

**COURSE DATA****Data Subject**

Code	34406
Name	Social structure and change in Spain
Cycle	Grade
ECTS Credits	6.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
1310 - Degree in Sociology	Faculty of Social Sciences	3	First term
1924 - Double Degree Prog. Sociology-Political and Public Administration Sciences	Faculty of Law	4	First term
1925 - Double Degree Prog. Sociology-Political and Public Administration Sciences	Faculty of Law	4	First term

Subject-matter

Degree	Subject-matter	Character
1310 - Degree in Sociology	3 - Social structure and change	Obligatory
1924 - Double Degree Prog. Sociology-Political and Public Administration Sciences	6 - Year 4 compulsory subjects	Obligatory
1925 - Double Degree Prog. Sociology-Political and Public Administration Sciences	6 - Year 4 compulsory subjects	Obligatory

Coordination

Name	Department
TORRES PEREZ, FRANCISCO JOSE	330 - Sociology and Social Anthropology

SUMMARY

Structure and social change in Spain is a obligatory subject of 6 credits taught in the first quarter of the third year of the Degree in Sociology, which is part of Sociological Theory, Structure and Social Change module.



The course focuses on the most relevant processes of structuring and change in contemporary Spain, between 1970 and the present, their comparison with other societies of advanced modernity and the contrast with concepts, theories and trends that have been seen in the courses of Structure and change and Structure and change of contemporary societies, second year, and/or are being addressed in Contemporary Sociological Theory, already in this third year. Likewise, it is considered that Political Structure in Spain and the Valencian Community has been taught in second grade.

The subject is structured in six themes. The first one presents a frame of the main trends of change in contemporary Spain. The other topics cover basic social dimensions: the current Spanish population; the economic structure and the labour market, the productive model and the 2008 crisis; social classes; social welfare, inequality and poverty; and a final theme dedicated to the process of secularization and cultural practices.

In the themes it stands out the emerging social processes and some of the new actors of social life (women, new middle classes, immigrants...). On the other hand, it combines the analysis of the Spanish reality with the systematic comparison with other European societies, to capture what there is of common, the great global trends, and what is own and specific of the Spanish case. In addition, work will be carried out with databases, particularly Eurostat, to obtain and compile data on the different aspects addressed, as well as their analysis.

These contents and orientation make the subject have a high degree of applicability in relation to the career options given its focus on the dynamics of transformation and change of the current Spanish society.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

Para seguir con éxito el proceso de aprendizaje que propone esta asignatura es conveniente que las y los estudiantes conozcan los conceptos de las asignaturas Estructura y cambio social y Estructura y cambio social en las sociedades contemporáneas impartidas en segundo curso de grado. Igualmente, es oportuno que conozcan los contenidos sobre la estructura i el cambio social abordados en Teoría Sociológica Clásica, y más específicamente sobre el ámbito político, en la asignatura Estructura Política en España

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

1310 - Degree in Sociology

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.



- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Write reports and diagnoses on social problems.
- Work in a team with a multidisciplinary perspective.
- Clearly communicate theories, problems and proposals of a sociological nature, both orally and in writing, using new information and communication technologies.
- Apply the principles of the professional code of ethics of sociology and develop a commitment to social problems.
- Respect and promote the principles of fundamental rights, gender equality, equal opportunities and non-discrimination, democratic values and sustainability.
- Manage documentary sources and statistics referring to social reality.
- Learn independently and develop initiative in the field of sociology.
- Analyse contemporary society, its structure and dynamics based on sociological concepts and theories.
- Analyse the relationships between population, resources and environment and the social conditions of sustainability.
- Develop gender perspective and integrate it into the study of social reality.
- Conduct comparative studies of the Spanish and Valencian social structure.
- Analyse empirical data on social structure, change and problems.
- Describe and explain social inequalities based on social theories and indicators and detect emerging processes.
- Know and use secondary data sources useful for sociology.
- Relate and integrate information on social phenomena from primary and/or secondary sources.
- Analyse social phenomena adopting a multidisciplinary perspective (sociological, psychosocial, economic, political, historical and anthropological).
- Understand the political-economic organisation and the historical evolution of contemporary societies at the global and local level, and their relationship with social dynamics and processes.
- Know the tools needed to create, implement and evaluate public policy programmes and social intervention projects.



- Know the institutions of the welfare society that contribute to safeguarding social rights.
- Identify and measure social vulnerability factors.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

- Identify and define the characteristics of the social structure and trends most relevant change in contemporary Spanish society.
- Identify, analyze and compare the major trends of change, common to the advanced European societies and their specific realization in the Spanish case.
- Analyze, contrast, compare and define phenomena change a reality, as the current Spanish, using empirical data and sociological knowledge (theoretical frameworks, methodology, etc..).
- Establish, argue and integrate significant interdependencies between the theoretical and empirical level applied to the concrete reality of Spanish society.

