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**JEAN MONNET CENTRE  
OF EXCELLENCE**

**BİLGİ EUROPEAN INSTITUTE  
NEWSLETTER**

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Dear Friends,

Welcome to the ninth Newsletter of the European Institute of İstanbul Bilgi University. It is a great honour for me to reach out to you this time as the Director of the European Institute, as my esteemed colleague Prof. Dr. Ayhan Kaya is on sabbatical leave at the European University Institute as a Jean Monnet Fellow until September 2017. Together with Deputy Director Özge Onursal we will do our best to fill in for Ayhan.

The current issue of our Newsletter contains, as always, information on the latest EU Institute related research projects, publications, conferences, social outreach projects and of course opinions of our students. The European Institute has completed its project entitled "European Values at School - EUeducate". Becoming the fourth university to be nominated as the "Jean Monnet Centre of Excellence" in Turkey with this project, many activities have been carried out during the 2015-16 academic year. You may find an overview in this issue.

As of April 2016 our Institute has become a partner of two prestigious consortiums leading two new Horizon 2020 projects which will, each in their different field, have considerable impact on research in social sciences. In the first "Critical Heritages Project (CoHERE)" researchers from 12 universities led by Newcastle University will be looking at how heritage brings people from countries across the continent together as 'Europeans' - and how it can drive them apart. The second project "Future of EU-Turkey Relations (FEUTURE)" will focus on the narratives and drivers of the EU-Turkey relationship, the likely scenario(s) for the future and the implications these may have on the EU and Turkey, as well as the neighbourhood and the global scene. Both projects will have a duration of 3 years.

As always, some colleagues are leaving and new ones are joining us: Our Marie Curie Fellow Dr. Cristiano Bee will be finishing his project on the "Europeanisation of the Organised Civil Society in Turkey: The Case of the Youth Organisations in the Prospect of the European Integration" at the end of this year. A brief overview of the outputs and a detailed interview with Cristiano conducted by our intern Ms Elvin Cetin are available below.

The Institute is happy to announce that Ms. Meltem Sancak Finke has joined us as a Tübitak (Scientific and Technological Research Council of Turkey) fellow focusing on "Living with Indeterminacy: Not Deported but Abandoned, Being an Undocumented Migrant in İstanbul". The project is conducted in collaboration with the Max Planck Institute for Social Anthropology Halle/Saale, Germany, and the Department of Social Anthropology and Cultural Studies, University of Zurich, Switzerland.

While our dear colleague and DAAD fellow Dr. Peter Widmann has come to the end of his working period, our valued collaboration with the DAAD continues with Dr. Malte Fuhrmann. Within the framework of the agreement between İstanbul Bilgi University and the DAAD, he will lecture in the International Relations program, advance the institute's relations with German academic institutions, advise on DAAD scholarship opportunities, and pursue original research.

As a special topic of this newsletter you may find a contribution by Professor Kaya on the "Vulnerability Assessment of Syrian Refugees in İstanbul". According to the latest figures, İstanbul is at the top of the list of Turkish cities hosting the highest number of Syrian refugees. The Support to Life Association (HDD, Hayata Destek Derneği) conducted a field research in late 2015 and early 2016 to find out about the needs of Syrian refugees residing in İstanbul. The research team was composed of experts working for the HDD as well as the Syrian-origin field researchers supervised by Professor Kaya and Aysu Kiraç (HDD).

We wish you a pleasant read!



Prof. Yeşim M. Atamer



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# Jean Monnet Projects, Chairs, Events and Modules

## Jean Monnet Center of Excellence Events European Values at School

The European Institute has completed its project entitled “European Values at School - EUducate”. Becoming the fourth university to be nominated as the “Jean Monnet Centre of Excellence” in Turkey with the project, many activities have been carried out during the 2015-16 academic year.

The “Jean Monnet Center of Excellence”, within the framework of the Life-Long Learning Programme, provides enhanced support for interdisciplinary academic studies and research on European Integration as well as for public activities on Europe and the EU.

### Short Summary:

The Jean Monnet Centre of Excellence, European Values at School Project aims at reaching out to teachers and students in Turkey. The main rationale of the project is to discover the sources of Euroscepticism among teachers and students in secondary schools in Turkey; to give objective information to the students about the EU; to provide students and teachers with scientific material about the EU; to organise seminars for the students about active citizenship, intercultural communication, equality, justice, gender, respect, human rights, democracy, fundamental freedoms, European citizenship and tolerance. Together with the other partners, Istanbul Directorate General of National Education, Beyoğlu Municipality Youth Centre and Teachers Academy Foundation, the Jean Monnet Centre of Excellence of İstanbul Bilgi University will be continuing to work and provide online and print teaching material with regard to the European integration process of Turkey.



## Looking back at our 3 years of the Jean Monnet Centre of Excellence, European Values at School Project....

Looking back at the three-year period of our Jean Monnet Centre of Excellence Project “European Values at School” the European Institute Team feels a deep feeling of satisfaction and fulfilment. Despite growing political and social challenges reflected in daily life in Turkey, all the aims and objectives of the project have been attained and in some cases additional results have been also achieved and everyone who took part in the project (both in the project team and the students and teachers) ended up with a feeling of positive achievement.

All the main objectives stated in our Project Application were successfully achieved within the duration of the project.

### These objectives mainly were:

- Quantifying and analysing for the first time the growing Euroscepticism among primary, secondary and vocational school teachers (against a similar global trend in the Turkish public opinion) by a survey exploring the sources of Scepticism/Euroscepticism among the school teachers by means of both quantitative and qualitative methods;
- Promoting EU and European Values among teachers and students of primary, high schools and vocational schools; reinforcing the role of lifelong learning in creating a sense of active citizenship, intercultural dialogue, gender equality and respect for human rights; encouraging tolerance and respect for other peoples/cultures and promoting active citizenship;
- Designing and giving a course on “Islam and the West: Bridging the Gap” to university students (BA) mapping out the general framework of the issues related to Islam and the EU member states. This course examined, among other topics, the relationship between Islam on one hand, and multiculturalism, orientalism, occidentalism, modernization, post-colonialism, post-communism, globalisation, mysticism, the Ottoman Empire, the Balkans and the Middle East on the other. The course was very successful and was evaluated very highly by the students;
- Designing and organising, as a follow up to the Quantitative Survey and in connection with the Teacher’s Workshops, Focus Group Meetings and Pre/Post - Workshop Surveys with the teachers. This objective was designed to reveal and analyse the impact of the workshops on the teacher’s attitudes, perceptions and interests on European values. The pre-workshop short survey and the post-workshop focus groups revealed an unexpected interest and attachment to universal and European values and led to very rich debates. The processed results of the surveys and focus groups led to the preparation of a report and policy recommendations to provide relevant public (teachers, NGOs, education experts) and private institutions with material for use while developing tools and contents contributing to the transmission of those values for teachers of primary, secondary and vocational schools. The very positive results in this activity were attained thanks to the very active and positive support of our partner ORAV with whom we developed a very solid collaboration.
- All the events planned took place within the indicated timeframe and attained the planned targets, and all the deliverables foreseen in the project application were published and disseminated even more widely than planned.
- The project team was also very meticulous on dissemination and the Centre of Excellence Project was a good opportunity to reach a very important segment of civil society (teachers, educators, trainers, NGOs, students) having a high multiplier effect as well as to the wider general public.

# JEAN MONNET CHAIRS

## Jean Monnet Chair in EU Political and Administrative Studies - Assoc. Prof. Senem Aydın-Düzgit



Assoc. Prof. Senem Aydın-Düzgit has completed her Jean Monnet Chair in “EU Political and Administrative Studies”.

The aim of the project was to spread and enrich the teaching, research and reflection on European integration studies at BİLGİ and strengthen its position as a focal institution in European integration studies in Turkey. There is a gradual weakening of interest in the European integration process among Turkish students in parallel to the growing disinterest in the EU among Turkish society at large over the recent years. The project rested on the core theme that Turkish students, members of civil society groups and other professionals need to be better informed about the European integration project with a particular focus on the debates over the EU institutions and policies, EU's external relations, European economy, European identity and democracy at a time when the existing prejudice and disinformation about the EU fuelled by the Eurocrisis is on the rise.

## MODULES/ COURSES

### EU 222: Introduction to European Culture

This course gives a broad outline of the basic structures and topics of Europeanization, European culture and identity as they have been constructed throughout history. It is an introduction to the different historical constructions of ‘Europe’ with their ramifications for the global order from the early Middle Ages to our times. The course also sheds light on the notions of feudalism, democratization and enlightenment, which are essential components of the European political culture.

### EUR 510: Politics of Cultural Diversity in the European Union

Politics of Cultural Diversity in the European Union aims to provide the students with a comprehensive explanation of the political theories concerning the ways in which cultural,

ethnic and national diversities are managed inside and outside the European Union. The main concern of the module is to try to find some answers to the questions, “Can we live together? If so, how?” Thus, the course will concentrate on the inclusionary and exclusionary forms of governmentality developed and initiated by nation-states, employing some prominent liberal ideologies such as libertarianism, communitarianism, multiculturalism, interculturalism, patriotism, universalism and cosmopolitanism. The students are also expected to generate an awareness of the merits of intercultural dialogue within the European space.

### IR 472: Europe and Migration

This course aims to extend the understanding of the key notions of migration, globalization, diasporas, colonization, integration and assimilation in the contemporary world. International migration as a module also aims at equipping the students with the tools to compare different forms of migration since antiquity as well as alternative forms of regimes of migrations implemented by different states such as Germany, France, Turkey, USA and Britain. Students are asked to write two working papers.

### IR 479: Islam and the West: Bridging the Gap

The course, “Islam and the West: Bridging the Gap”, is concerned with mapping out the general framework of the issues related to Islam and the European Union members. This course examines, among other topics, the relationship between Islam on the one hand and multiculturalism, orientalism, occidentalism, modernization, post-colonialism, post-communism, globalization, mysticism, the Ottoman Empire, the Balkans and the Middle East on the other. The course also aims at giving students a comparative perspective on the issues from Andalusia to the Ottoman Empire. An historical account of the early encounters between Islam and the Judeo-Christian West will be provided by examining some fields of interaction in philosophy, science and education. This will be followed by an analysis of the European perceptions of Islam during the Renaissance and the Enlightenment, paving the way for the modern conceptions of Islam and the Islamic world in the Western hemisphere. Special attention will be paid to the rise of the European civilization as the superior power of the modern world and its impact on the relation of the two civilizations in negotiating various forms and patterns of encounter, challenge, rejection, reaction and adaptation.

### EU 411: External Relations of the European Union

The objective of this course is to offer an all-round introduction to the nature of EU external relations, the actors, instruments and the interaction within the wider international context. The course will cover basic terminology, history, the institutional framework and foreign policy issue areas. In addition, the topics of the EU's identity as an international actor and of the Europeanisation of foreign policies are addressed. Students learn to apply this knowledge through an in-depth analysis of EU relations with a third country.

### EUR 505: Selected Topics in EU-Turkey Relations

This course is a core interdisciplinary MA module which focuses on the various dimensions of the relations between Turkey and the EU, including democracy, foreign policy, economy, the customs union, immigration, public opinion and identity through the lens of contemporary theoretical debates on European integration.

### **EU 315: EU-Turkey Relations**

This undergraduate course analyses and studies the political and economic relations between Turkey and the EU dating back to the Association Agreement of 1963. Particular attention is paid to democratisation, foreign and security policy, the Cyprus conflict, customs union, immigration and public opinion.

### **EU 311: Conceptualizing the EU: Institutions, Policies and Political Debates**

The course is designed to provide an understanding of the political institutions and political processes of the member countries of the European Union and of how the accession process has transformed the governmental institutions, central-local relations, political parties, NGOs and political life in these countries.

### **EU 321 EU-Turkey Relations**

This course provides an overview of EU-Turkey relations since the early days of the integration process. It explores the impact of the international context and domestic considerations on the depth and pace of Turkey's alignment with the EU. Special emphasis will be placed on Turkey's recent attempts at political and economic transformation in pursuit of EU membership. The course structure is designed to reflect both the legal framework and the changing political dynamics of this uneasy relationship.

## **MARIE CURIE PROJECTS**

### **The Europeanisation of the Organised Civil Society in Turkey: The Case of the Youth Organisations in the Prospect of the European Integration (EUROCS) - Cristiano Bee**



#### **EUROCS (1/01/2015-31/12/2016): brief overview of outputs**

EUROCS has focused on the analysis of active citizenship in Turkey, by looking at different internal political dynamics, such as the events linked with the Gezi protests, and the impact of external processes, such as Europeanisation. Both pose new challenges, but also create new opportunities for the investigation of issues such as political participation and civic and political engagement. The project has produced a number of research outputs with high impact peer-reviewed journals or international publishers that have just been published or are in course of imminent publication.

A first relevant article where the typology of active citizenship that Cristiano Bee and Ayhan Kaya developed as part of the project has been published by Southeast European and Black Sea Studies and is titled "Between practices and demands: ambiguities, controversies and constraints in the emergence of active citizenship in Turkey". The article looks at the challenges, but also at the opportunities that can enrich the investigation of the different components of active citizenship in Turkey.

