowledge of all aspects of literature and the arts from the Classical to the Contemporary. Students will also have a thorough but comprehensive knowledge of philosophy, drama, media studies, gender studies, and politics. Moreover, they will be cognizant of the interface between language and the practices of everyday life, as well as the interdisciplinary nature of their chosen subject. In other words, students of the Department of English Literature and Humanities will receive a holistic yet highly specialized education.

A degree from the Department of English Literature and Humanities leads to a wide variety of job opportunities. Because of the comprehensive and inclusive nature of the discipline students are well-prepared to embark on careers ranging from teaching, journalism, publishing, politics, film, advertising, business and industry, public relations, law, international relations to diplomacy and NGO's. This demonstrates that our graduates are not only proficient in the English language, but with their experience in literature and cultural studies, they have impressive credentials enabling them to find jobs in a competitive market. Many graduates from the Department of English Literature and Humanities have also gone on to pursue advanced degrees in literature, philosophy, linguistics, and other subjects at some of the most prestigious universities in the UK, North America, South Africa, and Australia. Students may also use their elective courses for the Teaching Certificate Programme that I recognized in North Cyprus and Turkey.

Full Curriculum

Complete the table by listing the sequence of courses, by semester that students in the program will take.

Use the following abbreviations to fill in the course category: UC = University Core (like critical thinking, History etc.); UC-M = University core in Mathematics; UC-PN = University Core in Physical/Natural Sciences; UC-AH = University Core in Arts and Humanities; UC-SB = University core in Social and Behavioral Sciences; UE-M = University Elective in Mathematics; UE-PN = University Elective in Physical/Natural Sciences; UE-MPN = University elective in Math or Physical / Natural Sciences; UE-AH = University Elective in Arts and Humanities; UE-SB = University Elective in Social and Behavioral Sciences; FC = Faculty Core; AC = Area Core; AE = Area Elective;

Semester	Ref	Course	Full Course Title	Course			edit		Droroguioitos	Co-requisites
Semester	Code	Code	Full Course Title	Category	Lec	Lab	Tut	Tot	Prerequisites	Co-requisites
1		ENGL191	Communication in English – I	UC	3	0	0	3		
1		GEED111	Arguments and Knowledge – I	UC	3	0	0	3		
1		COMP101	Computer Literacy	UC	3	0	0	3		
1		ENLH129	Politics and Literature	UC-AH	3	0	0	3		
1		ENLH141	Introduction to Literature and Literary History	UC-AH	3	0	0	3		
1		ENLH125	Composition and Grammar – I	AC	3	0	0	3		
1		GEED101	Spike – I	UC	0	0	0	0		
2		ENGL192	Communication in English – II	UC	3	0	0	3		
2		GEED112	Arguments and Knowledge – II	UC	3	0	0	3		
2		MATH 167	Maths for Arts & Sciences	UC-M	3	0	0	3		
2		ENLH142	Concepts in Literary Studies	AC	3	0	0	3		
2		ENLH126	Composition and Grammar – II	AC	3	0	0	3		
2			Area Elective	AE	3	0	0	3		
2		GEED102	Spike – II	UC	0	0	0	0		

3	ENLH251	Cultural Studies for the Arts and Social	AC	3	0	0	3		
		Sciences – I Philosophy and Literature					1		
3	ENLH261	Rhetoric and Forms of Argument	AC	3	0	0	3		
3	ENLH273	World Literature	AC	3	0	0	3		
3	ENLH 281 TURK199	Communication in Turkish	AC	3	0	0	3		
3	TURK 199	Communication in Turkish							
	or		UC	3	0	0	3		
	TUOL 400	Tardish as a Cossand Laurense							
3	TUSL180	Turkish as a Second Language	AE	3	0	0	3		
0									
		Area Elective							
	0555004	Spike – III			_	_	_		
3	GEED201	Literature and Classical Contexts	UC	0	0	0	0		
4	ENLH242	Cultural Studies for the Arts and Social	AC	3	0	0	3	-	
4	ENLH252	Sciences – II	AC	3	0	0	3		
4	ENLH 262	Introduction to Theatre	AC	3	0	0	3		
4	UE-MPN	University Elective – Math and Physical or Natural Sciences	UE	3	0	0	3		
4			AE	3	0	0	3		
		Area Elective							
		Alea Liective							
4	GEED202	Spike – IV	UC	0	0		0		
5	ENLH341	Medieval Literature	AC	3	0		3		
5	ENLH343	Renaissance Literature	AC	3	0		3		
5	ENLH371	Literary Theory and Criticism – I	AC	3	0		3		
5	UE-PN	Physical or Natural Sciences	UE	3	0		3		
5	0		AE	3	0		3		
		Area Elective							
E	GEED301	Spike – V	UC	0	0	0	0		
5		18 th Century Literature		-	1	0	3		
6	ENLH342	17 th Century Literature	AC	3	0	0	3		
6	ENLH346	Literary Theory and Criticism – II	AC	3	0	0	3		
6	ENLH372	University Elective - Social and Behavioural	AC	3	0		-		
6	UE-SB	Sciences	UE	3	0	0	3		
6		Area Elective	AE	3	0	0	3		
6	GEED302	Spike – VI	UC	0	0	0	0	1	
7	ENLH443	19 th Century Literature	AC	3	0	0	3		
		20 th Century and Contemporary Poetry		-		-	3		
7	ENLH445	20 th Century and Contemporary Drama	AC	3	0	0	3		
7	ENLH 453	Introduction to Film	AC	3	0	0	3		
7	ENLH 477	Area Elective	AC	3	0	0	1		
7		AICA LIGULIYE	AE	3	0	0	3		1

8	ENLH440	20 th Century and Contemporary Fiction	AC	3	0	0	3	
8	ENLH458	Literature into Film	AC	3	0	0	3	
8	ENLH454/6	Twentieth Century and Contemporary Cultural Contexts	AC	3	0	0	3	
8		Area Elective	AE	3	0	0	3	
8	or	History of Turkish Reforms	UC	2	0	0	2	
	HIST299							

Additional Requirements for Students who wish to receive the Teaching Certificate

Teaching Certificate students must take the following courses as their Area Electives:

ENLT132 Introduction to Linguistics

EDUC111 Introduction to Teaching Profession

EDUC112 Development and Learning

EDUC202 Methodology of ELT

EDUC302 Materials Development and Adaptation

EDUC305 Planning and Evaluation in Teaching

EDUC402 Teaching Internship

Course Descriptions – I - English: All compulsory courses offered by the department of the program

Type the catalog course description of each course in English in the following order: course content, course credits, prerequisites and co-requisites, Abbreviated Title, Category of the course, teaching language, and keywords. The information supplied will be copied and pasted to the catalog.

- Course code: Replace CODEXXX with the course code
- Course title: Replace Full Course Title with the course title.
- Course Outline: Replace Course outline with statements of the course outline. Avoid using multiple paragraphs. Do not keep the text "Course outline" as a heading.
- Credits: Replace L, L, T and X with corresponding numbers for lecture, lab, tutorial and total course credit, respectively.
- Prerequisites and co-requisites: Delete "None" and replace XXXXXX with the corresponding course code.
- Course Category: XXXXXXXX with any of "University Core", "Faculty / School Core", "Area Core", "Area Elective", or "University Elective"
- Abbreviated title: This is going to be used in preparation of transcripts or registration forms. Replace XXXXXXXXXXXXXXXX with a shorter version of the full title.
- Teaching language: Replace XXXXX with the teaching language
- Keywords: Replace XXXXXX, XXXXXX with words other than the ones available in the title and course outline which helps to identify the course.

The total text length should not exceed 2000 characters.

1. ENLH129 Politics and Literature

Political concerns have been in the substance of literature ever since classical times. From Homer's indictment of the futility of the Trojan War in the *Iliad*, the cunning speeches of Odysseus in the court of Alkinoös, to the famous sex-strike in *Lysistrata*, the classical world set the tone for the tense, but always dynamic relationship between literature and politics. This course will be an introduction to this multifaceted subject in all of its turbulent history, up to the present day. For example, the course may focus on the difference between the explicit political objectives of a movement such as 20th century constructivism, and the implied (but disavowed) political program of such "apolitical" movements as American New Criticism. Lawrence Durrell wrote, in the preface to *Bitter Lemons*, "This is not a political book, but simply a somewhat impressionistic study..." and then proceeds to write a narrative that many believe is embedded in politics. The course may focus then on how such "impressionistic" descriptions can be politics of the most obvious sort. The course itself will strive towards objectivity which ironically is called into question by many of the subjects that will be discussed and analyzed. Since this is an introductory course, the focus will be on a variety of transhistorical and transcultural approaches and authors.

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None

Abbreviated Title: Introduction to Humanities Category: UC-AH Course Teaching Language: ENGLISH

Keywords: history, culture

2. ENLH141 Introduction to Literature and Literary History

The course provides an introduction to the reading of different genres of literature (poetry, novel, the short-story, drama) based on literary examples from Western and non-Western literary traditions, to reach an understanding of form, content, context and meaning. In accordance, emphasis will be placed on textual elements such as the figurative use of language in literary texts and how, through close reading, contextual elements such as theme and topic can be articulated. For a wider interpretation of the literary texts studied, the course will introduce the fundamentals of literary theory and criticism. In order to improve an understanding of literature and its value, it must be situated in its historical and cultural context. This will necessitate the consideration of authorship and "the canon", so students will be given a sense of how literary chronology has been constructed in relation to theme, author and period, not to mention literary works regarded as apocryphal. An understanding of the difference between a historicist reading and a traditional humanist reading of a literary text will be reached, as well as an understanding of "the new historicism." Students will also be involved in examining specific traditional literary works by using historical or non-literary texts including, for example, history books, political records and private diaries. The theoretical framework for this course may include selections from the work of Stephen Greenblatt, Louis Montrose, Harold Bloom and Frank Kermode.

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None

Abbreviated Title: Introduction to Literature and Literary History Category: UC-AH Course Teaching Language: ENGLISH

Keywords: canon, literature

B. ENLH125 Composition and Grammar - I

The aim of this course is to promote critical thinking skills and teach students grammar as well as composition through literature. At this point, grammar, which is vital for constructing the system of communication, will be studied through some exercises in order to improve the students' understanding and use of grammar rules. The students will also be provided with the ability to state, explicate, summarize, and analyze literary texts in relation to some psychological, sexual, and political issues with the result of producing unified, coherent, and well-organized paragraphs as well as essays.

Credits: (3, 0, 0) **3** Prerequisites: None Co-requisites: None Abbreviated Title: Composition and Grammar - I Category: AC Course Teaching Language: ENGLISH

Keywords: self identity

4. ENLH142 Concepts in Literary Studies

Continuing the procedures learned in ENG 141, the course will address various strategies and techniques by which a text is constructed: structural paradigms, narrative voice and persona, metaphor and metonymy, symbolization, allusion. The social and ideological construction of the reader will also be considered, as will the affective characteristics of these various strategies and techniques: identification and reverie, access to the unconscious via archetypes, deflection of attention, manipulation of emotion. The concept of "the literary will be broadly construed, incorporating cultural phenomena as diverse as film and television, cartoons and comic books, love letters and popular songs, erotic literature and sermons. Attention may also be directed to unrecognized literary genres: advertising copy and public relations releases, political speeches and position papers, print and television "news," and documentaries.

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None

Abbreviated Title: Conc in Literature Studies Category: AC Course Teaching Language: ENGLISH

Keywords: figurative, culture

5. ENLH126Composition and Grammar - II

The aim of this course is to promote critical thinking skills in order to gain the ability and perception to respond some literary and visual texts through essay writing. At this point, students will enhance their ability to understand and interpret works of literature from different point of views. The students will also be provided with the ability to summarize, explicate, and analyze literary texts in relation to some psychological, sexual, and political issues with the result of producing unified, coherent, and well-organized essays. In addition, a concise grammar component is prepared to help students move into mature writing, which will be the major basis for the achievement of developing critical skills in written essays.

Credits: (3, 0, 0) 3 Prerequisites: / None Co-requisites: None

Abbreviated Title: Composition and Grammar --II Category: AC Course Teaching Language: ENGLISH

Keywords: national identity, sexual identity

ENLH251 Cultural Studies For The Arts And Social Sciences - I

The core sequence in cultural studies covers a range of topics involved in the definition of the concept of "culture" race, ethnicity, nationality, gender, religion, economic and social status, history, geography, language. These courses will thus focus on patterns of social and intellectual development, and the limitations and possibilities of institutionalized modes of belief and thought. Texts will be drawn from a broad range of cultural artifacts, but the over all emphasis will be on ideological critique in particular, problems of self/other definition and the boundaries of systematic thought.

