Dentistry (English)			
Bachelor	TR-NQF-HE: Level 6	QF-EHEA: First Cycle	EQF-LLL: Level 6

Course Introduction and Application Information

Course Code:	UNI370
Course Name:	Gender Studies
Semester:	Spring Fall
Course Credits:	ECTS 5
Language of instruction:	English
Course Condition:	
Does the Course Require Work Experience?:	No
Type of course:	University Elective
Course Level:	Bachelor · TR-NQF-HE:6. Master`s Degree · QF-EHEA:First Cycle · EQF-LLL:6. Master`s Degree
Mode of Delivery:	E-Learning
Course Coordinator:	Doç. Dr. ZEYNEP BANU DALAMAN
Course Lecturer(s):	Zeynep Banu Dalaman
Course Assistants:	

Course Objective and Content

Course Objectives:	The course objectives focus on enhancing students' knowledge of theoretical foundations and key concepts in gender studies, examining gender roles and discrimination in various contexts, analyzing the interaction between gender and other social factors, and developing critical thinking skills to analyze gender-related issues and their societal impacts. Through this course, students will gain valuable insights into the complexities of gender dynamics in modern society and develop the ability to critically approach gender-related issues across various disciplines
Course Content:	Gender Studies course offers a comprehensive exploration of gender-related topics, aiming to provide students with a deep understanding of gender studies and its contemporary relevance. The course content covers a wide range of subjects, including gender concepts, roles, stereotypes, discrimination, feminism, violence, and the intersection of gender with various social domains such as media, education, family, work, and politics.

Learning Outcomes

The students who have succeeded in this course;

1) Students will be able to define and explain the fundamental concepts and theories in gender studies.

2) They will be able to identify and analyze gender roles and stereotypes in various social contexts

3) They will be able to understand the historical development and different waves of feminism.

4) They will be able to recognize and critically analyze forms of gender-based violence and discrimination.

5) They will be able to evaluate gender representation in media and educational materials.

6) They will be able to analyze gender dynamics in family structures and interpersonal relationships.

7) They will be able to assess gender inequalities in the labor market and workplace.

8) They will be able to comprehend the challenges and importance of gender equality in political participation.

9) They will be able to develop and express informed perspectives on current gender issues.

Course Flow Plan

Week	Subject	Related Preparation
1)	Introduction	
2)	What is Gender? Theoretical Framework	• Richardson, D. (2015). Conceptualising gender. Introducing gender and women's studies, 4. • Council of Europe. (2016). Gender Equality Glossary. https://edoc.coe.int/en/gender-equality/6947-gender-equality-glossary.html • Keane, Erin. (2014, July 22). 10 questions Taylor Swift could have asked herself before picking a fight with Nicki Minaj. Salon.
3)	Gender Roles / Stereotypes	• UN OHCHR. Gender stereotyping OHCHR and women's human rights and gender equality. https://www.ohchr.org/en/women/gender-stereotyping • What are Gender Roles and Stereotypes? https://www.youtube.com/watch?v=FuLbyz0Jp08
4)	Gender Discrimination: Key Concepts	• Paksoy, S., & Kiliç, S. B. (2016). Analysis of Gender Discrimination with Respect to The Socio-Economic Perspective. Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 25(1), 59-76. • Cusacks, S. ve Pusey, L. (2013). CEDAW and the rights to non-discrimination and equality. Melbourne Journal of International Law, 14(1), 1-34.
5)	Feminism and Waves	• Mohajan, H. (2022). Four Waves of Feminism: A Blessing for Global Humanity. • Dalaman, Z. B. (2023). New Women Identities Created by Feminist Alternative Media: Inspecting Türkiye. IntechOpen.
6)	Gender-based Violence	• Council of Europe. (2019). Gender Matters: a manual on addressing gender-based violence affecting young people. https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn/-/gender-matters-a-manual-on-addressing-gender-based-violence-affecting-young-people-2007-reprint-2013- • Russo, N. F., & Pirlott, A. (2006). Gender-based violence: concepts, methods, and findings. Annals of the New York academy of sciences, 1087(1), 178-205.
7)	Friendship and Dating	• Baumgarte, R. (2002). Cross-gender friendship: The troublesome relationship. Inappropriate relationships: The unconventional, the disapproved,
8)	Midterm	
9)	Gender and Media	• Wood, J. T. (1994). Gendered media: The influence of media on views of gender. Gendered lives: Communication, gender, and culture, 9, 231-244. • Sharda, A. (2014). Media and gender stereotyping: The need for media literacy. International Research Journal of Social Sciences, 3(8), 43-49.
10)	Gender in Textbooks	• Dawar, T. & Anand, S. (2017). Gender bias in textbooks across the world. International Journal of Applied Home Science, 4, 224-235.
11)	Gender and Family	• Flynn, S. I. (2011). Family gender roles. Sociology Reference Guide: Gender Roles and Equality, 64-76.

