



Universitat de Lleida

## DEGREE CURRICULUM **SOCIOLOGY**

Coordination: SANVICEN TORNE, FRANCISCA

Academic year 2023-24

## 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/CORE	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 TORNE, FRANCISCA			
Department	PSYCHOLOGY, SOCIOLOGY AND SOCIAL WORK			
Teaching load distribution between lectures and independent student work	The subject has 150 hours of workload. 60 hours of work led by the teacher and 90 hours of independent work outside the classroom			
Important information on data processing	Consult <a href="#">this link</a> 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
SANVICEN TORNE, FRANCISCA	paquita.sanvicen@udl.cat	9,6	

## Subject's extra information

**PLAGIARISM, COPYING AND CHEATING ARE NOT ACCEPTED IN ANY WAY** The students must prepare the tasks themselves. They cannot be copied or contain plagiarism. Plagiarism will be penalized in all cases and is reason to suspend the task where the fraud has been detected. On this aspect it is necessary to read and take into account what is explained and argued in Sanvicén-Torné, P. (2017). To think for a while...or more. Reflections for students who do not want to be dragged by the information that goes a thousand per hour. Editorial Milenio, especially the second chapter. "That's the crux of the matter. About plagiarism..." (35-63) . This chapter will be given to students as study material. Attitudes aimed at deception will also be penalized such as: the presentation of tasks (parts or whole) that the student has prepared for other subjects and/or other years; the presentation of tasks of other students from other subjects or other courses (parts or whole) appropriating them by changing the name, and other similar fraudulent practices.

**LANGUAGE AND COMMUNICATION COMPETENCE** Students are asked to have the appropriate communication skills. Correct **WRITING, PUNCTUATION and SPELLING** will be required **FROM THE FIRST MOMENT..** **REITERATION** and **NOT** correcting and improving basic spelling mistakes, spelling and punctuation errors in assignments worth more than 10% of the grade will be grounds for suspending them.

**STUDENTS WHO HAVE PENDING SUBJECTS FROM OTHER YEARS** Students who have the subject suspended from previous years will need to do the same type of activities scheduled for this year and the dedication load that is marked. Attendance is, in these cases, equally mandatory, both for the large group and for the media. Similarly, the obligations regarding activities, periods for handing in work, tutorials, and everything that refers to the subject, will be the same as those established for the class group. Repeat students have the obligation to keep up to date with the subject in communication with the teacher and the class representative.

## 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

1. INTRODUCTION TO THE SOCIOLOGICAL PERSPECTIVE. TO ANALYZE, UNDERSTAND AND EXPLAIN AND TRANSFORM THE WORLD WE ARE BUILDING WHILE WE ARE LIVING IN IT FOR THE PRESENT AND FUTURE

a) Thinking sociologically, what is it? because? Fundamental concepts and characteristics, nature, scope, theories, classic and contemporary reference authors.

b) Sociology and Social Work. Reading and analysis with a sociological perspective of the Code of Ethics and Deontology of Social Work; of the topics of the UdL TFGs, of the publications of the Official College of Social Work of Catalonia and of magazines specialized in Social Work.

2. TRANSFORMATIONS AND PROBLEMS. APPROACHING LOCAL AND GLOBAL REALITY WITH LOOKING EYES, ANALYSIS AND REFLECTION

a) Observe and analyze what surrounds us. The essential intersectional look. The social construction of reality. Structure and social dimensions. The micro and macro society in which we live. Characteristics. Changes and transformations. Rhythms and Dimensions of changes.

b) Current challenges... (in this section there may be changes/additions of topics based on the answers that the students give in the questionnaire at the beginning of the year about their areas/topics/problems of interest)

- SDG 2030 - Gender perspective. Gender equality.

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

-Society, cities, towns, neighborhoods. Technological society. Information, post-truth, fake news, critical thinking. Effects and impacts of TRICs.

-Multiculturalism-interculturality. Transnational relationship spaces

-Equality and social inequality. The diverse and cumulative faces of social inequalities: age, gender, sexual identity, ethnicity, cultural capital, economic capital...>> access to work, access to education, access to communication, language skills, segregation, racism ...

-The process of growing up. aging

-Coexistence-inclusion-exclusion

## Methodology

**METHODOLOGY** The methodological approach in the classroom will be collaborative from day one. Work will be done encouraging learning through experience, research and reading significant texts. In general, the inverse learning methodology will be used, which requires the participation and active involvement of the students prior to the classroom and the ABP project-based learning. The students will work - according to the tasks and activities marked - individually and in work teams of a maximum of four people.