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None

Abbreviated Title: Cultural Studies for Arts & SS-I Category: AC Course Teaching Language: ENGLISH

Keywords: identity, society

ENLH261 Philosophy and Literature

This course is designed to introduce students to the main issues in Philosophy, and to the most influential views on these issues in the history of Philosophy. The course will offer an overview of major philosophical themes as a necessary foundation for a fuller appreciation of literary works. Students will be expected to develop and communicate, both orally and in writing, their own carefully reasoned arguments and views on the topics discussed.

Credits: (3, 0, 0)3 Prerequisites: None Co-requisites: None
Abbreviated Title: Philosophy and Literature Category: AC Course

Keywords: Philosophy, argument

8. ENLH273 Rhetoric and Forms of Argument

The purpose of this course is to expose students to rhetoric, generally thought of as the art of persuasion, by helping them to recognize and construct "good" arguments. Students will become familiar with syllogisms and ethymemes and with basic types of logical argument—deductive and inductive—as well as with various kinds of argument such as those from the heart, those based on value, and those based on fact or reason. They will also come to understand logical fallacies. Depending on the interests of the instructor, the course may also be designed both to introduce students to the classical rhetoric tradition and to help them appreciate and practice modern applications of classical rhetoric. Classic texts from the rhetorical tradition may be studied. An understanding of the origins and main features of classical rhetoric including the canons of classical rhetoric may serve as background for a rhetorical analysis of a range of texts, especially political speeches but also critical essays and possibly fiction and other genres including those involving the visual arts.

Teaching Language: ENGLISH

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None

Abbreviated Title: Literature & Gender Studies Category: AC Course Teaching Language: ENGLISH

Kevwords: logical, canons

9. ENLH281 World Literature

This course is a stage designed to give students the opportunity to enter into a dialogue with works from several different cultures. For all its diversity, world literature or literary productions from various nations have characters and themes that are common or archetypal in nature. This course explores these archetypes from diverse perspectives. For example what is the relationship between Homer's *Odyssey* and the *Shahnama* of Firdausi? What connects Naguib Mahfouz the Egyptian novelist with the French writer Marcel Proust? In other words this course explores works at a cross-cultural level in order to acquaint the student with a sense of appreciation for the uniqueness of literature from an international perspective. Therefore what we study is not one world but many worlds through literary and cultural contexts

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None

Abbreviated Title: World Literature Category: AC Course Teaching Language: ENGLISH

Keywords: archetypes, diversities

10. ENLH242 Literature and Classical Contexts

This course scrutinizes the concept of the "Classical" and the various ways in which the traditional literary canon and the avant-garde react to it. Consequently, depending on the emphasis chosen by the course lecturer in a particular semester, students may trace the influence of Latin and Greek literary models in the poetry, theology and philosophy of the European Renaissance, or discuss the presence of what might be termed a "consciousness of classical precedent" within Latin and Greek literature itself as it moves from the full flowering of the ancient mode into the "decadent" period of the 9th and l0th centuries, each linguistic tradition feeding off the other and becoming increasingly confused as to which tradition actually carries the Classical flame. There may also be opportunities within the course to study works such as McLuhan's The Gutenberg Galaxy or Gibbon's Decline and Fall of the Roman Empire, which provide historical, cultural and predictive interpretations of the concept of the Classical. Furthermore, students will leave this course with a basic grounding in some of the major writings of Plato and Aristotle which will provide a foundation for junior and senior year courses, where the discussion of philosophical texts occupies an important niche in period and theory studies.

Credits: (3, 0, 0) **3** Prerequisites: None Co-requisites: None Abbreviated Title: Lit. & Classical Cts. Category: AC Course Teaching Language: ENGLISH

Keywords: antiquity, philosophy

11. ENLH252 Cultural Studies For The Arts And Social Sciences - II

This course is a continuation of ENLH151; however, it can also be taken independently without ENLH251as a pre-requisite. The core sequence in cultural studies covers a range of topics involved in the definition of the concept of "culture" race, ethnicity, nationality, gender, religion, economic and social status, history, geography, language. These courses will thus focus on patterns of social and intellectual development, and the limitations and possibilities of institutionalized modes of belief and thought. Texts will be drawn from a broad range of cultural artifacts, but the over all emphasis will be on ideological critique in particular, problems of self/other definition and the boundaries of systematic thought.

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None

Abbreviated Title: Cultural Studies for Arts & SS-II Category: AC Course Teaching Language: ENGLISH

Keywords: identity, society

12. ENLH262 Introduction to Theatre

The course provides a basic critical vocabulary for understanding the dramaturgical conventions and innovations of plays representing the major genres of the West from the Greeks to the contemporary period, as well as important plays representing non-Western traditions. Texts exemplifying tragedy, comedy, mystery/ morality, historical, avant-garde/absurdist, opera, and film scenario may be selected from the works of the following and other playwrights: Aeschylus, Sophocles, Euripides, Aristophanes, Marlowe, Shakespeare, Beaumont/Fletcher, Tirso de Molina, Lope de Vega, Calderon, Moliere, Racine, Sheridan, Schiller, Kleist, Buchner, Wagner, Hofmannsthal, Brecht, Weiss, Ibsen, Strindberg, O'Neill, Shepard, Shaw, Beckett, Stoppard, Jarry, Cocteau, Ionesco, Genet, Chekhov, Gorky, Mayakovsky, Kalidasa, Chikamatsu, Soyinka, Walcott. Instructors teaching this course will decide on the extent to which a play has to be thought of in terms of a live production. If the instructor chooses to emphasize the idea that drama is a performing art—an interaction between playwrights, directors, actors, and audience—then there may be an opportunity for students to be actively involved in producing and performing plays.

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None

Abbreviated Title: Introduction to Theatre Category: AC Course Teaching Language: ENGLISH

Keywords: performance, dramaturgy

3. ENLH341 Medieval Literature

This course may be taught from various perspectives, enabling students to gain a broad knowledge of Medieval social and cultural history through a detailed study of contemporary literature. When approached from the perspective of English literature, selections will likely include Beowulf, Malory's Morie D'Arthur and its alliterative sources, Gawain and the Green Knight, mystery and morality dramas, spiritual meditations and visionary reveries -Hilton's The Ladder of Perfection, the works of the "Pearl Poet", Langland's Piers Plowman, secular lyrics and ballads, and a detailed study of the works of Chaucer in the light of European sources. From a Continental perspective, the course might focus on works in translation: literary epics and sagas -The Nibelungenlied, the Volsungasaga, the Kalevala folk epics and tales -e.g. the Til Eulenspiegel and Reynard the Fox cycles, Arthurian romances -Chretien de Troyes, Wolfram von Eschenbach's Parzival, Gottfried von Strassburg's Tristan, Dante's La Vita Nuova and Commedia, lyric poetries, idealizing -troubadours, minnesingers, Jewish court poets of Spain, and bawdy -Villon and the Goliards, transitional figures, such as Boccaccio and Petrarch, whose concerns prefigure those of the Renaissance. The course might also be organized around a special topic: the plague, apocalyptic expectations and millenial movements, or contemporary conceptions of woman, which would survey additional texts such as the Ancrene Wisse, the Romance of the Rose, Christine de Pizan's City of Ladies. Some attention may also be paid to the profound influence of Christian doctrine as expressed in Thomas a Kempis' The Imitation of Christ, St. Bonaventure's to The Soul's Journey to God, the mystical treatises of Meister Eckhart and the anonymous author of The Cloud of Unknowing, the scholastic philosophies of Thomas Aquinas and Duns Scotus, writings associated with the monastic orders established by St. Francis and St. Ignatius Loyola, and reports of almost legendary heretical sects such as the Albigensia

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None

Abbreviated Title: Medieval Literature Category: AC Course Teaching Language: ENGLISH

Keywords: mysticism, meditation

14. ENLH343 Renaissance Literature

This course is at present divided into two sections: the first is concerned with detailed readings of Elizabethan and Reformation poetry, including selections from John Skelton, Thomas Wyatt the Elder, Philip Sidney, Henry Howard, Michael Drayton, Chidiock Tichborne, Shakespeare, John Donne, Henry Vaughan and Thomas Traherne, students are introduced to the major tropes and images of Renaissance poetry and trained in close analytical reading and the conventions of English meter and rhyme. The second part of the course provides a basic grounding in Thomist thought, and proceeds to major Renaissance philosophers, including Ficino, Pico de Mirandola, Vico, and Bruno. However, in future the course might be designed to scrutinize other facets of the Continental tradition: Erasmus, and his dialogue with Luther and Calvin, Machiavelli, Montaigne, Reynard, and Rabelais, the picaresque -Lazarillo, Quevedo, Grimmelshausen, Cervantes and the "Golden Age" playwrights, Baroque poetry, the commedia dell'arte, Michelangelo, Leonardo, or Dürer and the so-called "Northern Renaissance', modes of artistic production, the revival of magical thinking and esoteric semiotics -Albertus Magnus, Paracelsus, the alchemists, the poetry of science -Remy Belleau, Jean de Sponde, Peletier du Mans, the humanist philosophies of Erasmus, Ficino and Vico, the fascination with psychological typologies -Burton's Anatomy of Melancholy, the emblem books of Cesare Ripa and others, the doctrine of bodily "humors".

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None

Abbreviated Title: Renaissance Literature Category: AC Course Teaching Language: ENGLISH

Keywords: picaresque, alchemy

5. ENLH371 Literary Theory And Criticism - I

The specific texts covered vary from semester to semester, but the primary concern of this course is examining some of the ideological and systematic assumptions of literary scholarship, by articulating some fundamental questions: What is an author, and how is "intention" recognized? What is a text, and how and where does its meaning appears? How are distinctions made between genres, between good and bad, or high and low literature? What is the nature of the reality described by "realistic" fiction? In what ways does a "historical" document or artifact reflect "history," and what are the factors which distinguish fiction from non-fiction? How does a translation or a performance relate to an original texts? Through examining various approaches to texts and their engagement with such questions, the course provides a framework for analyzing the relations between criticism and its object of study, and also between criticism and its own theorization

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None

Abbreviated Title: Literature Theo & Criticism-I Category: AC Course Teaching Language: ENGLISH

Keywords: ideology, historicism

ENLH342 18th Century Literature

This course emphasizes the conventions of social commentary and satire in 18th-century poetry and prose, as well as the effect of the Restoration on the arts in Europe following the religious controversy and strife of the previous century. British and Irish authors may include: Jonathan Swift -Gulliver's Travels, A Tale of a Tub, The Battle of the Books, Alexander Pope -"The Dunciad," "The Rape of the Lock," "An Essay on Man," "An Essay on Criticism", Samuel Johnson -The History of Rasselas, "The Vanity of Human Wishes," selections from his Lives of the Poets as well as biographical commemorations by Boswell and Mrs. Thrale, Sterne's The Life and Times of Tristram Shandy and one or more novels from the work of Defoe, Fielding, Smollett, Austen, Burney, and Gothic novelists such as Beckford and "Monk" Lewis. In addition to essays by Addison and Steele, poetry by Gray, and drama by Sheridan and Gay, less well-known authors may be considered whose works have been marginalized because they do not fit the traditional formulations of putative "Enlight- enment" concerns: Christopher Smart -"Jubilate Agno", Edward Young -"Night Thoughts", George Crabbe -"The Village". Along parallel lines, the work of major French writers of the period may be examined as representative of various subversions of rational discourse from within: Voltaire -Candide, Rousseau -the Confessions, the treatises, and selections from Emile, Diderot -Rameau's Nephew, D'Alemberf's Dream, Jacques the Fatalist and His Mastert, and de Sade -Philosophy in the Bedroom. Similarly, contemporary British philosophers - Locke, Berkeley, Hume, Saintsbury, as well as Lessing in Germany, may be addressed in terms of how certain aspects of the thought of each served to subvert the empirical bias and prepared the way for a subsequent "Romantic" revolution in the name of the imagination.

