Universitat de Lleida

DEGREE CURRICULUM
SOCIOLOGY

Coordination: SANVICEN TORNÉ, FRANCISCA

Academic year 2020-21

SOCIOLOGY 2020-21

Subject's general information

Subject name	SOCIOLOGY
Code	101746
Semester	1st Q(SEMESTER) CONTINUED EVALUATION

Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Geography	3	OPTIONAL	Attendance-based
	Bachelor's Degree in Social Worker	1	COMMON	Attendance-based

Course number of credits (ECTS)	6

Type of activity, credits, and groups	Activity type	PRAULA	TEORIA
	Number of credits	1.8	4.2
	Number of groups	3	1

Coordination	SANVICEN TORNÉ, FRANCISCA
Department	GEOGRAPHY AND SOCIOLOGY
Teaching load distribution between lectures and independent student work	The subject has 150 hours of workload. 60 hours of work led by the teacher (1 hour per week for each face-to-face medium group and 3 hours per week for a large group in a synchronous online session) and 90 hours of independent work outside the classroom
Important information on data processing	Consult this link for more information.
Language	catalan
Distribution of credits	6 credits. theory and practic

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
MATEO GONZALEZ, DIEGO	diego.mateo@udl.cat	1,8	
SANVICEN TORNÉ, FRANCISCA	paquita.sanvicen@udl.cat	7,8	

Subject's extra information

PLAGIARISM, COPYING AND DECEPTION: REASONS TO DIRECTLY SUSPEND THE SUBJECT WITH A 0

The productions of the students must be original and made for the subject. Plagiarism will be penalized in all cases. These are reasons to suspend the subject directly: the repetition of plagiarism when the student has already been warned about the subject; the presentation of tasks that have been done and presented in other subjects; the presentation of own tasks (parts or whole) of other years; the presentation of assignments from other students in other subjects or other courses (parts or whole) and other similar copy and paste practices.

LINGUISTIC AND COMMUNICATIVE COMPETENCE

Applied research and methodological development involve oral and written communication. Therefore, students are asked to have acquired the appropriate communication skills. They will be required from the first moment the correct WRITING, SCORING and SPELLING. REITERATION and NO CORRECTION and improvement of basic level spelling mistakes, writing errors and punctuation in tasks that are worth more than 10% of the note WILL be reason to SUSPEND the subject.

STUDENTS WITH SUBJECTS PENDING FROM OTHER YEARS

Students who have suspended the subject from previous years, will have to do the same type of activities scheduled for this course and the load of dedication that is marked. Attendance is, in these cases, in both face-to-face and online sessions equally mandatory, both for the large group and the media. Likewise, the obligations regarding activities, periods of delivery of works, tutorials, and everything that refers to the subject, will be the same that are established for the class group. Repeating students have the obligation to be up to date with the subject in communication with the teacher and the class delegate.

Learning objectives

TARGETS

1. Introduce students to the fundamental concepts of sociological theory and its practical application. (id: Ob1)

2. Know how to apply theories to the knowledge of the objectives and social problems addressed by Social Work, (id: Ob2)

3. Be able to gather and interpret from a sociological perspective relevant data about social reality and the social processes in which social workers are involved. (id: O3)

4. Understand the social and cultural dimension of subjective processes and the formation of personal and social identities. (id: O4)

5. Effectively address the reading and critical commentary of texts related to sociology. (id: O5)

6. Apply the contents of sociology to the explanation of the situations of individuals, groups and communities in today's global world. (id: Ob6)

7. Bringing them closer and introducing them to the basic theoretical references of Sociology that provide Social Work with essential elements for understanding social reality and its changes. (id: Ob7)

Competences

COMPETENCES

1. Ability to know and identify the references of the social sciences that provide the TS with elements to understand social reality. (id: Comp1)

2. Critical ability, analysis and synthesis, organization and planning. (id: Comp2)

3. Ability to analyze and evaluate the problems and social needs that exist in the environment where some type of social intervention can be carried out. (Id: Comp3)

