AYDIN ADNAN MENDERES UNIVERSITY
COURSE INFORMATION FORM

Course Title	Ottoman Statecraft							
Course Code	TRH509			Couse Level	Second Cycle (Master's Degree)			
ECTS Credit	5	Workload	129 *(Hours)*	Theory	3	Practice	0	Laboratory	0
Objectives of the Course	To introduce the Internal (Enderun) and External (Birun) service units within the Ottoman Palace Organization.							
Course Content	Introduction to the Ottoman Palace Organization: The Palace of Edirne, The Old and New Palaces in Istanbul, The Ruler of Reignion and the Signs of the Ruler of the Ottomans, The Rise of the Princes, The Rise of the Sword and the Sword of the Sword The Inner Age, The Great Aghas of the Has Chamber, The Door Network and the Harem Aghas, The Families of the Sultan, Introduction to the Organization of Birun: The Members of the Ulema, the Palace Officers and the Confident, Rikab-ı Hümayun Agha, Şikar Aga and Çaşnigirler, Istabl-ı Amire, Matbah-ı Amire , Armories, Baltacı, Peykler, Şatırlar, Solaklar, Tabl u Ame Mehter, Tent Mehterler, Sim Sakalar Ocağı, Ehl-i Hiref and Bostancı Ocağı.							
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	40
Final Examination	1	60

Recommended or Required Reading

1	İsmail Hakkı Uzunçarşılı, Osmanlı Devletinin Saray Teşkilatı, TTK, Ankara 1988.
2	Halil İnalcık, "Osmanlılarda Saltanat Veraseti Usulü ve Türk Hakimiyet Telakkisiyle İlgisi" Halill İnalcık, "Padişah", İA, IX, 49-95.
3	Abdülkadir Özcan, "Fatih'in Teşkilat Kanunnamesi ve Nizam-ı Alem için Kardeş Katli Meselesi, Tarih Dergisi, S. 33 (İstanbul 1982), s. 1-56
4	İsmail Hakkı Uzunçarşılı, "Sancağa Çıkarılan Osmanlı Şehzadeleri", Belleten, XXXIX/156 (Ankara 1975), s. 659-696
5	Mehmet İpşirli, "Devşirme", DİA.
6	Mehmet İpşirli, "Harem", DİA, XVI,
7	Ülkü Akkutay, Enderun Mektebi, Ankara 1974

Week	Weekly Detailed Course Contents	
1	Theoretical	Introduction to Ottoman Palace Organization: Old and New Palaces in Edirne Palace, Istanbul
2	Theoretical	The Ruler of Reignion of the Ottomans
3	Theoretical	Rise of Princes, Throne and Sword Feasts
4	Theoretical	Introduction to Enderun Organization: Tilting System
5	Theoretical	Palaces and Topkapı Palace Inner Youth Training Enderun
6	Theoretical	The Great Aghas of Has Oda, The Door Network and Harem Aghas
7	Theoretical	Sultan Families
8	Intermediate Exam	midterm exam
9	Theoretical	Introduction to the Organization of Birun: Ulema Class Officers and Officials
10	Theoretical	Rikab-ı Hümayun Ağaları, Şikar Ağaları ve Çaşnigirler
11	Theoretical	Istabl-ı Amire and Matbah-ı Âmire (Kitchen of Topkapi Palace)
12	Theoretical	Mutefferikas, Baltacies, Peyks, Şatırs and Solaks
13	Theoretical	Tabl u Alem Mehters, Çadır Mehters, Sim Sakalar Ocağı
14	Theoretical	Ehl-i Hiref and Bostancı Ocağı
15	Theoretical	general evaluation
16	Final Exam	final exam

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	3	3	84

Assignment	1	5	2	7
Individual Work	1	10	2	12
Midterm Examination	1	8	2	10
Final Examination	1	14	2	16
			Total Workload (Hours)	129
			[Total Workload (Hours) / 25*] = **ECTS**	5

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	The student has the knowledge of the source of the Ottoman House Organization and knows the ways of using the information
2	Student learns the periods of Ottoman Palace Organization, understands and gains the ability to interpret
3	Students will have knowledge about the problems of the Ottoman Palace Organization and offer solutions to these problems.
4	The student can teach what he learned about the Ottoman House Organization professionally
5	The student has the ability to reveal his / her own opinion

Programme Outcomes *(History Master)*

1	To teach the methods of historical investigation.
2	To improve his/her ability in review of literature and analysis.
3	To know the historical terminology in particular and other social sciences terminology in general and make use of them in prose.
4	To teach the language of archival sources of interest area.
5	Make them conscious of their contribution to the area of research and its impact upon the society.
6	
7	
8	
9	Providing students with the expertise in their respective field at an international level
10	To give the students a basic understanding of academic ethic.

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

	L1
P7	2