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None

Abbreviated Title: 18th Century Literature Category: AC Course Teaching Language: ENGLISH

Keywords: classicism, enlightenment

17. ENLH346 17th Century Literature

The main objective of the course, Seventeenth Century Literature, is to introduce students to the general literary and philosophical ideas and political developments of this century. The course will try to give a taste of the canonical writings of the period between the early 17th and early 18th centuries, as well as to inquire about the role of politics- tensions between monarch, parliament and religious factions and the reflections of these tensions to the literary production of the age. Therefore, it will be necessary for the students to read, write and engage in discussions from Metaphysical poets to the Cavalier poets and the literary revival of the study and imitation of the classics. This will naturally involve readings from, possibly Shakespeare, to Dryden, including humanist texts like Bacon's essays and political tracts like

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None

Abbreviated Title: Literary Theo & Criticism-II Category: AC Course Teaching Language: ENGLISH

Keywords: satire, metaphysical

8. ENLH372 Literary Theory and Criticism - II

This course may take the form of a conceptual survey of aesthetic and literary theories, ranging from the Classical tradition -Plato, Aristotle, Longinus, Horace, through the Romantics -Words worth, Coleridge, Shelley, the Jena collective, to the twentieth century: New Criticism, Russian formalism, psychoanalytic and archetypal criticism, phenomenology, hermeneutics, structuralism, deconstruction, reader-response theory, New Historicism, feminist criticism. Alternatively, the course may concentrate on a particular selection of theoretical or philosophical texts dealing with such topics as Frankfurt School theory, phenomenological approaches to literature, relations between literary theory and the visual arts, or modernist and post-modernist aesthetics.

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None

Abbreviated Title: Literary Theo & Criticism-II Category: AC Course Teaching Language: ENGLISH

Keywords: postmodern, polyglossia

19. ENLH443 19th Century Literature

The course content will depend on whether it is taught from a national, comparative, or thematic perspective. Topics may vary from a study of the American Renaissance, to examining the structures and conventions of British late Regency and early Romantic literature and literary criticism, analysis of contemporary stylistics and methodology, social history and poetic methods. Comparative influences on the novel may be considered, civil war literature, the development of German romanticism, interdisciplinary relations between art, music, religion, and politics. Other contexts may include: industrialism and the urban experience, nationalism, stateism and anarchism, imperialism and its frontiers, organicist paradigms and the concept of evolution, the origins and influences of psychology and anthropology, the invention of History, feminisms, colonialism, decadence. Authors covered might include: Dickens, Eliot, Conrad, Darwin, Henry James, William James, Adams, Twain, Nietzsche, Wagner, Marx, Flauberf, Zola, Mallarme, Rimbaud, Lautreamont, Dostoyevsky, Tolstoy, Chekhov, Ibsen, Strindberg, Kierkegaard, Galdos, Machado de Assis. The course may involve the use of some audiovisual material.

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None

Abbreviated Title: 19th Century Literature Category: AC Course Teaching Language: ENGLISH

Keywords: realism, symbolism

9. ENLH445 20th Century And Contemporary Poetry

Referring to the contrast of high idealism and the cataclysmic violence of the twentieth century, Eric Hobsbawm called it the "age of extremes." In the compositions of twentieth-century poets a similar range of extremes may be noted. This course provides analytical and interpretative approaches to the most provocative and significant poetic forms of this period. The poetry of the metropolitan centres of Europe and the USA in the early twentieth century placed a high value on experimentation with expressive form, psychoanalysis, the social role of the poet and social criticism. Drawing on these experiments in form, at the periphery of Europe poets became involved in nationalist revolutions and made contributions to the symbolic identity structures of the emerging nation states. Such efforts reconstructed and reinvented older cultural forms, but also took up critical positions vis-à-vis nationalist mythmaking. During the early to mid-twentieth century, political movements demanding economic, social, and national justice emerged in South America, Africa, the Middle East and India. Corresponding poetic movements flourished in these environments offering scathing criticisms of linguistic and cultural oppression, while at the same time contributing original poetic voices to world poetry. During this period in the USA and Europe, many poets were experimenting with performance poetry, the relation of poetry to other art forms, especially music, song and dance, and the symbiosis of body and language. This course will also reflect on poetry from the contemporary period and its continuing explorations of performance, gender, sexuality, and popular culture and the reception of poetry.

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None

Abbreviated Title: 20th Cent & Contemporary Poetry Category: AC Course Teaching Language: ENGLISH

Keywords: voice, experimentation

20. ENLH453 20th Century And Contemporary Drama

This course will involve a study of some of the major theories of drama in the twentieth century, drawn from Jarry, Artaud, Stanislavsky, Brecht, Boal, and others. The course may focus on European and American dramatic traditions but other traditions may also be included—for example, Arabic, Latin American, or Japanese. Particular attention may be paid to dada, futurism, surrealism, existentialism, expressionism, theater of the Absurd, and other movements occurring both within and outside the avant-garde. Authors studied may include Pirandello, Wilde, Shaw, O'Casey, O'Neill, Williams, Miller, Wilson, Hwang, Kushner and Parks, as well as Beckett and Pinter. Students may also study plays written just yesterday or even today.

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None

Abbreviated Title: Literature into Film Category: AC Course Teaching Language: ENGLISH

Keywords: avant-garde, staging

21. ENLH477 Introduction to Film

Students taking this course are not expected to have any experience or knowledge of film beyond the experience of recreational watching of films. The course will focus in particular on film as a medium, as an art, and as a language. Students will be exposed to basic aspects

of film style, including the shot, mise-en-scene, editing, and film sound. They will also be taught the basics of film form and film history. The course will draw on the work of selected major film theorists including, for example, André Bazin, Sergei M. Eisenstein, Siegfreid Kracauer, Christian Metz, Umberto Eco, Roland Barthes, and/or Raymond Bellour.

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None

Abbreviated Title: Introduction to Film Category: AC Course Teaching Language: ENGLISH

Keywords: medium, language

22. ENLH440 20th Century And Contemporary Fiction

This course will explore currents in international literatures from literary Modernism, the influence of avant-garde movements, New Realism, the reflexivity of the post-modernist novel, minor literatures, post-colonialist literatures and the contemporary literatures of the New Social Movements. The reading material may be selected according to any number of criteria. The most orthodox of models sees its art form as unfolding historically according to literary movements and social developments. Alternatively, it is possible to organize this material according to national and regional characteristics, viewed in terms of political, social and economic change and cultural and linguistic difference. The major genres of the period under consideration may also be subdivided into subgenres of the comic, fantastic, lyrical, science fictional or historical novel. Students will also be asked to explore the theoretical, philosophical, and sociological contexts in which novels are produced and interpreted. Primarily this involves a critical evaluation of the category of 'fiction' and the interrogation of the symbolic nature of social, linguistic and psychological reality, and the role of literary activity therein.

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None

Abbreviated Title: 20th Cent & Contemporary Fiction Category: AC Course Teaching Language: ENGLISH

Keywords: novels, postmodernism

23. ENLH458 Literature Into Film

This course will explore the relationship between two kinds of signifying practice: literature and film. As well as being taught how to examine the general differences and similarities between the two media, students will be taught how exactly particular works of fiction have been transferred into the medium of film. Students will focus on the intertextual relation between particular films and the literature from which they are derived. A central question may be: to what extent does a film do violence to the viewer's memory of an original text? The course will incorporate the work of some major film theorists, especially those, like Noël Burch, who have focused on translation or adaptation from one medium to the other.

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None

Abbreviated Title: 20th Cent & Contemporary Drama Category: AC Course Teaching Language: ENGLISH

Keywords: translation, adaptation

24. ENLH454/6 20th Century Cultural Contexts

The course will address a number of cultural phenomena that arose in the West in the twentieth century. In the light of the increasing dichotomy of East and West or "self and "the other", the course will take up political, cultural and theoretical movements to explore these theoretical movements and the artistic modes that have emerged in the twentieth century. For this purpose, close analysis of some representative novels and other literary works will be undertaken to highlight theoretical, cultural and political movements and to investigate the issue of identity (political, cultural, national and gender identity). The theoretical framework will be informed by approaches such as post- and neo-colonialism, Marxism, feminism and post-structuralism.

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None

Abbreviated Title: Technology & Systems of Lit Category: AC Course Teaching Language: ENGLISH

Keywords: post-colonial, identity

Course Descriptions - II - English : All compulsory courses offered by other academic units

1. ENGL191 Communication in English - I

ENGL 191 is a first semester freshman academic English course The purpose of this course is to consolidate and develop students' knowledge and awareness of academic discourse, language structures and lexis. The prime focus will be on the further development of writing, reading, speaking and listening skills in academic settings, and on improving study skills in general.

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None

Abbreviated Title: Communication in English -- I Category: UC Course Teaching Language: ENGLISH

Keywords:

Department offering the course: General Education

2. GEED111 Arguments and Knowledge - I

Arguments and Knowledge I topics can be selected from Social and Natural Sciences areas, such as, Discoveries in Science, World Civilizations, Culture and Society and Visual, Literal and Performing Arts. This course explicitly focuses on introducing and improving both critical thinking and effective communication skills, while conveying general knowledge about the selected topics.

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None Abbreviated Title: Arguments and Knowledge -- I Category: UC Course Teaching Language: ENGLISH

Keywords:
Department offering the course: General Education

3. COMP101 Computer Literacy
Information Technology in Perspective Using the PC Inside the Computer Storing and Petrioving Information

Information Technology in Perspective. Using the PC. Inside the Computer. Storing and Retrieving Information, information input and Output. Networks and Networking. Going Online. The Windows Environment. Living In an Information Society. Business Information Systems. Use of Office tools.

Credits: (3, 0, 0) **3**Abbreviated Title: Computer Literacy

Prerequisites: None Co-requisites: None Category: UC Course Teaching Language: ENGLISH

Keywords:

Department offering the course: Mathematics

4. ENGL192 Communication in English - II

ENGL 192 is a second semester freshman academic English course The purpose of this course is to further consolidate and develop students' knowledge and awareness of academic discourse, language structures and lexis. The prime focus will be on the further development of writing, reading, speaking and listening skills in academic settings, and on improving study skills in general.

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None

Abbreviated Title: Communication in English –II Category: UC Course Teaching Language: ENGLISH

Kevwords:

Department offering the course: General Education Department

GEED112 Arguments and Knowledge - II

Arguments and Knowledge II topics can be selected from Social and Natural Sciences areas, such as, Discoveries in Science, World Civilizations, Culture and Society and Visual, Literal and Performing Arts. This course explicitly focuses on introducing and improving both critical thinking and effective communication skills, while conveying general knowledge about the selected topics.

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None Abbreviated Title: Arguments and Knowledge -- Il Category: UC Course Teaching Language: ENGLISH

eywords:

Department offering the course General Education

6. MATH167 Maths for Arts and Social Sciences

This course is provided by the Department of Mathematics for students in the Arts and Social Sciences. The course will involve a review of basic mathematical concepts, sets, real numbers and their properties, operations with real numbers, exponents and radicals, operations with algebraic expressions, factorials, summation notation. It will also involve linear and quadratic equations, the rectangular coordinate system, linear and quadratic functions, their graphs and applications. In addition, the course will address the following: some basic geometric shapes, areas and volumes; collecting data and sampling techniques; picturing data, pie charts, bar charts and histograms; average, weighted mean, geometric mean, median and mode; variance and standard deviation. Lastly, some basic probability concepts, random variable, probability distribution will be included, as well as normal distribution and its applications, and an introduction to hypothesis testing, type I and II errors in decision making.

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None

Abbreviated Title: Maths for Arts & Sciences Category: UC-M Course Teaching Language: ENGLISH

Keywords:

Department offering the course: Mathematics

7. ENLT132 Introduction to Linguistics

This course introduces students to the scientific study of human language. It considers signs and sign systems, the sounds and sound patterns of language, morphemes, the lexicon and morphological rules, sentences and syntax, and phrase structure rules

Credits: (3, 0, 0) 3 Prerequisites: / None Co-requisites: / None

Abbreviated Title: Introduction to Linguistics Category: AE Course Teaching Language: ENGLISH

Keywords:

Department offering the course: English Language Teaching

3. TURK199/TUSL180 Communication in Turkish/Turkish as a Second Language

The course is designed for students with no prior experience with Turkish. The emphasis of the course is not on grammar explanation but rather on communication and functional usage of the language. By the end of the semester students are expected to acquire a pronunciation which is understood by a native speaker, to understand simple discourse in printed form for informative or social purposes, and be able to write short paragraphs or take simple notes on familiar topics. During the course the students will be encouraged to learn more about Turkish culture reading Turkish newspapers and periodicals, meeting native speakers on campus, and using the Turkish electronic network.

