**Name of the Course : KY912 / Seminar**

**Medium of the Course :** Turkish

**Aim of the Objective :** The aim of this course is to educate doctorate candidates on every step of the process, from choosing research subjects and writing proposals to creating and delivering a report.

**Level of the Course :** Doctorate Degree

**Type/ Content of the Course :** Compulsory / This course covers the formulation of a research question in the field of public safety and security, the presentation of the literature review, and the selection of research methodology.

**Credit of the Course :** 3

**Term / Weekly Hour :** 3

**Name(s)/Surname(s) of Instructors : Prof.Dr. Elif ÇOLAKOĞLU**

**Program Coordinator :** Prof.Dr. Elif ÇOLAKOĞLU

**Prerequisites :** Advanced Research Methods and Ethics

**Teaching Methods :** Lecture (presentation), discussion, case study, and report preparation and presentation methods

**Resources :** Each week’s topic include required readings from a variety of sources.

**WEEKLY TOPICS**

|  |  |
| --- | --- |
| **Weeks** | **Units** |
| **1** | Overview of the seminar report and its significance |
| **2** | Choosing and deciding on seminar topics |
| **3** | Research, methods, and techniques for seminar preparation |
| **4** | Review of completed theses and seminars |
| **5** | Review of completed theses and seminars |
| **6** | Selecting a research methodology and addressing fundamental concerns like the seminar report’s format and form requirements |
| **7** | Control of seminar assignments |
| **8** | Seminar presentation |
| **9** | Seminar presentation |
| **10** | Seminar presentation |
| **11** | Reviewing seminar assignments before submitting them over |
| **12** | Submission of seminar assignments |

**EVALUATION SYSTEM**

|  |  |  |
| --- | --- | --- |
| **Semester Studies** | **Number** | **Contribution Margin %** |
| **Attandence** | 1 | 10 |
| **Quiz** | - | - |
| **Midterm** | 1 | 30 |
| **Practice** | - | - |
| **Project** | - | - |
| **Assignment / Presentation** | 1/1 | 60 |
| **Final** | - | - |
| **Total** | 4 | 100 |

**ECTS / WORKLOAD TABLE**

|  |  |  |  |
| --- | --- | --- | --- |
| **ACTIVITES** | **NUMBER** | **DURATION**  **(Hour)** | **Total workload (Hour)** |
| **Theoretical Course (+Practice)** | 14 | 3 | 42 |
| **Duration of Out-of-Class Study** | 14 | 3 | 42 |
| **Presentation/Seminar Preparation** | 1 | 20 | 20 |
| **Project** | - | - | - |
| **Assignments** | 1 | 20 | 20 |
| **Midterm**   1. **Exam** 2. **Individual Study For The Exam** | 1 | 10 | 10 |
| **Final**   1. **Exam** 2. **Individual Study For The Exam** | - | - | - |
| **Total workload (hours)** | 31 | 56 | 134 |
| **ECTS Credit of The Course (Total workload (hours) / 25)** | - | - | **5** |

**COURSE OUTCOMES**

|  |  |
| --- | --- |
| **No.** | **Explanation** |
| **O1** | Determines a research topic in the field of public administration based on security issues. |
| **O2** | Explains concepts on writing seminars, theses, and presentations as well as theoretical and practice-related administrative processes. |
| **O3** | Understands the formal requirements that must be met while writing a report and a research proposal. |
| **O4** | Creates a report within the parameters of the selected research topic using the scientific research method. |
| **O5** | Examines every phase of scientific research method. |
| **O6** | Increases research skills. |
| **O7** | Explains how scientific research methods are guided by basic concepts. |
| **O8** | Examines methods for gathering and processing data. |
| **O9** | Develops public speaking, narration, discussion and communication skills. |
| **O10** | Learns the basic principles of research ethics. |
| **O11** | Discusses the relationship between unethical behavior in science and education. |
| **O12** | Explains ethical principles in scientific research and publication processes. |