4. To promote respect for the fundamental rights of equality between men and women, the promotion of human rights and the values of a culture of peace and democratic values. (id: Comp4)

5. Gain knowledge of how services and entities are created, organized and managed efficiently. (id: Comp5)

6. Acquire and deepen the values of respect, fundamental rights, equality between men and women, culture of peace and democratic values. (id: Comp6)

7. Ability to explain and argue orally and in writing, with correctness and linguistic quality. (Id: Comp7)

Subject contents

1. PREVIOUS PRESENTATION AND REFLECTION:

Relationship of the sociological perspective with previous studies of students and Social Work

Linked task (not assessable): online questionnaire to detect profiles, interests, knowledge acquired and expectations made on the first day of large group class.

Reference documents: Information available in the Degree of the University of Lleida. Available at: http://www.trabajosocial.udl.cat/ca/index.html

2. THEMATIC BLOCK 1. THE SOCIOLOGICAL PERSPECTIVE A WAY TO ANALYZE, UNDERSTAND AND EXPLAIN THE WORLD WE ARE BUILDING WHILE WE ARE LIVING THERE

1.1. Think sociologically, why? Fundamental concepts, nature, scope and characteristics of Sociology. Looking at the past as a precedent for the process of construction and transformation .... but above all we look at the present moment. Let's get our glasses on!

1.2. Look at reality. The construction of social reality and the social construction of reality

1.3. Social change. Communion, domination and innovation. The rhythms and dimensions of change. ODS 2030

1.4.Globalization .. Individualized society; risk society, network society, communication society, liquid society, globalized society. Transformation and impacts. Covid-19: local and global impacts Linked task (evaluable large group): The society where I live. Identification of the social structure of the place / places where I live (macro / micro)

Linked task (evaluable middle group): SDG 2030. From general theory to concrete practice (first part)

Reference documents:

Beltran, M. (2018). On the notion of social structure, International Journal of Sociology, v. 59, n. 30, 7-28

Beltran, M. (2012). Knowledge of reality and social transformation. Papers, Journal of Sociology, v. 97, n.2, 291-310 Giner, S. (2000). Sociology. Barcelona: Peninsula

Wieviorka, M. (2008) A sociology for the 21st century. Barcelona: UOC Ediciones. The first fifty open pages can be read at: http://reader.digitalbooks.pro/book/preview/29135/

3. THEMATIC BLOCK 2. TRANSFORMATIONS AND PROBLEMS. WE CONTINUE TO ANALYZE BOTH FROM THE DISCOVERY AND REFLECTION ON THE 2030 SUSTAINABLE DEVELOPMENT OBJECTIVES

2.1.Childhood, adolescence, youth, old age. Identities, choices, stereotypes, changes, risks ... Education. Lifelong education.

2.2. The diverse faces of social inequalities: age, gender, sexual identity, ethnicity ... >> access to work, access to education, access to communication, language skills, segregation, racism ... Main contributions reports, data and theorists and researchers

2.3. Internal and external migrations. Reception companies / host companies. Multiculturalism-interculturality-coexistence.

2.4. Violence as a social problem: scope, dimensions, problems, action plans, prevention ...

Linked tasks (evaluable): Linked task (evaluable middle group): SDG 2030. From general theory to specific practice (second part and presentation to the class group)

Linked task (assessable individually) Reading guide and letter to the researcher Anna Soldevila, author of the book: Casa Yeyé

Linked task (assessable individually) Reading guide and letter to the researcher Elena Duque, author of the book Aprendiendo para el amor o para la violencia

Reference documents (among others that will be given):

Cortina, A. (2017. Aporophobia, rejection of the poor. A challenge for democracy. Barcelona: Paidós

Duque, E. (2006). Learning for love or for violence. Relationships in nightclubs. Barcelona: El Roure

Giró, J. (2005). The broken genre. On violence, freedom and women's rights in the new millennium. Madrid: The waterfall

Soldevila, A. (2019). Casa yeyé. Lleida: own edition

 Whole collection of the monograph Books to think published monthly from 2016 in the newspaper The Manyana by the components the Group of Reflection on Contemporary Sociology