Besides this, as a result of the workshop "Active citizenship and young people in Turkey: organised and non-organised forms of participation", that took place at BİLGİ University in January 2016, we have successfully planned two special issues that are now in publication.

The first, to be published in print by Southeast European and Black Sea Studies in March 2017 but the articles are already available online at the website of the journal, focuses on the determinants of civic and political participation, at the patterns of political and civic mobilisation and at the orientations of political behaviour of Turkish youth. Besides a research article by Cristiano and Ayhan, it includes contributions by Volkan Yılmaz, Emre Erdoğan & Pinar Uyan-Semerci, Stavroula Chrona & Tereza Capelos, Suna Gökçe-Kızılkaya & Özge Onursal-Besgöl and Didem Çakmaklı. The second, to be published by Turkish Studies, aims at reflecting upon the emergence of various demands of active citizenship in Turkey, focusing on the specific case of occupygezi. The special issue, whose articles are now in the final stage of the peer review process, is planned for publication at the beginning of 2017.

In addition to these, part of the qualitative data collected through interviews, has been used by Cristiano in order to include a chapter on the Turkish case for his comparative volume titled: Active Citizenship in Europe. Demands and Practices in the EU, Italy, Turkey and the UK, that will be published by Palgrave in 2017. The book offers an evaluation of the impact of top-down policies of active citizenship as a consequence of the promotion of the EU civil society policy, with a specific focus on the effects of the permanent state of euro-crisis in challenging and reframing both practices and demands of active citizenship.

Part of the research of EUROCS has regarded the analysis of processes of mobilisation in Turkey, by taking the example of occupygezi as a key case study. In this regard, together with Stavroula Chrona (University of Surrey), two research outputs have been published: the article "Right to public space and right to democracy: the role of social media in Gezi Park" that appears in the Research and Policy of Turkey (Issue 2, n.1) as part of a special issue edited by Ayhan Kaya, and the article "The Gezi Movement Under A Connective Action Framework: Enhancing New Forms Of Active Citizenship Via Social Media Platforms" to be published by Palgrave in a volume edited by Oscar Hemer & Hans-Åke Persson and titled "In the Aftermath of Gezi: From Social Movement to Social Change?"

Future publications that will be submitted to international peer reviewed journals are first of all an article on the positioning of young people in respect to various components of active citizenship and secondly an article on the narratives on democratisation and Europeanization by civil society activists. Besides, as an outcome of the second phase of the research, which consists of a large-scale survey, Cristiano is now planning the submission of a proposal to the Palgrave Pivot series for a monograph on 'Turkish Youth and Europe'.

Further information on EUROCS can be found at:  
[www.actineurope.com](http://www.actineurope.com)

# EUROCS: an interview with Marie Curie Fellow Dr. Cristiano Bee

Dr. Cristiano Bee's Marie Curie Project is ending on 31 December 2016. Our Intern Elvin Cetin, a student of International Relations at Sabancı University, conducted an interview with him focusing on the latest findings of his Project.

## **1. What are the main objectives of your project and why is this issue of high relevance for you?**

The project is about active citizenship in Turkey. The aim is to understand how, through empirical means of course, this concept is developing in the country by looking at two issues that are linked with each other. The first one is the process of Europeanization, which means that I am looking at the impact that for example EU funding has had in Turkey in order to stimulate active citizenship. The second aim is to look at internal processes; this is something that emerged after the first draft of the project. In the beginning, my project was mostly about Europeanization, but then when I was writing the grant proposal, the Gezi Park protests started, so I decided to focus on the internal dynamics as well. In my opinion, there are two layers that intervene in terms of defining and determining the shape of active citizenship in Turkey.

I have been working on the issue of active citizenship for a few years now, so my conceptualization derives from the previous work that I did when I was at the University of Surrey in the UK. I was working on a project called PIDOP (Processes influencing Democratic Ownership and Participation). In this project, among other things, we looked at active citizenship in eight different countries, Turkey included. My methodological framework is very much influenced by this work. I developed a model for understanding different components of active citizenship. For me these are civic and political engagement and participation, so I am looking at active citizenship through different dimensions.

## **2. Your project is ongoing; nonetheless, can you summarize the preliminary results for us?**

Political participation in particular is a very complex issue, when it comes to Turkey. Complex, because of quite a few problems in the design of the European Union civil society policy. This is a result that is also coming from other research, so it is a result that other scholars have found as well. There is a political dimension that is highly contested, at the same time, there are a lot of experiences and practices of civic participation through volunteering, thanks to organizations that work on the issues of discrimination, gender, equality, etc. So there are pre-political elements of political participation that are well developed. This circumstance clashes against a situation where, because of the Turkish state traditions, political participation takes different connotations in respect to other countries.

## **3. How would you describe the effects of current EU-Turkey relations on the organized civil society in Turkey?**

The effects on the organized civil society in Turkey are

quite important in the sense that through funding, the EU is providing opportunities. For my interviewees, this is an element that emerges quite prominently I would say. Young people in particular see EU funding as an important opportunity, at the same time, we have to say that different patterns influencing Turkish-EU relations are coming out from the interviews such as the migration crisis, which has met a lot of criticism from civil society activists. So there are also patterns of contestation in Turkey.

## **4. In your research, you are particularly focusing on organizations working in the youth sector. In terms of the Europeanization process, how do these differ from organizations in other sectors?**

This I cannot answer very well, because I am focusing on youth organizations in my research, so consequently I do not have empirical data to compare with other kinds of organizations. Nonetheless, this is definitely in line with my research. I recently completed a book on active citizenship in Europe, in which I am comparing data collected in Turkey to data collected in the UK and in Italy. I would say that to a certain extent, young people constitute a group that is overall in a better position than other marginalized groups, such as women and minorities for example. But this is a common trend at the EU level as well as in those countries. Besides that, I do not have more empirical data to answer explicitly.

## **5. How would you assess the importance of youth organizations with respect to the accession of Turkey to the EU?**

Extremely important. Young people are the new generation. They are the future Europeans. In my interviews and my research, I am looking at both organized civil society, but also at informal groups of people, which means groups that are a bit more loose and less structured. I would say that informal groups of people, which I have selected through the building of a database of organizations throughout Turkey, are groups that express a strong interest towards EU funding. I am finding out that there is a cosmopolitan set of social groups, which is starting to internalize more democratic values. This is a quite important effect of the Europeanization process of these organizations. There is a new generation that is willing to go abroad and be exposed to other experiences through contacts with young people in different countries within a wider public space. They want to get to know others and learn about different experiences as well as join projects and establish partnerships. This has a strong effect on transnationalization. It is an interesting point that is emerging from my results.

## **6. Your project is based on an interdisciplinary methodological approach including a quantitative as well as a qualitative framework. To what extent, has this been a challenge for you?**

This has been an extreme challenge for me, since I am a qualitative researcher and most of my previous work experience is based on qualitative techniques like semi-structured interviews, discourse analysis, focus groups etc. In order to add more value to the project in itself, I decided to add a quantitative element. This implied training in quantitative methods, so I attended summer school at the London School of Economics on quantitative research methods. This was very challenging, since I had not studied quantitative methods since I was an undergraduate student. In the present time, I had to put myself through a process of learning. It has been interesting and yes, at the same time very challenging.

## 7. Finally, we would like to take a look into the future. What are the next steps you will take in this project and your research?

Currently, I am launching my survey. It is going to be an online-survey and it is going to target volunteers working for youth NGOs. I also want to complete another round of semi-structured interviews, because I think there is something more that I want to explore. In order to achieve this, I am going to travel more in July. Together with Prof. Ayhan Kaya, we are also publishing two special issues with two journals. One with Turkish Studies and one with Southeast European and Black Sea Studies. This is the outcome of a workshop that we organized here at İstanbul Bilgi University in January on Active Citizenship in Turkey.

In terms of my future research plans, I am thinking of going a step further and developing policy evaluations of more established practices of engagement of young people in Turkey. This would, for example, mean to look at the role of city councils in different cities in Turkey and see how they are working. The aim is to understand the short-comings of this approach, since it is very interesting. This would imply a further understanding of public policy. I want to see whether the participatory principles of these programs are put into practice and find evidence for this in different parts of Turkey. The second idea is to elaborate a wider comparative research on active citizenship in Southern European countries like Spain, Portugal, Greece and Turkey. These countries are quite important to look at, because lately they have experienced a new wave of protest and mobilization and expression of active citizenship. I hope it is going to be a successful idea.

### Reminder:

The project focused on the analysis of active citizenship in Turkey, by looking at different internal political dynamics, such as the events linked with the Gezi protest, and the impact of external processes, such as Europeanisation. Both pose new challenges, but also create new opportunities for the investigation of issues such as political participation and civic and political engagement. As part of the work programme, the first phase of the Marie Curie project has been focused on establishing the indicators to study this issue in the Turkish context. In particular, Dr. Bee took inspiration from his previous involvement in the 7FP PIDOP, based on the comparative analysis of political participation and civic engagement in 8 different European countries (Turkey included) that resulted in the publication of a special issue with the Journal of Civil Society recently republished as an edited volume by Routledge. In the Marie Curie project that is hosted by the European Institute of İstanbul Bilgi University and supervised by Prof. Ayhan Kaya, he decided that it was important to bring things a step forward and to reflect more specifically on the different components of active citizenship. His argument is that, in order to gather a profound understanding of active citizenship in Turkey, more information regarding the theoretical and methodological underpinnings of its different components are needed. Up to now most studies looked disjointedly at patterns of civic and political engagement and political participation without providing data on the actual significance of active citizenship.

# TÜBİTAK PROJECTS

## TÜBİTAK - Living with indeterminacy: not deported but abandoned, being an undocumented migrant in İstanbul - Meltem Sancak Finke



This project is supported by the Scientific and Technological Research Council of Turkey (TUBITAK) within the framework of the Brain Circulation Scheme Program, co-funded by the European Union. The proposed research is not only a timely one but also reflects Turkey's changing role and place in the world, especially in the last few decades. Turkey is going through a remarkable transition from a country of emigration to a country of immigration. People are arriving from a diverse panoply of sites. Specifically, İstanbul has become a meeting point for people who are on the move for a multitude of reasons. This research focuses on how they manage to get along and to become (or not become) part of Turkish society. It also addresses the impact of being "illegal" and how this varies between the different migrant groups. Why and how have some groups been able to surmount their disadvantaged status and others not? These issues will be investigated during an anthropological field study in İstanbul. The project is hosted by İstanbul Bilgi University under the supervision and cooperation of Prof. Ayhan Kaya. It is conducted in collaboration with the Max Planck Institute for Social Anthropology Halle/Saale, Germany, and the Department of Social Anthropology and Cultural Studies, University of Zurich, Switzerland.

### "Details on the Project from Dr. Meltem Sancak-Finke"



As a destination Turkey accommodates different types of migrants (long-term/permanent, transit or refugee). For understandable reasons, recent works on Syrian refugees have been the focus of scholarly studies. Other groups and types of migration are still relatively less studied, such as Central Asians or Africans although they arrived in Turkey before Syrians and have different motivations to stay. The situation is thus different to what was assumed in the past regarding their temporality. They see a future for themselves and for their families, hoping to become documented and ultimately to achieve Turkish citizenship.

It is important to note that Turkey is not merely a temporary destination for gendered migration for certain jobs in the domestic sphere but also imagined as a place to stay, establish a family, to contribute and participate in different spheres of life. Life without having proper residence and working permits is a serious obstacle that hampers the development of future plans and perspectives; and thus creates additional uncertainty. In fact, uncertainty has pushed them to migrate in the first place and also accompanies them in the new setting in different forms. Illegality fuels uncertainty. Turkey is perceived as a land with possibilities and opportunities, small or big, especially since Europe has been considered “full” for many years. “This is their America”, I was told by a young Turkish man in one of Istanbul’s neighbourhoods densely populated by migrants. Contradictorily, the also existing “comfort of illegality” is partially disturbed by the introduction of new laws and new procedural rules on employment and residence in recent years. In addition, new political developments in the region have pushed migrants, at least in the last couple of months, into a more prudent and thoughtful attitude. Despite that, even migrants who left Turkey and moved to Europe keep their Turkish networks and use them to continue in business there while residing in Germany. This aspect has opened a new branch to follow and study within my project, namely that leaving Turkey does not mean forgetting Turkey as a resource that one can revert to. Former migrants, who became recently Balkan route refugees in summer 2015, are kind of sad that they have to leave Turkey since there was no other choice left except travelling further because of their uncertain illegal status. Their Turkish proficiency was in Turkey not only their economic capital but also in Germany it is their social capital that helps them to survive in a new environment. A fluent Turkish-speaking African community in Germany is not a surprise at all in that respect. The freedom and opportunities experienced in Turkey are positive aspects within the limits of illegality. Interestingly both Central Asians and migrants from Africa have more or less similar experiences, even if the latter are looked after in a form of charity (like the Africa Football Cup) by state institutions like Fatih Belediyesi. This reveals also the engagement of the state as a formal institution in the welfare of undocumented or illegal migrants whose status is defined by state passed laws, which shows also a kind of contradiction.