**PROGRAM QUALIFICATIONS**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | |
| **No.** | **Explanation** | **Contribution Level of the Course** | | | | | |
| **0** | **1** | **2** | **3** | **4** | **5** |
| **P1** | The ability to build and deepen current and advanced knowledge in the field at the level of expertise with original thought and research, as well as the ability to arrive at original definitions that will bring innovation to the field, are all based on the master’s degree qualifications in the field. |  |  |  |  |  | X |
| **P2** | Understanding the field’s interdisciplinary interactions allows one to use knowledge that necessitates proficiency in analyzing, synthesizing, and assessing new and challenging concepts to produce creative outcomes. |  |  |  |  |  | X |
| **P3** | It contains fundamental guidelines for how local and central relations should be administered in order to maintain social order. |  |  |  | X |  |  |
| **P4** | Explains developments in science, technology, society, or culture in terms of public safety and security. |  |  |  |  |  | X |
| **P5** | Takes responsibility as a person and a team to resolve any crisis, problems, or issue and builds functional interaction by applying strategic decision-making procedures to tackle issues concerning public safety and security. |  |  |  |  |  | X |
| **P6** | Gaining an understanding of the field’s ideas enables one to use research methodologies to create works that adhere to academic standards and to make reports for different types of public organizations, especially security institutions. |  |  |  |  |  | X |
| **P7** | It encourages the growth of these principles and helps deal with social, scientific, cultural, and ethical issues that arise in its field. |  |  |  |  |  | X |
| **P8** | The field’s multidisciplinary connection is understood, and knowledge that necessitates proficiency in analyzing, synthesizing, and assessing new and complicated ideas is used to produce innovative outcomes. |  |  |  |  |  | X |

**CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAM PROFICIENCY**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **All** | **P1** | **P2** | **P3** | **P4** | **P5** | **P6** | **P7** | **P8** |
| **O1** | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| **O2** | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| **O3** | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| **O4** | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| **O5** | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| **O6** | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| **O7** | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| **O8** | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| **O9** | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| **O10** | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| **O11** | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| **O12** | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |

**CONTRIBUTION LEVEL: 0- None 1- Very Low 2- Low 3- Moderate 4- High 5- Very High**

**Prof.Dr. Elif ÇOLAKOĞLU**

**Instructor**

**(Sign)**

**Prof.Dr. Elif ÇOLAKOĞLU**

**Head of Department of Public Administration**

**for Post Graduate Programs**

**Name of the Course : KY922 / From the Ottoman Empire to the Republic: Banditry and Terror**

**Medium of the Course :** Turkish

**Aim of the Objective :** To understand all aspects of banditry and terrorism aimed at creating chaos and disorder in the state and society.

**Level of the Course :** Doctorate Degree

**Type/ Content of the Course :** Elective / Examining the ideas and frameworks of terrorism and banditry from antiquity to the present within the context of internal security history, as well as evaluating the actions of the groups chosen as examples, are the main objectives of the course.

**Credit of the Course :** 3

**Term / Weekly Hour :** Spring /3

**Name(s)/Surname(s) of Instructors : Prof.Dr. Osman KÖSE**

**Program Coordinator :** Prof.Dr. Elif ÇOLAKOĞLU

**Prerequisites : -**

**Teaching Methods :** Lecture (presentation), discussion, case study

**Resources :**

* Osmanlı’dan Günümüze Eşkıyalık ve Terör (2017), editör: Osman Köse, Samsun.
* Akdağ, M. (1975). Türk Halkının Dirlik Düzenlik Kavgası, Ankara.
* Barkey, K. (1999). Eşkıyalar ve Devlet, Osmanlı Tarzı Devlet Merkezileşmesi, Çev. Zeynep Altok, İstanbul.
* Kodoman Bayram (2001), Ermeni Macerası
* Uras Esat (1987), Tarihte Ermeniler ve Ermeni Meselesi,
* Dini Gruplar ve Siyaset 2 - FETÖ - PYD

**WEEKLY TOPICS**

|  |  |
| --- | --- |
| **Weeks** | **Units** |
| **1** | Definition of concepts |
| **2** | Causes of banditry in the Ottoman State |
| **3** | Measures and approaches of the state against banditry movements |
| **4** | Social impacts and traces of banditry, societal perspectives |
| **5** | Banditry as an element of internal power struggle and separatist movements |
| **6** | Illegality in the Ottoman provinces during the 18th and 19th centuries: Relations between local administrators and bandits |
| **7** | Midterm |
| **8** | Exile as a punishment method for banditry movements in the Ottoman Empire |
| **9** | Sociocultural solutions proposed in II. Abdülhamid’s period for preventing separatist movements |
| **10** | Armenian terrorism and ASALA |
| **11** | PKK |
| **12** | Terror movements with religious motifs, FETÖ |
| **13** | Al-Qaeda, ISIS |
| **14** | Final exam |