## Development plan

**DEVELOPMENT** Before the start of the course, students will receive a questionnaire via email from the subject area of the virtual campus that they will have to fill out. During the first week of the course, after completing the initial knowledge questionnaire of the group and the feedback with the students, the entire week-by-week planning of the development of the syllabus and the planned activities will be delivered. At the moment - before the start of the academic year and before knowing the number of enrolled students, their profiles, knowledge and interests - the following temporary planning is planned: First week: administration, individual and mandatory response to a questionnaire. Objective of the questionnaire: to know the profile, training, interests, needs, expectations of the student body and topics and problems of individual and group interest. Work in class on the results of the answers. Readjustment, if necessary, of some point in the program in order to give it as definitive within the deadline of the first two weeks of the course. September and the first half of October: the development of Thematic Block 1 and the evaluation activities that are planned around it are planned Second half of October and until the end of the course: the development of Thematic Block 2 and the evaluation activities that are planned around it are planned

**COMPLEMENTARY ACTIVITY** attendance is mandatory. Attendance and content achievement will be monitored through graded tasks (see Block xxx) It is intended to connect the group of students with interesting activities in which they can participate and can provide them with real and contracted information and data based on experience, analysis and science, knowledge and elements of reflection useful for their growth as people and future professionals. Thus, at the time of writing this guide is planned to be incorporated as part of the subject a) The cycle "II Artivisme. Art for the prevention of sexist violence", designed and developed by the Center for Equality of Opportunities Dolors Piera UdL. This cycle is supported by the Ministry of Equality, through the Secretary of State for Equality and Against Gender-Based Violence.

The Cycle consists of 3 sessions with the aim of raising awareness and preventing sexist violence from an artistic side and with recognized professionals and the media. Scheduled sessions:

Cinefòrum "Cloning a man", with the viewing of the documentary and subsequent colloquium by Masculinidades Beta. Thursday 19 October from 12 to 14 in the Cappont Campus Auditorium.

Play "Elles", by Cia La Melancòmica. Tuesday, October 24 in the afternoon.

Talk "Acepta y vela" by Mara Jiménez (@croquetamente on social networks). Thursday, October 26 in the afternoon

As the sessions do not coincide with the subject's timetable, it will be readjusted in these weeks in order not to overload it and for the students to be able to attend.

**EXTERNAL PARTICIPATION OF EXPERTS** It is planned that you can count on the participation in the classroom - in person or online - of people who are experts in different topics from those covered in the subject. In this sense, there will be the participation in specific sessions of Diego Hidalgo and Marino Perez Alvarez, authors respectively of the books *Anestesiados* and *El individuo flotante*.

## Evaluation

**ALTERNATIVE ASSESSMENT** With regard to this type of evaluation, we refer to the content of article 5. of the

Regulations on the evaluation and qualification of learning in Bachelors and Masters, of the UdL approved by the Governing Council of July 21 2023. In this sense, a specific evaluation system is established. A written test (75 %) recoverable to be carried out in the established assessment period. The test will consist of thematic development questions on the aspects covered in the subject, in which questions relating to the book chapters that they must also read can also be incorporated. Students will have all the materials, documents, readings, etc. at their disposal in the subject folder. used in the subject. Students who take the alternative assessment must attend the three sessions of the II Cycle Activism and carry out the activities of Block 2 (25%) as indicated.

**CONTINUED AVALUATION** The subject is worked with the perspective of continuous evaluation. Evaluation and reflection on what and how we do and learn, continuous improvement, are part of lifelong learning. For the purpose of the evaluation evidence, there are 4 blocks of compulsory activities, related to the content of the subject. The purpose is to minimize lectures as much as possible and to provoke theoretical discovery based on the practice and direct action of the students, individually and in teams. The activities proposed in the evaluation blocks are expected to take place, at least in part, in the classroom with the guidance and feedback of the teacher, counting on the dialogue and contrast of opinions and debate with the whole of the 'students During the first week of the course, students will be explained the different activities, the content, the purpose of each one and the evaluation criteria. In the first fortnight of the academic year, specific dates will be agreed upon in the academic calendar. In this first fortnight, the students will already have the specific description of each activity, the reading guides, the directions for following the sessions and the questions they will need to answer in the activity, etc. and they will receive the evaluation rubric with the criteria and aspects with which each task will be evaluated. The activities must be delivered through the campus email, subject email at the latest up to 24 hours after the established date, in an attached document in word format, stating the student's first and last name, the name of the subject, the number of the assessment block and activity. The activities, both individual and group, will be returned to each student with the relevant comments indicating the elements of improvement, if applicable, and the grade, as marked by the regulations within the period of 15 working days from the date of delivery At the same time, in this same period, the grade will be displayed in the grades section of the subject's virtual space. The set of assessment blocks, activities and assessment weight of the block and activities that each one incorporates are as follows:

## Bibliography

**OBLIGATORY** the chapters of the books that must be read for the thematic block 2 and the evaluation block 3 will be made available to the students in pdf format, with the authorization of the authors, for classroom use only as work materials

The full references are:

Hidalgo, D. (2021). anesthetized Humanity under the rule of technology. Cataract

Perez-Alvarez, M. (2023). The floating individual. The lonely crowd in the times of social networks.

Official College of Social Work of Catalonia <https://www.tscat.cat/> University of Lleida (2020)

Agenda 2030. Sustainable Development Objectives. Available at <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)

- 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 Sociologia*, 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**

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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

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## **SEARCH FOR SCIENTIFIC LITERATURE**

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