Since this project focuses on mobility, recent local and global developments have a significant impact on the movement and the decision-making process of individuals but also on the attitude of the sending countries towards the mobility-destinations of their citizens. Especially migrants from Central Asia see themselves confronted with restrictions when they are leaving their countries as well as when they return. The reason behind this is the possibility that Turkey can be used as a transit country to travel further to Syria. Especially young men willing to come and work in Turkey, as a means to economic deprivation, are kept at home and not allowed to leave their respective countries.

The immobility within illegality pushes many migrants to seek solutions. Involuntarily going back home becomes also an option in some cases, or to move further to another place and start from the beginning with the hope for a better life with less constraints. Future plans are also made under these circumstances and opportunity structures are considered. It is also observed that “hope” is the inevitable company of migrants when they decide to stay or to move. This project focuses not only on this aspect but also as a matter of course takes into account the recent local and global developments. Migrants and especially undocumented migrants who live under precarious conditions can be more sensible and

responsive to circumstances that for the locals or some others are not an issue at all. Situations of uncertainty thus limit not only the mobility, but also shape how the future is planned and produced. Hopefulness, or more precisely the idea that “there is always hope”, is the engine as well as the break of mobility but it shows the openness and the fact that the future is always in the making. So the migration is packed with bounteous hope, which migrants carry with themselves. As one migrant expressed it “without hope you cannot start and endure the whole thing”.

## HORIZON 2020 PROJECTS

### HORIZON 2020 Cultural Heritage Project (CoHERE)

#### Researchers explore what makes us feel “European”

The things that make us feel European will come under the spotlight in new research led by Newcastle University. Istanbul Bilgi University’s European Institute also joins the consortium. The CoHERE Project started on 1 April 2016.



Investigators will be looking at how heritage brings people from countries across the continent together as ‘European’ – and how it can drive them apart.

The 2.5 million Critical Heritages (CoHERE) project is the largest and most comprehensive study to date to explore the differences in how people, groups and institutions across Europe use the past to create a sense of belonging or non-belonging.

#### Museums:

The three-year study will cover a broad range of topics including how museums present the past and how ‘non-official’ portrayals of the past such as historical re-enactments contribute to our cultural identity.

#### Music, Dance, Languages and Tourism:

It will also look at music and dance as well as language and tourism. Researchers will investigate how the past and particular identities are used by politicians and the media, and how these influence attitudes to Islam and to minority groups across Europe.

#### Food Heritage:

Another part of the project will explore food as heritage. From traditional specialities that have protected designation of origin status such as Feta cheese or Melton Mowbray pork pies to differences in eating or cooking practices, the study will investigate how different cuisines shape perceptions of the past and identity throughout Europe.

#### European Institute:

Funded by the European Union, the cross-cutting study involves 12 partners across nine European countries,

including the European Institute of İstanbul Bilgi University. The research team will look at heritage and identity across diverse European territories to see how different aspects of cultural heritage influences contemporary identities across Europe and if a coherent European identity really exists.

**The School of Arts and Cultures, Newcastle University:**

Project leader, Professor Christopher Whitehead, from the School of Arts and Cultures, Newcastle University, said: “Our cultural heritage can give us both a distinct identity and common ground in terms of shared values with other people.

“But in the current climate of anti-austerity protests, increased religious tensions and the growth of far right across Europe and EU exit politics, it’s also something that can be used in a reactionary, negative way, so it is especially timely for this research project to take place.

“At a time of apparent crisis, the question we are essentially asking is whether and how diverse cultural heritages can help to create a more coherent Europe.”

The CoHERE project will uncover how different perspectives on heritage and cultural politics across Europe relate to each other. From this, the research team will develop a series of policy recommendations for ways in which these various perspectives may be used to promote greater cohesion.

**Participants**

Participant No	Participant organisation name	Country
1	Newcastle University (coordinator)	UK
2	Aarhus University	Denmark
3	University of Amsterdam	Netherlands
4	National and Kapodistrian University of Athens	Greece
5	İstanbul Bilgi University, European Institute	Turkey
6	University of Bologna	Italy
7	Copenhagen Institute of Interaction Design	Denmark
8	Heriot-Watt University	UK
9	Latvian Academy of Culture	Latvia
10	European Network of Cultural Centres	Belgium
11	POLIN Museum of the History of Polish Jews	Poland
12	Tropenmuseum	Netherlands

**HORIZON 2020 FUTURE OF EU-TURKEY RELATIONS (FEUTURE)**



FEUTURE (Future of EU-Turkey Relations) which started on 1 April 2016, reveals the narratives and drivers of the EU-Turkey relationship, the likely scenario(s) for the future and the implications these may have on the EU and Turkey, as well as the neighbourhood and the global scene. In forward-looking terms, FEUTURE contributes to the knowledge base of the external environment the EU operates in, providing a strong, evidence-based foundation from which the future

trajectory of EU-Turkey relations may be drawn. The project identifies six prevalent thematic dimensions of EU-Turkey relations that structure our research across four levels of analysis: the EU, Turkey, the neighbourhood and the global scene.

The political dimension is most closely related with the overall pace of EU-Turkey relations. Research will take into consideration that progress in Turkey’s political performance has often been related to and has justified progress in Turkey’s European integration and vice versa. At the same time, setbacks in Turkey’s democratization has been linked to stagnation in its European integration path.

The economics dimension will focus on the economic ties between Turkey and the EU and the way these are conditioned both by the economic performances of the two sides and by relations with the neighbourhood and global markets.

In the security dimension, Turkey’s membership in NATO (as the second largest armed force in the alliance) critically shapes EU-Turkey relations (as well as EU-NATO relations). Likewise, Turkish ambitions to become an independent regional power affect security ties with the EU. At the same time, Turkey’s relations with the EU condition both the EU and Turkey’s relations with the neighbourhood as well as with key global actors such as Russia and the United States. In light of Turkey’s growing importance for the EU’s quest for energy security through the diversification of energy sources and routes, the energy dimension will focus on whether Turkey will end up representing an energy hub for Europe at the heart of the Southern Corridor and thus contribute to the EU’s energy security.

Concerning the migration dimension, the research will analyse the flows of skilled migrants between Turkey and the EU, the transit of irregular migrants from Turkey into the EU and the evolution of Turkish and EU asylum policies, and the way these have affected the broader scope of the EU-Turkey relationship. The identity dimension will focus on the diverse perception of identity of both Turkey and Europe by Turkish and EU actors.

The consortium includes 14 partner institutions including IAI in Italy; University of Cologne in Germany (coordinator); CIDOB in Spain; ELIAMEP in Greece; METU, EDAM, Koç University, Sabancı University and İstanbul Bilgi University European Institute from Turkey; DIIS in Denmark; ACPSS in Egypt, CIFE in France and MERI from Erbil, Northern Iraq.

**DAAD FELLOWSHIP**

**New DAAD Fellow at the European Institute  
Dr. Malte Fuhrmann**

As of September 2016, Malte Fuhrmann is the new DAAD lecturer at the European Institute. Within the framework of the agreement between İstanbul Bilgi University and the German Academic Foreign Exchange Service (DAAD), he will lecture in the International Relations program, advance the institute’s relations to German academic institutions, advise on DAAD





scholarship opportunities and pursue original research. Malte Fuhrmann is a historian and specialist on German-Ottoman and German-Turkish relations. He studied History and Balkan Studies at Freie Universität Berlin, where he received his MA in 1999. He proceeded to write his PhD dissertation on German cultural colonialism in the Ottoman sphere. The book based on his thesis received an award as 'best book on colonialism 2006/2007'. He has worked as a research fellow at Berlin's Zentrum Moderner Orient (2006-2008) and Orient-Institut Istanbul (2005, 2010-2013). He has also lectured at a number of Istanbul universities, including Boğaziçi University (2011) and continues to lecture as adjunct and serve as MA advisor at the Turkish-German University (since 2013). In 2014/2015, he was visiting assistant professor of Cultural History of the Mediterranean Region at Ruhr University Bochum.

Malte Fuhrmann's research focuses on diplomatic, military and cultural interactions between different European regions and especially Ottoman and former Ottoman territories. In recent years, his writings have concentrated on the change in Eastern Mediterranean urban culture through the Europeanization paradigm during the nineteenth and twentieth century. At present he is writing his second book on this topic. His prior publications include:

*Der Traum vom deutschen Orient. Zwei deutsche Kolonien im Osmanischen Reich 1851-1918 (Imagining a German Orient: Two German Colonies in the Ottoman Empire, 1851-1918)* Frankfurt (M.): Campus 2006;

*The City in the Ottoman Empire: Migration and the Making of Urban Modernity*, London: Routledge 2011 (edited together with Ulrike Freitag, Nora Lafi, Florian Riedler).

and

'Beer, the Drink of a Changing World: Beer Consumption and Production on the Shores of the Aegean in the 19th Century' in *Turcica* 45 (2014), 79-123.

residing in Istanbul is almost 500,000. According to the United Nations Refugee Agency, 182,621 Syrian refugees were living in Turkey in mid-February 2013. Today, it is reported that there are more than 3,000,000 displaced Syrians living in Turkey. With the migration of greater numbers of Syrians into Turkey, anti-immigrant, anti-Arab, racist and xenophobic discourses have surfaced among the Turkish public. Furthermore, due to the Turkish government's openly hostile position to the Syrian regime, and sometimes due to the oppositional political parties' discriminatory discourses, Syrian migration became closely linked with Turkish domestic politics and foreign policy.

The field research conducted with locals in six districts of Istanbul (Küçükçekmece, Bağcılar, Başakşehir, Fatih, Sultanbeyli and Ümraniye) depict that many individuals have already begun scapegoating the displaced Syrians for the ills of the contemporary urban space. This study utilized qualitative and quantitative research methods, conducting structured surveys with the Syrian households in these six districts through open-ended interviews with local populations, *muhtars*, NGO representatives, school administrators, hospital administrators, as well as the representatives of the Syrian associations established in Istanbul. Focus group discussions were also held with members of the Syrian communities residing in these districts. The surveys, interviews and focus group discussions were structured to make a needs assessment of the Syrians in Istanbul.

The major problems of the Syrian refugees in Turkey are as follows: Exploitation in the labour market, the lack of Turkish language, discrimination in everyday life, lack of empathy among the locals towards their sufferings, stereotypes and prejudices generated by the locals, the lack of education facilities for the children, the lack of a proper legal status, the lack of the right to work legally, the lack of the right to health services, the lack of the right to housing, the lack of future prospects in this country, the lack of integration policies at the central and local level, the lack of social and political recognition, respect and acceptance, and the ways in which they are framed by the central state as "guests" are some of the problems they face in everyday life. It is exactly these problems which in the end prompt some refugees to leave Turkey at the expense of risking their lives at the border.

Framing of the refugee reality by the state actors as an act of benevolence and tolerance has also shaped the public opinion in a way that has led to the exposure of some racist and xenophobic attitudes vis-a-vis the refugees. This is why it is not a surprise that Turkish society witnessed several lynching attempts, stereotypes, prejudices, communal conflicts and other forms of harassments performed against the Syrians. The massive increase in the number of refugees outside camps and the lack of adequate assistance policies toward them has aggravated a range of social problems. Refugees experience problems of adaptation in big cities and the language barrier seriously has complicated their ability to integrate into Turkish society. There are several problems the Syrians have been facing in everyday life. There is growing concern about underage Syrian girls being forced into marriage as well as fears that a recent constitutional court ruling decriminalizing religious weddings without civil marriage will lead to a spread of polygamy involving Syrian women and girls. The sight of Syrians begging in the streets is causing particular resentment among local people, especially in the western cities of Turkey. There have also been reports of occasional violence between refugees and the local population. In turn, this reinforces a growing public perception that Syrian refugees are associated with criminality, violence and corruption. These attitudes contrast

## SPECIAL TOPIC

### Vulnerability Assessment of Syrian Refugees in Istanbul

**Professor Ayhan Kaya, Istanbul Bilgi University**

*Aug 31, 2016 Research/Policy Papers*

*This article was formerly published online on*

<http://researchturkey.org/vulnerability-assessment-of-syrian-refugees-in-istanbul/>

According to the latest figures, Istanbul is at the top of the list of Turkish cities hosting the highest number of Syrian refugees. It is estimated now that there are more than 500 thousand Syrians in Istanbul. The Support to Life Association (HDD, Hayata Destek Derneği) conducted a field research in late 2015 and early 2016 to find out about the needs of Syrian refugees residing in Istanbul. The research team was composed of experts working for the HDD as well as the Syrian-origin field researchers supervised by Prof. Ayhan Kaya (Istanbul Bilgi University) and Aysu Kırac (HDD). Ayhan Kaya and Aysu Kırac later prepared an extensive report, which was also used by the HDD as a guide to establish a Community Centre in the Küçükçekmece district of Istanbul, offering various services to the Syrian refugees.

This report provides an overview of Syrian migration to Istanbul since the eruption of the civil war in Syria in March 2011. It is reported that the number of Syrian refugees

with local authorities' and security officials' observations that in reality, criminality is surprisingly low and that Syrian community leaders are very effective in preventing crime and defusing tensions between refugees and locals.

## **Recommendations**

### **1. Global governance:**

There seems to be a lack of coordination between different state actors such as AFAD, the Directorate General of Migration Management, the Ministry of Education, Ministry of Health, and Ministry of Labour and Social Security. These actors should be coordinated more efficiently. The efforts of the Turkish Prime Minister's Office to act as a coordinating body is appreciated.