**EVALUATION SYSTEM**

|  |  |  |
| --- | --- | --- |
| **Semester Studies** | **Number** | **Contribution Margin %** |
| **Attandence** | - | - |
| **Quiz** | - | - |
| **Midterm** | - | 40 |
| **Practice** | - | - |
| **Project** | - | - |
| **Assignment / Presentation** | - | - |
| **Final** | - | 60 |
| **Total** | - | 100 |

**ECTS / WORKLOAD TABLE**

|  |  |  |  |
| --- | --- | --- | --- |
| **ACTIVITES** | **NUMBER** | **DURATION**  **(Hour)** | **Total workload (Hour)** |
| **Theoretical Course (+Practice)** | 14 | 3 | 42 |
| **Duration of Out-of-Class Study** | 14 | 4 | 56 |
| **Presentation/Seminar Preparation** |  |  |  |
| **Project** |  |  |  |
| **Assignments** |  |  |  |
| **Midterm**   1. **Exam** 2. **Individual Study For The Exam** | 1 | 35 | 35 |
| **Final**   1. **Exam** 2. **Individual Study For The Exam** | 1 | 40 | 40 |
| **Total workload (hours)** | 30 | 82 | 173 |
| **ECTS Credit of The Course (Total workload (hours) / 25)** |  |  | **7** |

**COURSE OUTCOMES**

|  |  |
| --- | --- |
| **No.** | **Explanation** |
| **O1** | Examines the evolution and development of the concepts of banditry and terrorism from past to present. |
| **O2** | Explains the causes of banditry in the Ottoman State. |
| **O3** | Analyzes the measures taken by the state and its general approach toward banditry movements. |
| **O4** | Gains knowledge about the social impacts of banditry. |
| **O5** | Develops an understanding of banditry and separatist movements as elements of internal power struggles. |
| **O6** | Evaluates the relationships between local administrators and bandits in the Ottoman State during the 18th and 19th centuries. |
| **O7** | Acquires knowledge about the practice of exile as a punitive measure for banditry movements in the Ottoman Empire. |
| **O8** | Discusses sociocultural solutions proposed during the reign of Sultan Abdulhamid II to prevent separatist movements. |
| **O9** | Gains insight into the formation of Armenian terrorism and its notable reflection in the ASALA terrorist organization. |
| **O10** | Acquires knowledge about the PKK terrorist organization |
| **O11** | Gains understanding of religiously motivated terrorist movements and analyzes the FETÖ terrorist organization. |
| **O12** | Examines the activities of the Al-Qaeda and ISIS terrorist organizations. |

**PROGRAM QUALIFICATIONS**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | |
| **No.** | **Explanation** | **Contribution Level of the Course** | | | | | |
| **0** | **1** | **2** | **3** | **4** | **5** |
| **P1** | The ability to build and deepen current and advanced knowledge in the field at the level of expertise with original thought and research, as well as the ability to arrive at original definitions that will bring innovation to the field, are all based on the master’s degree qualifications in the field. |  |  |  |  |  | X |
| **P2** | Understanding the field’s interdisciplinary interactions allows one to use knowledge that necessitates proficiency in analyzing, synthesizing, and assessing new and challenging concepts to produce creative outcomes. |  |  |  |  |  | X |
| **P3** | It contains fundamental guidelines for how local and central relations should be administered in order to maintain social order. |  |  |  |  |  | X |
| **P4** | Explains developments in science, technology, society, or culture in terms of public safety and security. |  |  |  |  |  | X |
| **P5** | Takes responsibility as a person and a team to resolve any crisis, problems, or issue and builds functional interaction by applying strategic decision-making procedures to tackle issues concerning public safety and security. |  |  |  | X |  |  |
| **P6** | Gaining an understanding of the field’s ideas enables one to use research methodologies to create works that adhere to academic standards and to make reports for different types of public organizations, especially security institutions. |  |  |  |  |  | X |
| **P7** | It encourages the growth of these principles and helps deal with social, scientific, cultural, and ethical issues that arise in its field. |  |  |  |  |  | X |
| **P8** | The field’s multidisciplinary connection is understood, and knowledge that necessitates proficiency in analyzing, synthesizing, and assessing new and complicated ideas is used to produce innovative outcomes. |  |  |  |  |  | X |

**CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAM PROFICIENCY**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **All** | **P1** | **P2** | **P3** | **P4** | **P5** | **P6** | **P7** | **P8** |
| **O1** | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 5 |
| **O2** | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 5 |
| **O3** | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 5 |
| **O4** | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 5 |
| **O5** | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 5 |
| **O6** | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 5 |
| **O7** | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 5 |
| **O8** | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 5 |
| **O9** | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 5 |
| **O10** | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 5 |
| **O11** | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 5 |
| **O12** | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 5 |

