

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

Course Introduction and Application Information

| | | | |
|---|---|--|--|
| Course Code: | UNI242 | | |
| Course Name: | Basic Issues in Sociology | | |
| Semester: | Spring | | |
| Course Credits: | <div>ECTS</div> <div>5</div> | | |
| Language of instruction: | English | | |
| Course Condition: | | | |
| Does the Course Require Work Experience?: | No | | |
| Type of course: | University Elective | | |
| Course Level: | <div> <div>Bachelor</div> <div>TR-NQF-HE:6. Master`s Degree</div> <div>QF-EHEA:First Cycle</div> <div>EQF-LLL:6. Master`s Degree</div> </div> | | |
| Mode of Delivery: | E-Learning | | |
| Course Coordinator: | Dr. Öğr. Üy. SELEN YANMAZ | | |
| Course Lecturer(s): | Dr. Öğr. Üyesi Selen Yanmaz | | |
| Course Assistants: | | | |

Course Objective and Content

| | |
|--------------------|--|
| Course Objectives: | <p>This course aims to bring out and nurture the students' sociological imagination in understanding social issues. The sociological imagination intends to show them the relationship of their personal biography with the social structure, in the socio-historical context that they are living in. It suggests that the personal problems they deal on a daily basis have strong ties to the larger social issues and thus have causes and origins that also lie outside the individual.</p> <p>One of the central aims of this course is to challenge the students to think more critically about</p> |
|--------------------|--|

| | |
|-----------------|--|
| | social issues. It aims to teach them about social construction in relation to socio- historical contexts and thus critically analyze social life. |
| Course Content: | This course is an exploration of basic issues in sociology based on the current research and literature as well as fundamental social theories. It examines the linkages between social structures/institutions, culture and human experience. Students learn to follow major discussions around basic issues in sociology and critique popular discourses from a critical sociological perspective. |

Learning Outcomes

The students who have succeeded in this course;

- 1) Students will have the ability to understand theories and theoretical perspectives in sociology and social sciences.
- 2) Students will gain the knowledge and skills to interpret social, economic and historical facts from a sociological perspective by rational thinking in social, economic and historical context.
- 3) Students can think critically when they evaluate the problems of sociology or other related fields, and can judge under a critical point of view theoretical and empirical studies conducted in those fields.
- 4) Students develop an interest in the problems of the modern societies and they can evaluate those problems within a wide perspective.
- 5) Students can apply their knowledge and research skills in interdisciplinary studies and can transfer those skills to other disciplines.

Course Flow Plan

| Week | Subject | Related Preparation |
|------|--------------------------------------|---|
| 1) | Introduction | |
| 2) | Sosyoloji Nedir? | • Giddens et al. Chapter 1 – What is Sociology? |
| 3) | Sosyoloji Çalışmak | • Giddens et al. Chapter 2 – Asking and Answering Sociological Questions • Thio, Alex and Jim D. Taylor. Social Problems. Sudbury, MA: Jones and Bartlett Learning 2012, "Introduction to Social Problems" Pages: 1-13 (available online at http://samples.jbpub.com/9780763793098/93098_CH01_Thio.pdf) |
| 4) | Socialization and Social Interaction | • Giddens et al. Chapter 4 – Socialization and the Life Course (pg 91 – 107 and pg 110 to end of chapter) • Giddens et al. Chapter 5 – Social Interaction and Everyday life in the Age of the Internet (pg 121-133 and 136 to end of chapter) |
| 5) | Midterm | |
| 6) | Culture, Class, and Consumption | • Giddens et al. Chapter 3 – Culture and Society • Wright, Bradley. "Conspicuous consumption and your iPhone" (available online at http://www.everydaysociologyblog.com/2008/09/conspicuous-con.html) • Sternheimer, Karen. "Consuming Home" (available online at |

