



COURSE DATA

Data Subject

Code	36701
Name	Introducció a la Sociologia
Cycle	Grade
ECTS Credits	6.0
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
1335 - Degree in Political and Public Administration Sciences	Faculty of Law	1	Second term
1930 - D.D. in Law-Political and Public Adminis. Sciences 2021	Faculty of Law	1	Second term

Subject-matter

Degree	Subject-matter	Character
1335 - Degree in Political and Public Administration Sciences	1 - Sociologia	Basic Training
1930 - D.D. in Law-Political and Public Adminis. Sciences 2021	1 - Asignaturas obligatorias de primer curso	Obligatory

Coordination

Name	Department
ESTEBAN APREDA, FERNANDO OSVALDO	330 - Sociology and Social Anthropology
GOMEZ FERRI, JAVIER	330 - Sociology and Social Anthropology

SUMMARY

The subject matter *Introduction to Sociology* is for students the first contact with Sociology as a discipline, both in its theoretical and practical aspects. Therefore, this course has an introductory and panoramic character at the same time. It presents sociology as a discipline, with its first and first representatives, and introduces the basic concepts on which the main lines of sociological analysis are based. Then, in a panoramic way, it offers a general map of the area of knowledge, its fundamental aspects and issues that, in later courses, will be addressed in several subjects.



The aim of the course is to introduce students to a new perspective in the analysis of social phenomena, a sociological and scientific perspective, so that they can then complement it with their own knowledge of their degree and apply it to their professional field. To this end, a series of conceptual tools will be provided to allow students to build and organize their own knowledge. Among them, very briefly, to situate them in the origin of Sociology and society; to know and apply some basic concepts to the interpretation and knowledge of social reality, to approach the general theoretical frameworks in Sociology, the main techniques of data collection and a series of meta-concepts with which to articulate the knowledge throughout their studies.

The course *Introduction to Sociology* presents the singularity of Sociology as a social science and the sociological perspective as a specific perspective. Emerging with modern society, the conformation of sociology and the emergence of the great currents of sociological thought will be discussed, as well as some basic concepts and categorizations. On this basis, a tour will be made of the main themes, aspects and debates that make up the sociological field - in some cases they will only be alluded to as they are more specific and extensive object in other subjects of the degree, but the aim is to provide a training that is not compartmentalized, but transversal, coordinated and interconnected. Among those topics that make up the sociological field are the socialization process and its agents, deviance, family, gender, education, the economic system, productive organization, social classes, the political system, social actors, globalization, communication, digitalization, migration and global warming in contemporary societies, among the main ones.

In short, the aim is to learn the practice of the analysis of social reality starting from the results already established and accepted in the field, using the concepts, theories, forms and tools of specialized analysis, and going beyond those of common sense and ordinary knowledge.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

No enrollment restrictions have been specified with other subjects in the curriculum.

OUTCOMES

1335 - Degree in Political and Public Administration Sciences

- 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.
- Análisis de información para evaluar problemas políticos o de gestión pública y elaborar propuestas de mejora
- Pensamiento crítico.
- Trabajo en equipo.
- Saber utilizar los métodos y técnicas de análisis cuantitativos y cualitativos, así como el método comparativo.
- Saber elaborar informes, dictámenes y trabajos de investigación política.

LEARNING OUTCOMES

1. To know the theoretical and methodological approaches for the empirical study of social reality.
2. To know the existing relationships between the main dimensions of the social structure.
3. To know the transformations of society on a global scale and the main changes in its different dimensions: demographic, economic, political, cultural, social and ecological.
4. To know the main methods and techniques of social and political research.
5. To know the main sources of primary and secondary sociological and political science data..

DESCRIPTION OF CONTENTS

1. SUBJECT

THEME 1. TYPES OF SOCIETY AND HISTORICAL EVOLUTION: FROM TRADITIONAL TO (POST)MODERN SOCIETY

- 1.1. Definitions of sociology and the sociological perspective.
- 1.2. Origin and development of the different types of society and of sociology: main theoretical paradigms of sociology.

THEME 2. CULTURE AND SOCIALIZATION

- 2.1. Culture and society: the social construction of the individual.
- 2.2. Socialization: processes, stages and agencies. Social deviance.
- 2.3. Status, roles and institutionalization.

**THEME 3. GROUPS AND SOCIAL STRUCTURING AXES.**

- 3.1. Stratification, system and social structure.
- 3.2 Class inequalities.
- 3.3. Gender inequalities.
- 3.4. Inequalities by ethnicity and racialization processes. Multiculturalism and interculturalism.
- 3.5. Other inequalities: age, territorial, educational, health, etc.

THEME 4. CONTEMPORARY SOCIAL PROCESSES

- 4.1. Secularization, fundamentalism, globalization, individualization, postmodernity, climate change.
- 4.2. Migrations, demographic, social and cultural change.
- 4.3. Media, social networks, digitization, social control and social change.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Attendance at events and external activities	4,00	0
Development of group work	10,00	0
Development of individual work	15,00	0
Study and independent work	15,00	0
Readings supplementary material	5,00	0
Preparation of evaluation activities	20,00	0
Preparing lectures	15,00	0
Preparation of practical classes and problem	5,00	0
Resolution of online questionnaires	1,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

Each section of the program's topics will be developed through different theoretical and practical sessions, simultaneously, with an extension of about two classes (one week), although for some sections it will be one class and three for others, depending on the relevance and depth of the topic. In the corresponding Annex, the faculty will be able to specify in more detail the course schedule. These sessions will have a part focused on the explanation of the concepts, dimensions, analytical interdependencies and empirical data, which the students must learn to understand, manage and apply. Although it will be the teacher who will be responsible for the expository work, the students will make a previous preparation of these classes by reading and working on the materials that will be indicated. In relation to this procedure, the teacher will seek to ask questions about the concepts, about their understanding, and will provoke the participation of the students in spontaneous or semi-directed debates.



