AYDIN ADNAN MENDERES UNIVERSITY
COURSE INFORMATION FORM

Course Title		Human Rights and Democracy Education I						
Course Code		EPÖ529		Couse Level		Second Cycle (Master's Degree)		
ECTS Credit	5	Workload	125 *(Hours)*	Theory	3	Practice	0	Laboratory	0
Objectives of the Course		Teaching development of concepts of human rights and democracy in the historical process, to have students understand individual's fundamental rights and freedoms, to have understand different thoughts, beliefs and cultures coexist in peace and reconciliation might have comprehended						
Course Content		The concept of democracy, human rights and democracy, democracy and education, the role of education democratization of culture, social and political participation,Developments in the field of human rights and democracy, developments of other countries, human rights and democracy field organizations						
Work Placement		N/A						
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Discussion, Individual Study				
Name of Lecturer(s)								

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	20
Final Examination	1	60
Assignment	5	20

Recommended or Required Reading

1	Karaman Kepenekçi, Yasemin (2008). İnsan Hakları ve Vatandaşlık. Ankara: Anı Yayıncılık.
2	Şenel, Alaeddin (1996). İlkçağlardan Günümüze İnsan Hakları Demokrasi İlişkisi. İzmir: İzmir Barosu Yayınları
3	Kapani, Münci (2004). İnsan Haklarının Uluslar arası Boyutları. Ankara: Bilgi Yayınları
4	Gündüz, Mustafa., Ferhan Gündüz. Yurttaşlık Bilinci. Ankara, Anı Yayıncılık, 2002.
5	Yeşil, Rüştü. Okul ve Ailede İnsan Hakları ve Demokrasi Eğitimi. Ankara, Nobel Yayınları, 2002.
6	Bilgen Nihat, Çağdaş ve Demokratik Eğitim, Milli Eğitim Basımevi, Ankara 1993
7	Çiftçi, Ahmet, Vatandaşlık Bilgisi, Demokrasi ve İnsan Hakları, Gündüz Eğitim ve Yayıncılık, Ankara 2006.
8	Doğan, İ., Modern Toplumda Vatandaşlık, Demokrasi ve İnsan Hakları, PEGEM, Ankara 2007.

Week	Weekly Detailed Course Contents	
1	Theoretical	The definition of human rights and democracy
	Preparation Work	GÜNDÜZ, Mustafa., Ferhan GÜNDÜZ. Yurttaşlık Bilinci. Ankara, Anı Yayıncılık, 2002.
2	Theoretical	The development of democracy and human rights in Turkey and in the world
	Preparation Work	YEŞİL, Rüştü. Okul ve Ailede İnsan Hakları ve Demokrasi Eğitimi. Ankara, Nobel Yayınları, 2002.
3	Theoretical	Necessary conditions for democracy and democracy types
	Preparation Work	Çiftçi, Ahmet, Vatandaşlık Bilgisi, Demokrasi ve İnsan Hakları, Gündüz Eğitim ve Yayıncılık, Ankara 2006.
4	Theoretical	Family and school education for democracy
	Preparation Work	YEŞİL, Rüştü. Okul ve Ailede İnsan Hakları ve Demokrasi Eğitimi. Ankara, Nobel Yayınları, 2002.
5	Theoretical	The development of human rights in the West (first and middle ages)
	Preparation Work	Doğan, İ., Modern Toplumda Vatandaşlık, Demokrasi ve İnsan Hakları, PEGEM, Ankara 2007.
6	Theoretical	The development of human rights in the West (new and close to c)
	Preparation Work	Doğan, İ., Modern Toplumda Vatandaşlık, Demokrasi ve İnsan Hakları, PEGEM, Ankara 2007.
7	Theoretical	The development of human rights in Turkey
	Preparation Work	Doğan, İ., Modern Toplumda Vatandaşlık, Demokrasi ve İnsan Hakları, PEGEM, Ankara 2007.
8	Intermediate Exam	Midterm Exam
9	Theoretical	The development of human rights in Turkey
	Preparation Work	Doğan, İ., Modern Toplumda Vatandaşlık, Demokrasi ve İnsan Hakları, PEGEM, Ankara 2007.
10	Preparation Work	Çiftçi, Ahmet, Vatandaşlık Bilgisi, Demokrasi ve İnsan Hakları, Gündüz Eğitim ve Yayıncılık, Ankara 2006.
11	Theoretical	National developments in human rights

11	Preparation Work	YEŞİL, Rüştü. Okul ve Ailede İnsan Hakları ve Demokrasi Eğitimi. Ankara, Nobel Yayınları, 2002.
12	Preparation Work	Doğan, İ., Modern Toplumda Vatandaşlık, Demokrasi ve İnsan Hakları, PEGEM, Ankara 2007.
13	Theoretical	National organizations working in the field of human rights
	Preparation Work	Doğan, İ., Modern Toplumda Vatandaşlık, Demokrasi ve İnsan Hakları, PEGEM, Ankara 2007.
14	Theoretical	As a violation of a human right, gender discrimination
	Preparation Work	Çiftçi, Ahmet, Vatandaşlık Bilgisi, Demokrasi ve İnsan Hakları, Gündüz Eğitim ve Yayıncılık, Ankara 2006.
15	Theoretical	Gender discrimination prevention methods, the rights of the child
	Preparation Work	Çiftçi, Ahmet, Vatandaşlık Bilgisi, Demokrasi ve İnsan Hakları, Gündüz Eğitim ve Yayıncılık, Ankara 2006.
16	Final Exam	Final Exam

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	1	3	56
Assignment	2	2	4	12
Reading	7	2	4	42
Midterm Examination	1	5	2	7
Final Examination	1	6	2	8
			Total Workload (Hours)	125
		[Total Workload (Hours) / 25*] = **ECTS**		5

25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	Knowledge about the concepts of human rights and democracy
2	To be able to discuss the relationship between education of democracy and secularism and democracy and philosophy and religion and science
3	To be able to hold the culture of tolerance and reconciliation
4	To be able to understand the development of the concepts of human rights and democracy
5	To become aware of equality of opportunity in education, curriculum development and democracy
6	To become aware of applications in the name of human rights education in the world

Programme Outcomes *(Curriculum and Instruction Master)*

1	To be able to use the basic concepts in the field of Curriculum Development and Instruction correctly
2	To be able to comprehend philosophical, social, historical and psychological principles influencing curriculuma
3	To be able to analyze theoretical bases of learning-teaching theories and approaches
4	To be able to evaluate any curriculum in accordance with scientific principles
5	To be able to prepare a curriculum design cooperatively in accordance with principles and criteria
6	To be able to follow contemporary implementations, and national and international academic publications
7	To be able to prioritize scientific methods and ethical principles in educational sciences while considering and implementing field specific professional issues
8	To be willing to do scientific research in the field of Curriculum and Instruction
9	To be able to appreciate curriculum development profession as a professional identity

Contribution of Learning Outcomes to Programme Outcomes *1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High*

	L1	L2	L3	L4	L5	L6
P1	5	4		5	4	
P2	3	4		3	3	
P3	3	3		3	3	
P4		3			2	
P5					2	
P6	4	4	3	4	4	5
P7	4	4	4	4	4	4
P8	4	4	5	4	4	4
P9	2		4	4	4	