| | | |
|-----|--------------------------------------|--|
| | | https://www.everydaysociologyblog.com/2015/07/consuming-home.html#more) • Giddens et al. Chapter 8 – Stratification, Class and Inequality (From beginning of chapter to pg 236) |
| 7) | Culture, Class, and Consumption | Giddens et al. Chapter 3 – Culture and Society • Wright, Bradley. “Conspicuous consumption and your iPhone” (available online at http://www.everydaysociologyblog.com/2008/09/conspicuous-con.html) • Sternheimer, Karen. “Consuming Home” (available online at https://www.everydaysociologyblog.com/2015/07/consuming-home.html#more) Giddens et al. Chapter 8 – Stratification, Class and Inequality (From beginning of chapter to pg 236) |
| 8) | Gender | • Giddens et al. Chapter 10 – Gender Inequality • Barber, Kristen. “The Well-Coiffed Man: Class, Race, and Heterosexual Masculinity in the Hair Salon” <i>Gender&Society</i> . 2008 22: 455 • Steinem, Gloria. “If Men Could Menstruate” in <i>Ms. Magazine</i> . 1978. (available online at http://www.haverford.edu/psych/ddavis/p109g/steinem.menstruate.html) |
| 9) | Gender | • Giddens et al. Chapter 10 – Gender Inequality • Barber, Kristen. “The Well-Coiffed Man: Class, Race, and Heterosexual Masculinity in the Hair Salon” <i>Gender&Society</i> . 2008 22: 455 • Steinem, Gloria. “If Men Could Menstruate” in <i>Ms. Magazine</i> . 1978. (available online at http://www.haverford.edu/psych/ddavis/p109g/steinem.menstruate.html) |
| 10) | Race and Ethnicity | Giddens et al. Chapter 11 – Race, Ethnicity, and Racism • Cole, Nicki Lisa. “What Is Racial Formation Theory?”. 2019. (available online at https://www.thoughtco.com/racial-formation-3026509) |
| 11) | Work, Economy, and Global Inequality | • Giddens et al., Ch. 14 “Work and Economic Life” • Giddens et al., Ch. 9 “Global Inequality” • Giddens et al., Ch. 19 “Population, Urbanization and the Environment” (From “Population growth, Urbanization, and environmental Challenges” pg 674 to 681) • Giddens et al., Ch. 20 “Globalization in a Changing World” (From the beginning of the chapter, pg 689 to 705, From “Globalization and Inequality “ pg 711 to end of chapter) • Ghosh, Jayati. “150 years of 'Das Kapital': How relevant is Marx today?”. 2017. (available online at https://www.aljazeera.com/indepth/opinion/2017/08/150-years-das-kapital-relevant-marx-today-170817115417283.html) • Kaufman, Scott Eric “No one is making them stop’: Why corporations outsource catastrophe -and workers pay the price” (available online at http://www.salon.com/2015/07/06/no_one_is_making_them_stop_why_corporations_outsource_catastrophe_and_workers_pay_the_price/) |
| 12) | Work, Economy, and Global Inequality | • Giddens et al., Ch. 14 “Work and Economic Life” • Giddens et al., Ch. 9 “Global Inequality” • Giddens et al., Ch. 19 “Population, Urbanization and the Environment” (From “Population growth, Urbanization, and environmental Challenges” pg 674 to 681) • Giddens et al., Ch. 20 “Globalization in a Changing World” (From the beginning of the chapter, pg 689 to 705, From “Globalization and Inequality “ pg 711 to end of |

| | | |
|-----|--|---|
| | | chapter) • Ghosh, Jayati. "150 years of 'Das Kapital': How relevant is Marx today?". 2017. (available online at https://www.aljazeera.com/indepth/opinion/2017/08/150-years-das-kapital-relevant-marx-today-170817115417283.html) • Kaufman, Scott Eric "No one is making them stop': Why corporations outsource catastrophe -and workers pay the price" (available online at http://www.salon.com/2015/07/06/no_one_is_making_them_stop_why_corporations_outsource_catastrophe_and_workers_pay_the_price/) |
| 13) | Deviance, Social Control and Social Change | • Giddens et al., Ch. 7 "Conformity, Deviance and Crime" • Jeffrey Reiman and Paul Leighton, The Rich Get Richer and the Poor Get Prison: Ideology, Class, and Criminal Justice, Ninth Edition. Boston: Pearson, 2010, "Introduction: Criminal Justice through the Looking Glass, or Winning by Losing" pg 20-27 • Essig, Kate. "Activism Or Slacktivism? How Social Media Hurts And Helps Student Activism" (available online at http://news.stlpublicradio.org/post/activism-or-slacktivism-how-social-media-hurts-and-helps-student-activism) • Castells, Manuel. "Opening: Networking Minds, Creating Meaning, Contesting Power" pp 1- 20 in Networks of Outrage and Hope: Social Movements in the Internet Age. 2012. Malden, MA: Polity Press. |
| 14) | Wrap up | |

Sources

| | |
|---------------------------|---|
| Course Notes / Textbooks: | Giddens, Anthony, Mitchell Duneier, Richard P. Appelbaum, Deborah Carr. 2018. Introduction to Sociology (Seagull Eleventh Edition). |
| References: | Lecturer's notes |

Course - Program Learning Outcome Relationship

| Course Learning Outcomes | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 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. | | | | | |
| 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, Course Learning Outcomes takes responsibility, and produces solutions in unforeseen situations. | 1 | 2 | 3 | 4 | 5 |
| 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. | | | | | |

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. | |
| 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. | |

Assessment & Grading

| Semester Requirements | Number of Activities | Level of Contribution |
|-----------------------------|----------------------|-----------------------|
| Midterms | 1 | % 40 |
| Final | 1 | % 60 |
| total | | % 100 |
| PERCENTAGE OF SEMESTER WORK | | % 40 |
| PERCENTAGE OF FINAL WORK | | % 60 |
| total | | % 100 |

Workload and ECTS Credit Calculation

| Activities | Number of Activities | Preparation for the Activity | Spent for the Activity Itself | Completing the Activity Requirements | Workload |
|--------------------------|----------------------|------------------------------|-------------------------------|--------------------------------------|------------|
| Course Hours | 14 | 0 | 3 | | 42 |
| Study Hours Out of Class | 12 | 4 | | | 48 |
| Midterms | 1 | 12 | 1 | | 13 |
| Final | 1 | 21 | 1 | | 22 |
| Total Workload | | | | | 125 |