### **2. Legal surveillance in the Labour Market:**

Turkish authorities should increase the level of legal surveillance in the labour market to control if the employers employing Syrian refugees are complying with the legal regulations. Granting the Syrian refugees, the right to work may also prevent them from being exploited by their employers in the labour market.

### **3. Collaboration with INGOs and NGOs:**

Turkey should move from a completely government-controlled process to a better partnership with UN agencies and NGOs. The Turkish state has been very generous and very effective in providing protection and assistance to the refugee camps. However, as part of formalizing its temporary protection program under the new law, it should give more space to humanitarian agencies to expand their service delivery and broaden the availability of protection and assistance to non-camp refugees.

### **4. Integrating Refugees:**

The Turkish state should prompt the central and local state actors to spend time and energy on preparing the legal frameworks for better integration of the refugees to social, economic and even political spheres of life in the urban space. Such an attempt to integrate the refugees may also contribute to the creation of a positive atmosphere in the public sphere with regard to the disapproval of prejudices, stereotypes and xenophobic acts performed against the refugees.

### **5. Geographical Limitation:**

Turkey should lift the geographical limitation clause inserted in the 1951 Geneva Convention on Protection of Refugees, and should be ready to grant the refugees all the rights deriving from international law. Then, the refugees may be freed from the limitations of the "guest" status, or temporary protection status, which makes them subject to the benevolence of the receiving state and society.

### **6. Engaging Municipalities:**

Local municipalities often neglect the refugees as they are not considered to have electoral power in local elections. However, they are key actors for the resolution of the problems of the refugees. Local municipalities should be more engaged in dealing with the problems of refugees in everyday life.

### **7. Collaborative action:**

International organizations and local and/or national NGOs should collaborate more efficiently with the central and local state authorities in order to serve better the needs of the

refugees. In doing so, best practices may be transmitted to other municipal regions so that refugees and local communities can benefit better from such practices.

### **8. Engage Private sector:**

The private sector remains unattached to the problems of the refugees. There should be ways of engaging them in the process of resolving refugees' everyday problems such as unemployment, housing, health, education and psychological support.

### **9. Providing refugees with venues to speak out:**

Academic institutions and relevant NGOs concentrating on migration-related matters should engage migrants in their conferences, workshops and other scientific activities to let them express themselves openly to the outside world. The refugees should always be given venues to speak out in order to express their concerns better, if possible through their own language. Academia has such a potential, and should act as a mediator between the life worlds of the refugees and that of the local communities.

### **10. Some are likely to stay:**

Agenda setters should prepare the public for the reality that at least some Syrian refugees are likely to stay in Turkey. This could decrease the potentiality of conflict between the refugees and the local communities.

### **11. Launching Information Campaigns:**

The central state and local municipalities should launch an information campaign to better inform Syrian refugees about their rights, services and available assistance.

### **12. Embarking on a comprehensive needs assessment work:**

The central state actors as well as the local municipalities should urgently embark on a comprehensive needs assessment with special focus on the education of Syrian refugee children and recognize the importance of education as an important step to assist the integration of refugees into Turkish society.

### **13. Learning the mother tongue:**

Best practices of integration of migrant and refugee origin people in the Scandinavian countries reveal that one of the preconditions of successful integration is that the refugees should be given the possibility to prosper in their mother-tongue from a very early age. Hence, the Ministry of National education should be prompted to find ways to provide the Syrian children with the possibilities of learning their native language.

### **14. Health services:**

The Turkish state should revisit and strengthen circulars concerning the provision of health services for Syrian refugees and seek avenues for burden-sharing with the international community.

### **15. Formal economy and vocational training:**

Official efforts should be expanded by the central state to draw Syrian refugee labour into the formal economy and encourage vocational training.

### **16. Recognition of diplomas and certificates:**

Primary and secondary school diplomas as well as higher education diplomas, and occupational certificates should

be recognized to help the refugees integrate easily to the relevant sectors of life in Turkey.

### **17. Political parties' discourses should be more refugee-friendly:**

All the political parties should be more receptive towards the refugees and their problems as they are very decisive in setting the tone for the public.

### **18. Potential power of the refugees:**

The receiving society and state should be aware of the fact that refugees have the potential to resolve their problems if they are given the right and opportunities to organize themselves along with political and civil collectivities. Community centres may be instrumental for the materialization of such a constructive capacity among the Syrian refugees.

### **19. Integration policies:**

Most importantly, it is now the time to come up with a comprehensive set of integration policies for regular migrants as well as for those who are subject to the Temporary Protection Scheme. It is appreciated that the Directorate General of Migration Management is now working with the International Organization for Migration to prepare a draft on integration policies.

*For the full English version of the Report click the following link: [http://eu.bilgi.edu.tr/media/files/160621\\_Ist\\_NA\\_Report.pdf](http://eu.bilgi.edu.tr/media/files/160621_Ist_NA_Report.pdf)*



The final conference provided a platform for academics and experts working on the EU to meet teachers and primary, secondary and vocational school students. Discussions on the teachings of “EU Boat” seminars, which were held within the framework of the project, reached over 3600 students from schools located in İstanbul’s Beyoğlu and Şişli Municipalities over the course of three years (2013-2016).

After the presentations of the results and the deliverables of the “European Values at School” Project, Dr. Hayri İnonu, Mayor of the Şişli Municipality and Prof. Dr. Ayhan Kaya, Coordinator of the Jean Monnet Centre of Excellence Project “European Values at School” at İstanbul Bilgi University’s European Institute presented the certificates to the students who attended the “EU Boat” seminars and also congratulated the 15 students who won the Şişli Municipality’s “EU Values” competition and thus went on a trip to Brussels and visited the EU Institutions.

### **Jean Monnet Centre of Excellence EU Boat-6 with Beyoğlu and Şişli Municipality**



The “EU Boat” in the framework of the European Values at School Project reached about 3600 high school students between 2013 and 2016 and more than 6000 students overall (2010-2016) thanks to the contributions of BİLGİ academics and expert trainers. As this is the last year of the project, academics held seminars on different subjects involving European Values and Europeanness at the high schools within the Beyoğlu and Şişli municipalities.

## **CONFERENCES, ROUNDTABLES AND WORKSHOPS**

### **Jean Monnet Centre of Excellence Project “European Values at School” Final Event**

The final Conference of the Jean Monnet Centre of Excellence Project “European Values at School” was held at İstanbul Şişli Municipalities Nazim Hikmet Cultural Centre. The event brought together the principal stakeholders of the project (academics from İstanbul Bilgi University, researchers, teachers, students, parents, trainers, experts and representatives of the İstanbul Directorate General National Education as well as the mayor and public officials of the Şişli Municipality).



## Jean Monnet Centre of Excellence EU Boat-6 Roundtable Discussion

The “EU Boat” seminars organised within the framework of the Jean Monnet Centre of Excellence “European Values at School” project reached more than 3600 9th grade students from high schools and vocational schools within the municipalities of İstanbul. The seminars, which were taught by İstanbul Bilgi University lecturers and trainers over three years (2013-2016), made a considerable impact and received positive feedback from teachers, students and local authorities.



This year’s “EU Boat Final Event” was organised with the collaboration of the Şişli Municipality at the municipality’s Nazim Hikmet Cultural Centre on 10 May 2016.

At this final event, the 30 most active seminar students participated in a round table meeting chaired by Prof. Dr. Ayhan Kaya and had a lively discussion on themes such as the EU, Human Rights, Migration, Equal opportunities, EU education programmes and the environment. After a nice group lunch, the students proceeded with the poster presentations they had prepared for this occasion.

At the end of the day, 15 of the most successful students were selected and will visit Brussels and the EU Institutions, as a prize funded by the Şişli Municipality’s EU Centre.

## Jean Monnet Centre of Excellence Teacher’s Workshop III

The second “European Values Workshop for Primary, Secondary and High School Teachers” was held on 20-23 June 2016 and 27-30 June 2016 at the Santral Campus, organised by the European Institute of İstanbul Bilgi University in cooperation with the İstanbul Directorate for National Education and Teachers Academy Foundation (ÖRAV).



The workshops started with intensive seminars in the morning and continued with indoor and outdoor interactive activities in the afternoon. As a result of the first workshop’s success in 2014 and 2015, interest in the third workshop increased, and more applications were received than expected.

At the end of both workshops, the participants congratulated each other and gave certificates to their peers.



## This year’s workshop programs were as follows:

### 1st Day: Monday

**09.45 - 10.00**

Opening: Targets of the Training

**Prof. Dr. Ayhan Kaya** (İstanbul Bilgi University)

**10.00 - 10.30**

Short Survey about EU Perception

**10.30 - 12.30**

Awareness / Differentness in School Environment

**Prof. Dr. Ayhan Kaya** (İstanbul Bilgi University)

**14.00 - 17.00**

Effective Communication I

(ÖRAV)

### 2nd Day: Tuesday

**10.00 - 12.30**

Seminar: Participation of Children at School

**Gözde Durmuş** (İstanbul Bilgi University)

**14.00 - 17.00**

Effective Communication II

(ÖRAV)

### 3rd Day: Wednesday

**10.00 - 12.30**

Universality in Curriculums and European Narratives

**Assoc. Prof. Dr. Kenan Çayır** (İstanbul Bilgi University)

**14.00 - 17.00**

Unlabeled Education I

(ÖRAV)

### 4th Day: Thursday

**10.00 - 10.30**

Short Survey about EU Perception

### 10.30 - 12.30

Seminar: Woman's Rights, Children's Rights in the EU and Turkey

**Assoc. Prof. Dr. Pinar Uyan Semerci**  
(İstanbul Bilgi University)

### 14.00 - 17.00

Unlabeled Education II  
(ÖRAV)

### 17.00

Focus Group after Training and Evaluation  
Closing remarks and Certificate Ceremony

### Report by Elvin ÇETİN (Intern)

The third "European Values Workshop for primary, secondary and high school teachers" was held on 20th - 23rd June and 27th - 30th June 2016 at the santralistanbul campus. The workshop was carried out by the European Institute in collaboration with the İstanbul Directorate for National Education and the Teachers Academy Foundation (ÖRAV). The main purpose of this project is to give participants a deeper insight on European values and show ways to teach these to their students in a strong, playful and lasting manner. The topics that were being lectured and discussed in the theoretical morning sessions included women's and children's rights, cultural diversity and tolerance as well as universal designs for learning and in education.

In my opinion, particularly the issue of human rights as well as diversity and tolerance is of fundamental importance for Turkish society and should play a major role in curricula. The reason why I think that it is especially now of high importance is based on the large influx of refugees from Syria and other conflict areas in the region. The majority of immigrants will likely end up staying in Turkey and try to build a life and future in this country. Hence, it is immensely important to integrate these people well into society and teach the meaning of diversity and tolerance most notably to children, who mainly will be dealing with this demographic change in the future.

During the theoretical part of the workshop, it was interesting to observe how discussions amongst the participants emerged and how teachers took a chance to share their opinion and perspectives. This circumstance further helped to create a joyful learning atmosphere. In addition, it was noticeable how some information provided by the lecturers stimulated critical thinking amongst the teachers and made them reflect upon their own knowledge of particular issues.

The practical part of the workshop was conducted by ÖRAV in the form of games and other activities. In my opinion, this is a great opportunity for the participants to internalize the knowledge they have gained in the theoretical seminars.

Overall, the participants gave the impression that the workshop was fruitful and beneficial for them and showed interest in learning more about the topics that have been discussed as well as participating in future projects of the European Institute.

### Participant's opinions

#### Yasemin Yağmur (Participant in the first round of the workshop, 20th - 23rd June):

I found out about this workshop quite by chance but these four days turned out to be of high importance for me. Everything went well and I enjoyed it a lot, especially the sessions in the morning. The information that I have acquired in the theoretical part of the program was very insightful and I came across different perspectives.

In terms of the structure and timing of the program,

I think that it would be better to offer these workshops at the beginning of a new school year, so for example in September, rather than at the end of a school year. This way, teachers would have the chance to make use of the acquired knowledge while preparing for the coming school year.

#### Tuncer Çetinkaya (Participant in the first round of the workshop, 20th - 23rd June):

I enjoyed the lectures in the morning a lot. I learned a lot and it offered me a different perspective. In my opinion, these lectures should have been longer, because the information and the discussions were very fruitful.

The sessions in the afternoon were energetic and fun, but I did not learn many new things. That is perhaps due to the fact that I have worked with ÖRAV before. The topics that were being taught in those sessions, like for example not discriminating students, are factors that should already be more than clear to not only good teachers, but each and every teacher in general.

#### Kesra Aybar (Participant in the second round of the workshop, 27th - 30th June):

At the end of the fourth day of the workshop, I can say that the workshop definitely broadened my horizon in many ways. I was able to add new information to my knowledge on certain topics. It was great to listen to professors from İstanbul Bilgi University, who are experts in these issues. In addition to this, ÖRAV showed us how we can pass on this knowledge to the students, which made the whole learning process complete. Thanks a lot for organizing this workshop and giving us this opportunity.