**CONTRIBUTION LEVEL: 0- None 1- Very Low 2- Low 3- Moderate 4- High 5- Very High**

**Prof.Dr. Osman KÖSE**

**Instructor**

**…../…../…….**

**Prof.Dr. Elif ÇOLAKOĞLU**

**Head of Department of Public Administration**

**for Post Graduate Programs**

**Name of the Course : KY913 / The Right to Water, Water Management and Politics**

**Medium of the Course :** Turkish

**Aim of the Objective :** The aim of this course is to highlight water insecurity and the factors that contribute to it based on access to water. In this regard, it aims to start discussion on whether the right to water, which has been on national agendas recently, can be an answer for water insecurity.

**Level of the Course :** Doctorate Degree

**Type/ Content of the Course :** Elective / One of the essential human rights that is covered in this course is the right to water. Water security is a prominent public security issue that is handled by strategies and policies that are executed at local, regional, national, and even worldwide levels. In coming years, the right in question is believed to be a component of a regional security issue that will be more significant than personal security.

**Credit of the Course :** 3

**Term / Weekly Hour :** Spring /3

**Name(s)/Surname(s) of Instructors : Prof.Dr. Elif ÇOLAKOĞLU**

**Program Coordinator :** Prof.Dr. Elif ÇOLAKOĞLU

**Prerequisites :** -

**Teaching Methods :** Lecture (presentation), discussion, case study, and report preparation and presentation methods

**Resources :** Each week’s topic include required readings from a variety of sources.

**WEEKLY TOPICS**

|  |  |
| --- | --- |
| **Weeks** | **Units** |
| **1** | Overview / basic concepts, international literature and terminology: water, sanitation, traditional and non-traditional security threats, water security …/ the earth's water balance/ individual security / water scarcity and its causes |
| **2** | Local water security, scarcity and conflict relationship |
| **3** | Regional security and water wars scenarios |
| **4** | United Nations and the right to water |
| **5** | Special rapporteurs on the human rights to safe drinking water and sanitation, and their activities |
| **6** | The right to water in international law |
| **7** | Constitutional regulations and judicial decisions on the right to water |
| **8** | The right to water and intelligence |
| **9** | Case studies |
| **10** | Case studies |
| **11** | Case studies |
| **12** | Case studies |

**EVALUATION SYSTEM**

|  |  |  |
| --- | --- | --- |
| **Semester Studies** | **Number** | **Contribution Margin %** |
| **Attandence** | 1 | 10 |
| **Quiz** | - | - |
| **Midterm** | 1 | 30 |
| **Practice** | - | - |
| **Project** | - | - |
| **Assignment / Presentation** | 1/1 | 60 |
| **Final** | - | - |
| **Total** | 4 | 100 |

**ECTS / WORKLOAD TABLE**

|  |  |  |  |
| --- | --- | --- | --- |
| **ACTIVITES** | **NUMBER** | **DURATION**  **(Hour)** | **Total workload (Hour)** |
| **Theoretical Course (+Practice)** | 14 | 3 | 42 |
| **Duration of Out-of-Class Study** | 14 | 3 | 42 |
| **Presentation/Seminar Preparation** | 1 | 20 | 20 |
| **Project** | - | - | - |
| **Assignments** | 1 | 32 | 32 |
| **Midterm**   1. **Exam** 2. **Individual Study For The Exam** | 1 | 32 | 32 |
| **Final**   1. **Exam** 2. **Individual Study For The Exam** | - | - | - |
| **Total workload (hours)** | 31 | 90 | 168 |
| **ECTS Credit of The Course (Total workload (hours) / 25)** | - | - | **7** |

**COURSE OUTCOMES**

|  |  |
| --- | --- |
| **No.** | **Explanation** |
| **O1** | Understands the hydrologic cycle, the main issues pertaining to water quantity and quality, and how they affect ecosystems, human health and well-being, and the availability of food. |
| **O2** | Recognizes recognizes the function and significance of managing water resources, as well as the legal and financial structures involved in developing, allocating, managing, and protecting water resources and tackling these issues. |
| **O3** | Examines worldwide water issues from the viewpoints of human security and development. |
| **O4** | Knows the generally accepted definition of the right to water as a fundamental right. |
| **O5** | Learns the definition of the right to water developed as an alternative to the generally accepted definition of the right to water. |
| **O6** | Knows the literature on the relationship between water insecurity and conflict. |
| **O7** | Learns local, regional and global scenarios developed on water wars. |
| **O8** | Acquires strategies and policies developed by the United Nations regarding the right to water. |
| **O9** | Learns constitutional regulations regarding the right to water of states. |
| **O10** | Knows the court decisions of states regarding the right to water. |
| **O11** | Recognizes the connection between intelligence and water security. |
| **O12** | Gains a deeper understanding of the connection between the right to water and water security by examining case studies from around the globe. |

