

Radio, Television and Cinema (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 Fall		
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>
--------------------	--

	One of the central aims of this course is to challenge the students to think more critically about 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 <a href="http://samples.jbpub.com/9780763793098/93098_CH01_Thio.pdf">http://samples.jbpub.com/9780763793098/93098_CH01_Thio.pdf</a> )
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 <a href="http://www.everydaysociologyblog.com/2008/09/conspicuous-con.html">http://www.everydaysociologyblog.com/2008/09/conspicuous-con.html</a> ) • Sternheimer,

		<p>Karen. "Consuming Home" (available online at <a href="https://www.everydaysociologyblog.com/2015/07/consuming-home.html#more">https://www.everydaysociologyblog.com/2015/07/consuming-home.html#more</a>) • Giddens et al. Chapter 8 – Stratification, Class and Inequality (From beginning of chapter to pg 236)</p>
7)	Culture, Class, and Consumption	<p>Giddens et al. Chapter 3 – Culture and Society • Wright, Bradley. "Conspicuous consumption and your iPhone" (available online at <a href="http://www.everydaysociologyblog.com/2008/09/conspicuous-con.html">http://www.everydaysociologyblog.com/2008/09/conspicuous-con.html</a>) • Sternheimer, Karen. "Consuming Home" (available online at <a href="https://www.everydaysociologyblog.com/2015/07/consuming-home.html#more">https://www.everydaysociologyblog.com/2015/07/consuming-home.html#more</a>) Giddens et al. Chapter 8 – Stratification, Class and Inequality (From beginning of chapter to pg 236)</p>
8)	Gender	<p>• Giddens et al. Chapter 10 – Gender Inequality • Barber, Kristen. "The Well-Coiffed Man: Class, Race, and Heterosexual Masculinity in the Hair Salon" Gender&amp;Society. 2008 22: 455 • Steinem, Gloria. "If Men Could Menstruate" in Ms. Magazine. 1978. (available online at <a href="http://www.haverford.edu/psych/ddavis/p109g/steinem.menstruate.html">http://www.haverford.edu/psych/ddavis/p109g/steinem.menstruate.html</a>)</p>
9)	Gender	<p>• Giddens et al. Chapter 10 – Gender Inequality • Barber, Kristen. "The Well-Coiffed Man: Class, Race, and Heterosexual Masculinity in the Hair Salon" Gender&amp;Society. 2008 22: 455 • Steinem, Gloria. "If Men Could Menstruate" in Ms. Magazine. 1978. (available online at <a href="http://www.haverford.edu/psych/ddavis/p109g/steinem.menstruate.html">http://www.haverford.edu/psych/ddavis/p109g/steinem.menstruate.html</a>)</p>
10)	Race and Ethnicity	<p>Giddens et al. Chapter 11 – Race, Ethnicity, and Racism • Cole, Nicki Lisa. "What Is Racial Formation Theory?". 2019. (available online at <a href="https://www.thoughtco.com/racial-formation-3026509">https://www.thoughtco.com/racial-formation-3026509</a>)</p>
11)	Work, Economy, and Global Inequality	<p>• 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 <a href="https://www.aljazeera.com/indepth/opinion/2017/08/150-years-das-kapital-relevant-marx-today-170817115417283.html">https://www.aljazeera.com/indepth/opinion/2017/08/150-years-das-kapital-relevant-marx-today-170817115417283.html</a>) • Kaufman, Scott Eric "No one is making them stop: Why corporations outsource catastrophe -and workers pay the price" (available online at <a href="http://www.salon.com/2015/07/06/no_one_is_making_them_stop_why_corporations_outsource_catastrophe_and_workers_pay_the_price/">http://www.salon.com/2015/07/06/no_one_is_making_them_stop_why_corporations_outsource_catastrophe_and_workers_pay_the_price/</a>)</p>
12)	Work, Economy, and Global Inequality	<p>• 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</p>

		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 <a href="https://www.aljazeera.com/indepth/opinion/2017/08/150-years-das-kapital-relevant-marx-today-170817115417283.html">https://www.aljazeera.com/indepth/opinion/2017/08/150-years-das-kapital-relevant-marx-today-170817115417283.html</a> ) • Kaufman, Scott Eric “No one is making them stop’: Why corporations outsource catastrophe -and workers pay the price” (available online at <a href="http://www.salon.com/2015/07/06/no_one_is_making_them_stop_why_corporations_outsource_catastrophe_and_workers_pay_the_price/">http://www.salon.com/2015/07/06/no_one_is_making_them_stop_why_corporations_outsource_catastrophe_and_workers_pay_the_price/</a> )
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 <a href="http://news.stlpublicradio.org/post/activism-or-slacktivism-how-social-media-hurts-and-helps-student-activism">http://news.stlpublicradio.org/post/activism-or-slacktivism-how-social-media-hurts-and-helps-student-activism</a> ) • 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) By providing both theoretical and practical education, it prepares students for academic and business life.					
2) It provides a critical perspective on mass media.					
3) With the English curriculum, it allows students to follow the international market and academic studies from original sources.					
4) Students will be an expert in front of the camera, behind-the-scenes, news center, light, sound, editing, directing, cinematography, screenwriting.					
5) Thanks to the media professionals, the students will be ready for the sector.					

Course Learning Outcomes	1	2	3	4	5
6) Acquires production skills such as short and medium films, screenplays, documentaries and TV programs.					
7) Have the basic knowledge and experience of image technologies.					
8) Thanks to sectoral cooperation, professional business life will be started.					
9) Through an applied curriculum, students gain an interdisciplinary perspective on different media studies.					
10) With the technical training to be taken in studio environment, students gain experience in the sector.					
11) They will have skills such as negotiating with the group, taking initiative.					
12) Acquire basic values related to media and business ethics.					
13) Follow the developments in the field and communicate with colleagues by using a foreign language at least at the level of European Language Portfolio B1.					
14) Students use information and communication technologies together with computer software at the advanced level of European Computer Driving License required by the field.					

### Course - Learning Outcome Relationship

No Effect	1 Lowest	2 Average	3 Highest

	Program Outcomes	Level of Contribution
1)	By providing both theoretical and practical education, it prepares students for academic and business life.	
2)	It provides a critical perspective on mass media.	
3)	With the English curriculum, it allows students to follow the international market and academic studies from original sources.	
4)	Students will be an expert in front of the camera, behind-the-scenes, news center, light, sound, editing, directing, cinematography, screenwriting.	
5)	Thanks to the media professionals, the students will be ready for the sector.	
6)	Acquires production skills such as short and medium films, screenplays, documentaries and TV programs.	

7)	Have the basic knowledge and experience of image technologies.	
8)	Thanks to sectoral cooperation, professional business life will be started.	
9)	Through an applied curriculum, students gain an interdisciplinary perspective on different media studies.	
10)	With the technical training to be taken in studio environment, students gain experience in the sector.	
11)	They will have skills such as negotiating with the group, taking initiative.	
12)	Acquire basic values related to media and business ethics.	
13)	Follow the developments in the field and communicate with colleagues by using a foreign language at least at the level of European Language Portfolio B1.	
14)	Students use information and communication technologies together with computer software at the advanced level of European Computer Driving License required by the field.	

### Assessment & Grading

Semester Requirements	Number of Activities	Level of Contribution
Midterms	1	% 40
Final	1	% 60
<b>total</b>		<b>% 100</b>
PERCENTAGE OF SEMESTER WORK		% 40
PERCENTAGE OF FINAL WORK		% 60
<b>total</b>		<b>% 100</b>

### 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