#### Filiz Kaya (Participant in the second round of the workshop, 27th - 30th June):

This program was very fruitful for me. The good thing was that the workshop was not only limited to theory, that is one reason why I think I definitely benefited from this project. It is not only important to know something, but also to know how to use this knowledge and I learned how I can further integrate and make use of my knowledge in the classroom. This workshop certainly helped me to combine theory and practice. Thank you for this opportunity!

### Jean Monnet Chair Conference, "Europe after the Crisis: Governance, Foreign Policy and Identity"



**30 May 2016** Santral Campus, Energy Museum  
09:30-11:00 Identity and Foreign Policy

**Chair:** Dr. Senem Aydın-Düzgit, Jean Monnet Chair,  
İstanbul Bilgi University

#### • 'Islamisation of Radicalism in the EU'

Prof. Ayhan Kaya, Jean Monnet Chair and Director of  
the European Institute, İstanbul Bilgi University.

#### • 'Changing Sources of European Foreign Policy'

Prof. Knud Erik Jørgensen, Aarhus University and  
Yaşar University.

- **‘European Foreign Policy Challenges: Much Ado About Nothing?’**  
Prof. Meltem Müftüler-Baç, Jean Monnet Chair, Sabancı University.a
- **‘Kilis, Diyarbakır, İzmir – Three Turkish Constraints on European Foreign and Security Policy’**  
Dr. Jakob Lindgaard

11:15-12:30 Governance

**Chair:** Emre Gönen, Vice Rector for Studies, İstanbul Bilgi University

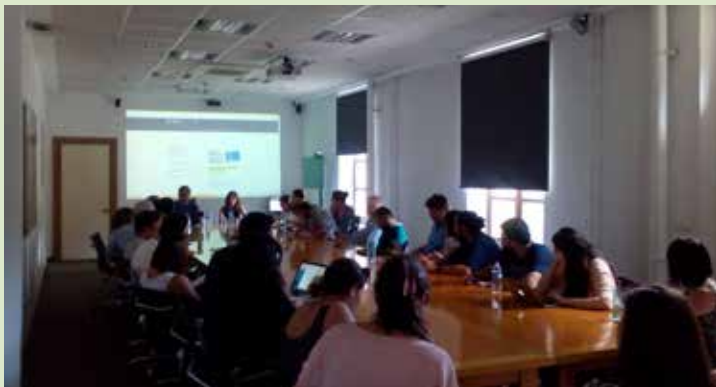
- **‘The Ultimate Decision Maker: The European Council as Crisis Manager’**  
Prof. Wolfgang Wessels, Jean Monnet Chair, University of Cologne.
- **‘System Crisis in Greece and Beyond: The Interactions of Market Economy with Domestic Politics’**  
Dr. Yaprak Gürsoy, İstanbul Bilgi University
- **‘Governing the EU United in Diversity: Internal and External Differentiation in European Integration’**  
Dr. Funda Tekin, Centre for Turkey and European Union Studies (CETEUS), University of Cologne.

#### **Jean Monnet Chair, Seminars in the EU Certificate Programme in Collaboration with TUSES III”**



The second two-day EU Certificate Programme in collaboration with the Turkish Social, Economic and Political Research Foundation (TUSES) was held by the Jean Monnet Chair at İstanbul Bilgi University in December 2015. The topics covered by the Jean Monnet Chair included EU governance, EU-Turkey relations and EU foreign policy.

#### **Jean Monnet Chair, Speaker Series III - DEMOCRACY AND IDENTITY IN THE EU”**



The Jean Monnet Chair of the Department of International Relations at İstanbul Bilgi University, Assoc. Prof. Senem Aydın-Düzgıt, opened the Jean Monnet Speaker Series on July 14, 2016 in Santral Campus with an interesting panel held upon ‘Democracy and Identity in the EU’. Three discussants with different scientific and professional backgrounds spoke and presented their positions.

- **‘After Brexit: How It Happened and What It Means for European Governance’**  
Prof. Thomas Diez, University of Tübingen.
- **‘Migration as a Challenge to EU Governance: Some Reflections in the Aftermath of Brexit’**  
Prof. Çiğdem Nas, Yıldız Technical University; Secretary General, Economic Development Foundation
- **‘Brexit and European Identity: Crisis or Resurrection of the European Project?’**  
Assist. Prof. Başak Alpan, Middle East Technical University.

The seminar was moderated by **Assoc. Prof. Senem Aydın-Düzgıt**, Jean Monnet Chair, İstanbul Bilgi University.

#### **Jean Monnet Chair, Seminars for Secondary School Students**



The Jean Monnet Chair organised three seminars for ninth-grade students from two schools in the Beyoğlu municipality of İstanbul in December 2015 and February 2016. The focus was mainly on Turkey-EU relations.

#### **Marie Curie - The Europeanisation of the Organisations in the Prospect of the European Integration (EUROCS) Conference: “Active citizenship and young people in Turkey: organised and non-organised forms of participation”**



**Convenors:** **Dr. Cristiano Bee** (Marie Curie Fellow, European Institute, İstanbul Bilgi University), and **Prof. Dr. Ayhan Kaya** (European Institute, İstanbul Bilgi University)

**21 January 2016, Thursday** | Venue: European Institute, İstanbul Bilgi University, **santralistanbul** Campus

This workshop was preceded by invites for paper proposals focused around the establishment of the concept of active citizenship in Turkey, and aims at gathering new insights regarding the transformation of political participation and civic and political engagement, with a specific focus on young people. The aim of the workshop was to scrutinize both organised (civil society and non-state actors) and non-organised (social movements, public opinion, etc) forms of participation. More specifically we aim at discussing papers that look at the various formulations that civic and political engagement and political participation take by focusing on patterns driving political behaviour and civic activism. We were interested in perspectives that look at both conventional—such as electoral politics— and non-conventional means of participation and mobilisation —such as social media. In addition, we welcomed papers that deal with the complexity of the notion of active citizenship from different methodological and disciplinary perspectives and that explore different components inherent to political participation and the civic and political engagement of young people.

The Turkish context is an extremely important one for fostering this discussion for a number of different reasons. On the one side, it can be argued that the process of the development of Turkish civil society in the last 15 years has gone in hand with the Europeanisation process, and is critically enhanced by the support of the EU. The key financing of projects in different areas has been an essential factor that has facilitated the internationalisation of civil society organisations. This process has enhanced the structuring of an organized form of civil society groups in a way similar to what has been happening in many other European countries. On the other side, bottom up processes of participation have been key to bring about new challenges for the understanding of active citizenship. Recent events show that non-institutionalised forms of participation bring in new elements to the analysis of active citizenship. The experiences of the Gezi movement are in fact central for re-orienting current research on civic and political participation in Turkey as well as offering important insights about the emergence of active citizenship. Last but not least, when looking at traditional channels of political participation, it can be argued that public opinion's political behaviour is highly affected by a sound attachment to the traditional ideological orientations that dominate the socio-political arena of the country. To this effect, some of the key questions that the panel seek to answer are:

How can we evaluate the impact of Europeanisation in changing patterns of civic and political engagement and the political participation of young people?

What are the key determinants and motivational factors underlying political participation, engagement and active citizenship?

How can we explain the new power assumed by social media in structuring political mobilisation?

How successful are recent protests in achieving their aims?

What are the key social and public problems that motivate civil society to engage in social movements?

What are the institutional policy responses to growing protests in Turkey?

How do ideological orientations affect youngsters' political behaviour?

What is the role of emotions in shaping political participation, engagement and interest into politics?

## **Economic Development Foundation (IKV) in Cooperation with İstanbul Bilgi University Organized a Seminar on The Refugee Crisis and Turkey Cooperation**



IKV in cooperation with İstanbul Bilgi University, organized a seminar entitled “Turkey-EU Cooperation along the Axis of Refugee Crisis: Opportunities & Challenges” to discuss different dimensions of the refugee crisis and Turkey-EU relations on June 2, 2016. The seminar took place at the İstanbul Bilgi University santralistanbul campus Energy Museum.

The seminar began with a presentation of IKV Junior Researcher Ahmet Ceran who presented his research on the latest developments concerning the Turkey-EU refugee deal and the visa liberalization dialogue. After the presentation, distinguished panelists from academia, civil society and experts in this field; Director of İstanbul Bilgi University European Institute Prof. Ayhan Kaya, Director of Hacettepe University Migration and Politics Research Center Assoc. Prof. Murat Erdoğan, IKV Secretary-General Assoc. Prof. Çiğdem Nas, UNHCR Livehoods Officer for Turkey and the MENA Region Damla Taşkın shared their points of view and made an assessment of the situation.

The panel session started with Assoc. Prof. Murat Erdoğan's comments. Erdoğan touched upon the root causes by retracing the historical background of the refugee crisis and pointed out Turkey's lack of efficient policies in tackling the arising challenges. Erdoğan stressed that the refugees should be considered a permanent part of Turkish society and thus highlighted the importance of facilitating the refugees' integration into society. Lastly, he addressed the weaknesses of the Turkey-EU refugee deal.

Prof. Dr. Ayhan Kaya started his speech by analysing and deconstructing the conceptual framework of the refugee crisis and its effects on Turkey-EU relations and the visa liberalization dialogue. Then Prof. Dr. Kaya explored the relation of Turkey's migration management policies with the “nation state notion” and Islamic fundamentals. To that end Prof. Kaya compared and observed past migration flows and explained the importance of the role played by civil society. After the intense and extensive remarks of Prof. Dr. Kaya, Damla Taşkın shared her comments regarding the economic integration of the refugees to the labor market as a “source from the field”. Subsequent to an introduction regarding the leading role of UNHCR, she discussed different dimensions of the current situation regarding the employment, education and integration of Syrian refugees. Then she presented a future prospect addressing best case practices, main problems and possible solutions.

Lastly IKV Secretary-General Assoc. Prof. Çiğdem Nas presented the general framework and problematic elements of the visa liberalization dialogue as well as its relation with the refugee deal. She drew attention to the dialogue and cooperation opportunity the refugee deal has created between Turkey and the EU. Assoc. Prof. Nas emphasized

the need to extend this dialogue and cooperation to other layers of Turkey-EU relations. At the end of her speech Assoc. Prof. Nas touched upon the future of Turkey-EU relations in connection with the refugee crisis and touched upon alternative integration models discussed among the EU circles.

### **Presentation of the Project Report of “Promoting Dialogue and Solutions: What European Legislators Think of Turkey” and the Future of Turkey – EU Relations**



The Turkish Economic and Social Studies Foundation, Young Friends of Turkey and İstanbul Bilgi University’s European Institute, held the presentation of the project report of “Promoting Dialogue and Solutions: What European Legislators Think of Turkey” on 3 November 2015 in santralistanbul.

TESEV and YFoT have recently concluded their joint project “Promoting Dialogue and Solutions: What European Legislators Think of Turkey” through which a significant number of legislators from a diverse selection of European parliaments were interviewed about their perceptions with regard to Turkey and its accession to the Union. With the objective of advancing dialogue and mutual understanding between Turkey and members of the European Union, this study fills a significant gap in the literature by focusing on the possible discrimination against Turkey’s accession into the EU from the perspective of legislators in member states and their decision making patterns. In addition to the presentation of the project report, the event also included an evaluation of the recent developments and the future of EU-Turkey relations by Murat Yetkin (Editor in Chief, Hürriyet Daily News), Professor Ayhan Kaya (Director of the European Institute, Department of International Relations, İstanbul Bilgi University) and Associate Professor Senem Aydın Düzgüt (Department of International Relations, İstanbul Bilgi University).

#### **Program:**

##### **10.45 - 10.15**

Opening Remarks

**Prof. Aydın Uğur**, Dean of the Faculty of Arts and Sciences, İstanbul Bilgi University, Chairman of the Board, TESEV

##### **10.15 - 10.45**

Turkey-EU Relations in light of Recent Political Developments

**Murat Yetkin**, Editor-in-chief of Hürriyet Daily News.

##### **10.45 - 11.15**

The Past, Present and Future of EU-Turkey Relations

**Prof. Dr. Ayhan Kaya**, Director of the European Institute, Department of International Relations İstanbul Bilgi University & Assoc. **Prof. Senem Aydın Düzgüt**, Department of International Relations, İstanbul Bilgi University.

##### **11.15 - 12.00**

Presentation of the Project Report

**Zerrin Cengiz**, TESEV & Samuel Doveri Vesterbye, Young Friends of Turkey.

##### **12.00 - 12.30**

Q & A / Open Discussion

##### **12.30 - 12.45**

Closing Remarks

### **Kick-Off Conference of the New Horizon 2020 Research Project FEUTURE: The Future of EU-Turkey Relations: Mapping Dynamics and Testing Scenarios**



The kick-off conference of the new Horizon 2020 research project FEUTURE: The Future of EU-Turkey Relations: Mapping Dynamics and Testing Scenarios, which is jointly organized with and hosted by İstanbul Bilgi University, was held on 26 May 2016 at BİLGİ.