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None Abbreviated Title: Communication in Turkish Category: UC Course Teaching Language: ENGLISH

Keywords:

Department offering the course: Turkish Language and Literature

9. EDUC111 Introduction to Teaching Profession

What teaching is about, theories of motivation, classroom context, getting to know students, instructional techniques and strategies.

[offered to both ELT & ELH students]

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None

Abbreviated Title: Introduction to Teaching Profession Category: AE Course Teaching Language: ENGLISH

Keywords:

Department offering the course: Educational Sciences

10. EDUC112 Development and Learning

Social, psychological, moral and physical development of the individual; different approaches, processes and individual differences in learning. [offered to both ELT & ELH students]

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None Abbreviated Title: Development and Learning Category: AE Course Teaching Language: ENGLISH

Keywords:

Department offering the course: Educational Sciences

11. EDUC202 Methodology of ELT

A brief history of language teaching; techniques, methods, and approaches in EFL. Comparison of grammar-translation; direct method; audio-lingual method and communicative approach; natural approach, etc. Teaching linguistic skills through micro-teaching and preparing lesson plans. [offered to ELH students]

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None

Abbreviated Title: Methodology of ELT Category: AE Course Teaching Language: ENGLISH

Kevwords:

Department offering the course: Educational Sciences

12. EDUC302 Materials Development and Adaptation

Studying the criteria in textbook evaluation for EFL and evaluating the textbooks used in EFL; developing supplementary materials parallel to the content of the books used and adapting the present material and exercises to the level and needs of the students while eliminating irrelevant ones. [offered to ELH students]

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None

Abbreviated Title: Materials Development & Adaptation Category: AE Course Teaching Language: ENGLISH

evwords.

Department offering the course: Educational Sciences

13. | EDUC305 Planning and Evaluation in Teaching

Teaching basic concepts and procedures in program development, syllabus design, unit and daily plans; studying content specification and organization, teaching methods and strategies, material selection, testing and evaluation; developing test types (i.e., improvement and achievement tests) test item writing, and grading techniques. [offered to both ELT & ELH students]

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None

Abbreviated Title: Planning and Evaluation in Teaching Category: AE Course Teaching Language: ENGLISH

Keywords:

Department offering the course: Educational Sciences

14. EDUC402 Teaching Internship

Intended to provide opportunities to observe teachers in classroom situations, to apply instruction from theory, to develop lesson planning skills, to develop awareness and knowledge in practical instruction, to develop personal and professional learning through reflection. [offered to ELH students]

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None

Abbreviated Title: Teaching Internship Category: AE Course Teaching Language: ENGLISH

Keywords:

Department offering the course: Educational Sciences

15. HIST280/299 History of Turkish Reforms

The aim of this course is to teach students under what conditions the Republic of Turkey was established; to make students understand the principles of Ataturk's reforms; the phases of the Reforms; Ataturk as a military hero and a statesman; Ataturk's concept of nationalism that defies racism; Ataturk's attempts to maintain global peace based on causes and effects; the relations between the Turkish Republic and the establishment of the Turkish Republic of Northern Cyprus; Turkish Cypriot years of national strife.

Credits: (3, 0, 0) 3 Prerequisites: None Co-requisites: None

Abbreviated Title: History of Turkish Reforms Category: UC Course Teaching Language: Turkish/English

Keywords:

Department offering the course: Atatürk Research Centre

- Ders Kodu: DERSXXX 'in ders kodu ile değiştirin
- Ders Adı: "Tam Ders Adı" yazısını silip yerine dersin tam adını yazınız.
- Ders İçeriği: "Ders içeriği..." yazısını silip dersin içeriğini yazınız. Çoklu parağraflardan kaçınınız. Ve sonunda bir satır boşluk kalmasını sağlayınız.
- Dersin Kredisi: L, L, T ve X harfleri yerine sırasıyla ders, lab, tutorial ve dersin toplam kredilerini karşılık gelecek şekilde yazınız...
- Ön ve yan koşullar: "None" kelimesini siliniz ve XXXXXX yerine dersin ön veya yan koşul dersini yazınız.
- Dersin kategorisi: XXXXXXXX yerine "Üniversite Ana", "Fakülte / Okul Ana", "Alan Ana", "Alan Seçmeli", veya "Üniversite Seçmeli" ibarelerinden birini yazınız.
- Dersin Kısa Adı: Bu bilgi ders çizelgesi (transkript) veya kayıt formlarında kullanılacaktır. XXXXXXXXXXXXXXX yerine dersin kısa adını yazınız.
- Eğitim Dili: XXXXX yerine dersin eğitim dilini yazınız.
- Anahtar Kelimeler: XXXXXX, XXXXXX yerine dersi tanımlamakta yararlı olacak ve derin adı ile içeriğinde yer almayan kelimeleri yazınız.

Toplam metin uzunluğu 2000 basamağı geçemez.

1. ENLH125 Kompozisyon ve Dilbilgisi - I

Bu dersin amacı, eleştirel düşünme becerilerini geliştirmek ve öğrencilere edebiyat yoluyla hem dilbilgisini hem de kompozisyonu öğretmektir. Bu noktada, iletişim sistemini oluşturmada hayati önemi olan dilbilgisi, öğrencilerin dilbilgisi kurallarını anlama ve kullanmalarını geliştirmek amacıyla alıştırmalar kullanılarak incelenecektir. Öğrencilere ayrıca bir takım psikolojik, cinsel, ve siyasi meseleleri ifade etme, açıklama, özetleme ve analiz etme yeteneği kazandırılarak, bütünleşmiş, tutarlı ve iyi düzenlenmiş paragraflar ve denemeler üretmeleri sağlanacaktır.

Kredi: (3, 0, 0) 3 Önkoşul: Yok Yankoşul: Yok

Dersin Kısa Adı: Kompozisyon ve Dilbilgisi – I Kategorisi: FC Dersi Eğitim Dili: İngilizce

Anahtar Kelimeler:

2. ENLH129 Siyaset ve Edebiyat

Siyasi meseleler çok eski zamanlardan beri edebiyatın konusu olagelmiştir. Homer'in *Iliad*'ında Truva Savaşını abeslikle suçlamasından, Alkinoos mahkemesinde Odysseus'un kurnaz konuşmalarından, Lysistrata'daki sex-grevine kadar, klasik dünya edebiyatla siyaset arasındaki gergin ama her zaman dinamik ilişkinin tonunu ayarlamıştır. Bu ders, bu çok yönlü konunun çalkantılı tarihini zamanımıza kadar ele alan bir giriş mahiyetindedir. Mesela, 20. yüzyıl oluşturmacılığı (constructivism) gibi bir hareketin açık siyasi hedefleri ile Amerikan Yeni Eleştiri'si gibi 'rpolitika dışı hareketlerin' dolaylı (ama sahiplenilmeyen) siyasi programı arasındaki farklara odaklanılabilir. Lawrence Durell, *Bitter* Lemons adlı eserinin önsözünde : ' Bu siyasi bir kitap değil, bilakis sadece biraz izlenime dayalı bir çalışmadır..' der ve devamında bir çok kişinin siyasete dayalı olduğuna inandığı bir hikaye yazar. Derste işte böylesi 'izlenimsel çalışmanın' nasıl apaçık türden bir siyaset olabileceği hususuna odaklanılabilir. Bu derste, tartışılacak ve analizi yapılacak konulardan birçoğunda, ironik bir şekilde, sorgulanacak olan nesnelliğe ulaşılmaya çalışılacaktır. Bir giriş dersi olduğundan odak noktası, çeşitli tarih ve kültürlerdeki yaklaşım ve kişiler olacaktır.

Kredi: (3, 0, 0) 3 Önkoşul: Yok Yankoşul: Yok

Dersin Kısa Adı: Siyaset ve Edebiyat Kategorisi: UC – AH Dersi Eğitim Dili: İngiligce

Anahtar Kelimeler:

3. ENLH141 Edebiyat ve Edebiyat Tarihine Giriş

Bu ders, Batı edebiyatı ve Batı edebiyatı dışındaki diğer edebiyatlardan alınmış edebî örneklere dayalı olarak, farklı edebî türlerden (şiir, roman, kısa hikaye, tiyatro) metin okumalarına giriş yapılarak, şekil, içerik, bağlam ve anlamın anlaşılmasına çalışılacaktır. Dolayısiyle edebi metinlerde dilin mecazi kullanımı gibi metinsel öğelere, ve yakın okuma yoluyla tema ve konu gibi bağlamsal öğelerin nasıl dile getirildiğine önem verilecektir. İncelenen edebi metinlerin daha geniş bir yorumu için edebi teori ve eleştirinin esasları anlatılacaktır. Edebiyatın ve değerinin anlaşılmasını sağlamak için tarihsel ve kültürel bağlamına yerleştirilmesi gerekir. Bu da eserin yazarının ve 'onun yazma ilkelerinin göz önüne alınmasını gerekli kılar, bu nedenle öğrencilere yazarı şüpheli olarak görülen edebi eserler bir tarafa tema, yazar, ve döneme ilişkin olarak edebi kronolojinin nasıl oluşturulduğu anlatılacaktır. Bir edebi metni, 'yeni tarihselci' okumanın yanı sıra, tarihselci okuma ile geleneksel humanist okuma arasındaki farkın anlaşılması sağlanacaktır. Ayrıca aralarında mesela tarih kitapları, siyasi hatıralar ve özel günlüklerin bulunduğu tarihi ve edebiyat dışı metinleri kullanarak belli geleneksel edebi eserleri inceleyeceklerdir. Bu dersin teorik çerçevesinde, Stephen Greenblatt, Louis Montrose, Harold Bloom ve Frank Kermode'un eserlerinden seçmeler bulunabilir.

Kredi: (3, 0, 0) 3 Önkoşul: Yok Yankoşul: Yok

Dersin Kısa Adı: Edebiyat ve Edebiyat Tarihine Giriş Kategorisi: UC -- AH Dersi Eğitim Dili: İngilzice

Anahtar Kelimeler:

4. ENLH126 Kompozisyon ve Dilbilgisi - II

Bu dersin amacı, denemeler yazarak bir takım edebi ve görsel metinlere tepki verme yeteneği ve algılaması kazandırmak amacıyla eleştirel düşünme becelerilerini geliştirmektir. Bu noktada, öğrenciler farklı bakış açılarıyla edebi eserleri anlama ve yorumlama yeteneklerini artıracaklardır. Ayrıca öğrencilere, tutarlı ve iyi düzenlenmiş denemeler üretebilmeleri amacıyla, bir takım psikolojik, cinsel ve siyasi konularla ilgilendirerek edebi metinleri özetleme, açıklama ve analiz etme yeteği kazandırılacaktır. Bunlara ek olarak, öğrencilerin daha olgun yazılar yazmalarına yardımcı olacak kısa bir dilbilgisi bileşeni de hazırlanacaktır. Bu, yazılı denemelerinde eleştirel becerilerini geliştirmelerini sağlamada esas teşkil edecektir

Kredi: (3, 0, 0) **3** Önkoşul: Yok Yankoşul: Yok
Dersin Kısa Adı: Kompozisyon ve Dilbilgisi –II Kategorisi: AC Dersi Eğitim Dili: İngilizce

Anahtar Kelimeler:

. ENLH242 Edebiyat ve Klasik Bağlamlar

Bu derste, 'Klasik' kavramı ve geleneksel edebi prensiplerin ve avangard'ın ona karşı gösterdiği çeşitli tepkiler incelenecektir. Dolayısıyla, belli bir sömestrede öğretim elemanının göstereceği vurguya göre, öğrenciler Avrupa Rönasans'ının şiirinde, ilahiyatında ve felsefesinde Latin ve Grek edebi modellerinin etkisinin izini sürebilirler, ya da Latin ve Grek edebiyatının antik formun tam gelişiminden, herbir dilbilimsel

geleneğin diğerini besleyerek, hangi geleneğin aslında Klasik ateşi taşıdığı hususunda giderek karmaşıklaştığı 9. ve 10. yüzyılların 'dekadan' dönemine doğru ilerleyişi sırasında bu edebiyat içindeki 'klasik emsal bilinci' denebilecek şeyin varlığını tartışabilirler. Ayrıca, Ders dahilinde Klasik kavramı konusunda tarihsel, kültürel ve öngörülü yorumlar sağlayan as McLuhan'nın The Gutenberg Galaxy'si ya da Gibbon'nın Decline and Fall of the Roman Empire'ı gibi eserleri onceleme fırsatı da olabilir. Ayrıca, öğrenciler felsefi metinlerin dönem ve teori incelemelerinde önemli bir yer işgal ettiği üçüncü ve dördüncü sınıf dersleri için temel oluşturacak olan Eflatun ve Aristo'nun belli başlı kimi yazılarıyla temel bir alt yapı oluşturarak dersi bitireceklerdir.

