



Turkish Studies

IN HIGHER EDUCATION

EDITED BY

Fatih Ozturk
Meliksah University

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TURKISH STUDIES
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Published by

Florida State College at Jacksonville, USA

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ISBN-13: 978-1-931997-47-8 and ISBN-10: 1-931997-47-0

Office of Learning Research & Development, *Florida State College at Jacksonville*, 501 W. State Street, Jacksonville, FL 32202, USA.

CONTENTS

| | |
|---|----|
| Foreword | v. |
| Evolution of Universities from the Ottoman Era to the Republic: Foundation of the Westernized Ottoman System in the Tanzimat Era | 1 |
| Ali Arslan <i>Faculty of Science and Letters</i> <i>History Department</i> <i>İstanbul University</i> | |
| New Method in Turkish Legal Education: Internship During Law Studies | 6 |
| Ahmet Basözen <i>Civil Procedure and Execution-Bankruptcy Law</i> <i>Erciyes University</i> <i>Kayseri, Turkey</i> | |
| The Importance of Teaching Roman Law in Turkish Legal Education | 12 |
| Yusuf Buyukay. <i>Melikshah University Law Faculty</i> <i>Kayseri, Turkey</i> | |
| Turkish Legal Education: Teaching Methods of Civil Law Courses and a Proposal for Internship-Clinical Education | 19 |
| Murat Dogan <i>Vice Dean of Law Faculty</i> <i>Erciyes University</i> <i>Kayseri, Turkey</i> | |
| Spoken Language or Written Language in Learning Basic Level Foreign Languages | 25 |
| Hüseyin Duru <i>Fatih University</i> <i>Istanbul, Turkey</i> | |
| Geovisualization: A Tool for Teaching Geomorphology | 28 |
| Deniz Ekinci <i>Istanbul University, Turkey</i> Emre Özşahin <i>Mustafa Kemal University, Turkey</i> | |

| | |
|---|-----------|
| Need for Quality Education at Geographic Museums | 47 |
| Deniz Ekinci <i>Geography Department İstanbul University</i> | |
| Halid Pektezel <i>Institute of Social Sciences İstanbul University</i> | |
| Omer Pektezel <i>Institute of Social Sciences, İstanbul University</i> | |
| Collaboration of Students and Advisors: Supporting Learning While Teaching Language | 54 |
| Mehmet Ali Eroglu <i>Fatih University Istanbul, Turkey</i> | |
| Aims of Legal Education and Tools for Accomplishing These Aims | 59 |
| Cengiz Gül <i>Faculty of Law Lecturer in Constitutional Law Meliksah University</i> | |
| Difficulties of Teaching History in Turkish Universities | 69 |
| Ercan Karakoc <i>Gebze Institute of Technology, Kocaeli, Turkey</i> | |
| Davut Hut <i>Marmara University, Istanbul, Turkey</i> | |
| Effective Simulation Training in Maritime Education | 73 |
| Tanzer Satir Munip Bas Yildiray Ertas Serdar Kum <i>İTÜ Denizcilik Fakültesi, Tuzla, İstanbul</i> | |
| Teaching Problems in Turkey's Law Programs | 82 |
| Murat Sen <i>Dean of Law Faculty Meliksah University Kayseri, Turkey</i> | |
| The Role of Student Clubs in Engineering Education | 84 |
| Mustafa Yilmaz <i>Meliksah University Kayseri, Turkey</i> | |

FOREWORD

This publication was created as a result of collaborative research and development activities between a number of Turkish Universities and Florida State College at Jacksonville. The Office of Learning Research and Development at Florida State College collaborated with the International Affairs Office at Meliksah University, and through the efforts of the latter office's director, Professor Fatih Ozturk, these 13 papers from faculty at Turkish universities were assembled. The papers represent contributions from faculty in an assortment of departments in Turkish universities. Included are contributions concerning the teaching of language, history, legal education, geomorphology, museum science, engineering, and maritime education. It is hoped that these papers will help contribute to the growing and much needed body of research on matters of concern to higher education faculty and administrators throughout the world.

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TEACHING PROBLEMS IN TURKEY'S LAW PROGRAMS

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After the establishment of the Republic of Turkey, most law lecturers frequently complained that they could not teach law properly to Turkish law students as they did in developed countries. Generally, they complained about the physical environment, overcrowded classes, and the inadequacy of students. In this essay, I will examine these lecturers' claims and conclude with some solutions on how these problems could be eliminated from legal education in Turkey.

In Turkish law schools, from the beginning of the first year, students should be taught legal writing techniques and legal methodology. Law school graduates should be able to write legal petitions. Even if they are not continuing to graduate school, they need to learn the methodology of legal thinking.

In the modern world, learning the English language is a necessity for legal communication. English may not be requirement, but each year at least four hours a week are devoted to learning English. After completing a year of the undergraduate law program, this will provide the students with a basis for intermediate level English.

Typically, 200 to 500 students are enrolled in Turkish law schools. Since legal education includes listening to lecturers, studying case-law, and developing a connection between the student and lecturer, class size should be no more than 50 students. This class size should also provide an opportunity for students to delve deeply into their law studies and develop the craft of writing legal essays.

Evaluation of students should not be based solely on quizzes and final exams. It is important to consider class participation, presentations, and/or essays. Such evaluation tools will benefit the students in the legal jobs following graduation.

In addition to the fundamental legal courses, many elective courses need to be available. Elective courses should support students in their choice of specialized fields. For example, if a student wishes to specialize in international law, there should be available elective courses such as international criminal law, international human rights law, international arbitration, as well as others. Moreover, lecturers should provide students extra reference books to allow them to gather more knowledge about legal issues.

Lastly, in the fourth year, there can be court internships, which will also help students understand how the justice system works.

Law school should be five years instead of four. The last year should be totally devoted to a required internship, without which the student would not be allowed to graduate. Exam questions for becoming a lawyer, judge, or prosecutor should be prepared by the law school's representatives. To become a judge or prosecutor, a candidate should work at least five years as a successful lawyer or should have graduated from a graduate law program.

All of the foregoing should help the Turkish justice system work with more qualified and well-experienced individuals. Legal education should be organized according to needs of society. In law school, emphasis should be placed on not just becoming a judge, prosecutor, lawyer, or

notary, but also on becoming a legal advisor or arbitrator. Courses in law school should be based on teaching the fundamental principles of law.