FEUTURE is the largest research project on EU-Turkey relations the European Commission has funded so far, the relevance of which has once again been highlighted by current affairs. Hence, the aim of FEUTURE’s research is to reveal the narratives and drivers of the EU-Turkey relationship, the likely scenario(s) for the future, and the implications these may have on the EU and Turkey, as well as the neighbourhood and the global scene. FEUTURE is coordinated by Dr. Nathalie Tocci, Deputy Director of Istituto Affari Internazionali and Special Adviser to EU HRVP Federica Mogherini and Prof. Dr. Wolfgang Wessels, Director of the Centre for Turkey and European Union Studies at the University of Cologne. The FEUTURE consortium consists of 13 renowned universities and think tanks from the EU, Turkey and the neighbourhood.

The conference aimed to debate FEUTURE’s research design as well as related current developments of EU-Turkey relations from different perspectives. Following the Welcome and Introduction, the FEUTURE scenarios and narratives were discussed with renowned experts and members of the project’s Advisory Board.



#### **Program:**

##### **15.00 - 15.30**

Welcome and Introduction

**Prof. Mehmet Durman**, Rector of İstanbul Bilgi University, **Nathalie Tocci**, Scientific Coordinator, Wolfgang Wessels, Project Coordinator



## 16.45 - 18.00

FEUTURE Scenarios Chair:

**Funda Tekin**, Project Director (CETEUS, University of Cologen, CIFE)

Speaker:

**Nathalie Tocci**, Scientific Coordinator and Co-Leader of Work Package 1, (IAI)

Comments from the FEUTURE Advisory Board:

**Andrew Duff**, Visiting Fellow,

European Policy Centre; Liberal MEP 1999-2014

**Nilgün Arisan Eralp**, EU Director, Economic Policy Research Foundation of Turkey (TEPAV)

**Prof. Dr. Ronald H. Linden**, University of Pittsburgh

## 18.15 - 19.30

History of EU-Turkey relations / Narratives Chair:

**Senem Aydin-Düzgüt** (Istanbul Bilgi University)

Speaker:

**Wolfgang Wessels**, Project Coordinator and Co-Leader of Work Package 1 (University of Cologne);

**Atila Eralp** (METU)

Comments from the FEUTURE Advisory Board:

**Ofra Bengio**, Senior Research Fellow, Moshe Dayan Center for Middle Eastern and African Studies

**Prof. Dr. Meltem Müftüler-Bac**, Jean Monnet Chair at Sabancı University, Faculty of Arts and Social Sciences, European Studies, İstanbul

**Albert Rohan**, Rapporteur of the Independent Commission on Turkey



Aydın. The articles contained in the edited book were closely linked to the materials used in the Teachers Workshops and the Focus Groups of the “European Values at School” project.

**The Book: Ayhan Kaya, Gulperi Vural, and Asli Aydin, eds. (2016). Degerler Egitimi, Egitimde Farklilik ve Katilim Hakkı (Values and Education: Right to Difference and Participation in Education) İstanbul: İstanbul Bilgi Üniversitesi Yayinlari, ISBN 978-605-399-447-3.**

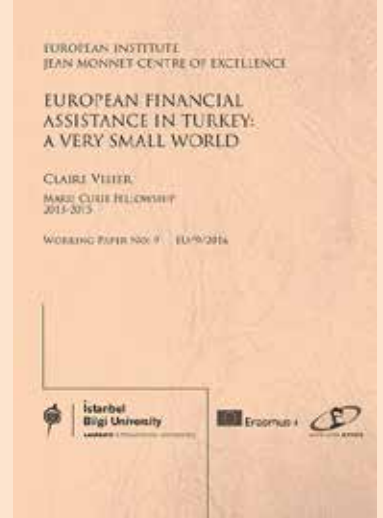
## Working Paper 9

### European Financial Assistance in Turkey: a very small World, March 2016 (Claire Visier, Marie Curie Fellowship).

This working paper sums up the findings of the EUTUR Project (September 2013-September 2015) which was the Marie Curie Fellow Dr. Claire Visier who led her project in BİLGİ's European Institute.

The first objective of the project was to assess the role played by EU Financial Assistance within the EU-Turkey enlargement framework and to target specially the disconnection between Financial Assistance and Enlargement framework, and the autonomy of Financial Assistance.

The second objective of EUTUR was to highlight the effects of the EU Financial Assistance on Turkish governance and to show how Financial Assistance first reinforces the Turkish administrative centralization. The project also demonstrated that even if a large number of actors are involved in the implementation of the Financial Assistance, they are not much affected by it.



## Other Publications 2015-16

• Atamer, Yeşim M. (With Kerem Cem Sanlı) ‘Borçlar Kanunu’ndaki Faiz Serbestisini Sınırlayan Hükümlerin Uygulama Alanı: Hukuk, Ekonomi ve Davranışsal Ekonomi Perspektifinden Bir İnceleme’ [The Scope of Application of the Interest Rate Caps in the Code of Obligations: An Analysis from a Law and Economics and Behavioural Economics Perspective], 42 Yargıtay Dergisi (2016) [Journal of the Court of Cassation], pp. 395-460.

• Atamer, Yeşim M. ‘6502 Sayılı Tüketicinin Korunması Hakkında Kanun Çerçevesinde Fiyat Denetimi’ [Price Control under the New Consumer Protection Code No 6502], in: Yeni Tüketici Hukuku Konferansı [Conference on the New Consumer Law], Murat M. Inceoglu (ed.), XII Levha Publishers, İstanbul 2015, pp. 7-41.

• Atamer, Yeşim M. ‘Do We Really Need Special Provisions for Business-to-Consumer Sales’, 35 Years CISG and Beyond, Ingeborg Schwenzer (ed.), Eleven Publishing, The Hague, 2015, pp. 185-204.

• Atamer, Yeşim M. ‘The Legal Status of Transsexual and Transgender Persons in Turkey’, in: The Legal Status of Transsexual and Transgender Persons, Jens M. Scherpe (ed.), Intersentia, 2015, pp. 313-331.

• Atamer, Yeşim M. ‘Commentary of Arts. 6.1.1 - 6.1.17 (Performance in General)’, in: Commentary on the Unidroit Principles of International Commercial Contracts (2010), Stefan Vogenauer (ed.), Oxford University Press, 2nd edition 2015, pp. 715-805.

# PUBLICATIONS

## DEĞERLER EĞİTİMİ: Eğitimde Farklilik ve Katilim Hakkı

The edited book on perception of the European Union by teachers and high school students focusing on European Values was published in May 2016 by İstanbul Bilgi University Press under the title “Teaching Values-diversity and participation in education” ([http://eu.bilgi.edu.tr/media/files/DEGERLER\\_150616.pdf](http://eu.bilgi.edu.tr/media/files/DEGERLER_150616.pdf)).

The edited book gathered articles from 14 academics and experts, and was edited by Prof. Ayhan Kaya, Gülperi Vural and Asli



**Avrupa Değerleri Hayat Boyu Öğrenme Etiketsiz Eğitim Sınav Odaklı Eğitim Çocuklar ve Demokratik Eğitim Çocuk Katilimi Gençlik Çalışmaları Eşit Vatandaşlık Kadın Hakları Pedagojik Uygulamalar**

- Bee C. (2017), 'Civic engagement'. Entry for: The SAGE Encyclopedia of Political Behaviour, edited by Moghaddam F.M. (Forthcoming)
- Bee C. (2017), Active Citizenship in Europe. London: Palgrave. (Forthcoming)
- Bee C. and Chrona S. (2017), 'Right to public space and right to democracy: the role of social media in Gezi Park'. Research and Policy on Turkey 2 (1). (Forthcoming)
- Bee C. and Chrona S. (2017), 'The Gezi Movement Under a Connective Action Framework: Enhancing New Forms Of Active Citizenship Via Social Media Platforms'. In 'In the Aftermath of Gezi: From Social Movement to Social Change?' edited by Oscar Hemer & Hans-Åke Persson. London: Palgrave. (Forthcoming)
- Bee C. and Chrona S. (2017), 'Youth activists and occupygezi: patterns of social change in public policy and in civic and political activism in Turkey'. Turkish Studies 18 (1). (Forthcoming)
- Bee C. and Kaya, A. (2017) (eds.), 'Determinants of young people's civic and political participation in Turkey'. Special Section. Southeast European and Black Sea Studies 17 (1). (Forthcoming)
- Bee C. and Kaya, A. (2016). 'Youth and Active Citizenship in Turkey: Engagement, Participation and Emancipation'. Southeast European and Black Sea Studies (ONLINE FIRST). DOI: 10.1080/14683857.2016.1232893
- Bee, C. and Kaya, A. (2016), 'Between practices and demands: Ambiguities, controversies and constraints in the emergence of active citizenship in Turkey'. Southeast European and Black Sea Studies (ONLINE FIRST). DOI: 10.1080/14683857.2016.1244235
- Bee, C. and Kaya, A. (2017) (eds.), 'Civic and political activism in Turkey. Conventional VS non conventional political participation: dimensions, means, consequences'. Special issue. Turkish Studies 18 (1). (Forthcoming)
- Finke, Peter, Meltem Sancak. (Forthcoming). "¿Ser un uzbeko o no ser un tayiko? Etnicidad y localidad en el oasis de Bujará", ("To be an Uzbek or Not to be a Tajik. Ethnicity and Locality in the Bukhara Oasis") in: S. Jiménez Tovar (ed.) Pertenencias Múltiples, identidades cruzadas. Nuevas perspectivas sobre Asia central. Mexico, El Colegio de México.
- Fuhrmann, M. "Taksim Square and the Struggle to Rule İstanbul's Past" in Critique & Humanism 44 (2016; updated and much expanded version of "İstanbul's Pasts: Raw Material for Constructing the City's Future", see Chapters)
- Fuhrmann, M. "Bursa und die Deutschen" / Tarihte Bursa ve Almanlar (Bursa and the Germans in History), Bursa: Kültür A.Ş. 2016, together with Raoul Motika
- Fuhrmann, M. "Friedrich Sarre, der zeitgenössische, Orient' und der Weltkrieg" (Friedrich Sarre, the Contemporary 'Orient' and the World War) Wie die islamische Kunst nach Berlin kam. Der Sammler und Museumsdirektor Friedrich Sarre (How Islamic Art Came to Berlin: The Collector and Museum Director Friedrich Sarre), Julia Gonnella, Jens Kröger (eds.), Berlin: Reimer 2015, 47-59.
- Fuhrmann, M. "Humann, Hans" in International Encyclopedia of the First World War, Oliver Janz, Nicolas Apostolopoulos (eds.), [http://encyclopedia.1914-1918-online.net/article/humann\\_hans](http://encyclopedia.1914-1918-online.net/article/humann_hans) (23 Aug. 2016).
- Fuhrmann, M. Stefan Ihrig, Atatürk in the Nazi Imagination, Cambridge, Mass. 2014, in Historische Zeitschrift (forthcoming 2016).
- Kaya Ayhan (2015), "Islamophobia as an Ideology in the West: Scapegoating Muslim-Origin Migrants," in Anna Amelina, Kenneth Horvath, Bruno Meeus (eds.), International Handbook of Migration and Social Transformation in Europe, Wiesbaden: Springer, Chapter 18. ISBN: 9783319236650
- Kaya, Ayhan (2015). "Euro-Turks, Intergenerational Differences, Islam and Integration Debate," Göç Araştırmaları Dergisi/ The Journal of Migration Studies, Vol. 1, No.1 (January-June): 44-79. <http://www.gam.gov.tr/files/2.pdf>
- Kaya, Ayhan (2015). "Managing Diversity in the EU: From 9/11 to Charlie Hebdo" in Sofia University, Jean Monnet Chair, ed., The European Union: A New Start. Sofia University Press: 123-132. ISBN: 978-954-8702-35-5
- Kaya, Ayhan (2016), "Avrupa Birliği'nde Vatandaşlık ve Birey," Nejat Doğan ve Betül Yüce Dural (eds.), Avrupa Birliği'ne Giriş, Anadolu Üniversitesi Açık Öğretim Yayınları, Eskişehir.
- Kaya, Ayhan (2016), "Syrische Flüchtlinge in der Türkei," Religion & Gesellschaft in Ost und West (RGOW), 1/44: 11-14. ISSN 2253-2465
- Kaya, Ayhan (2016). "Giriş: Farklı Göç Türlerini Yaşayan Ülke, Türkiye," Lülüfer Körükmez ve İlkay Südaş (der.), Göçler Ülkesi. İstanbul: Ayrıntı Yayınları: 15-26. ISBN: 978-605-314-044-3
- Kaya, Ayhan (2016). "Küresel Ekonomik Kriz Bağlamında Avrupa Birliği, Popülizm ve Göç Tartışmaları" (EU, Populism and Migration Debates in times of Global Economic Crisis), Pınar G. Bal and Rana İzci Connelly (eds.), Ekonomik Kriz ve Avrupa Birliği (Economic Crisis and the EU). İstanbul: Derin Yayınları: 9-34. ISBN: 9786054993666
- Kaya, Ayhan (2016). "Refah Devletinden Neoliberal Devlete Geçiş ve İslamofobizm," Sosyoloji Divanı, 3/6: 149-176. ISBN: 2789786025886
- Kaya, Ayhan (2017, Forthcoming), "Syrian Refugees in İstanbul," Journal of Southeast Europe, BRILL
- Kaya, Ayhan and Aysu Kıracı (2016). "Vulnerability Assessment of Syrians in İstanbul," Report, Support to Life Association, İstanbul
- Kaya, Ayhan and Cristiano Bee (2016), "Between practices and demands: Ambiguities, controversies and constraints in the emergence of active citizenship in Turkey," Southeast Europe and Black Sea Journal, DOI: 10.1080/14683857.2016.1244235 SSCI
- Kaya, Ayhan and Cristiano Bee (2016), "Youth and Active Citizenship in Turkey: Engagement, Participation and Emancipation," Southeast Europe and Black Sea Studies, London, „Special Issue on Unconventional Form of Political Participation in Turkey“ <http://www.tandfonline.com/doi/full/10.1080/14683857.2016.1232893> , SSCI
- Onursal-Besgul, O. "Policy Transfer and Discursive De-Europeanisation: Higher Education from Bologna to Turkey", South European Society and Politics, Volume 21, Issue 1, pp. 91-103, 2016 [SSCI].
- Onursal-Besgul, O. "Questioning Europeanization: A Critical Review of the Literature" in İltur Turan'a Armağan: Siyasetin Bilimi, P. Uyan Semerci et. al. (eds). İstanbul Bilgi University Press: İstanbul, 2015.
- Onursal-Besgul, O. "Youth Participation in Local Politics: City Councils and Youth Assemblies in Turkey", co-authored with Suna Gökçe Kızılkaya, Southeast European and Black Sea Studies, 2016 [SSCI].