Reference sources (among other specific ones that will be given)

INE

IDESCAT

CIS

ONU

UNESCO

Gobierno de España (ministeris)

Generalitat de Catalunya (departaments)

Observatori de la Joventut

Observatori contra l'homofòbia

Observatori de la pobresa i la vulnerabilitat

Injuve

Centro Reina Sofia sobre adolescencia y juventud

Consejo del Poder Judicial

Observatori Social de la Fundació La Caixa

Methodology

METHODOLOGY

The methodological approach in the classroom will be collaborative from day one. Work will be done to encourage learning through experience and meaningful content. The reverse learning methodology will be used in general, which requires the participation and active involvement of students prior to the classroom space, either face-to-face or online, and the ABP project-based learning.

STUDENTS WITH SUBJECTS PENDING FROM OTHER YEARS

Students who have suspended the subject from previous years, will have to do the same type of activities that are scheduled in this course and the load of dedication that is marked. Attendance is equally mandatory in both large and medium-sized groups. Obligations on activities, delivery periods, tutorials, etc. will be the same as those established for the class group.

Development plan

DEVELOPMENT

During the **first two weeks** of the course, after completing the initial group knowledge questionnaire and feedback with the students, the whole week-by-week planning of the development of the topic and the planned activities will be delivered. At the moment - before the start of the course and before the number of students enrolled, the profiles, knowledge and interests - this temporary planning is planned:

First week: administration, individual and compulsory answer to a questionnaire. Objective of the questionnaire: to know the profile, training, interests, needs, expectations of the students. Work in class on the results of the answers. Readjustment, if necessary, of some point of the program in order to give it as definitive within the term of the first two weeks of course.

October: The development of Thematic Block 1 and the evaluation activities planned around it are planned

November, December and January: the development of Thematic Block 2 and the evaluation activities planned around it are planned

Evaluation

ALTERNATIVE EVALUATION Students who wish to do so will have the right to waive continuous assessment at the beginning of the semester and take advantage of the alternative assessment method. This assessment does not in any way imply a reduction in assessment evidence, but if necessary there may be a readjustment in the delivery schedules previously agreed with the student involved. In order to enjoy this type of assessment, the student must submit an application to the Secretariat within the time limit set for doing so (you must consult the Secretariat) and provide documentation justifying work activity and / or others. personal situations that justify the demand. Once with the authorization of the Secretary, it is necessary to agree on the follow-up of the course with the teacher.

LINGUISTIC AND COMMUNICATIVE COMPETENCE

Critical thinking analysis, reflection, and argumentation also involve correct and efficient oral and written communication. Therefore, students are asked to have acquired the appropriate communication skills. Students will be required to write and spell correctly from the outset. Continued repetition and non-correction and improvement of misspellings, typos and basic level punctuation will be grounds for failing the course.

SUBJECT EVALUATION The subject works with continuous assessment. Assessment and reflection on assessment is part of learning. Different tasks will be carried out in the classroom and others will have to be carried out independently by the students. In each topic, specific tasks will be

done in synchronous large group online sessions. They are compulsory and can be used to raise grades, although they will not be scored, although they will be corrected and given to the student so that he can strengthen his learning.

For the purposes of evidence for the assessment, there are 4 compulsory tasks, one each month of the course, which will be scored per grade. During the first week of the course, students will be explained the different tasks, the content, what is intended with each and the evaluation criteria. Also this first week will be agreed with them the temporary location in the academic calendar. Prior to the delivery date, students will receive the evaluation rubric with the criteria and aspects with which each task will be evaluated. You cannot aspire to pass the subject if the 4 compulsory tasks are not developed and presented in the corresponding term.

Of the 4 tasks, 3 must be carried out individually and 1 in groups. The number of group members cannot exceed 3 people. Group work will be developed partly in person in the middle group classes and partly outside the classroom.