**PROGRAM QUALIFICATIONS**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | |
| **No.** | **Explanation** | **Contribution Level of the Course** | | | | | |
| **0** | **1** | **2** | **3** | **4** | **5** |
| **P1** | The ability to build and deepen current and advanced knowledge in the field at the level of expertise with original thought and research, as well as the ability to arrive at original definitions that will bring innovation to the field, are all based on the master’s degree qualifications in the field. |  |  |  |  |  | X |
| **P2** | Understanding the field’s interdisciplinary interactions allows one to use knowledge that necessitates proficiency in analyzing, synthesizing, and assessing new and challenging concepts to produce creative outcomes. |  |  |  |  |  | X |
| **P3** | It contains fundamental guidelines for how local and central relations should be administered in order to maintain social order. |  |  |  |  | X |  |
| **P4** | Explains developments in science, technology, society, or culture in terms of public safety and security. |  |  |  |  |  | X |
| **P5** | Takes responsibility as a person and a team to resolve any crisis, problems, or issue and builds functional interaction by applying strategic decision-making procedures to tackle issues concerning public safety and security. |  |  |  |  |  | X |
| **P6** | Gaining an understanding of the field’s ideas enables one to use research methodologies to create works that adhere to academic standards and to make reports for different types of public organizations, especially security institutions. |  |  |  |  |  | X |
| **P7** | It encourages the growth of these principles and helps deal with social, scientific, cultural, and ethical issues that arise in its field. |  |  |  |  |  | X |
| **P8** | The field’s multidisciplinary connection is understood, and knowledge that necessitates proficiency in analyzing, synthesizing, and assessing new and complicated ideas is used to produce innovative outcomes. |  |  |  |  |  | X |

**CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAM PROFICIENCY**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **All** | **P1** | **P2** | **P3** | **P4** | **P5** | **P6** | **P7** | **P8** |
| **O1** | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 |
| **O2** | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 |
| **O3** | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 |
| **O4** | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 |
| **O5** | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 |
| **O6** | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 |
| **O7** | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 |
| **O8** | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 |
| **O9** | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 |
| **O10** | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 |
| **O11** | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 |
| **O12** | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 |

**CONTRIBUTION LEVEL: 0- None 1- Very Low 2- Low 3- Moderate 4- High 5- Very High**

**Prof.Dr. Elif ÇOLAKOĞLU**

**Instructor**

**(Sign)**

**Prof.Dr. Elif ÇOLAKOĞLU**

**Head of Department of Public Administration**

**for Post Graduate Programs**

**Name of the Course : KY923/Public Administration Reform**

**Medium of the Course :** Turkish

**Aim of the Objective :** The aim of the course is to examine, analyze and relate Turkish public administration reforms from past to present within the framework of security.

**Level of the Course :** Doctorate

**Type/ Content of the Course :** It is a detailed examination of the reform process of the Turkish Public Administration from the Tanzimat period to the present day.

**Credit of the Course :** 3

**Term / Weekly Hour :** Spring / 3

**Name(s)/Surname(s) of Instructors : Assoc.Prof.Dr. Tekin AVANER**

**Program Coordinator :** Prof. Elif ÇOLAKOĞLU

**Prerequisites : -**

**Teaching Methods :** Many domestic and foreign sources on the subject of reform in public administration will be used in the literature.

