

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

Code	34416
Name	Qualitative techniques in social research
Cycle	Grade
ECTS Credits	9.0
Academic year	2019 - 2020

Study (s)

Degree	Center	Acad. year	Period
1310 - Degree in Sociology	Faculty of Social Sciences	3	Annual
1924 - D.D. in Political and Public Admin. Sciences-Sociology	Faculty of Law	3	Annual
1925 - D.D. in Sociology-Political and Public Admin. Sciences	Faculty of Social Sciences	3	Annual

Subject-matter

Degree	Subject-matter	Character
1310 - Degree in Sociology	8 - Research techniques in social sciences	Obligatory
1924 - D.D. in Political and Public Admin. Sciences-Sociology	5 - Year 3 optional subjects	Optional
1925 - D.D. in Sociology-Political and Public Admin. Sciences	5 - Year 3 optional subjects	Obligatory

Coordination

Name	Department
RODRIGUEZ VICTORIANO, JOSE MANUEL	330 - Sociology and Social Anthropology

SUMMARY

Qualitative techniques of social research, is a compulsory annual of 9 credits, taught in the third year of the Degree in Sociology. Framed in the art Research Techniques in Social Science, complete the training acquired by the students in quantitative social research techniques cursed in second grade.

Qualitative techniques of social research, is essential in the formation of the / as students while providing them with a working knowledge of the various qualitative methods and techniques for social science research. The course shows how to perform a qualitative research, perspectives, designs and strategies,



and explores the main techniques of producing qualitative data used in social sciences.

Its main objective is to deepen the knowledge and practice of qualitative perspective in the research process of social reality. From theoretical and methodological dimensions of the contents of the subject and from the exercise of social research that suggests the course students will better understand both the social reality is not what it seems, as it sometimes seems much of what is. These dimensions familiar to students in the profession of sociologist as well as in the practical exercise of their various qualitative practices.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

In academic terms, the passage by the subjects of the first two years and have trained the students in the skills required by the theoretical and methodological exerted sociological imagination. In terms of social research and citizen education students need to continue, or begin to perform, regular readings of the daily press exercise and analysis of his speeches.

OUTCOMES

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.
- Propose, design and develop a sociological research project.
- Write reports and diagnoses on social problems.



- Design and implement plans and programmes aimed at addressing social problems and evaluating their results.
- Work in a team with a multidisciplinary perspective.
- 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.
- Learn independently and develop initiative in the field of sociology.
- Develop gender perspective and integrate it into the study of social reality.
- Analyse empirical data on social structure, change and problems.
- Describe and explain social inequalities based on social theories and indicators and detect emerging processes.
- Apply the quantitative and qualitative techniques of sociological data collection.
- Conduct qualitative sociological analyses.
- Relate and integrate information on social phenomena from primary and/or secondary sources.
- Identify and measure social vulnerability factors.

LEARNING OUTCOMES

The aim of the course is that the / the students acquire the knowledge, competencies and skills necessary to design and develop qualitative social research.

- Assimilates the concepts central theoretical and methodological perspective social.
- Identify qualitative research possibilities articulation and possibilities of complementarity in social research methodology.
- Design social research qualitative perspective and from qualitative.
- Explain complementarity between the different phases of qualitative research and know tackling the tasks necessary to complete each of the different.
- Known qualitative research practices and relevance in the research process
- Manages various documentary sources for investigation.
- Displaying a basic knowledge of the methods of discourse analysis in qualitative social research.

DESCRIPTION OF CONTENTS

1. The qualitative look: a socio-hermeneutic inquiry

- 1.1 A look at history. Ruptures that allow sociological research
- 1.2 A look at epistemology: common experience and scientific expertise
- 1.3 A look at the method: the budget for real 'objective' to budget 'reflexivity'
- 1.4 A look at the praxis: the illusion of transparency in social life the knowledge of the inequalities that structure
- 1.5 The qualitative tradition schools and currents



2.

3.

4.

5.

6.

7.

8.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	90,00	100
Attendance at events and external activities	55,00	0
Development of group work	30,00	0
Development of individual work	10,00	0
Study and independent work	10,00	0
Readings supplementary material	10,00	0
Preparation of practical classes and problem	10,00	0
Resolution of case studies	10,00	0
TOTAL	225,00	

