



## DEGREE CURRICULUM

# **SOCIOLOGY**

Coordination: SANVICEN TORNE, FRANCISCA

Academic year 2021-22

## Subject's general information

<b>Subject name</b>	SOCIOLOGY			
<b>Code</b>	101746			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Geography	3	OPTIONAL	Attendance-based
	Bachelor's Degree in Social Worker	1	COMMON	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	1.8		4.2
	<b>Number of groups</b>	3		1
<b>Coordination</b>	SANVICEN TORNE, FRANCISCA			
<b>Department</b>	GEOGRAPHY AND SOCIOLOGY			
<b>Teaching load distribution between lectures and independent student work</b>	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			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	catalan			
<b>Distribution of credits</b>	6 credits. theory and practic			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
SANVICEN TORNE, FRANCISCA	paquita.sanvicen@udl.cat	9,6	

## 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

- CG1. Develop the capacity for criticism, analysis and synthesis
- CG3. Develop the ability to solve problems and make decisions
- CG7. Exercise autonomous learning and adapt to new situations
- CT4. To promote respect for the fundamental rights of equality between men and women in the promotion of human rights and the values of a culture of peace and democratic values.
- CE2. To know the referents of the human and social sciences that contribute to the social work elements of understanding of the social reality CE6. Analyze and evaluate the problems and social needs present in society
- CE13. Familiarize yourself with the new phenomena and scenarios in which some type of social intervention can be carried out

## Subject contents

### 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>

## **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. Covid-19

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

1. The society we live in. Characteristics. Transformations, structural changes and impacts. Current challenges.

2. Information, post-truth, fake news, critical thinking

3. Education, population and society. Lifelong education.

4. Importance of the gender perspective in society.

5. Society, cities, towns, neighborhoods. Multiculturalism-interculturality-coexistence. Transnational relationship spaces

6. Equality and social inequality. The diverse faces of social inequalities: age, gender, sexual identity, ethnicity ... >> access to work, access to education, access to communication, language skills, segregation, racism // 6.1. Social problems and inequalities due to gender and sexual identity in the areas of daily life: university, school, high school, health, work, care, leisure, sport, prisons, uses of time ... Causes and consequences.

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

## 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 4 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

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 puntos)	october	
S02. Task on the compulsory reading book	Comp1, Comp2, Comp3, Comp4, Comp5, Comp6, Comp7	Ob1, Ob2, Ob3, Ob4, Ob5, Ob7	25% (2,5 puntos)	november	
S03. Task on compulsory reading book	Comp1, Comp2, Comp3, Comp4, Comp5, Comp6, comp7	Ob1, Ob2, Ob3, Ob4, Ob5, Ob7	25% (2,5 puntos)	december	
S04. Task on ODS (grupal)	Comp1, Comp2, Comp3, Comp4, Comp5, Comp6, comp7	Ob1, Ob2, Ob3, Ob4, Ob5, Ob6, Ob7	25% (2,5 puntos)	January 2022	

## 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

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

- Beck, U. (2002). *La sociedad del riesgo global*. Madrid: siglo XXI
- Beltran, M. (2018). Sobre la noción de estructura social. *Revista Internacional de Sociología* 59 (30) 7-28
- Beltran, M. (2018). Conocimiento de la realidad y transformación social. *Papers. Revista de Sociología*, 97 (29) 291-310
- Cbrera, L. (coord.) (2019). *Sociología de la educación: desigualdad social, política educativa, experiencias escolares y trayectorias juveniles de vida*. Valencia: Institut de Creativitat i Innovacions Educatives de la UV.
- Carr, N. G. (2014). *Atrapados: como las maquinas se apoderan de nuestras vidas*. Madrid: Taurus.
- Cortina, A. (2017). *Aporofobia, el rechazo al pobre. Un desafío a la democracia*. Barcelona: Paidós
- Flecha, R., Gómez, J., Puigverd, L. (2001). *Teoría Sociológica Contemporánea*. Barcelona: Paidós
- Giner, S. (1985). *Sociología*. Madrid: ed. Península
- Gordo, A., Megías, I. (2006). *Jóvenes y cultura Messenger: tecnología de la información y la comunicación de la sociedad interactiva*. Madrid: Caja Madrid, Obra Social
- Íñiguez-Berrozpe, T., Cano-Escoriaza, J., Cortés-Pascual, A., Elboj-Saso, C. (2020). «Modelo estructural de concurrencia entre bullying y cyberbullying: víctimas, agresores y espectadores». *Revista Española de Investigaciones Sociológicas*, 171: 63-84

- Lapresta, C., Caballé, E., Huguet, A., Janés, J. (2019). Usos lingüísticos y formación en lengua y cultura de origen. ¿Una herramienta de integración socioeducativa? *Círculo de Lingüística aplicada a la comunicación*, núm. 77, 217-232
- Mesquida, J. M., Quiroga, V., Boixadós, A. (2014). Trabajo social, diversidad social y envejecimiento. Una investigación a través de una experiencia de aprendizaje servicio. *Alternativas: Cuadernos de trabajo social*, núm 21, 177-192
- Molina-Luque, F., Casado, N., Sanvicén-Torné, P. (2018). "Mujeres mayores también activas, creativas y fuertes. Modelos para romper estereotipos." *Prisma Social*, núm.21, 43-74
- Pelegrí, X., Lapresta, C., Allepuz, R., Enciso, J.P. (2015). Els professionals dels serveis socials bàsics en temps de crisi. *Revista de Treball Social*, núm. 204. 125-135
- Lucas, J. (2015). *Mediterráneo: el naufragio de Europa*. Barcelona: Tirant
- 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)
- 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*. Venezuela. 3, (86), 16-33. Consultable a <https://www.revistaforo.com/2019/0306-03>
- Subirats, M. (2017). *Coeducación, apuesta por la libertad*. Barcelona: Octaedro
- Wieviorka, M. (2008) *Una sociología para el siglo XXI*. Barcelona: UOC Ediciones.
- Wright-Mills, C. (1987). *La imaginación sociológica*. Barcelona: Herder

## **FONTS I ESPAIS PER BUSCAR I TROBAR INFORMACIÓ RIGOROSA (s'aniran afegint al llarg del curs en funció del tema)**

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 Violència de Gènere

Observatoria de Racismo y Xenofobia

Generalitat de Catalunya (vegeu departaments)

Gobierno del Estado (vegeu departaments)

Centre d'Estudis d'Opinió

Centro de Investigaciones Científicas

Consejo del Poder Judicial

Institut Català de les Dones

Instituto de las Mujeres

Institut d'Estadística de Catalunya

Síndic de Greuges

## **BUSCADORS DE LITERATURA CIENTÍFICA**

Dialnet

Latindex

Tesis en xarxa

Recerca a Catalunya

Web of Science

Scopus

## **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 Violència de Gènere

Observatoria de Racismo y Xenofobia

Generalitat de Catalunya (vegeu departaments)

Gobierno del Estado (vegeu departaments)

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