**Resources :**

* Akbulut, T. Ziyaeddin; “Restructuring of Administration in Turkey”, Yeni Türkiye, Issue: 4, (1995), pp.255-258.
* Akdeniz, Gıyas, “State Organization and Rationalization”, Faculty of Economics Magazine, Year 9, No. from 1-2
* Avaner, Tekin (2020), Reform in Public Administration: Anthropology of Reform in the Context of Dependency, Gazi Kitaebi, Ankara.
* Akgeyik, Tekin, “Seeking Reform in Public Administration: An Approach with HRM Perspective”, Journal of Law and Justice, Issue: 2, (2004), pp.64-77.
* Aykaç, Burhan, “Management Improvement and Organizational Change”, AID, Volume: 24, Issue: 2, (1991), pp.81-122.
* Aykaç, Burhan. “Management Improvement and Organizational Change”, Public Administration in Turkey, (Eds: Burhan Aykaç, Şenol Durgun and Hüseyin Yayman), Adalet Publishing House, Ankara, 2003, p. 255-297.
* Aykaç, Burhan; Yaman, Hüseyin; Özer, M. Akif, “A Critical Analysis of Administrative Reform Movements in Turkey”; G.U. Journal of the Faculty of Economics and Administrative Sciences; Vol.5; Issue.2; (Fall 2003), pp.153-179.
* Common, Richard, “The New Public Management and Policy Transfer: The Role of International Organizations”, in Beyond The New Public Management-Changing Ideas and Practices in Governance, (Ed: Martin Minogue et al.), Cheltenham, Edward Elgar Publishing Ltd. , 1998, pp. 59-75.
* Dolowitz, David P., Marsh, David; “Policy Transfer: A Framework for Comparative Analysis”, in Beyond The New Public Management- Changing Ideas and Practices in Governance, (Ed. Martin Minogue et al.), Edward Elgar Publishing Ltd., Cheltenham, 1998 pp.38-58. Dolowitz, David P., Marsh, David; “Who Learns What from Whom: a Review of the Political Transfer Literature”, Political Studies, Issue: 44, (1996), pp.343-357.
* Eren, V., “Reasons of the Change in Management Approach and New Management Culture”, Turkish Journal of Administration, Issue: 445, (2004).
* Ergun, T., “The Need for Reorganization of Management and the KAYA Project”, Public Administration Journal, Volume: 24, Issue: 4, (1991), pp.11-23.
* Evans, Mark, “Understanding Policy Transfer”, in Policy Transfer in Global Perspective, (Ed. Mark Evans), Ashgate, Aldershot, 2004, pp.10-48.
* Mardin, Şerif, İdeoloji, 9.B., İstanbul, İletişim Yayınları, 2003, 5.
* Övgün, Barış, State and Planning, Siyasal Kitabevi, Ankara, 2010.
* Öztürk, Namık Kemal, “Transition from Bureaucratic State to Effective Management: Good Governance”, Turkish Journal of Administration, Issue: 437, (2002).

**WEEKLY TOPICS**

|  |  |
| --- | --- |
| **Weeks** | **Units** |
| **1** | Administrative reform theoretical framework |
| **2** | Approaches and strategies regarding administrative reform |
| **3** | Reform regulations in the Ottoman Empire (provincial) |
| **4** | Reform regulations in the Ottoman Empire (local) |
| **5** | Reform in public administration in the early years of the republic |
| **6** | Administrative reform studies done by foreign experts |
| **7** | Administrative reform studies carried out during the planned development period |
| **8** | Reform in the economy, reform in education, reform in the health system and social security system |
| **9** | Reform in local governments |
| **10** | Administrative reform practices in some countries |
| **11** | Security and reform |
| **12** | Security and reform |

**EVALUATION SYSTEM**

|  |  |  |
| --- | --- | --- |
| **Semester Studies** | **Number** | **Contribution Margin %** |
| **Attandence** | - | - |
| **Quiz** | - | - |
| **Midterm** | 1 | 25 |
| **Practice** | - | - |
| **Project** | - | - |
| **Assignment / Presentation** | 1 | 25 |
| **Final** | 1 | 50 |
| **Total** | 3 | 100 |

**ECTS / WORKLOAD TABLE**

|  |  |  |  |
| --- | --- | --- | --- |
| **ACTIVITES** | **NUMBER** | **DURATION**  **(Hour)** | **Total workload (Hour)** |
| **Theoretical Course (+Practice)** | 14 | 3 | 42 |
| **Duration of Out-of-Class Study** | 14 | 3 | 42 |
| **Presentation/Seminar Preparation** | 2 | 40 | 40 |
| **Project** | - | - | - |
| **Assignments** | 1 | 20 | 20 |
| **Midterm**   1. **Exam** 2. **Individual Study For The Exam** | - | - | - |
| **Final**   1. **Exam** 2. **Individual Study For The Exam** | 1 | 25 | 25 |
| **Total workload (hours)** | 32 | 91 | 169 |
| **ECTS Credit of The Course (Total workload (hours) / 25)** |  |  | **7** |

**COURSE OUTCOMES**

|  |  |
| --- | --- |
| **No.** | **Explanation** |
| **O1** | Knows the concept of reform. |
| **O2** | Recognizes the reforms of the Tanzimat period. |
| **O3** | Acquires knowledge of the Republic's reforms. |
| **O4** | Learns the goals and justifications of the reforms made in the Turkish Public Administration. |
| **O5** | Learns the security reforms. |