12)	Labor from Gender Perspective	• UN. (2012). Promoting gender equality and women's economic empowerment on the road to sustainable development: Good practice from the UNECE region: https://www.unece.org/fileadmin/DAM/publications/gender/PromotingGenderEqualityBro chure_EN_web.pdf • Frader, L. L. (2020). Gender and labor in world history. A companion to global gender history, 27-42.
13)	Gender in Workplace	• Purcell, D., MacArthur, K. R., & Samblanet, S. (2010). Gender and the glass ceiling at work. Sociology Compass, 4(9), 705-717. • World Economic Forum. (2023). 5 charts showing workforce gender gaps. https://www.weforum.org/agenda/2023/04/workforce-gender-gap-crisis/#:~:text=An%20analysis%20of%20102%20countries,Image%3A%20World%20Economic%20Forum.
14)	Gender and Political Participation	• Bari, F. (2005, November). Women's political participation: Issues and Challenges. In United Nations Division for the Advancement of Women Expert Group Meeting: Enhancing Participation of Women in Development through an Enabling Environment for Achieving Gender Equality and the Advancement of Women. Bangkok (Vol. 393). • Dalaman, Z. B. (2024). Women's Political Participation in Türkiye: A Century of Progress and Ongoing Challenges. Journal of Sustainable Equity and Social Research, 1(Special Issue on Women). • UN Türkiye (2023). According to the UN Women - IPU "Women in Politics 2023" Map: Women's participation in politics is still far from equality.: https://turkiye.un.org/en/224322-according-un-women-ipu-women-politics-2023-map-womens-

Sources

Course Notes / Textbooks:	• Ayata, A. & Gölgeloğlu, Ö. (2011) Siyaset ve Katılım. Toplumsal Cinsiyet Sosyolojisi, Eskişehir: Anadolu Üniversitesi Yay, 64-82. • Büker, S. (200(). Toplumsal cinsiyet eşitliği. https://ceidizler.ceid.org.tr/dosya/Medyada-Toplumsal-Cinsiyet-Esitligi.pdf • Dalaman, Z. B. (2020). Kadın hareketinde feminist alternatif medyanın rolü: Türkiye ve Tunus örnekleri (Doctoral dissertation, İstanbul Üniversitesi Sosyal Bilimler Enstitüsü). • Dalaman, Z. B. (2021). Toplumsal Cinsiyet ve Siyasi Temsil, Toplumsal Cinsiyet ve Hukuk Cilt 2, Onikilevha, 329-361. • Dalaman, Z. B., & Demirtaş, M. (2022). Türkiye'de Dizi Sektöründe Dijital Aktivizm Bağlamında Değişen Çalışma Koşulları. Electronic Turkish Studies, 17(6). • Doğancı, H. K., & Tuncay, T. (2020). Tarihsel Süreçte Kadının Aile içindeki Konumunun Feminist Sosyal Hizmet Yaklaşımı Temelinde Değerlendirilmesi. Toplum ve Sosyal Hizmet, 31(3), 1324-1351. https://doi.org/10.33417/tsh.687922 • Ecevit, Y. (2021). Toplumsal Cinsiyet Eşitliğinin Temel Kavramları. 2021. https://avys.omu.edu.tr/storage/app/public/kokdener/142391/toplumsal-cinsiyet-esitliginin-temel-kavramlaripdf.pdf • Gümüşoğlu, F. (2008). Ders kitaplarında toplumsal cinsiyet. Toplum ve Demokrasi Dergisi, 2(4), 39-50. • Koçak, Y. Ç., & Can, H. Ö. (2019). Flört şiddeti: Tanımı, sınıflaması ve değerlendirmesi. Turkiye klinikleri obstetric-women's health and diseases nursing-special topics, 5(3), 43-53. • Pekel, E. (2019). Toplumsal Cinsiyet Rolleri ve Kadının Çalışma Hayatındaki Konumu. Balkan & Near Eastern Journal of Social Sciences (BNEJSS), 5(1). • Saraç, S. (2013). Toplumsal cinsiyet. Toplumsal cinsiyet ve yansımaları, 27-32.
References:	• Richardson, D. (2015). Conceptualising gender. Introducing gender and women's studies, 4. • Council of Europe. (2016). Gender Equality Glossary. https://edoc.coe.int/en/gender-equality/6947-gender-equality-glossary.html • Keane, Erin. (2014, July 22). 10 questions Taylor Swift could have asked herself before picking a fight with Nicki Minaj. Salon. • UN OHCHR. Gender stereotyping OHCHR and women's human rights and gender equality.