# MA PROGRAMMES ON EUROPEAN STUDIES



## **BİLGİ MA in European Studies**

The MA Program, launched in 2000 and run by the Social Sciences Institute, is designed to provide a thorough knowledge of the European Union, its historic development, its institutions, systems and policies. Turkey's longstanding EU integration process, which started in 1963, continued with the Customs Union (1996) that made Turkey part of the European Single Market. Within the framework of the program, Turkey's EU accession period is analyzed and researched with a focus on recent developments. The Program, concentrating on themes such as enlargement and the societal transformations it brings to the countries involved (peace, stability, democratization, regional cooperation, human rights, rule of law, etc.) and European Neighborhood Policy, also offers a wider perspective of European Studies with emphasis on issues such as migration, environmental issues and intercultural dialogue.

**For further information please visit:**

<http://eustudies.bilgi.edu.tr/>



**EUROPA-  
UNIVERSITÄT  
VIADRINA  
FRANKFURT  
(ODER)**

## **Viadrina Double Degree MA Program**

As one of the core countries of European integration since the early days of the European Coal and Steel Community, Germany with its political, social and economic structure deserves special attention in studies regarding the European Union. To this end, the European Institute of İstanbul Bilgi University has developed close relations with many universities and institutes in Germany. The academic cooperation with the European University Viadrina is an exemplary relationship, which started as a two-way exchange

of students and academics, leading finally to an enhanced collaboration agreement between the two universities funded by the German Foreign Academic Exchange Service (DAAD). Graduates not only gain an insight into life in two very different European cities, but also prepare themselves for a rapidly changing world of work across the European continent. The program is run by the Social Sciences Institute.

With 30% of foreign students from over 70 countries and an extensive network of partner universities, European University Viadrina is one of the most international universities worldwide. The study courses and university degrees are internationally acknowledged. Its atmosphere is personal and warm, and with excellent student support and guidance European University Viadrina is able to offer outstanding study conditions. Viadrina is located at the German-Polish border, only one hour by train from Germany's capital, Berlin.

The University's proximity to Poland and to Eastern Europe is clearly a distinctive feature of the degree program. Students are able to both learn about the expansion of Europe to the east whilst actively experiencing life on both sides of the German-Polish border. In addition, extensive supervision is offered, along with small seminar groups and outstanding technical facilities. Should Frankfurt be too small, then there is always Berlin, only an hour away by train.

**For further information please visit:**

<http://maesdd.bilgi.edu.tr/>

## **Master in Advanced European and International Studies - MAEIS (İstanbul - Nice - Berlin)**

**CIFEIEI** Centre international de formation européenne  
Institut européen • European Institute

Applications for the "Master in Advanced European and International Studies" (MAEIS) at CIFE's Institut européen•European Institute (IE•EI) (Nice/France) in cooperation with İstanbul Bilgi University's European Institute are open. The Master's programme offers the unique opportunity to learn about the challenges and chances of Europe and develop perspectives for its future by learning and living in different European countries over the year. The MAEIS is a one-year-programme that takes place in three different study locations. The programme includes semesters in İstanbul, Nice and Berlin, complemented by a study trip to the European and international organisations in Strasbourg, Brussels and Geneva.

**For further information please visit: [www.ie-ei.eu](http://www.ie-ei.eu)**

[http://www.ie-ei.eu/en/3/description\\_21-1](http://www.ie-ei.eu/en/3/description_21-1)

## FROM OUR STUDENTS

### **Elvin Çetin - International Relations (Intern, Sabancı University)**

I am a junior student of International Relations at Sabancı University. As part of my degree requirements, I decided to fulfill my mandatory internship at the European Institute. I interned for four weeks and was very pleased by the joyful and friendly working environment.

In the first week of my internship, I had the chance to revive

my French reading skills that I had acquired in high school by translating a French academic article on the rise and success of the right-wing party Front National in France into English.

In the following weeks, I was involved in preparations for the workshop on European values for primary, secondary and high school teachers within the scope of the Jean Monnet Lifelong Learning Project. It was very interesting for me to see how the idea of the European Union and its values are being communicated to teachers. In my opinion the participation in the workshops is of fundamental importance for teachers and the content should be reflected in curricula nation-wide.

Overall, my four weeks at the European Institute were an interesting experience and I would like to thank the whole EI team for making this possible.



**Betül Kayalı - MA Double Degree European Studies (İstanbul Bilgi University/ Viadrina University Frankfurt Oder)**

I started my Double Degree Master's Programme in European Studies at İstanbul Bilgi University in September 2015. It was one of the best decisions I have ever made. Aside from the impressive metropolitan city İstanbul, with its different cultures and its unique position between the 'European' and Asian continents, studying abroad at one of İstanbul's prestigious universities was a big experience for me. BİLGİ is an open minded university with its free thoughts and awareness of social responsibility. The highly interesting and qualitative education in my Master's Programme broadened my horizon about different cultures and happenings all



around the world, we discussed a lot of about current news and problems. Beside that the main campus at İstanbul Bilgi University is a gorgeous place full of green areas and several opportunities, where you can enjoy your free time between lectures. And the decision to have a meal can be difficult, where do you have your meal, 'Lokma', 'Friends' 'Papaz' or some other tasty place. After your hunger is satisfied you can start studying at the library or in the student's hall. Or you can extend your connections, with a chat over coffee at 'espresso Lab 'or 'Starbucks', with students from all around the world or also with students from İstanbul from several different study programmes be it Cinema Television, Architecture, Business Administration, Law or others.

Apart from that, being a Double Degree Student means you have to study at least 6 months abroad. So my year at BİLGİ ended in June. I moved from İstanbul to Germany, to Frankfurt Oder. Here I started my second year of my MES programme at the University of Viadrina. Frankfurt Oder is really close to the next metropolitan city Berlin. You can travel by train to Frankfurt Oder, it's about 1½ hour, it depends on the district where you board the train. What is so special about Frankfurt Oder? Frankfurt Oder is on the border with Poland, it means you can cross the border by walking over the bridge. From the University of Viadrina it's a 15-minute cross to both sides. And sometimes your lectures are at the 'partner-university' in Poland. Of course, you also have a highly professional education at the University of Viadrina, where docents facilitate the contents at a high level. MES is a widespread study programme where you can focus on your main branch, in the fields of politics, economics, culture or law. That means MES is an interdisciplinary programme which gives you the opportunity to focus on a central branch.

What I can say at last, it is a great chance studying MES in two different countries and at two great universities. Where you have the option to discover different cultures, countries because of its unique position on the one hand İstanbul with its great location and on the other Frankfurt Oder from where you can easily discover Central Europe.

**Gözde Yudum Durakoğlu - MA Double Degree European Studies (İstanbul Bilgi University/ Viadrina University Frankfurt Oder)**



The thing that I like most about İstanbul Bilgi University might be the fact that they are doing very well at cutting through the red tape. For instance, even if your Bachelor study is not related to European Studies, Political Sciences etc; you have a chance to be enrolled in the MA Double Degree European Studies BİLGİ/Viadrina just like me. Accordingly, here, you do not have to deal with so many bureaucratic procedures that you encounter in other ordinary universities. Moreover, ranging from professors to the student administration office, everyone is very helpful and understanding at this university.

During the time at the BİLGİ European Institute, unsurprisingly you get very interesting lectures which broaden your horizon deeply. Since each course is very impressive and attractive at this Institute, you might be literally undecided about the course selection. I vividly remember how sad I felt about not being able to attend every course given by the experts in their fields. In short I generally esteem the good quality of teaching at İstanbul Bilgi University!

As a part of this double degree program, my time in Germany was also very enjoyable and beneficial in many ways. Thanks to Viadrina European University, I learned German from scratch. Nowadays everyone knows that the road towards an international career is an arduous journey. First of all, you need an internationally accredited diploma and for sure this program has been a good starter pack for my journey.

This Double Degree Program has definitely had a great impact on my personal and academic perspective that is not possible to mention them all here. According to the researches, people who have international experience are better problem solvers; they display more creativity and make unexpected links among concepts. I believe this is one of the things that the BİLGİ/Viadrina Double Degree Program will provide you. It will give you a lot more - international and multilingual real life experience and, of course, lifelong friendships - than even your Erasmus days granted to you.

In short I will forever be grateful to this BİLGİ/Viadrina cooperation!

### **EU Student Club Dilara Yıldız (Club Chair, BA Student in International Relations)**



My name is Dilara Yıldız. I am a senior year student at İstanbul Bilgi University. My major is European Union Studies. Specifically, I am focused on active citizenship, women's and children's rights, active politics and Europeanization. I have been a member of the European Union Student Club since my first year in university. In my senior year I became the President of the EU Student Club. Our Student Club focuses on the European Union, global issues, human rights and active citizenship as does our world views. My personal interests are travelling, reading and watching movies. I lived in the United States and Portugal for awhile. My travels have taught me that life is about trying and learning.

### **What is the EU Student Club?**

The İstanbul Bilgi University European Union Club is a student club which was established in 2013. Our student club focuses on the European Union and international issues. We are organizing seminars, conferences, competitions to understand the European Union and its current issues. When we look at Turkey as a candidate member, and examine its educational, political and social situation, we found that

raising awareness is the key to understanding European standards that can affect Turkey's potential membership. We also promote youth activities in culture, art and education. Another important goal of our group is to get our members to have a broader understanding of European citizenship and encourage them to participate in multinational activities so that they can learn more about other cultures and also introduce our culture to other countries.



All members of our club are students studying in European Union Studies and the International Relations departments at the undergraduate level (years 1, 2, 3, 4). Therefore, our team has advanced knowledge about the European Union, politics, global issues, human rights, active citizenship etc.

Some of our events:

- Ankara Political and Diplomatic Visitations
- European Union Project Management Training
- Intermeeting new era in EU-Turkey Relations
- Plans for the future
- Next generation meetings
- Turkey Transformed? Power, History, Culture
- Children of our neighbours grow with BİLGİ
- Media Freedom in the Digital Age
- Climate Change and Turkey
- Mobilizations and Revolts in a Globalizing World
- European Values in Schools
- Turkey's European Union Scoreboard

Some photos of our events:





### **Prof. Dr. Yeşim M. Atamer back from Sabbatical Leave**

European Institute's Deputy Director Professor Atamer was on sabbatical leave as a TÜBİTAK fellow at the Harvard University Faculty of Law. As a visiting scholar she conducted research for 10 months on the topic "Control of Price Terms in Consumer Contracts - A Comparison of European and US-American Approaches".



### **New Academic and Executive Board of EU Institute**

Given that Professor Kaya will be away for the 2016-2017 academic year, Prof. Dr. Yeşim M. Atamer has taken over as the Director of the Institute and Assist. Prof. Dr. Özge Onursal-Beşgül as the Deputy Director. Prof. Dr. Nihal İncioğlu (Dept. Of International Relations), Prof. Dr. Kübra Doğan Yenisey (Faculty of Law) and Prof. Dr. Nurhan Yentürk (Dept. Of Economics) are members of the Academic Board and Prof. Dr. Alan Duben (Dept. Of Sociology), Prof. Dr. Aslı Tunç (Dept. Of Media and Communication Systems) and Prof. Dr. Cem Başlevent (Dept. Of Economy) of the Executive Board.

### **A New Jean Monnet Module: A 'Flipped Course' on EU/FlipEU**



The European Institute of İstanbul Bilgi University is pleased to announce the launch of the first blended course on the EU that utilizes the flipped classroom approach that promotes innovation in teaching. This system allows the students to learn in their own time and the instructors to deploy an instructional strategy and resources that places a higher order cognitive demand on the students, since it engages the students with more creative, evaluative and analytical exercises. The course was awarded the title of Jean Monnet

## **SHORT NEWS...**

### **Prof. Ayhan Kaya on Sabbatical Leave**

The European Institute's former Director Prof. Dr. Ayhan Kaya has taken a one-year sabbatical leave to join the European University Institute-EUI (Florence -Italy) as a Jean Monnet Fellow at Robert Schuman Centre for Advanced Studies in August 2016. The European Institute wishes an academically and personally fruitful year to Prof. Dr. Kaya.