**PROGRAM QUALIFICATIONS**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | |
| **No.** | **Explanation** | **Contribution Level of the Course** | | | | | |
| **0** | **1** | **2** | **3** | **4** | **5** |
| **P1** | The ability to build and deepen current and advanced knowledge in the field at the level of expertise with original thought and research, as well as the ability to arrive at original definitions that will bring innovation to the field, are all based on the master’s degree qualifications in the field. |  |  |  |  |  | X |
| **P2** | Understanding the field’s interdisciplinary interactions allows one to use knowledge that necessitates proficiency in analyzing, synthesizing, and assessing new and challenging concepts to produce creative outcomes. |  |  |  |  |  | X |
| **P3** | It contains fundamental guidelines for how local and central relations should be administered in order to maintain social order. |  |  |  |  |  | X |
| **P4** | Explains developments in science, technology, society, or culture in terms of public safety and security. |  |  |  |  |  | X |
| **P5** | Takes responsibility as a person and a team to resolve any crisis, problems, or issue and builds functional interaction by applying strategic decision-making procedures to tackle issues concerning public safety and security. |  |  |  |  | X |  |
| **P6** | Gaining an understanding of the field’s ideas enables one to use research methodologies to create works that adhere to academic standards and to make reports for different types of public organizations, especially security institutions. |  |  |  |  |  | X |
| **P7** | It encourages the growth of these principles and helps deal with social, scientific, cultural, and ethical issues that arise in its field. |  |  |  |  |  | X |
| **P8** | The field’s multidisciplinary connection is understood, and knowledge that necessitates proficiency in analyzing, synthesizing, and assessing new and complicated ideas is used to produce innovative outcomes. |  |  |  |  |  | X |

**CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAM PROFICIENCY**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **All** | **P1** | **P2** | **P3** | **P4** | **P5** | **P6** | **P7** | **P8** |
| **O1** | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 |
| **O2** | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 5 |
| **O3** | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 5 |
| **O4** | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 5 |
| **O5** | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 |

**CONTRIBUTION LEVEL: 0- None 1- Very Low 2- Low 3- Moderate 4- High 5- Very High**

**Assoc.Prof.Dr. Tekin AVANER**

**Instructor**

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**Prof. Elif ÇOLAKOĞLU**

**Head of Department of Public Administration**

**for Post Graduate Programs**

**Name of the Course** :**KY924 / Comparative Administrative Structures**

**Medium of the Course :** Turkish

**Aim of the Objective :** In this course, the aim is to learn public governing structures of different geographies by comparing basic attributes of different countries governing structures on the basis of comparing method in social sciences.

**Level of the Course :** Doctorate Degree

**Type/ Content of the Course :** Elective / Contents of this course are conceptual and historic informations about the comparative method, the importance of comparison of public administration elements, examination of of different countries public governing structures by comparing them.

**Credit of the Course :** 3

**Term / Weekly Hour :** Spring / 3

**Name(s)/Surname(s) of Instructors :** Assoc.Prof.Dr. Hatice ALTUNOK

**Program Coordinator :** Prof.Dr. Elif ÇOLAKOĞLU

**Prerequisites : -**

**Teaching Methods :** Individual Reading, Making a Presentation, Historical Periods Review, Sample Biographies Review, Discussion, Project Preparation

**Resources :** Resources for the Comparative Administrative Structures course vary according to weekly topics and current readings are provided.

**WEEKLY TOPICS**

|  |  |
| --- | --- |
| **Weeks** | **Units** |
| **1** | Introduction to the Comparative Administrative Structures course  Introduction/Distribution of responsibilities/Distribution of subjects |
| **2** | What is the comparative method in social sciences? |
| **3** | History and importance of using the comparative method in the field of public administration |
| **4** | Literature-theoretical developments on comparative administration |
| **5** | Elements that can be compared in administrative structures |
| **6** | US administrative structure |
| **7** | Example administrative structure review from European countries |
| **8** | Example administrative structure review from European countries |
| **9** | Example administrative structure review from Asian countries |
| **10** | Example administrative structure review from Asian countries |
| **11** | Example administrative structure review from Turkish Republics |
| **12** | Example administrative structure review from Turkish Republics |