Kredi: (3, 0, 0) **3** Önkoşul: Yok Yankoşul: Yok
Dersin Kısa Adı: Edebiyat ve Klasik Bağlamlar Kategorisi: AC Dersi Eğitim Dili: İngilizce

Anahtar Kelimeler:

ENLH251 Sanat ve Sosyal Bilimler İçin Kültürel İncelemeler - I

Kültürel incelemelerin asıl sıralamasında, "kültür" kavramının tanımında bulunan ırk, azınlık grupları, milliyet, cinsiyet, din, ekonomik ve toplumsal konum, tarih, coğrafya, dil gibi bir dizi konular bulunmaktadır. Bu derslerin odak noktası, sosyal ve zihinsel gelişim kalıpları, kurumsallaşmış inanç ve düşünce tiplerinin sınırlamaları ve imkanları olacakır. Metinler, geniş bir yelpazeyi kapsayan kültürel eserlerden alınacaktır, ancak genel vurgu başta kendi/diğeri tanımlamaları ilgili problemler ve sistemli düşüncenin sınırları olmak üzere idelolojik elestiri üzerinde olacaktır

Kredi: (3, 0, 0) 3 Önkoşul: Yok Yankoşul: Yok

Dersin Kısa Adı: Sanat ve Sosyal Bilimler İçin Kültürel İncelemeler- I Kategorisi: AC Dersi Eğitim Dili: İngilizce

Anahtar Kelimeler:

7. ENLH261 Felsefe ve Edebiyat

Bu ders, öğrencilere Felsefedeki ana meseleleri, ve Felsefe tarihindeki bu meselelerle ilgili en etkili görüşleri vermek için tasarlanmıştır. Derste, edebi eserlerin tam anlamıyla değerlendirmesini yapmak için gerekli bir esas olarak başlıca felsefe konuları genel olarak sunulacaktır. Öğrencilerin hem yazılı hem de sözlü olarak, dikkatli bir şekilde gerekçelendirilmiş iddialarını ve tartışılan konularla ilgili görüşlerini geliştirmeleri ve bunları iletebilmeleri beklenmektedir.

Kredi: (3, 0, 0) 3 Önkoşul: Yok Yankoşul: Yok
Dersin Kısa Adı: Felsefe ve Edebiyat Kategorisi: AC Dersi Eğitim Dili: İngilizce

Anahtar Kelimeler:

B. ENLH273 Retorik ve Akıl Yürütme Şekilleri

Bu dersin amacı, 'geçerli' iddiaları tanıma ve kurmalarına yardımcı olmak suretiyle, öğrencileri genellikle ikna etme sanatı diye düşünülen retorikle tanıştırmaktır. Öğrenciler, kıyas ve eksik kıyası, ve temel mantıksal argüman tiplerini – tümden gelimi ve tüme varımı- ve ayrıca değere dayalı olanlarını, ve gerçeğe ve akla dayalı olanlar gibi çeşitli argüman tiplerini de tanıyacaklardır. Bunlardan başka, mantıksal yanıltmacaları anlar hale geleceklerdir. Öğretim elemanının ilgilerine bağlı olarak, ders hem öğrencilere klasik retorik geleneğini tanıtacacak hem de onların klasik retorikin modern uygulamalarını anlama ve uygulamalarına yardım edecek şekilde de tasarlanabilir. Geleneksel retorik metinleri de incelenebilir. Klasik retorikin kanunları dahil olmak üzere, klasik retorikin kökleri ve ana özelliklerinin anlaşılması bir takım metinlerin, bilhassa siyasi nutukların, ayrıca eleştiri denemelerinin, belki romanın ve görsel sanatlar dahil diğer türlerin retorik bakımdan analizinde arkaplan görevi görebilir.

Kredi: (3, 0, 0) **3** Önkoşul: Yok Yankoşul: Yok
Dersin Kısa Adı: Retorik ve Akıl Yürütme Şekilleri Kategorisi: AC Dersi Eğitim Dili: İngilizce

Anahtar Kelimeler:

ENLH281 Dünya Edebiyatı

Bu ders, öğrencilere, birkaç farkı kültüre ait eserlerle diyaloga girme fırsatı vermek üzere tasarlanmış bir aşamadır. Tüm çeşitliliğine karşın, dünya edebiyatı ve çeşitli milletlerden edebî ürünlerin mahiyeti itibariyle ortak ve ilk-örnek olan karakterleri ve temaları vardır. Bu derste, çeşitli bakış açılarıyla bu ilk-örnekler araştırılacaktır. Mesela, Homer'in *Odyssey*'si ile Firdevsi'nin *Şehnâme*'si arasındaki ilişki nadir? Mısırlı romancı Necip Mahfuz'la Fransız yazar Marcel Proust'u birleştiren nadir? Başka bir ifadeyle, bu derste öğrenciye uluslararası bir başkış açısıyla edebiyatın benzersizliğini kavrama anlayışı kazandırmak için eserler çapraz kültür seviyesinde araştırılacaktır. Bu nedenle, incelediğimiz, tek bir dünya değil, edebi ve kültürel bağlamlardaki birçok dünyadır.

Kredi: (3, 0, 0) **3** Önkoşul: Yok Yankoşul: Yok
Dersin Kısa Adı: Dünya Edebiyatı Kategorisi: AC Dersi Eğitim Dili: İngilizce

Anahtar Kelimeler:

0. ENLH252 Sanat ve Sosyal Bilimler İçin Kültürel İncelemeler - II

Bu ders ENLH151'in devamıdır; Ancak, ön koşul olarak ENLH251 olmadan bağımsız olarak da alınabilir. Kültürel incelemelerde temel sıralama 'kültür' kavramının tanımındaki bir dizi konuyu; ırk, azınlık gruplar, milliyet, cinsiyet, din, ekonomik ve sosyal statü, tarih, cografya ve dili kapsar. Bu derste, sosyal ve entelektüel gelişim kalıplarına, kurumsallaşmış inanç ve düşüncenin sınırlamaları ve imkanları üzerinde durulacaktır. Metinler geniş bir kültürel eser yelpazesinden seçilecektir, ancak genel olarak vurgu idelolojik eleştiri üzerinde, özellikle de kendi/öteki tanımındaki problemler ve sistematik düşüncenin sınırları üzerinde olacaktır.

Kredi: (3, 0, 0) 3 Önkoşul: Yok Yankoşul: Yok

Dersin Kısa Adı: Sanat ve Sosyal Bilimler İçin Kültürel İncelemeler- II Kategorisi: AC Dersi Eğitim Dili: İngilizce

Anahtar Kelimeler

11. ENLH262 Tiyatroya Giriş

Bu derste, Batı dışı gelenekleri temsil eden önemli gelenekleri ve Greklerden çağdaş döneme kadar Batı'nın ana türlerinin temsil eden oyunlardaki yenilikleri ve tiyatro geleneklerini anlamak için temel bir söz dağarcığı verilecektir. Trajedi, komedi, sır/ahlak, tarihsel, avangard/abzürd, opera ve film senaryosunu örnekleyen metinler aşağıda verilen ve başka oyun yazarlarının eserlerinden seçilebilir:

Aeschylus, Sophocles, Euripides, Aristophanes, Marlowe, Shakespeare, Beaumont/Fletcher, Tirso de Molina, Lope de Vega, Calderon, Moliere, Racine, Sheridan, Schiller, Kleist, Buchner, Wagner, Hofmannsthal, Brecht, Weiss, Ibsen, Strindberg, O'Neill, Shepard, Shaw, Beckett, Stoppard, Jarry, Cocteau, Ionesco, Genet, Chekhov, Gorky, Mayakovsky, Kalidasa, Chikamatsu, Soyinka, Walcott. Öğretim elemanı bu dersin ne kadarının film gösterisi şeklinde olacağına karar verecektir. Eğer öğretim elemanı tiyatronun bir icra sanatı olduğu fikrine- yani oyun yazarları, yönetmenler, oyuncular, ve izleyici arasında bir etkileşim olduğu- fikrini vurgulamak isterse, o zaman öğrencilerin oyun üretme ve icra etmeye etkin bir şekilde katılmaları için bir imkan olabilir.

Kredi: (3, 0, 0) 3 Önkoşul: Yok Yankoşul: Yok
Dersin Kısa Adı: Tiyatroya Giriş Kategorisi: AC Dersi Eğitim Dili: İngilizce

Anahtar Kelimeler:

12. ENLH341 Ortaçağ Edebiyatı

Bu ders çeşitli perspektiflerden öğretilebilir ve çağdaş edebiyatın ayrıntılı bir şekilde incelenmesi yoluyla Ortaçağın sosyal ve kültürel tarihi konusunda öğrencilerin geniş bilgi edinmeleri sağlanabilir. İngiliz Edebiyatı açısından yaklaşıldığında seçmeler arasında muhtemelen şu eserler bulunacaktır: Beowulf, Malory'nin Morte D'Arthur ve onun edebiyat dışı kaynakları, Gawain and the Green Knight, gizem ve ahlak oyunları, ruhsal tefekkürler ve mistik hayaller- Hilton'un The Ladder of Perfection, 'Pearl Poet'in eserleri, Langland'ın Piers Plowman, seküler lirikler ve baladlar, ve Avrupa kaynakları ışığında Chaucer'ın eserleri. Avrupa kıtası açısından bakıldığında derste, şu eserlerin çevirilerine odaklanılabilir: Edebi destanlar ve sagalar- Nibelungenied, the Volsungasaga, Kalevala halk destanı ve masalları- mesela, Til Eulenspiegel ve Reynard the Fox , Arthur romansları -Chretien de Troyes, Wolfram von Eschenbach''ın Parzival'i, Gottfried von Strassburg'un Tristan'ı, Dante'nin La Vita Nuova'sı ve Commedia'sı, lirik şiirler, -troubadours (Fransız halk şairleri), minnesingers (Alman halk şairleri) , İspanya'nın Yahudi saray şairleri ve küfürler- Villon ve Jewish court poets of Spain, and bawdy -Villon ve Goliards, Boccaccio ve Petrarch gibi, konuları Rönansı haber veren geçiş figürleri. Bu ders özel bir konu etrafında da organize edilebilir: Salgın, kehanet beklentileri ve binyılın hareketleri, ya da kadınla ilgili çağdaş algılamalar, ki bu durumda Ancrene Wisse, the Romance of the Rose, Christine de Pizan'nın City of Ladies gibi ek metinler incelenecektir. Hristiyanlığın şu eserlerde ifade edilen derin etkilerine de bakılabilir: Thomas Kempis'in The Imitation of Christ, St. Bonaventure'un The Soul's Journey to God, Meister Eckhart'ın mistik risaleleri ve The Cloud of Unknowing'in anonim yazarı, Thomas Aquinas ve Duns Scotus'un skolastik felsefeleri, St Francis ve St. Ignatus Loyola'nın kurduğu manastır tarikatları, ve Albigensianlar ve Hussiteler gibi efsane sayılabilecek sapkın tarikatlerle ilgili yazılanlar.

Kredi: (3, 0, 0) **3** Önkoşul: Yok Yankoşul: Yok
Dersin Kısa Adı:Ortaçağ Edebiyatı Kategorisi: AC Dersi Eğitim Dili: İngilizce

Anahtar Kelimeler:

13. ENLH343 Rönasans Edebiyatı

Bu ders halen iki bölüme ayrılmış durumdadır: İlki, aralarında John Skelton, Thomas Wyatt the Elder, Philip Sidney, Henry Howard, Michael Drayton, Chidiock Tichborne, Shakespeare, John Donne, Henry Vaughan ve Thomas Traherne'den seçmelerin bulunduğu Elizabet ve Reformasyon dönemi şiirlerinin ayrıntılı okuması ile ilgilidir, öğrencilere Rönasans şiirinin belli başlı söz sanatlarının ve imajları verilmekte ve İngilizce ölçü ve ahenginin kuralları ve yakından tahlil ederek okuma konusunda alıştırmalar verilmektedir. Dersin ikinci kısmı Thomas Aquinascı düşünce konusunda ilk temeldir ve buradan aralarında Ficino, Pico de Mirandola, Vico ve Bruno'nun bulunduğu önemli Rönasans filozoflarına geçilmektedir. Bununla birlikte bu ders, Kıta Avrupası geleneğinin diğer yönlerini inceleyecek şekilde de tasarlanabilir: Erasmus, ve onun Luther ve Kalvinle, Makyavelli, Montaigne, Reynard, ve Rabelais olan diyaloğu, pikaresk – Lazarillo, Quevedo, Grimmelshausen, Cervantes ve "Altın Çağ" oyun yazarları, Barok şiiri, comedia dell'arte, Michelangelo, Leonardo, ya da Dürer ve "Kuzey Renansı", sanatsal üretim tarzları, sihirli düşüncenin uyanışı ve ezoterik gösterge bilim- Albert Magnus, Paracelsus, simyacılar, bilim şiiri- Remy Belleau, Jean de Sponde, Peletier du Mans- Erasum, Ficino ve Vico'nun insancıl felsefeleri, ruhbilim tipolojilerinin cazibesi- Burton'un Melankoli Anatomisi, Cesare Ripa ve diğerlerinin amblem kitapları, bedensel 'humor'lar öğretisi.

