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| ***ÇAĞ UNIVERSITY***  ***INSTITUTE of SOCIAL SCIENCES*** | | | | | | | | | | | | | | | | | |
| **Course** | | | | **Course** | | | | | | **Credit** | | | | **ECTS** | | | |
| MAN 505 | | | | Turkish Economy | | | | | | 3-0-3 | | | | 8 | | | |
| **Prerequest** | | | | | | None | | | | | | | | | | | |
| **Language** | | | | | | Turkish | | In class, lecture and class discussion (or on line) | | |  | | | | | | |
| **Level** | | | | | | Graduate | | | | | | | | | | | |
|  | | | | | **Lecturer** | | **Time** | | **Office Hours** | | | | **e-mail** | | | | |
|  | | | | | Prof. Dr. Mahir FİSUNOĞLU  -Room: B-58 | |  | | To be announced and by appointment | | | | [mahirfisunoglu@cag.edu.tr](mailto:mahirfisunoglu@cag.edu.tr) | | | | |
| **Aim of the Course** | | | | | This course is designed for understanding Turkish Economy before and after the foundation of the Republic. It covers the subjects such as production, national income, employment, price levels, investment, public finance, monetary policy, savings and investments, foreign trade and sectoral economies (agriculture, industry, energy, mining and service sectors), planning periods and general economic policy. It is expected that graduate students will understand the Turkish economy and will be able to develop policies for future economic activities. | | | | | | | | | | | | |
| **Learning Outcomes of the Course** |  | | Having completed this course, it is expected that the graduate students will have a broad understanding of | | | | | | | | | | | | **Relations** | | |
| **Prog. Outputs** | | **Net Effect** |
| 1 | | The functioning of the Turkish economy. | | | | | | | | | | | | 4 | | 4 |
| 2 | | The main problems of underdeveloped economy as an example of the Turkish economy. | | | | | | | | | | | | 3 | | 5 |
| 3 | | The problems of main sectors (agriculture, industry and services) of the Turkish economy. | | | | | | | | | | | | 3,4 | | 5,4 |
| 4 | | The main problems of public finance and monetary policies in the Turkish Economy. | | | | | | | | | | | | 3,4 | | 5,4 |
| 5 | | The undrerlying problem of current account deficits along with the foreign trade policies. | | | | | | | | | | | | 3 | | 5 |
| 6 | | The potential of the Turkish economy that would led to development in the future. | | | | | | | | | | | | 4 | | 4 |
| 7 | | General policy analysis for the Turkish economy under which development and growth would be succeeded (such as monetary policy, public finance, investment, foreign trade, price level and employment, income distribution) | | | | | | | | | | | | 4 | | 4 |
| **Course Description:** This course is for graduate students who have some idea on the Turkish economy. For those who have already taken this course would still get benefit as well as for those who are taking this course first time. The course is analyzing pre Republic period and after Republic period. The idea is understanding and focusing the main problems of the Turkish economy and compare her with some countries that have shown significant developments. Why did not growth rates, foreign trade, inflation, unemployment rates and income distributions in the Turkish economy generated a wealthy nation as compared to some countries (for example South Korea)? | | | | | | | | | | | | | | | | | |
| **Course Outline (Weekly Course Plan)** | | | | | | | | | | | | | | | | | |
| **Week** | | **Subject** | | | | | | | | | | **Preparation** | | | | **Method** | |
| 1 | | A general framework for the Turkish Economy | | | | | | | | | | Related chapters | | | | Lecture and discussion | |
| 2 | | Before the Republic period | | | | | | | | | | Related  chapters | | | | Lecture and discussion | |
| 3 | | Economic situation in the 1920s | | | | | | | | | | Related  chapters | | | | Lecture and discussion | |
| 4 | | The 1930s: Industrial Plannings | | | | | | | | | | Related  chapters | | | | Lecture and discussion | |
| 5 | | During WW2 and before 1950 | | | | | | | | | | Related  chapters | | | | Lecture and discussion | |
| 6 | | The 1950s: Liberal period | | | | | | | | | | Related  chapters | | | | Lecture and discussion | |
| 7 | | The 1960s. New planning period | | | | | | | | | | Related  chapters | | | | Lecture and discussion | |
| 8 | | The 1970s: Difficult periods | | | | | | | | | | Related  chapters | | | | Lecture and discussion | |
| 9 | | The 1980s: From import oriented economy to export led economy | | | | | | | | | | Related  chapters | | | | Lecture and discussion | |
| 10 | | The 1990s: Another difficult periods | | | | | | | | | | Related  chapters | | | | Lecture and discussion | |
| 11 | | The 2000s: Crises and rehabilation | | | | | | | | | | Related  chapters | | | | Lecture and discussion | |
| 12 | | The 2008 crisis and its effects on the Turkish economy | | | | | | | | | | Related  chapters | | | | Lecture and discussion | |
| 13 | | The 2010s and early 2020s | | | | | | | | | | Related  chapters | | | | Lecture and discussion | |
| 14 | | General overview | | | | | | | | | |  | | | | General discussion | |
| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **REFERENCES** | | | | | | | | | **Books** | 1. Türkiye Ekonomisi, Yakup Kepenek, Remzi Kitabevi, en yeni baskı  2. Türkiye’nin 200 Yıllık İktisadi Tarihi, Şevket Pamuk, T. İş Bankası Yayını, 2016.  3. Uneven Centuries, Economic Development of Turkey Since 1820, Şevket Pamuk, Princeton University Press, 2018.  4. Gazi Mustafa Kemal ve Cumhuriyet Ekonomisinin İnşası, Dr. Serdar Şahinkaya, ODTÜ Yayıncılık, Mayıs 2009.  5. Course notes of the lecturer | | | | | | | | **GRADING METHOD** | | | | | | | | | **Course, Homework** | | **No** | | **Effect** | | **Notes** | | | **Mid-term** | | 1 | | %40 | |  | | | **Final** | | 1 | | %60 | |  | | | **Scientific and Professional Ethic Rules**  Graduate students should obey the ethical rules determined by the University. It is expected that they are not going to behave in any actions that are not get along well with studentship. Academic life is based on honesty, right behavior and responsible behavior. Graduate students of Cag University are expected to know University’s rules as well as the University’s mission, vision and academic values which are available at web page.  *“Strive not to be a success, but rather to be of value”.* - Albert Einstein  **Have a good term…**  **ECTS TABLE** | | | | | | | | | **Content** | | | **No** | | **Hour** | | **Total** | | **Lectures in Class** | | | **14** | | **3** | | **42** | | **Self study** | | | **16** | | **5** | | **80** | | **Mid-term Exam** | | | **1** | | **50** | | **50** | | **Final Exam** | | | **1** | | **60** | | **60** | | **Total**  **Total /30**  **ECTS Credit** | | | | | | | **232**  **7.7**  **8** | |  | | | | | | |  | | | | | | | | | | | | | | | | | | |