Module by the European Commission and will be offered by Assistant Professors Ozge Onursal Besgul and Mehmet Ali Tugtan in both the fall and spring semesters. The proposed course will be offered within the framework of the general education (GE) course elective list at BİLGİ. The course aims to examine the history of the European integration process; to analyse the institutions of the European integration; and to introduce students to different theoretical outlooks of the European integration.

#### **Erasmus Plus Seminar by Prof. Ayhan Kaya**

Prof. Kaya gave a seminar at Arel University in İstanbul to the faculty about the research and network opportunities in Erasmus Plus and Jean Monnet Scheme. The seminar was held on the Büyük Cekmece Campus of Arel University on 13 July 2016.



#### **Assoc. Prof. Dr. Senem Aydın-Düzgit joins Sabancı University and İPC (İstanbul Policy Centre)**

Assoc. Prof. Dr. Senem Aydın-Düzgit (BİLGİ European Institute and International Relations Department) joined Sabancı University's Department of International Relations and İPC (İstanbul Policy Centre) in September 2016. The European Institute wishes Senem Aydın-Düzgit, a very energetic academic and a person of many projects, all the best in her personal and academic life and thanks her for all the contributions to the European Institute during her years here.

#### **Meltem Sancak, new Tübitak Fellow at European Institute TÜBİTAK**

Dr. Meltem Sancak-Finke has joined BİLGİ's European Institute in February 2016 on a two-year Tübitak Fellowship which will focus on "Living with indeterminacy: not deported but abandoned, being an undocumented migrant in İstanbul".



Meltem Sancak is a social anthropologist regionally specialized on Central Asia, in particular Uzbekistan, Kazakhstan and Tajikistan. She studied Sociology in Ankara at the Middle East Technical University and got her MA in Sociology and Anthropology from the University of Cologne. In 2012 she received her PhD in Social Anthropology from the University of Zurich. Before and for her dissertation project she conducted intensive fieldwork in post-Soviet Central Asia on economic and social transformation processes, migration, gender and identity. Her current research projects focus on Central Asia and Turkey, looking at the migration

processes between the two regions. Meltem Sancak is a post-doctoral researcher at the Max Planck Institute for Social Anthropology (on leave) and was lecturer at the University of Zurich before she joined İstanbul Bilgi University in February 2016

## **İSTANBUL BİLGİ UNIVERSITY**

Founded in 1996 with the motto 'We learn for life, not for school', İstanbul Bilgi University is a city university intertwined with İstanbul's vibrant cultural life and in close connection with the business world. BİLGİ is renowned for qualified international education and career opportunities as the only member of Laureate International Universities in Turkey.

Since its founding, BİLGİ has attempted to establish a cultural and scientific community that promotes tolerance and respect for a diversity of individuals with different lifestyles, beliefs and ways of thinking within the framework of contemporary universal values, while at the same time maintaining strong ties with all segments of society. The BİLGİ community includes more than students: it also includes faculty, alumni, families, employers and neighboring communities where BİLGİ is located. Today BİLGİ represents a sound and distinct attitude in the academic and intellectual life in Turkey with its more than 30,000 graduates, more than 25,000 students and nearly 1,000 academic staff.

Functioning under the aegis of the Turkish Council of Higher Education, BİLGİ is an individual full member of the European University Association (EUA) and a member of the International Association of Universities (IAU). With nearly 350 exchange agreements in Europe, BİLGİ is also an active participant in the Erasmus exchange network and has strong academic affiliations with numerous universities abroad. In 2006, BİLGİ joined the Laureate International Universities network, which provides quality higher education on an international scale with more than 60 accredited campus-based and online universities throughout North America, Latin America, Europe, Northern Africa, Asia and the Middle East. With this collaboration, BİLGİ students are able to be a part of an educational network which includes the University of Liverpool in the UK; Kendall College, Santa Fe University of Art and Design, San Diego New School of Architecture and Design and Walden University in the USA; Ecole Supérieure du Commerce Extérieur in France; Business, Information and Technology School in Germany; Universidad del Valle de México in Mexico; Universidad Europea de Madrid in Spain.

BİLGİ seeks to educate freethinking, creative, intellectually curious and enterprising individuals who will contribute to a world in which knowledge is the primary driving force in society, where knowledge is accessible to all and, indeed, in which access to it has come to be seen as a fundamental human right. BİLGİ holds a primary responsibility for providing, maintaining and further developing an academic environment in which both students and faculty members are able to engage in learning and the production of knowledge at the highest level. BİLGİ offers more than 200 programs in its six faculties, five institutes, five schools and three vocational schools that provide education to its associate, undergraduate and graduate students. The medium of instruction at BİLGİ is English. Before being admitted to their degree programs, students must demonstrate their

proficiency in English. Students whose level of English is not sufficient to begin undergraduate study will have to enroll in the English Preparatory Program.

BİLGİ has three innovative campuses on the European side of İstanbul, the 2010 European Capital of Culture. Located in central neighborhoods, the three BİLGİ campuses - santralistanbul, Kuştepe and Dolapdere - offer easy access to social and cultural activities in İstanbul. Kuştepe Campus is located in Şişli, the center of İstanbul's business life, and Dolapdere Campus, an award-winning campus for its architectural design, is only ten minutes away from Taksim, the heart of the art scene, social activities and city life. santralistanbul Campus is an arts and culture complex located along the Golden Horn, hosting more than 700 conferences, festivals and other scientific and social events a year and includes the Energy Museum, Main Gallery, as well as educational buildings.

# ACADEMIC PROGRAMMES

## FACULTIES

### Faculty of Architecture

Architecture  
Industrial Design  
Interior Design

### Faculty of Business

Business Administration  
Business Administration (BİLGİ-University of Liverpool / Dual Degree) \*  
Business Informatics  
Business-Economics  
Business-Economics (BİLGİ-University of Liverpool / Dual Degree) \*  
Economics  
Economics and Finance (Honors)  
Economics and Management (Honors)  
International Finance  
International Trade and Business  
Marketing  
Political Economy and Social Philosophy\*

### Faculty of Communication

Advertising  
Communication Design and Management  
Arts and Cultural Management  
Media and Communication Systems  
Cultural Management\*  
Media and Communication Systems (BİLGİ-University of Liverpool / Dual Degree) \*  
Film and Television  
Management of Performing Arts  
Photography and Video\*  
Public Relations  
Television Reporting and Programming  
Visual Communication Design

### Faculty of Engineering and Natural Sciences

Genetics and Bioengineering  
Civil Engineering  
Mechanical Engineering  
Mechatronics Engineering  
Computer Sciences\*

Computer Engineering  
Computer Engineering (BİLGİ-University of Liverpool / Dual Degree) \*  
Electrical and Electronics Engineering  
Electrical and Electronics Engineering (BİLGİ-University of Liverpool / Dual Degree) \*  
Energy Systems Engineering  
Financial Mathematics\*  
Industrial Engineering  
Mathematics

### Faculty of Law

Law

### Faculty of Social Sciences and Humanities

Comparative Literature  
Political Science (BİLGİ-University of Liverpool / Dual Degree) \*  
English Language Teacher Education  
History  
European Union Studies  
Music  
Psychology  
Psychology (BİLGİ-University of Liverpool / Dual Degree) \*  
International Relations  
Sociology  
Political Science

## Schools

### School of Applied Sciences

Banking and Finance  
Digital Game Design  
Fashion Design  
International Logistics and Transportation  
International Retail Management

### School of Aviation

Aviation Management

### School of Health Sciences

Child Development  
Health Management  
Nursing  
Nutrition and Dietetics  
Occupational Therapy  
Perfusion  
Physiotherapy and Rehabilitation

### School of Sports Sciences and Technology

Sports Management

### School of Tourism and Hotel Management

Gastronomy and Culinary Arts  
Tourism and Hotel Management

## Associate Degree Programs

### School of Advanced Vocational Studies

Accounting and Tax Applications  
Accounting and Tax Applications (Evening Education)  
Aircraft Technology  
Aircraft Technology (Evening Education)  
Architectural Restoration  
Architectural Restoration (Evening Education)  
Banking and Insurance (English)  
Banking and Insurance (Evening Education)  
Banking and Insurance (Turkish)  
Business Administration  
Business Administration (Distance Learning) \*\*  
Civil Air Transportation Management  
Civil Air Transportation Management (Evening Education)  
Civil Aviation Cabin Services



Civil Aviation Cabin Services ((Evening Education)  
 Computer Programming  
 Construction Inspection  
 Construction Technology  
 Construction Technology (Evening Education)  
 Cooking  
 Cooking (Evening Education)  
 Cyber Security  
 Fashion Design  
 Fashion Design (Evening Education)  
 Finance\*\*  
 Graphic Design  
 Graphic Design (Evening Education)  
 Health Services Management\*\*  
 Human Resource Management\*\*  
 Interior Space Design  
 International Trade  
 Logistics  
 Marina and Yacht Management  
 Maritime Transportation and Management  
 Maritime Transportation and Management (Evening Education)  
 Photography and Videography\*\*  
 Printing and Publishing Technologies  
 Public Relations and Advertising  
 Radio and Television Programming  
 Sports Management\*\*

#### **Vocational School of Health Services**

Anesthesia  
 Anesthesia (Evening Education)  
 Audiometry  
 Audiometry (Evening Education)  
 Child Development  
 Child Development (Evening Education)  
 Dental Prosthetics Technology  
 Dental Prosthetics Technology (Evening Education)  
 Dialysis  
 Dialysis (Evening Education)  
 Electroneurophysiology  
 Electroneurophysiology (Evening Education)  
 Emergency and Disaster Management  
 First and Emergency Aid  
 First and Emergency Aid (Evening Education)  
 Medical Imaging Techniques  
 Medical Imaging Techniques (Evening Education)  
 Medical Laboratory Techniques  
 Medical Laboratory Techniques (Evening Education)  
 Occupational Health and Safety  
 Occupational Health and Safety (Evening Education)  
 Operating Room Services  
 Operating Room Services (Evening Education)  
 Opticianry  
 Opticianry (Evening Education)  
 Oral and Dental Health  
 Oral and Dental Health (Evening Education)  
 Pathology Laboratory Techniques  
 Pathology Laboratory Techniques (Evening Education)  
 Perfusion Techniques (Evening Education) \*\*  
 Perfusion Techniques\*\*  
 Physiotherapy  
 Physiotherapy (Evening Education)  
 Radiotherapy  
 Radiotherapy (Evening Education)  
 Social Services

#### **Vocational School of Justice**

Justice

#### **MASTER PROGRAMS**

##### **Graduate School of Sciences Programs**

Double Degree MA in European Studies (İstanbul Bilgi University and Europa-Universität Viadrina Frankfurt-Oder)  
 e-MBA English  
 e-MBA Turkish  
 Joint LL.M in Turkish-German Business Law (İstanbul Bilgi University-Cologne University)  
 LL.M / MA in Information and Technology Law  
 LL.M / MA in Law (Business Law/Human Rights Law)  
 MA in Banking and Finance  
 MA in Banking and Finance Online  
 MA in Clinical Psychology  
 MA in Comparative Literature  
 MA in Cultural Management  
 MA in Cultural Studies  
 MA in European Studies  
 MA in Film and Television  
 MA in History  
 MA in Human Resource Management  
 MA in Human Resource Management Online  
 MA in International Political Economy  
 MA in International Relations  
 MA in Islamic Finance Online\*  
 MA in Management Information Systems  
 MA in Management Information Systems Online  
 MA in Marketing  
 MA in Marketing / Next Academy  
 MA in Marketing Communication  
 MA in Media and Communication Systems  
 MA in Organizational Psychology  
 MA in Philosophy and Social Thought  
 MA in Public Relations and Corporate Communication  
 MA in Sociology  
 MBA  
 MFA in Visual Communication Design  
 MSc in Accounting and Auditing  
 MSc in Economics  
 MSc in Energy Systems Engineering  
 MSc in Financial Economics  
 MSc in International Finance

##### **Institute of Health Sciences Programs**

MSc in Dietary  
 MSc in Health Services Management  
 MSc in Health Services Management Online  
 MSc in Physiotherapy and Rehabilitation

##### **Graduate School of Natural and Applied Sciences Programs**

MArch in Architectural Design  
 MArch in History, Theory and Criticism in Architecture  
 MSc in Energy Systems Engineering  
 MSc in Construction Management  
 MSc in Electrical-Electronics Engineering  
 MSc in Intelligent Systems Engineering  
 MSc in Mathematics

##### **Doctoral Programs**

##### **Graduate School of Sciences Programs**

PhD in Business Administration  
 PhD in Communication  
 PhD in Economics  
 PhD in Political Science  
 PhD in Public Law  
 Private Law  
 Graduate School of Natural and Applied Sciences Programs  
 PhD in Mathematics

\* **Waiting for approval.**

\*\* **No new students will be accepted.**





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**İstanbul  
Bilgi University**

**LAUREATE** INTERNATIONAL UNIVERSITIES