Kredi: (3, 0, 0) **3** Önkoşul: Yok Yankoşul: Yok
Dersin Kısa Adı: Rönasans Edebiyatı Kategorisi: AC Dersi Eğitim Dili: İngilizce

Anahtar Kelimeler:

14. ENLH371 Edebiyat Teorisi ve Eleştiri - I

Incelenek belli metinler dönemden döneme farklılık göstermekle birlikte bu dersin birincil amacı bir takım temel soruları dile getirmek suretiyle edebiyat biliminin bir takım ideolojik ve sistematik varsayımlarını incelemektir: Yazar nedir ve "yazarın maksadı" nasıl anlaşılır? Metin nedir, ve anlamı nerede ve nasıl ortaya çıkar? Edebi türler, iyi ve kötü ya da yüksek ya da adi edebiyat arasındaki farklar nasıl anlaşılır? "Gerçekçi" romanla anlatılmak istenen gerçeğin mahiyeti nedir? "Tarihsel" bir belge ya da eser "tarihi" hangi yollarla yansıtır, ve kurgusal olanı olmayandan ayıran etmenler nelerdir? Bir çevirinin ya da bir sahnelenen oyunun asıl metinlerle ilgisi nasıl kurulur? Çeşitli metin yaklaşımlarını ve bunların yukardaki sorularla olan ilgisini incelemek suretiyle, bu ders eleştiri ile onun inceleme nesnesi ve eleştiri ile kendi teorisi arasındaki ilişkileri analiz etmek için bir çerçeve sağlar.

Kredi: (3, 0, 0) **3** Önkoşul: Yok Yankoşul: Yok
Dersin Kısa Adı: Edebiyat Teorisi ve Eleştiri– I Kategorisi: AC Dersi Eğitim Dili: İngilizce

Anahtar Kelimeler:

5. ENLH342 18. Yüzyıl Edebiyatı

Bu derste hem 18. yüzyıl şiir ve nesrindeki toplumsal yorum ve hiciv gelenekleri hem de bir önceki yüzyıldaki dinî polemik ve çatışmaların ardından Restorasyonun Avrupa'daki sanatları üzerindeki etkisi vurgunlanacaktır. Britanya ve Irlanda yazarları arasında şunlar bulunabilir: Jonathan Swift -Gulliver's Travels, A Tale of a Tub, The Battle of the Books, Alexander Pope -"The Dunciad," "The Rape of the Lock," "An Essay on Man," "An Essay on Criticism", Samuel Johnson -The History of Rasselas, "The Vanity of Human Wishes," onun Lives of the Poets'inden seçmeler ve Boswell and Mrs. Thrale'in biyografik hatıraları, Sterne'nin The Life and Times of Tristram Shandy ve Defoe, Fielding, Smollett, Austen, Burney'in bir veya birkaç romanı, ve Beckford and "Monk" Lewis gibi Gotik romancılar. Addison ve Steele'in denemeleri, Gray'in şiirleri, ve Sheridan ve Gay'in tiyatrosuna ek olarak, eserleri farzedilen 'Aydnlanma' konularının geleneksel şekillerine uymadığı için marjinalleşmiş olan daha az bilinen yazarlar da incelenebilir: Christopher Smart -"Jubilate Agno", Edward Young -"Night Thoughts", George Crabbe -"The Village". Bu paralelde, dönemin Fransız yazarları da akılcı söylemle ilgili çeşitli bozulmaların temsilcisi olarak incelenebilir: Voltaire -Candide, Rousseau -İtiraflar, ve Emile, Diderot'dan çeşitli seçmeler -Rameau's Nephew, D'Alemberf's Dream, Jacques the Fatalist and His Mastert, ve de Sade -Philosophy in the Bedroom. Aynı şekilde, çağdaş Britanya filozofları- Locke, Berkeley,

Hume, Saintsbury, ve Almanya'dan Lessing, herbirinin belli düşünce yönlerinin tecrübî önyargıyı yıkmaya nasıl hizmet ettiği ve muhayyile adına müteakip 'Romantik' devrimin yolunu nasıl hazırladıkları bakımından ele alınabilirler.

Kredi: (3, 0, 0) **3** Önkoşul: Yok Yankoşul: Yok
Dersin Kısa Adı: 18. Yüzyıl Edebiyatı Kategorisi: AC Dersi Eğitim Dili: İngilizce

Anahtar Kelimeler:

16. ENLH346 17. Yüzyıl Edebiyatı

Bu dersin ana amacı olan On Yedinci Yüzyıl Edebiyatı'nda öğrencilere genel edebî ve felsefî fikirler ve bu yüzyıldaki siyasi gelişmeler anlatılacaktır. Derste, 17. ve 18. yüzyıllar arasındaki dönemin kurallarına uygun yazılardan örnekler verilmeye ve ayrıca siyasetin rolü-kral, parlamento ve dini fraksiyonlar arasındaki gerilimler ve bu gerilimlerin çağın edebi ürünlerine yansımaları- incelenmeye çalışılacaktır. Bu nedenle, öğrencilerin Metafizik şairlerden Cavalier şairlerine, klasiklerin incelenmesi ve taklidiyle ortaya çıkan edebî diriliş konusunu okumaları, bu konularda yazmaları ve tartışmalara katılmaları gereklidir. Doğal olarak, bu Bacon'ın denemeleri ve Hobbes'un Leviathan'ı gibi hümanist metinler de dahil olmak üzere, muhtemelen Shakespeare'den Dryden'a kadar olan şairlerin metinlerini okumayı gerektirecektir.

Kredi: (3, 0, 0) **3** Önkoşul: Yok Yankoşul: Yok
Dersin Kısa Adı: 17. Yüzyıl Edebiyatı Kategorisi: AC Dersi Eğitim Dili: İngilizce

Anahtar Kelimeler:

17. ENLH372 Edebiyat Teorisi ve Eleştiri - II

Bu ders, Klasik geleneği –Eflatun, Aristo, Longinus, Horace- Romantiklere- Wordsworth, Coleridge, Shelley, Jena kollektifi'ni, buradan da yirminci yüzyılı- Yeni Eleştiri, Rus Formalizmi, psikoanalitic ve arketipsel eleştiri, fenomenoloji, hermenötik, yapısalcılık, yapı-yıkımcılık, okur-tepkisi teorisi, Yeni Tarihselcilik, feminist eleştiri -kapsayan estetik ve edebiyat teorileri ilgili kavramsal bir inceleme şeklinde olabilir. Başka bir şekilde ise, bu derste Frankfurt Okulu teorisi, edebiyata fenomenolojik yaklaşımlar, edebiyat teorisi ile görsel sanatlar arasındaki ilişkiler, ya da modernist ve post-modernist estetik gibi konuları ele alan teorik ve felsefi metinlerden belli seçmelere yoğunlaşılabilir.

Kredi: (3, 0, 0) **3** Önkoşul: Yok Yankoşul: Yok
Dersin Kısa Adı: Edebiyat Teorisi ve Eleştiri – II Kategorisi: AC Dersi Eğitim Dili: İngilizce

Anahtar Kelimeler:

18. ENLH443 19. Yüzyıl Edebiyatı

Bu dersin içeriği, ulusal, karşılaştırmalı ya da tematik noktadan öğretilip öğretilmediğine bağlı olacaktır. Konular Amerikan Rönansansının incelenmesinden, Britanya geç dönem saltanatının ve erken dönem Romantik edebiyat ve edebi eleştirisinin yapıları ve geleneklerine, çağdaş biçem ve metodoloji, sosyal tarih ve şiir metotlarının analizine kadar farklılık gösterebilir. Roman üzerindeki etkilerin karşılaştırılması, iç harp edebiyatı, Alman romantikliğinin gelişimi, sanat, müzik, din ve siyaset arasındaki disiplinlerarası ilişkiler de ele alınabilir. Diğer bağlamlar şunlar olabilir: sanayileşme ve şehir deneyimi, milliyetçilik, devletçilik ve anarşizm, emperyalizm ve cepheleri, organizmacılık paradigması, ve evrfim kavramı, psikoloji ve antropolojinin kökenleri ve etkileri, Tarihin icadı, feminizm, kolonicilik, ve dekadans. Şu yazarlar kapsanabilir: Dickens, Eliot, Conrad, Darwin, Henry James, William James, Adams, Twain, Nietzsche, Wagner, Marx, Flauberf, Zola, Mallarme, Rimbaud, Lautreamont, Dostoyevsky, Tolstoy, Chekhov, İbsen, Strindberg, Kierkegaard, Galdos, Machado de Assis. Derste görsel-işitsel malzemeler kullanılabilir.

Kredi: (3, 0, 0) **3** Önkoşul: Yok Yankoşul: Yok
Dersin Kısa Adı: 19. Yüzyıl Edebiyatı Kategorisi: AC Dersi Eğitim Dili: İngilizce

Anahtar Kelimeler:

19. ENLH445 20. Yüzyıl ve Çağdaş Şiir

Yirminci yüzyılın yüksek idealizmi ile yıkıcı şiddet arasındak tezada göndermede bulunan Eric Hobsbawn, bu çağa 'aşırı uçların çağı' adını vermiştir. Yirminci yüzyıl şairlerinin kompozisyonlarında benzer bir dizi aşılıklar görülebilir. This course provides analytical and interpretative approaches to the most provocative and significant poetic forms of this period. Yirminci yüzyıl başlarındaki Avrupa ve Amerikanın metropoliten merkezlerinin şiirleri ifade formuyla deneme yapmaya, psikoanalize, şairin toplumsal rolüne ve toplumsal eleştiriye yüksek bir değer vermiştir. Avrupa'nın merkezden uzak bölgelerinde şekil üzerinde deneylere baş vuran şairler milliyetçi devrimlere karıştılar ve yeni oluşan ulus devletlerin sembolik kimlik yapılarına katkılarda bulundular. Bu çabalar eski kültürel formları yeniden yapılandırıp, yeniden keşfettiler, ancak aynı zamanda milliyetçi mit yaratma karşısında eleştirel bir tavır takındılar. Yirminci yüzyılın başlarından ortalarına kadar olan dönemde, Güney Amerika, Afrika, Orta Doğu ve Hindistan'da ekonomik, toplumsal, ve ulusal adalet isteyen siyasi hareketler ortaya çıktı. Mukabil şiir hareketleri bu bölgelerde gelişerek linguistik ve kültürel zulme karşı sert eleştirilerde bulundular, bu arada dünya şiirine orijinal şiir seslerini de kattılar. Amerika ve Avrupa'daki bu dönem sırasında birçok şair sahne şiiriyle, şiirin diğer sanat formları, bilhassa müzik, şarkı ve dansla olan ilişkisi, ve vücut ve dilin ortak-yaşamı ile denemeler yapıyorlardı. Bu derste, çağdaş dönem şiiri ve onun sahne, cinsiyet, cinsellik, ve popüler kültür ve şiirin kabul görmesi konusundaki sürmekte olan keşiftleri üzerinde de durulacaktır.