TEACHING METHODOLOGY



English version is not available

EVALUATION

English version is not available

REFERENCES

Basic

- Alonso, L. E. (1998): La mirada cualitativa. Madrid, Fundamentos.
- Alonso, L. E. ; Callejo, J. (1999): El análisis del discurso: del postmodernismo a las razones prácticas en REIS Nº 88, pp 37-73.
 - Alonso, L. E.; Rodríguez Victoriano, J.M. y Requena, M. (Coords.) (2014): El cualitativismo crítico español: una teoría de la práctica y una práctica teórica del conocimiento sociológico y la investigación social. Arxius Nº 31.
- Arroyo Menéndez, M. y Sádaba I.(Coords.)(2012): Metodología de la investigación social.Técnicas innovadoras y sus aplicaciones. Madrid. Síntesis.
 - Becker, H. (2009): Manual de escritura para científicos sociales. Cómo empezar y terminar una tesis. Un libro o un artículo. Buenos Aires, Siglo XXI.
- Becker, H. (2009): Trucos del oficio. Cómo conducir una investigación en ciencias sociales. Buenos Aires, Siglo XXI.
- Bourdieu, P.; Chamboredon, J-C. Y Passeron, J-C. (1994): El oficio de sociólogo, Madrid, Siglo XXI.
 - Boréus, K y Bergström, G. (2017) Analyzing text and discourse. Eight approaches for the social sciences. California. SAGE.
- Callejo, J. (2001): El grupo de discusión: introducción a una práctica de investigación. Madrid, Ariel.
- Callejo, J.; Gutiérrez, J.; Viedma, A. (2005): Proyectos y estrategias de investigación social: la perspectiva de la intervención, Madrid, Mc Graw Hill.
- Camas Baena, V. (2008): Nuevas perspectivas en la observación participante. Madrid. Síntesis.
- Colectivo IOE (2010): ¿Para qué sirve un grupo de discusión? en Empiria Nº 19, pp. 73-99.
- Conde, F. (2009): Análisis sociológico del sistema de discursos. Madrid. CIS.
- Del Val, C.; y Gutiérrez, J. (2005): Prácticas para la comprensión de la realidad social. Madrid, Mc Graw Hill.
- Delgado, J. M.; Gutiérrez, J. (1994): Métodos y Técnicas Cualitativas de Investigación en Ciencias Sociales. Madrid, Síntesis.



- Denzin, N & Lincoln (coords.) (2012): El campo de la investigación cualitativa Vol.I.; Vol. II y Vol. III, Barcelona, Gedisa.
- Given, L. (ED) (2008): The SAGE Encyclopedia of Qualitative Research Methods. Volumens 1&2. California. Sage.
- Gordo, A.; Serrano, A. (Coords.) (2008): Estrategias y prácticas cualitativas de investigación social. Madrid. Pearson.
- Ibáñez, J. (1985): Del algoritmo al sujeto. Madrid, Sigo XXI.
- Ibáñez, J. (2005): Diseños de investigación social: el diseño en las tres perspectivas en García Ferrando, M.; Ibáñez, J.; Alvira, F.; (comp.) El análisis de la realidad social. Madrid, Alianza Universidad.
- Ortí, A., (2000): La apertura y el enfoque cualitativo o estructural: la entrevista abierta semidirectiva y el grupo de discusión en García Ferrando, M.; Ibáñez, J.; Alvira, F.; (comp.) El análisis de la realidad social. Madrid, Alianza Universidad.
- Ortí, A., (2000): Veinticinco años después: el oficio de sociólogo en la España Plural en RES nº 7 pp.27-75
- Sousa Santos, B. (2000): Crítica de la razón indolente: contra el desperdicio de la experiencia. Bilbao. Editorial Desclee de Brouwer.
- Red CIMAS, (2015): Metodologías Participativas. Sociopraxis para la creatividad social. Madrid. DEXTRA Editorial.
- Villasante, T., Montañés, M. y Martí, J. (2000): La investigación social participativa. Construyendo ciudadanía. El viejo Topo.
- Villasante, T. (2014): Redes de Vida desbordantes. Fundamentos para el cambio desde la vida cotidiana.
- Wodak, R y Meyer, M. Methods of critical discourse studies (2016). California. SAGE

Additional

- Arribas, J. (Coord.) (2013): Sociología del consumo e investigación de mercados, Madrid, UNED
- Bertaux, D. (2005), Los relatos de vida. Perspectiva etnosociológica. Barcelona, Edicions Bellaterra. (M.T.I.S.)
- Bourdieu, P. (1985): ¿Qué significa hablar? Economía de los intercambios lingüísticos. Madrid, Akal.
- Bourdieu, P. (2000): Cuestiones de sociología, Madrid, Istmo.

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. Contenidos

Se mantienen los contenidos inicialmente recogidos en la guía docente.

2. Volumen de trabajo y planificación temporal de la docencia

No se mantienen los horarios, se ha dado libertad al estudiante para realizar las actividades programadas de acuerdo con su propia programación.

3. Metodología docente

1. Subida de materiales al Aula virtual
2. Propuesta de actividades por aula virtual
3. Videoconferencia síncrona BBC
4. Debates en el fórum

4. Evaluación

- Pruebas de evaluación mediante trabajos académicos
- Pruebas de evaluación mediante proyectos

5. Bibliografía

La bibliografía recomendada se mantiene, pues es accesible.