https://www.ohchr.org/en/women/gender-stereotyping
• What are Gender Roles and Stereotypes? https://www.youtube.com/watch?v=FuLbyz0Jp08

• Paksoy, S., & Kiliç, S. B. (2016). Analysis of Gender Discrimination with Respect to The Socio-Economic Perspective. Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 25(1), 59-76.
• Cusacks, S. ve Pusey, L. (2013). CEDAW and the rights to non-discrimination and equality. Melbourne Journal of International Law, 14(1), 1-34.
• Mohajan, H. (2022). Four Waves of Feminism: A Blessing for Global Humanity.
• Dalaman, Z. B. (2023). New Women Identities Created by Feminist Alternative Media: Inspecting Türkiye. IntechOpen.
• Council of Europe. (2019). Gender Matters: a manual on addressing gender-based violence affecting young people. https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn/-/gender-matters-a-manual-on-addressing-gender-based-violence-affecting-young-people-2007-reprint-2013-
• Russo, N. F., & Pirlott, A. (2006). Gender-based violence: concepts, methods, and findings. Annals of the New York academy of sciences, 1087(1), 178-205.

• Baumgarte, R. (2002). Cross-gender friendship: The troublesome relationship. Inappropriate relationships: The unconventional, the disapproved, and the forbidden, 103-124.

• Wood, J. T. (1994). Gendered media: The influence of media on views of gender. Gendered lives: Communication, gender, and culture, 9, 231-244.
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• Dawar, T. & Anand, S. (2017). Gender bias in textbooks across the world. International Journal of Applied Home Science, 4, 224-235.
• Flynn, S. I. (2011). Family gender roles. Sociology Reference Guide: Gender Roles and Equality, 64-76.

• UN. (2012). Promoting gender equality and women's economic empowerment on the road to sustainable development: Good practice from the UNECE region: https://www.unece.org/fileadmin/DAM/publications/gender/PromotingGenderEqualityBro chure_EN_web.pdf
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• Purcell, D., MacArthur, K. R., & Samblanet, S. (2010). Gender and the glass ceiling at work. Sociology Compass, 4(9), 705-717.
• World Economic Forum. (2023). 5 charts showing workforce gender gaps. https://www.weforum.org/agenda/2023/04/workforce-gender-gap-crisis/#:~:text=An%20analysis%20of%20102%20countries,Image%3A%20World%20Economic%20Forum.
• Bari, F. (2005, November). Women's political participation: Issues and Challenges. In United Nations Division for the Advancement of Women Expert Group Meeting: Enhancing Participation of Women in Development through an Enabling Environment for Achieving Gender Equality and the Advancement of Women. Bangkok (Vol. 393).
• UN Türkiye (2023). According to the UN Women - IPU "Women in Politics 2023" Map: Women's participation in politics is still far from equality.: https://turkiye.un.org/en/224322-according-un-women-ipu-women-politics-2023-map-womens-participation-politics-still-far#:~:text=According%20to%20the%20%22Women%20in,%25%20in%202021%20to%2022.7%25.

Course - Program Learning Outcome Relationship

Course Learning Outcomes	1	2	3	4	5	6	7	8	9
Program Outcomes									
1) Has basic and up-to-date knowledge in the field of dentistry, follows scientific publications, and applies evidence-based data to his/her professional practice.									