Kredi: (3, 0, 0) **3** Önkoşul: Yok Yankoşul: Yok
Dersin Kısa Adı: 20. Yüzyıl ve Çağdaş Şiir Kategorisi: AC Dersi Eğitim Dili: İngilizce

Anahtar Kelimeler:

20. ENLH451 20. Yüzyıl ve Çağdaş Tiyatro

Bu derste, Jarry, Artaud, Stanislavsky, Brecht, Boal ve diğerlerinden alınan, yirminci yüzyıldaki tiyatro ile ilgili önemli teorilerden bazıları incelenecektir. Derste, Avrupa ve Amerikan tiyatrosu geleneklerine odaklanılabilir, ancak başka gelenekler de- mesela, Arap, Latin Amerika, ya da Japon- dahil edilebilir. Dadaizm'e, gelecekçilik'e, gerçek-üstücülüğe, varoluşçuluğa, dışa-vurumculuk'a, Abzürd tiyatroya, avangardın içinde ya da dışında meydana gelen diğer hareketlere özel bir dikkat verilebilir. Şu yazarlar incelenebilir: Pirandello, Wilde, Shaw, O'Casey, O'Neill, Williams, Miller, Wilson, Hwang, Kushner and Parks, Beckett ve Pinter. Öğrenciler, daha dün, hatta bugün yazılmış oyunları bile inceleyebilirler.

Kredi: (3, 0, 0) 3 Önkoşul: Yok Dersin Kısa Adı: 20. Yüzyıl ve Çağdaş Tiyatro Eğitim Dili: İngilizce

Kategorisi: AC Dersi

Anahtar Kelimeler:

ENLH477 Filme Giris

Bu dersi alan öğrencilerin eğlence amaçlı film seyretme deneyimi dışında filmle ilgili herhangi bir deneyim ya da bilgileri olması beklenmemektedir. Derste bilhassa bir araç, bir sanat, ve bir dil olarak film üzerinde durulacaktır. Öğrencilere, çekim, mizansen (sahneye koyma), gösterime hazırlama, ve film sesi gibi film biçeminin ana hususları verilecektir. Ayrıca öğrencilere film şekli ve film tarihinin temel bilgileri de öğretilecektir. Derste, aralarında André Bazin, Sergei M. Eisenstein, Siegfreid Kracauer, Christian Metz, Umberto Eco, Roland Barthes, ve/veya Raymond Bellour'un bulunduğu belli başlı seçilmiş film kuramcılarının eserlerine başvurulacaktır.

Yankoşul: Yok

Önkoşul: Yok Yankoşul: Yok Kredi: (3, 0, 0) 3 Dersin Kısa Adı: Filme Giriş Kategorisi: AC Dersi Eğitim Dili: İngilizce

Anahtar Kelimeler

22. ENLH440 20. Yüzyıl ve Çağdaş Roman

Bu derste, uluslararası edebiyatlardaki akımlar, avanqard akımların etkisi, Yeni Gerçekcilik, post-modernci romanın dönüşlülüğü, daha az önemli edebiyatlar, kolonicilik sonrası edebiyatlar, ve Yeni Toplumsal Hareketlerin çağdaş edebiyatları incelenecektir. Okunacak metinler herhangi bir őlçüte göre seçilebilir. Modellerin en ortodok olanı romanı, edebiyat hareketlerine ve toplumsal gelişmelere göre tarihsel olarak açılan bir sanat formu olarak görmektedir. Başka bir yol da, bu malzemeyi siyasi, toplumsal ve ekonomik değişme, ve kültürel ve dilse farklılık bakımlarından, millî ya da bölgesel özelliklere göre düzenlemek de mümkündür. İncelenek dönemin belli başlı edebi türleri komik, fantastik, lirik, bilim-kurgu ya da tarihsel roman olmak üzere daha alt türlere de ayrılabilir. Öğrencilerden, romanların üretildiği ve yorumlandığı teorik, felsefi ve toplumbilimsel bağlamları araştırmaları da istenecektir. En başta bu, 'roman' kategoriësinin eleştirel bir değerlendirmesini, toplumsal, dilbilimsel ve psikolojik gerçekliğin simgesel mahiyetinin ve buradaki edebi eylemin rolünün sorgulanmasını gerektirir.

Kredi: (3, 0, 0) 3 Önkoşul: Yok Yankoşul: Yok Dersin Kısa Adı: 20. Yüzyıl ve Çağdaş Roman Eğitim Dili: İngilizce Kategorisi: AC Dersi

Anahtar Kelimeler:

ENLH458 Edebiyat ve Film 23.

Bu derste iki tür ifadelendirme uygulaması arasındaki ilişki incelenecektir: Edebiyat ve film. İki ifade aracı arasındaki genel farklılıkların ve benzerliklerin nasıl inceleneğinin öğretilmesinin yanında, öğrencilere belli kurgusal eserlerin filme tam olarak nasıl aktarıldığı öğretilecektir. Öğrenciler belli filmler ve onların türetildiği edebiyat arasındaki metinler-arası İlişkiye odaklanacaklardır. Burada önemli bir soru şu olabilir: Bir film seyircinin bir orijinal metinle ilgili hafızasına ne ölçüde şiddet uygulamaktadır? Derste birkaç önemli film kuramcısının, özellikle de Noël Burch gibi, bir ortamdan diğer ortama aktarma ya da adapte etmeye odaklanmış olanların eserleri ele alınacaktır.

Kredi: (3, 0, 0) 3 Önkoşul: Yok Yankoşul: Yok Eğitim Dili: İngilizce Dersin Kısa Adı: Edebiyat ve Film Kategorisi: AC Dersi

Anahtar Kelimeler:

ENLH454/6 20. Yüzyıl Kültürel Bağlamları

Bu derste, yirminci yüzyılda ortaya çıkmış olan bir takım kültürel olgular ele alınacaktır. Doğu Batı ya da 'kendi' ve 'öteki' şeklinde giderek artan ikiye ayrışmanın ışığında, yirminci yüzyılda ortaya çıkmış olan bu kuram hareketlerini ve sanat tarzlarını araştırmak için derste siyasi, kültürel ve teorik hareketler ele alınacaktır. Bu maksatla, kuram, kültür ve siyasi hareketleri vurgulamak ve kimlik meselesini (siyasi, kültürel, ulusal ve cinsiyet kimliğini) incelemek amacıyla birkaç temsil özelliği olan roman ve başka edebi eser yakından analiz edilecektir. Teorik çerçeve post koloniyalizm, yeni koloniyalizm, Marksizm, feminizm ve yapısalcılık sonrası gibi yaklaşımlarla oluşturulacaktır.

Kredi: (3, 0, 0) 3 Önkoşul: Yok Yankoşul: Yok Eğitim Dili: İngilizce Dersin Kısa Adı: 20. Yüzyıl Kültürel Bağlamları Kategorisi: AC Dersi

Anahtar Kelimeler:

Course Descriptions - II - Turkish : All compulsory courses offered by other academic units Ders Tanımları - II - Türkçe : Diğer akademik birimler tarafından verilen tüm temel dersler

ENGL191 İngilizce İletişim

ENGL191 Birinci yıl, birinci dönem akademik İngilizce dersidir. Bu dersin amacı öğrencilerin akademik söylem, dil yapıları ve sözcük dağarcığı bilgisini ve bilincini pekiştirerek geliştirmektir. Asıl vurgusu akademik ortamlarda yazma, okuma, konuşma ve dinleme becerilerini daha da geliştirme ve genelde de bilimsel çalışma becerilerini iyileştirme üzerinde olacaktır.

Kredi: (3, 0, 0) 3 Önkoşul: Yok Yankoşul: Yok

Dersin Kısa Adı: İngilizce İletişim Eğitim Dili: İNGİLİZCE Kategorisi: UC Dersi

Anahtar Kelimeler:

Dersi veren Bölüm: Genel Eğitim Bölümü

GEED111 Savlar ve Bilgi Edinimi - I

Savlar ve Bilgi Edinimi I ders konuları Sosyal ve Doğal Bilimlerden, örneğin şu alanlardan seçilebilir: Bilimde Keşifler, Dünya Medeniyetleri, Kültür ve Toplum, ve Görsel, Edebi ve Sahne Sanatları. Bu dersin amacı seçilen konularda bilgi vermek yanında, esas olarak öğrenciye kritik düşünme ve etkin ietişim yetilerini tanıştırıp, kazandırmaktır.

Kredi: (3, 0, 0) 3 Önkoşul: Yok Yankoşul: Yok Eğitim Dili: İNGİLİZCE Dersin Kısa Adı: Savlar ve Bilgi Edinimi I Kategorisi: UC Dersi Anahtar Kelimeler: Dersi veren Bölüm: Genel Eğitim Bölümü COMP101 Bilgisayar Okur-yazarlığı Bilgi Teknolojisi, PC kullanımı, Bilgisayarın İçi, Bilgi depolama ve Bilgiye Ulaşma, Bilgi girdisi ve çıktısı, Ağlar ve Ağkurma, Online olma, Bilgi Toplumunda Yaşama, İşletme Bilgi Sistemleri, Office araçlarının kullanımı Kredi: (3, 0, 0) 3 Yankoşul: Yok Önkosul:/ Yok Eğitim Dili: İNGİLİZCE Dersin Kısa Adı: Bilgisayar Okur-yazarlığı Kategorisi: UC Dersi Anahtar Kelimeler: Dersi veren Bölüm: MATEMATİK ENGL192 İngilizce İletişim - ıı ENGL192, birinci yıl ikinci dönem akademik İngilizce dersidir. Amacı öğrencilerin akademik söylem, dil yapıları ve sözcük dağarcığı bilgisini ve bilincini pekiştirerek daha da geliştirmektir. Asıl vurgusu akademik ortamlarda yazma, okuma, konuşma ve dinleme becerilerini daha da geliştirme ve genelde de bilimsel çalışma becerilerini daha iyi hale getirme üzerinde olacaktır. Önkoşul: Yok Kredi: (3, 0, 0) 3 Yankosul: Yok Dersin Kısa Adı: İngilizce İletişim - İl Kategorisi: UC Dersi Eğitim Dili: İNGİLİZCE Anahtar Kelimeler: Dersi veren Bölüm: Genel Eğitim Bölümü GEED112 Savlar ve Bilgi Edinimi - II Savlar ve Bilgi Edinimi II ders konuları Sosyal ve Doğal Bilimlerden, örneğin şu alanlardan seçilebilir: Bilimde Keşifler, Dünya Medeniyetleri, Kültür ve Toplum, ve Görsel, Edebi ve Sahne Sanatları. Bu dersin amacı seçilen konularda bilgi vermek yanında, esas olarak öğrenciye kritik düşünme ve etkin ietişim yetilerini tanıştırıp, kazandırmaktır. Kredi: (3, 0, 0) 3 Önkoşul: Yok Yankoşul: Yok Dersin Kısa Adı: Savlar ve Bilgi Edinimi II Kategorisi: UC Dersi Eğitim Dili: İNGİLİZCE Anahtar Kelimeler: Dersi veren Bölüm: Genel Eğitim Bölümü MATH167 Sanat ve Sosyal Bilimler İçin Matematik Bu ders Matemetik Bölümünce Sanat ve Sosyal Bilimler öğrencileri için verilir. Derste ana hatlarıyla şu konular ele alınacaktır: temel matematik kavramları, kümeler, gerçek sayılar ve özellikleri, gerçek sayılarla işlemler, üsler ve kökler, cebirsel işlemler, faktöryeller, toplama notasyonu, Ayrıca doğrusal ve ikinci dereceden denklemler, diktörtgen koordinat sistemi, doğrusal ve ikinci dereceden fonksiyonlar, grafikleri ve uygulamaları ele alınacaktır. Bunlara ilaveten, şu konular da işlenecektir: bazı temel geometrik şekiller, alanlar ve hacimler; veri toplama ve örnekleme teknikleri; verilerin görselleştirilmesi, dilimli tablolar, çubuklu tablolar ve histogramlar; ortalama, ortalama ağırlık, geometrik ortalama, medyan ve mod; varyans ve standart sapma. Son olarak, bazı temel olasılık kavramlar, tesadüfi değişken ve olasılık dağılımı da kapsanacaktır. Kredi: (3, 0, 0) 3 Önkoşul: Yok Yankoşul: Yok Dersin Kısa Adı: Sanatlar ve Bilimler İçin Matematik Kategorisi: UC-M Dersi Eğitim Dili: İNGİLİZCE Anahtar Kelimeler: Dersi veren Bölüm: MATEMATİK BÖLÜMÜ **ENLT132 Dilbilime Giriş** Bu ders insan dilinin bilimsel incelemesine bir giriş mahiyetindedir. gösterge ve göster sistemleri, dil sesleri ve ses kalıpları, yapıbirimler, sözlük ve yapıbirim kuralları, cümleler ve sözdizimi, öbek yapısı kuralları. Kredi: (3, 0, 0) 3 Önkosul: Yok Yankoşul: Yok Dersin Kısa Adı:Dilbilime Giriş Kategorisi: Dersi Eğitim Dili: İNGİLİZCE Anahtar Kelimeler: Dersi veren Bölüm: TURK 199/TUSL180 Türkce İletişim/İkinci Dil olarak Türkçe Bu kurs, ana dili Türkçe olmayan yabancı öğrenciler için hazırlanmıştır. Derslerde gramer bilgilerinden ziyade dilin fonksiyonel kullanımlarına ağırlık verilir. Dönem sonunda öğrencilerin konuşma, yazma, okuma ve dinleme temel dil becerilerini edinmeleri beklenir. Kurs süresince yabancı öğrencilerin, ana dili Türkçe olan öğrencilerle iletişim kurmaları, Türk kültürünü tanımaları, Türkçe gazete ve süreli yayınları okuyabilmeleri, elektronik ortamda Türkçe yazılmış bilgilere ulaşabilmeleri teşvik edilir. Kredi: (3, 0, 0) 3 Önkoşul: Yok Yankoşul: Yok Dersin Kısa Adı: Türkce İletişim Eğitim Dili: Türkce Kategorisi: UC Dersi Anahtar Kelimeler: Dersi veren Bölüm: Türk Dili Edebiyatı Bölümü

EDUC111 Öğretmenlik Mesleğine Giriş

Öğretmenlik nedir? Güdüleme kuramları, sınıf ortamı, öğrencileri tanıma, öğretim teknikleri ve stratejileri.