The essential complement to this didactic strategy is the students' own active personal work, both individually and in groups. The teacher will specify in class and in the Virtual Classroom the part of the materials that correspond to each topic or section of the syllabus, both in the case of the basic bibliography and the complementary bibliography.

The students will carry out a set of practical exercises and several activities that will be monitored by the teaching staff. In total between 3 and 5 evaluable practical exercises will be carried out with a proportional value of each one on the total value of the grade of the Practical Exercises part. (30%-40%: see following section: "Evaluation".) In principle, and independently of its definitive concretion depending on the real possibilities in the group, the practical activities proposed are the following:

(a) Reading of different texts and materials for their comprehension and public discussion. Basically, these materials will be of two types:

- short texts, to read and work on in class, which will aim to introduce a polemic or problematic aspect of the topics of the program.
- texts from the basic or complementary bibliography of the subject, which should be read and worked on prior to the realization of certain sessions in the classroom.

b) Short written activities on some readings and other materials (films, documentaries, lectures, etc.) in which different exercises of bibliographic search, contrast, comparison, analysis, synthesis and criticism will be proposed, which must be solved sometimes individually and other times in groups.

c) Carrying out a group work to be presented in class. The students, distributed in groups, will elaborate throughout 3 to 4 weeks a collective work of search, analysis, synthesis and critique, linked to the thematic of study. This work will be subject to guidance, monitoring and supervision by the faculty. The results must be presented in writing and publicly exposed in the classroom in a synthetic way, and uploaded to the virtual classroom to be shared.

d) As an alternative to the work of the previous point, the faculty may propose to participate in an internal seminar of readings, carried out individually, from a list of books. The seminar can be proposed both as an open session of complementary activity in the schedule of complementary training activities as well as in class.

Those activities that are not recoverable will be explicitly specified.

For the realization of these practical activities, specific guidelines will be given in class and, if necessary, detailed guidance in tutorial sessions. It is very important to point out the importance of tutorial sessions as one of the central elements of these didactic strategies.

EVALUATION

The evaluation of the course will be based on the following three procedures:

(1) the exam tests or exams, with a weight between 60% and 50% (to be specified in each case and group by the faculty in the Specifications or Annex to the Teaching Guide);



(2) the exercises and practical activities that have been presented throughout the course, with a weight between 30% and 40% (to be specified in each case and group by the faculty in the Specifications or Annex to the Teaching Guide);

(3) finally, the active participation in the transversal activities, and the active participation in class and in the reasoned discussion on the contents of the program throughout the course will also be valued, with a weight of 5% and 15% (to be specified by the teaching staff in the Specifications document or Annex to the Teaching Guide).

It is important to take into account that in order to add parts 2 and 3, the grade of the exam part (1) must be passed (with at least a 5 out of 10).

In summary, the composition of the final grade is as follows:

1) Exams:	60-50 %
2) Exercises and evaluable activities:	40-30 %
3) Active participation in class:	5-15%
Total 100%	

REFERENCES

Basic

- Observació: El profesorado indicarà en classe o en el Aula virtual les pàgines específiques de les manuals de la bibliografia bàsica que corresponen a les temes i apartats del temari.
- GIDDENS, Antony y SUTTON, Philip (2018). Sociologia. Madrid: Alianza. (8^o Edició).
- MACIONIS, John J. y PLUMMER, Kenneth (2011). Sociologia. Madrid: Pearson.
- SCHAEFER, Richard (2012). Sociologia. Madrid: McGraw-Hill. (12^a ed.).

Additional

- BLANCO, Cristina (2000). Las migraciones contemporàneas. Madrid: Alianza (Temas 3.4; 4.2).
- CASTELLS, Manuel (2010). Comunicació i poder. Barcelona. UOC. (Tema 4.3.)
- CEA DANCONA, María. A. (2007). Inmigració, racisme i xenofòbia en la Espanya del nou contexte europeu, Madrid, Observatori Espanol del Racisme i la Xenofòbia (Oberaxe), Ministerio de Trabajo y Asuntos Sociales. (Temas 3.4; 4.2).
- DÍAZ MARTÍNEZ, Capitolina y DEMA MORENO, Sandra (2013). Sociologia y género. Madrid: Tecnos. (Tema 3.3.)



- GARCIA FERRANDO, Manuel (coord.) (2010). Pensar nuestra sociedad globalizada: una invitación a la Sociología. Valencia, Tirant lo Blanch. (Tema 2).
- GINER, Salvador, LAMO DE ESPINOSA, Emilio y TORRES, Cristóbal (eds.) (1998). Diccionario de Sociología. Madrid: Alianza Editorial. (General y 4.1).
- KERBO, Harold R. (2004). Estratificación Social y desigualdad. El conflicto de clase en perspectiva histórica comparada y global. Madrid: McGraw Hill. (Tema 3.1, 3.2)
- REQUENA, Miguel, SALAZAR, Leire y RADL, Jonas (2013). Estratificación social. Madrid: McGraw-Hill. (Tema 3.1; 3.2.)