Two of the scheduled tasks have added value: an epistolary meeting and a dialogue with the authors of the books to be read: Elena Duque and Anna Soldevila, authors of Aprendiendo para el amor or para la violence, respectively. Relationships in nightclubs, published in 2006 and Casa yeyé, published in November 2019. The planned set is detailed in the following table

Mandatory tasks with grade	Skills being assessed	Objectives to be achieved	Percentage of note and value of note on 10	Delivery dates (to specify the first week of the course)	Evaluation criteria (according to heading
S01.Analysis task on the social structure of the population where they live	Comp1,Comp2,Comp 3, Comp. 5, Comp7	Ob1,Ob2, Ob3,Ob5,	25% (2,5 punts)	october	
S02.Task on the compulsory reading of Elena Duque's book: Aprendiendo para el amor o para la violence. Relationships in nightclubs (individual)	Comp1, Comp2, Comp3, Comp4, Comp5, Comp6,Comp7	Ob1,Ob2, Ob3, Ob4, Ob5, Ob7	25% (2,5 punts)	november	
S03.Task on compulsory reading of Anna Soldevila's book: Casa yeyé (individual)	Comp1, Comp2, Comp3, Comp4, Comp5, Comp6, comp7	Ob1,Ob2, Ob3, Ob4, Ob5, Ob7	25% (2,5 punts)	december	
S04. Task on ODS (grupal)	Comp1, Comp2, Comp3, Comp4, Comp5, Comp6, comp7	Ob1,Ob2, Ob3, Ob4, Ob5, Ob6,Ob7	25% (2,5 punts)	January 2021	

Bibliography

   MANDATORY Students will be given as a reading task to do during the holidays or at some point in their career before reaching third year they will have Quantitative Methodology, to do Methodology they must have read it or they will have to read throughout the first week of the course. Reading will help them do their research work better.

SANVICÉN, P. (2017) . *Para pensar un rato...o más. Reflexiones para estudiantes que no quieren ser arrastrados por la información que va a mil por hora*. Lleida: editorial Milenio

 MANDATORY

Duque, E. (2006). *Aprendiendo para el amor o para la violencia. Las relaciones en las discotecas*. Barcelona: El Roure

Soldevila, A. (2019). *Casa yeyé*. Lleida: edició pròpia

Universitat de Lleida (2020) *Agenda 2030. Objectius de Desenvolupament sostenible*. Consultable a http://www.agenda2030-ods.udl.cat/ca/

 RECOMMENDED (work will be done throughout the course, in addition to other references that will be given according to topic and current events)

Bauman, Z. (2011) 44 cartas desde el mundo líquido. Barcelona: Paidós

Beck, U. (2002),. La sociedad del riesgo global. Madrid: siglo XXI

Beltran, M. (2018). Sobre la noción de estructura social, Revista Internacional de Sociología, v. 59, n. 30, 7-28

Beltran, M. (2012). Conocimiento de la realidad y transformación social. Papers, revista de Sociología, v. 97, n.2, 291-310

 Cortina, A. (2017. *Aporofobia, el rechazo al pobre. Un desafío para la democracia. Barcelona*: Paidós

DDAA (2020) Educar en época de confinamiento: la tarea de renovar un mundo común. Monogràfic de la Revista de Sociología de la

Educación, vol.13, n.2 especial COVID-19 Consultable a https://ojs.uv.es/index.php/RASE/issue/view/1191

Fernandez, M,; Valvuena,C; Caro,R. (2017) Evolución del racismo, la xenofòbia y otras formes de intolerancia en España. Informe-Encuesta 2017. Madrid: Ministerio de Trabajo, migraciones y Seguridad Social. Consultable a http://www.mitramiss.gob.es/oberaxe/ficheros/documentos/Informe-Racismo-2017.pdf

Giner, S. (2000). Sociología. Barcelona: Península

Giró, J. (2005). *El género quebrantado. Sobre la violencia, la libertad y los derechos de la mujer en el nuevo milenio*. Madrid: La catarata

Leon, B.; Sanvicén-torné, P.; Molina-luque, F (2017) "Los estereotipos de género en la universidad. ¿Es el sexismo determinante en la elección de la carrera a estudiar?" RES. REVISTA ESPAÑOLA DE SOCIOLOGÍA, 2017.