Kredi: (3, 0, 0) 3 Önkoşul: Yok Yankoşul: Yok
Dersin Kısa Adı: Öğretmenlik Mesleğine Giriş Kategorisi: AE Dersi Eğitim Dili: İNGİLİZCE

Anahtar Kelimeler:

Dersi veren Bölüm: Eğitim Fakültesi

10 EDUC112 Gelişim ve Öğrenme

Bireyin sosyal, ruhbilimsel, ahlakî ve fiziksel gelişimi; farklı yaklaşımlar, öğrenme süreçleri ve bireysel farklılıklar.

Kredi: (3, 0, 0) **3** Önkoşul: Yok Yankoşul: Yok
Dersin Kısa Adı: Gelişim ve Öğrenme Kategorisi: AE Dersi Eğitim Dili: İNGİLİZCE

Anahtar Kelimeler:

Dersi veren Bölüm: Eğitim Fakültesi

EDUC 202 İngiliz Dili Öğretmenliğinde Metot Bilgisi

Kısa dil öğretimi tarihi; EFL'de teknikler, metotlar, ve yaklaşımlar. Dilbilgisi-çeviri; direkt metot, görsel-işitsel metot ve iletişimsel yaklaşım, doğal yaklaşım, vb.'nin karşılaştırılması. Mikro öğretim yoluyla dilbilimsel becerilerin öğretimi ve ders planlarının hazırlanması.

Kredi: (3, 0, 0) **3** Önkoşul: Yok Yankoşul: Yok
Dersin Kısa Adı: ELT'de Metot Bilgisi Kategorisi: AE Dersi Eğitim Dili: İNGİLİZCE

Anahtar Kelimeler:

Dersi veren Bölüm: Eğitim Fakültesi

12. EDUC302 Materyal Geliştirme ve Uyarlama

EFL'de ders kitabı değerlendirme kriterlerinin incelenmesi ve EFL'de kullanılan ders kitaplarının değerlendirilmesi; Kullanılan kitapların içeriğine paralel olarak yardımcı malzemenlerin geliştirilmesi ve mevcut malzeme ve alıştırmaların, ilgisiz olanlarının atılarak, öğrencilerin ihtiyaç ve seviyelerine uyarlanması.

Kredi: (3, 0, 0) **3**Dersin Kısa Adı: Materyal Geliştirme ve Uyarlama

Önkoşul: Yok Yankoşul: Yok Kategorisi: AE Dersi Eğitim Dili: İNGİLİZCE

nahtar Kelimeler:

Dersi veren Bölüm: Eğitim Fakültesi

EDUC305 Öğretimde Planlama ve Değerlendirme

Program geliştirmede temel kavramlar ve prosedürler, müfredat tasarımı ve günlük planlar; içerik belirleme ve düzenlenmesi, öğretim metotları ve stratejileri, malzeme seçimi, test ve değerlendirme; test tiplerinin geliştirilmesi (yani, gelişim ve başarı testleri), test maddesi yazımı, ve notlandırma teknikleri.

Kredi: (3, 0, 0) **3** Önkoşul: Yok Yankoşul: Yok
Dersin Kısa Adı: Öğretimde Planlama ve Değerlendirme Kategorisi: AE Dersi Eğitim Dili: İNGİLİZCE

Anahtar Kelimeler:

Dersi veren Bölüm: Eğitim Fakültesi

A EDUC402 Öğretmenlik Uygulaması

Amaç, öğretmenleri sınıf ortamlarında gözleme imkanlarının sağlanması, öğretim teorisinin uygulamaya konması, öğretmenlik pratiği ile ilgili bilinç ve bilginin geliştirilmesi, kendini gözleme yoluyla kişisel ve meslekî öğrenmeyi geliştirmektir.

Kredi: (3, 0, 0) **3** Önkoşul: Yok Yankoşul: Yok
Dersin Kısa Adı: Öğretmenlik Uygulaması Kategorisi: AE Dersi Eğitim Dili: İNGİLİZCE

Anahtar Kelimeler:

Dersi veren Bölüm: Eğitim Fakültesi

15. HIST280/299 Atatürk İlkeleri ve İnkilap Tarihi

Bu derste Türk İnkilabının oluş sebepleri, nasıl geliştiği ve dayandığı ilkeler anlatılacak ve tanıtılacaktır.

Türk genci, eğitiminin her kademesinde, içinde yaşadığı, onurlu bir üyesi olduğu Türk ulusunun, hangi tarihsel olaylar sonucu bugüne eriştiğini bilmek zorundadır. Bugün, Türkiye Cumhuriyeti, binlerce yıllık Türk Tarihinin gözler önündeki son oluşumudur. Bu oluşuma gelmek kolay olmamıştır. Bu yüce ulusun bir ferdi olarak yüksek öğrenim gören her genç geleceği hakkında objektif belirli fikirler edinmek için hiç olmazsa yakın geçmişimizi iyice bilmelidir. Atatürk İlkeleri ve İnkilap Tarihi dersinde olayların hikayesi biçiminde işlenmek yerine sebep-sonuç bağlantısı kurularak olayların günümüze yansıması boyutuyla ele alınmaktadır. Her konu bitiminde konu ile ilgili tartışma açılarak olaylar öğrenciler tarafından bilimsel metodda tartışılmaktadır.

Kredi: (3, 0, 0) **3** Önkoşul: Yok Yankoşul: Yok
Dersin Kısa Adı: Türk İnkilabının Tarihi Kategorisi: UC Dersi Eğitim Dili: Türkce

Anahtar Kelimeler:

Dersi veren Bölüm: Atatürk Araştırma Merkezi

Part IV. Consultations

Approval (i.e., initials) of the courses. Add additional row		emic unit heads which somehow are affe ry.	cted by the propo	sed changes is nec	essary. Please excit	ide area or University electiv
Academic l	Jnit	Courses to be taught by this ac	ademic unit	Total Number	Total Credits	Approval (Date and initials)
			Total:			
GE Department Consult and get approval al	bout the com	pliance of the proposed changes to the ϵ	existing GE policy	·		
ecommendations and o	ther remark	<u>(S:</u>				
GE Department Head (Na	ame) As	sst. Prof. Dr. Mürüde Çelikağ	Date		Signature	
Rector's Office: Vice R Consult and get approval fo PROGRAM HAS BEEN CH	r compliance	Student Affairs e of the proposed changes with the existi	ng student recruit	ment policies IF TH	E TITLE OR DIPLO	MA DEGREE OF THE
ecommendations and o	ther remark	<u>(S:</u>				
/ice Rector (Name)	Pr	rof. Dr. Turgut Turhan	Date		Signature	
Rector's Office: Budge Consult and get approval fo RESOURCES are needed.	et and Plan or the complia	ning Office ance of the proposed changes with the e.	xisting budget an	d planning policies I	F ADDITIONAL HUI	MAN OR PHYSICAL
ecommendations and o	ther remark	<u>(S:</u>				
lame and Duty		sst. Prof. Dr. Sevin Üğral ce-rector, Financial Affairs	Date		Signature	
art IX. Approval o	f the Der	partment Board				
Founding Department Chair, Title and Name		f. Dr. Mehmet Erginel	Signature		Date	
Founding Board Meeting Date			Meeting Number		Decis Numb	
art X. Approval of	the Fac	ulty/School Board				
Board Meeting Date				07-12	Decis Numb	1 (1//17-7

Program Title:		Date Recieved:	
Preliminary Evaluation Date:	Subcommittee Evaluation Date:	UCC Evaluation Date:	

Review item	ок	Remarks / Recommendations
Submission:	I	
Format in general (completeness of the forms) (Latest version of the most proper form; No blank spaces left etc)		
Deadlines (Initiation: no later than 2 semesters; Senate Approval: no later than 3 months before implementation semester)		
Board Approvals (Department Board, Faculty/School Board)		
Consultations (Other academic units affected by the changes; GE Department Head; Vice Rector for Academic Affairs if the title or diploma degree has been changed; Vice Rector for budget and financing if additional resources required)		
Curriculum:		
Compliance with the core curriculum policy (The category of courses should be specified properly; 6 SPIKE, 1 History, 1 Turkish, 2 English, 2 Critical Thinking Skills, 1 Computer Literacy, total of 8 courses from Math and social sciences (at least 3 in this category one of wich is Math, the other Physical/Natural Sciences), 2-3 from Arts and Humanities, 2 or 3 from Social/Behavioral Sciences; At least 3 University Electives from these three categories containing 8 courses; More or all of these 8 courses can be left as a University elective course; at least 5 Faculty Core Courses; 12-16 Area Core Courses; at least 4 or more Area Elective Courses; A total of 20 Area Core and Area Elective courses)		
Coherence and relevance of justifications in general (The departments should explain, in detail, why the Department / School wants to make these changes. The explanation can include, among other things, changes in the department's focus, changes in the field, changes in quality standards, changes in expectations regarding the qualifications of graduates, or weaknesses in the old program that the new program is designed to rectify. Some historical background and a comparative analysis with the programs of some universities will be most appropriate.)		
Appropriateness of course coding (4 letter field code; 3 letter numeric code; no space; no sub discipline based field codes; odd third digits for fall semesters)		
Format and length of course titles and descriptions (60 characters; hyphenated use of roman numerals ("-I", "-II" etc.) in sequential courses; limited number of sequential courses; Concise and clear language; 30 character transcript title)		
Course contents (Max. 2000 characters; concise and clear language; no overlap with similar courses)		
Calculation of the credits of the individual courses and the total credit of the program (Credit = Lec + 1/2 (lab+tut), the digits after the decimal point of the resultant number is dropped)		
Consistency of the use of credits in different sections of the form		

Compliance of the course credit descriptions with policies (mainly 3 credit courses; seminar and professional orientation								
courses are 1 credit, SPIKE is 0 credit, HIST 200 is 2 credit)								
Total credit or student work load appropriateness (Total of 40 3-4 credit courses excluding SPIKE, Turkish and History, 120-145 total credits)								
Reasonable distribution of courses among semesters (Five 3-4 credit courses per semester excluding SPIKE, Turkish and History)								
Reasonable prerequisites and co-requisites (Very limited number of courses should be assigned as "prerequisite" or "co requisite". Prerequisites should be limited to sequential courses if possible)								
Appropriateness of academic ownership of the courses (The courses should be offered by a department which hosts the field of the course. For example, Math courses by Math department)								
Justifiable minimum overlap among similar courses (A course can not be opened in the presence of an existing								
course with similar content. Vocational school courses are exceptional)								
Accreditation:								
Compliance with the requirements of YÖK								
Compliance with the requirements of ABET or any other accreditation body if applicable								
Implementation:								
Sufficiency of human resources								
Sufficiency of physical resources								
Justified budget and financing								
Proper initiation semester								
Existence of the implementation guide								
Additional Remarks:								
Overall:								
Recommend without reservation Recommend with minor corrections/recomendations indicated above Not recommended								
		Report-Decision No:						
Chairperson			Date		Signaturo			
Title and Name			Date		Signature			

Senate Meeting Date	Meeting Number	Decision Number	
Rector Title and Name	Signature	Date	