Course Learning Outcomes	1	2	3	4	5	6	7	8	9
2) Knows well and effectively uses devices, tools, and materials specific to diagnosis and treatment in the field of dentistry.									
3) Evaluates the knowledge in the field of dentistry critically, integrates it with the knowledge of disciplines in the field of health, uses it by analyzing and synthesizing it.									
4) Produces projects related to the field of dentistry, can work with other health disciplines, takes part as a member of the research team and evaluates and reports the results obtained at a scientific level.									
5) Uses information that will contribute to the dentistry profession during practice, takes responsibility, and produces solutions in unforeseen situations.									
6) Shares, compares, and exchanges dental knowledge with professional colleagues in social and scientific environments in written, verbal, and visual forms.									
7) Within the framework of social, scientific, and ethical values including patient privacy, communicates with patients and their relatives, knows all the characteristics of the patient, and recommends the most appropriate treatment with a patient-centered approach.									
8) Follows technological developments, participates in national and international studies, and shares and presents own observations, experiences, and research to further advance dental practices.									
9) By adopting the principle of lifelong learning throughout the dentistry profession, follows current evidence-based dental knowledge and uses it during his professional practice.									
10) During dental practice, in cases such as abuse and addiction, performs the treatment by exhibiting the behaviors required by social ethics and legal rules, and collects and records the relevant data.									
11) Uses basic and current knowledge in the field of dentistry during professional practice for the benefit of society within the framework of national values and country realities.									
12) In natural disasters and emergency cases, takes the protective measures required by the dentistry profession; performs professional practices that benefit patients and society									
13) Generates ideas regarding health policy in dentistry, prioritizes individual and public health, and carries out preventive and therapeutic medical practices within the framework of scientific, ethical, and quality processes.									
14) Differentiates the signs and symptoms commonly encountered in the dentistry profession, makes a treatment plan and refers when necessary, and manages diseases and clinical situations regarding their urgency and patient priority.									
15) Can assume the leadership responsibility of the team he/she works for,									

	manage it following scientific criteria, and support the professional development of the team.	1	2	3	4	5	6	7	8	9
	Course Learning Outcomes									

Course - Learning Outcome Relationship

No Effect	1 Lowest	2 Average	3 Highest

	Program Outcomes	Level of Contribution
1)	Has basic and up-to-date knowledge in the field of dentistry, follows scientific publications, and applies evidence-based data to his/her professional practice.	
2)	Knows well and effectively uses devices, tools, and materials specific to diagnosis and treatment in the field of dentistry.	
3)	Evaluates the knowledge in the field of dentistry critically, integrates it with the knowledge of disciplines in the field of health, uses it by analyzing and synthesizing it.	
4)	Produces projects related to the field of dentistry, can work with other health disciplines, takes part as a member of the research team and evaluates and reports the results obtained at a scientific level.	
5)	Uses information that will contribute to the dentistry profession during practice, takes responsibility, and produces solutions in unforeseen situations.	
6)	Shares, compares, and exchanges dental knowledge with professional colleagues in social and scientific environments in written, verbal, and visual forms.	
7)	Within the framework of social, scientific, and ethical values including patient privacy, communicates with patients and their relatives, knows all the characteristics of the patient, and recommends the most appropriate treatment with a patient-centered approach.	
8)	Follows technological developments, participates in national and international studies, and shares and presents own observations, experiences, and research to further advance dental practices.	
9)	By adopting the principle of lifelong learning throughout the dentistry profession, follows current evidence-based dental knowledge and uses it during his professional practice.	
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11)	Uses basic and current knowledge in the field of dentistry during professional practice for the benefit of society within the framework of national values and country realities.	
12)	In natural disasters and emergency cases, takes the protective measures required by the dentistry profession; performs professional practices that benefit patients and society	
13)	Generates ideas regarding health policy in dentistry, prioritizes individual and public health, and carries out preventive and therapeutic medical practices within the framework of scientific, ethical, and quality processes.	
14)	Differentiates the signs and symptoms commonly encountered in the dentistry profession, makes a	

	treatment plan and refers when necessary, and manages diseases and clinical situations regarding their urgency and patient priority.
15)	Can assume the leadership responsibility of the team he/she works for, manage it following scientific criteria, and support the professional development of the team.

Assessment & Grading

Semester Requirements	Number of Activities	Level of Contribution
Project	1	% 20
Midterms	1	% 30
Final	1	% 50
total		**% 100**
PERCENTAGE OF SEMESTER WORK		% 50
PERCENTAGE OF FINAL WORK		% 50
total		**% 100**

Workload and ECTS Credit Calculation

Activities	Number of Activities	Workload
Course Hours	14	28
Study Hours Out of Class	2	18
Midterms	1	32
Final	1	47
Total Workload		**125**