DESCRIPTION OF CONTENTS

1. Social change in Spain. 1970-2020

Social Changes in Advanced Societies between 1970 and 2020. The Spanish Case: the Tardofranquismo and the Democratic Transition. Rapid and unequal integration into the central countries. More general characteristics of 21st century Spain: among the most global trends and specific concretions

2. Population, family and immigration

The second demographic transition in the Spanish case. The Spanish population and natural growth. Family changes in Spain and women. Immigrants, a new sector of the Spanish population

3. Economic structure and the labor market

From late industrialization to the neoliberal, globalized and services society. The Spanish development model since the 1990s. The labour market: fragmentation, temporality and flexibility. Women, immigrants and the labour market. A reduction in gender bias and the consolidation of an ethno-fragmented structure. The economic crisis of 2008, policies implemented and consequences. The current situation and covid-19

**4. Social classes in Spain**

Processes of change of the Spanish class structure, more relevant factors. The new middle classes and the working classes. Socio-political implications of the transformation of class structure

5. Well-being, inequality and poverty

The characteristics of the Spanish welfare regime in the European context. A late and limited Welfare State. Evolution of inequality and poverty. The impacts of the 2008 crisis and the policies implemented. The current situation

6. Secularization. Cultural practices

The process of secularization in Spain and its tensions. From a national-catholic dictatorship to a non-confessional state and a secularized society. Cultural practices in Spain and their evolution in recent decades. Changes in digital Spain

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Attendance at events and external activities	10,00	0
Development of individual work	20,00	0
Study and independent work	20,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	10,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	10,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

The teaching strategies to be used in this subject are the following:

- Teaching sessions to explain the concepts, dimensions, analytical interdependencies and empirical data that students must learn to use.
- Reading different texts and materials for comprehension and discussion in class. It will include texts from the basic bibliography, as well as short texts and documents that develop some aspect of the program.



- c) Individual and/or group work, written and/or for oral presentation, about subjects of the program, with reading and other materials, and comment and follow-up in class
- d) Face-to-face dynamics in the classroom about a topic, searching and processing statistical data, using and producing cross-tables, graphs and interrelations between variables.
- e) Eventually, sessions, or part of them, may be dedicated to viewing and discussing film documentaries, conferences, etc., linked to the subject of the course.
- f) Explanation, follow-up and advice by teachers on individual and/or group work as well as on practical data analysis and interpretation exercises. In addition, personalized or group tutoring sessions will be held in order to guide students to successfully carry out the different activities of continuous evaluation.

EVALUATION

Evaluation will be continuous and it will come from both the final examination and the practical exercises and activities to be carried out, which will be proposed by each teacher at the beginning of the academic year.

The exam will constitute 50% of the final score. This exam tries to assess the level of systematization of knowledge, taking into account the capacity of analysis and interpretation around the different dimensions and contents worked in the course. Pass the exam is obligatory to pass the course.

The 50% of the note will relate to practical activities, as follows:

- a) 15% of the note will correspond to the practical exercises of searching, drawing up cross tables, statistical data, as well as their analysis, which will be carried out in person in the classroom or through the virtual classroom.
- b) 30% of the note will correspond to one or more individual or group practices about the contents of the programme are detailed and which will be specified at the beginning of the course by each teacher.
- c) 5% of the note will correspond to the active participation of the students in the dynamics, debates, and face-to-face sessions in the classroom, and, eventually, complementary activities (workshops, seminars, conferences...).

Students who do not obtain the pass of the course in the first call, maintain the mark obtained in practices.

Non face-to-face course modality.

Students who, as provided for in the current Student Statute, request to be evaluated through a single examination, must prove that they know the set of knowledge, approaches and skills developed by the group. Those who opt for this modality must inform the teacher at the beginning of the course.



REFERENCES

Basic

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Additional

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- Navarro, Vicenç (2015), Ataque a la democracia y al bienestar. Crítica al pensamiento económico dominante. Barcelona: Anagrama.
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- Sanmartín, Anna y Fontcuberta, Paloma (coords) (2019), *Protagonistas y espectadores. Una mirada longitudinal sobre la juventud española*. Madrid: Fundación Reina Sofía sobre Adolescencia y Juventud Observatorio de la Juventud Fundación SM.
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ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

1. CONTENTS

Contents of the original teaching guide will be maintained.

2. VOLUME OF WORK AND TEMPORARY PLANNING OF TEACHING

The activities and volume of work of the original teaching guide will be maintained. The planning of sessions will be specified at the beginning of the semester.

3. TEACHING METHODOLOGY

The course will consist of face to face sessions, as well as practical activities and collective tutorials established in the original teaching guides. Individual tutorials will be preferably individuals.

Regarding affected or vulnerable students, methodology will be adapted to the following activities non face-to-face (select): individual works, individual projects, study of specific bibliography or tutorials through videoconference, which will be established by the teaching team according to the situation of the students concerned.



If sanitary situation imposes on-line classes, all sessions will be substituted for materials in virtual classroom, synchronous videoconferencing and registered presentations. Practical activities will guarantee the interaction with students by videoconference, forum or chat in virtual classroom. Teaching team will communicate these adaptations through virtual classroom.

4. EVALUATION

The criteria of the teaching guide will be maintained regarding the estimation of each type of activity.

For vulnerable or affected students, group activities qualification will be considered in individual activities.

In case that the sanitary situation impose that the final proof should be developed on-line, an evaluation by individual written exercise by opened development exam in a virtual classroom synchronous task, with limited time.

5. BIBLIOGRAPHY

The bibliography of the guide will be maintained. If the sanitary situation imposes shutdown of libraries, materials of support will be facilitated through virtual classroom.