Molina-Luque, F., casado, N., Ssanvicén-Torné, P. (2018). "Mujeres mayores también activas, creativas y fuertes. Modelos para romper estereotipos." *Prisma Social*, núm.21, 43-74

Sanvicén-Torné, P. (2019) *Educación y socialización en positivo. Elementos clave para la prevención de las violencias en el siglo XXI*. Revista Foro. Publicación electrónica. Desarrollo para la ciencia y la reconología C.A. Venezuela. volumen 3, numero 86, novembre-desembre 2019, 16-33. Consultable a https://www.revistaforo.com/2019/0306-03

Wieviorka, M. (2008) Una sociologia para el siglo XXI. Barcelona: UOC Ediciones.

RECOMMENDED AND REVIEWED IN THE MONOGRAPH BOOKS TO THINK ABOUT (selection of titles, all monographs of the reviews can be consulted, reference will be made throughout the course)

Bodei, R.; Campillo, A.; Echeverria, J.; Gordo, A.; Lorite, J. i Moya, E. (2009). Pensar en el presente: incertidumbre humana y riesgos sociales. Madrid: Biblioteca Nueva

Carr, N. G. (2014). Atrapados: cómo las máquinas se apoderan de nuestras vidas. Madrid: Taurus.

Carr, N. G. (2011). Superficiales: ¿qué está haciendo Internet con nuestras mentes? Madrid: Taurus.

Gordo, A.; de Rivera, J. i López, Y. (2013). Sociogénesis de las nuevas enfermedades tecnológicas y los dispositivos de auto-cuantificación. Quaderns de psicologia, 15(1),81-93. doi: 10.5565/rev/qpsicologia.1166

Gordo, A. i Megías, I. (2006). Jóvenes y cultura Messenger: tecnología de la información y la comunicación de la sociedad interactiva. Madrid: Caja Madrid, Obra Social

Lucas, J. (2015). Mediterráneo: el naufragio de Europa. Barcelona: Tirant (pròleg Sami Naïr)

Naïr, S. (2016). Refugiados: frente a la catástrofe humanitaria, una solución real. Barcelona: Crítica

Sádaba, I. i Barranquero, A. (2019). Las redes sociales del ciberfeminismo en España: identidad y repertorios de acción. Athenea digital: revista de pensamiento e investigación social, 19(1), e2058. doi: 10.5565/rev/athenea.2058

Subirats, M. (2017). Coeducación, apuesta por la libertad. Barcelona: Octaedro

Subirats, M. (2014). Avenços i reptes a les polítiques i a les pràctiques dels gèneres. Educar: especial 30 aniversari, 85-100

Subirats, M. (2013a). Forjar un hombre, modelar una mujer. Barcelona: Aresta

Subirats, M. (2013b). ¿Por qué duele el amor? Teknokultura, 10, 293-296

Subirats, M. (2012). L'èxit educatiu de les dones: s'ha acabat la discriminació? Temps d'educació, 43, 73-84

SOURCES AND SPACES TO SEARCH AND FIND RIGOROUS INFORMATION

Institut d'Estadística de Catalunya

Instituto Nacional de Estadística

Injuve

Observatori de la Juventut de Catalunya

Observatori contra l'homofòbia

Observatori Català de la pobresa, la vulnerabilitat i la inclusió social

Observatori Empresa i Ocupació

Observatori de la Violencia de Género

Observatoria de Racismo y Xenofobia

Generalitat de Catalunya (vegeu departaments)

Gobierno del Estado (vegeu departaments)

SOCIOLOGY 2020-21

Centre d'Estudis d'Opinió

Centro de Investigaciones Científicas

Consejo del Poder Judicial

Síndic de Greuges

SEARCH FOR SCIENTIFIC LITERATURE

Dialnet

Latindex

Tesis en xarxa

Recerca a Catalunya

Web of Science

Scopus