**EVALUATION SYSTEM**

|  |  |  |
| --- | --- | --- |
| **Semester Studies** | **Number** | **Contribution Margin %** |
| **Attandence** | 1 | 10 |
| **Quiz** | - | - |
| **Midterm** | - | - |
| **Practice** | - | - |
| **Project** | - | - |
| **Assignment / Presentation** | 1/1 | 30 |
| **Final** | 1 | 60 |
| **Total** | 4 | 100 |

**ECTS / WORKLOAD TABLE**

|  |  |  |  |
| --- | --- | --- | --- |
| **ACTIVITES** | **NUMBER** | **DURATION**  **(Hour)** | **Total workload (Hour)** |
| **Theoretical Course (+Practice)** | 14 | 3 | 42 |
| **Duration of Out-of-Class Study** | 14 | 3 | 42 |
| **Presentation/Seminar Preparation** | 2 | 40 | 40 |
| **Project** | - | - | - |
| **Assignments** | 1 | 20 | 20 |
| **Midterm**   1. **Exam** 2. **Individual Study For The Exam** | - | - | - |
| **Final**   1. **Exam** 2. **Individual Study For The Exam** | 1 | 25 | 25 |
| **Total workload (hours)** | 32 | 91 | 169 |
| **ECTS Credit of The Course (Total workload (hours) / 25)** |  |  | 7 |

**COURSE OUTCOMES**

|  |  |
| --- | --- |
| **No.** | **Explanation** |
| **O1** | Gain knowledge about the comparative method in social sciences. |
| **O2** | Have theoretical knowledge on the use of comparative method in public administration. |
| **O3** | Learn the elements that can be compared in public administration. |
| **O4** | Have information on the public administration organizations of different countries. |
| **O5** | Have information on the political systems of different countries. |
| **O6** | Have information on the administrative cultures of different countries. |
| **O7** | Have information on the political cultures of different countries. |
| **O8** | Have information on the legal system in different countries. |
| **O9** | Have information on the politics-bureaucracy relations in different countries. |
| **O10** | Learn the central administration and local administration practices in different countries. |
| **O11** | Learn the elements that can be compared with Turkey's other countries. |
| **O12** | Inferences can be made regarding the strengths and weaknesses of the administrative structures of countries. |

**PROGRAM QUALIFICATIONS**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | |
| **No.** | **Explanation** | **Contribution Level of the Course** | | | | | |
| **0** | **1** | **2** | **3** | **4** | **5** |
| **P1** | The ability to build and deepen current and advanced knowledge in the field at the level of expertise with original thought and research, as well as the ability to arrive at original definitions that will bring innovation to the field, are all based on the master’s degree qualifications in the field. |  |  |  |  |  | X |
| **P2** | Understanding the field’s interdisciplinary interactions allows one to use knowledge that necessitates proficiency in analyzing, synthesizing, and assessing new and challenging concepts to produce creative outcomes. |  |  |  |  |  | X |
| **P3** | It contains fundamental guidelines for how local and central relations should be administered in order to maintain social order. |  |  |  |  |  | X |
| **P4** | Explains developments in science, technology, society, or culture in terms of public safety and security. |  |  |  |  | X |  |
| **P5** | Takes responsibility as a person and a team to resolve any crisis, problems, or issue and builds functional interaction by applying strategic decision-making procedures to tackle issues concerning public safety and security. |  |  |  |  | X |  |
| **P6** | Gaining an understanding of the field’s ideas enables one to use research methodologies to create works that adhere to academic standards and to make reports for different types of public organizations, especially security institutions. |  |  |  |  |  | X |
| **P7** | It encourages the growth of these principles and helps deal with social, scientific, cultural, and ethical issues that arise in its field. |  |  |  |  |  | X |
| **P8** | The field’s multidisciplinary connection is understood, and knowledge that necessitates proficiency in analyzing, synthesizing, and assessing new and complicated ideas is used to produce innovative outcomes. |  |  |  |  |  | X |

**CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAM PROFICIENCY**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **All** | **P1** | **P2** | **P3** | **P4** | **P5** | **P6** | **P7** | **P8** |
| **O1** | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| **O2** | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| **O3** | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| **O4** | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| **O5** | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| **O6** | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| **O7** | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| **O8** | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| **O9** | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| **O10** | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| **O11** | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| **O12** | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |

**CONTRIBUTION LEVEL: 0- None 1- Very Low 2- Low 3- Moderate 4- High 5- Very High**

**Assoc.Prof.Dr. Hatice ALTUNOK**

**Instructor**

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**Prof.Dr. Elif ÇOLAKOĞLU**

**Head of Department of Public Administration**

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