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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Legal History I | Law 143 | 1 | 3 + 0 | 3 | 3 |

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| **Prerequisites** | - |

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| **Language of Instruction** | Turkish |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Prof. Dr. Diler TAMER |
| **Instructors** | Prof. Dr. Diler TAMER |
| **Assistants** | - |
| **Goals** | To analyse transmission of social, political and economic rules to modern legal regulations. Also to make evaluable purpose of legal rules and change principles connected objective principles by students. |
| **Content** | The lesson consists of three main section. Historical Part, Rome Procedural Law and Fundamental Concepts of Law. In the first section political history legal sources of Rome Empire, in the second section progress and rules of Rome Procedural Law, in the third section fundamental concepts of law notionalong history will be analysed. |

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| **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| The student who complete this course successfully,  Will have a general information about World History and especially Rome Empire.  Will evaluate relationship between legal rules with social, economic and political institutions.  Will gain the ability of perception of current legal rules and make comparative analyse and suggestion for period of change of rules. |  |  |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 9: Simulation, 12: Case Study |
| **Assessment Methods:** | A: Testing, C: Homework |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Overview of human history |  |
| 2 | Establishment of Roman City/Religion/Philosophy/Culture/Periods of Roman Policy History/The Progress of Roman Republic/Collapse Reasons/Institutions of Empire Regime/Problems/ Transition to Absolute Monarchy / Collapse of Rome Empire |  |
| 3 | Progression of Legal Institution in the Roman History / Early Law /Classical Law/ Sources of Law in Post-Classical Law Era |  |
| 4 | Corpus Iuris Civilis / Transition progress of Roman Law to modern-day from XI. Century XXI. Century. |  |
| 5 | Free Assessments |  |
| 6 | Protection of Rights in the Rome / Progression of Procedural Law |  |
| 7 | **Mid-term** |  |
| 8 | Law and Right Notions / Conditions of Capacity to Have Rights / Independence / Citizenship / Head of Family/ Roman Family |  |
| 9 | Practices |  |
| 10 | Legal Transaction /Elements |  |
| 11 | Juridical Capacity |  |
| 12 | Practices |  |
| 13 | Invalidity Reason of Legal Procedures |  |
| 14 | Practices |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Roma Hukuku Ders Notları-Ziya Umur, 1990 |
| **Additional Resources** | Roma Hukuku Uygulamaları- Diler Tamer, 2009  Roma Hukuku Lügatı-Ziya Umur, 1985  Hukukta Latince/Teknik Terimler Özlü Sözler- Belgin Erdoğmuş, 2004  Encyclopedic Dictionary of Roman Law – A. Berger, 1953 |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 100 |
| Quizzes | 0 | 0 |
| Assignment | 0 | 0 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 40 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | To educate people as a Psychological Counseller in direct of the needs of the our country. |  |  | **X** |  |  |  |
| 2 | To gain expertise in the scientific researh methods. |  | **X** |  |  |  |  |
| 3 | To educate students and to maket hem as an expert in the fields of child and adolescent psychology |  |  |  | **X** |  |  |
| 4 | To breed people who have ethics of the Psychological Counselling and Guidance |  |  |  |  | **X** |  |
| 5 | To gain therapotic ability |  | **X** |  |  |  |  |
| 6 | To instruct students to be an expert in the vocational guidance |  |  | **X** |  |  |  |
| 7 | To instruct students to be an expert in the individual and group counselling |  | **X** |  |  |  |  |
| 8 | To instruct students to be an expert in the current theories of Psychological Counselling |  |  |  |  | **X** |  |
| 9 | To get learn students to social construct and psychology | **X** |  |  |  |  |  |
| 10 | To instruct students to be an expert in the student personality services. |  | **X** |  |  |  |  |
| 11 | To instruct students to be an expert in the interpersonal relationship. | **X** |  |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 2 | 28 |
| Mid-terms | 1 | 2 | 2 |
| Final examination | 1 | 2 | 2 |
| **Total Work Load** |  |  | 74 |
| **Total Work Load / 25 (h)** |  |  | 2.96 |
| **ECTS Credit of the Course** |  |  | 3 |