

Tools for Social Analysis

Code: 105795
ECTS Credits: 6

Degree	Type	Year	Semester
2503878 Sociocultural Gender Studies	FB	1	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Other comments on languages

The language of the course will be Catalan. However, the language may be modified to Spanish in case international students would attend the course. The course materials are written in Catalan, Spanish and English.

Teachers

Gabriela Poblet Denti

Prerequisites

No prerequisites are required for this course. Nevertheless, students are encouraged to use the complementary bibliography.

Objectives and Contextualisation

The general objective of the course is to introduce students in the field of social research. The main goal consists in clarifying the basic concepts and methodologies for developing an investigation in the social field. Students will be encouraged to use the basic elements of the research, as well as getting to know the main sources of information and scientific documentation. Students must acquire a rigorous work style, while being able to combine the use of common criteria with personal creativity.

Competences

- Advise on socio-educational action processes to promote citizen participation in equality issues.
- Apply to gender studies the methods, techniques and tools of a quantitative and qualitative nature of social research.
- Demonstrate ability to work autonomously, self-analysis and self-criticism.
- Express correctly and in a non-sexist or homophobic manner both orally and in writing.

- Propose and analyze the results of gender policies and plans of equality and equity in institutions, companies, public, private and non-governmental organizations.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Work cooperatively and energize multidisciplinary and diverse teams, assuming and respecting the role and diversity of those who make them up.

Learning Outcomes

1. Analyze the applied theoretical framework and the presence or absence of the gender perspective in existing projects or experiences of psychosocial, educational and community intervention.
2. Distinguish between facts and value judgments.
3. Distinguish between theoretical and methodological assumptions.
4. Identify the tools to diagnose gender intervention needs in specific contexts.
5. Make valuations and corrections of your own work.
6. Produce, collect and interpret empirical data in a gender sensitive manner.
7. Propose strategies for the promotion of gender equality in schools.
8. Propose the basic lines of programs, coeducational projects and equality plans from a gender perspective taking into account the target persons and the context.
9. Put into practice skills to work in a team: commitment to the team, habit of collaboration, ability to promote problem solving.
10. Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
11. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
12. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
13. Use non-sexist resources and alternatives in work spaces, education and coexistence.

Content

Section 1. Basic concepts of social research. Research design.

Section 2. Quantitative methods.

2.1. The production of data (the survey).

2.2. Analysis and interpretation of data (statistics).

Section 3. Qualitative methods.

3.1. The method and the technique.

3.2. Ethnography, fieldwork, interview.

3.3. How to develop a qualitative research.

Section 4. Ethics in social research.

Methodology

Before the beginning of the course, a detailed timeline of the sessions will be published on the virtual campus.

Theoretical sessions (directed). Theoretical classes will have a theoretical introduction by the faculty, with examples and discussions in the classroom. Readings will be recommended for these sessions. The materials used in the classes will be available on the Virtual Campus.

Practical sessions (supervised). Will be developed in the classroom, individually or by groups.

Evaluation sessions (supervised): individual theoretical and practical tests oriented to solving exercises and problems.

Tutorials. All students can receive personal attention by the faculty, individually or in small groups. They are intended to clarify specific doubts about the course or to monitor the course work.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exam	2	0.08	1, 5, 6, 12, 11, 10, 13
Lectures	24	0.96	1, 2, 3, 4, 6, 7, 8, 11, 13
Workshop	15	0.6	2, 3, 5, 9, 6, 12, 11, 10
Type: Supervised			
Group paper	43	1.72	1, 5, 9, 8, 10
Type: Autonomous			
Autonomous studying	20	0.8	1, 2, 3, 4, 8, 11, 10
Exercises and reading	40	1.6	2, 3, 4, 6

Assessment

- The evaluation of the course is understood as a continuous process that extends during the semester and consists in four activities.
- To pass the course, students will need to obtain a minimum score of 5.0 in each of the sections. In addition, all activities must have a minimum score of 4 to be taken into account in the average grade. In the event that this criterion is not reached, the student will need to resit.
- Resitting students may obtain a maximum grade of 7.
- If necessary, documentary justification of attendance can be provided for students participating in classroom activities.
- At the time of each evaluation activity, the professor will inform the students (via Moodle) of the procedure and date of revision of the grades.

- In the event of irregularities in students' behaviour that may lead to a significant variation in the grading of a particular evaluation activity, such activity will be rated 0, regardless of the disciplinary process that may be instructed. In the event that several irregularities occur in the activities of the same subject, their final grade will be 0.

- Students will receive the grade of Non-evaluable whenever they have not submitted more than 30% of the evaluation activities.

- In the event that the evaluation activities cannot be conducted in person, they will be adapted to the possibilities offered by the virtual tools of the UAB. Homework, activities and class participation will be carried out through forums, wikis and / or discussion of exercises through Teams, ensuring that all students can have access.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Class participation and follow-up	10	2	0.08	2, 3, 6, 12, 10
Group paper and oral presentation	50	2	0.08	1, 5, 4, 9, 7, 8, 10, 13
Partial exams (quantitative/qualitative)	20 + 20	2	0.08	2, 3, 5, 6, 12, 11, 10

Bibliography

- Blanch, Silvia; Pérez, Eulàlia; Silvente, Jennifer. (2016). Com citar i referenciar en els textos acadèmics. Compilació basada en la normativa APA. Bellaterra: Universitat Autònoma de Barcelona. Disponible a https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf
- Estruch, Joan. (1992). El conflicte quantitatiu/qualitatiu: un fals problema. A: Societat Catalana de Sociologia, ed. 1992) *Tècniques qualitatives en ciències socials*. Barcelona: Societat Catalana de Sociologia, 7-16.
- Farré, Mercè. (2005). *Estadística: un curs introductori per a estudiants de ciències socials i humanes*. Volumes 1 i 2. Bellaterra: Universitat Autònoma de Barcelona.
- González Echevarría, Aurora. (1995). *Etnografía y método científico*. En: Aguirre A., ed. (1995) *Etnografía. Metodología cualitativa en la investigación sociocultural*. Barcelona, Boixareu marcombo, 49-63.
- Jociles, Maria Isabel. (1999). Las técnicas de investigación en antropología. Mirada antropológica y proceso etnográfico. *Gazeta de Antropología*, 15, 15-01.
- Molina, José Luis; Santaló, Juan; Darbra, Sonia; Martínez, Vicente; Pont, Isabel i Gamper, Daniel. (2018). El consentimiento informado en investigaciones sobre poblaciones vulnerables y/o culturalmente diversas. A *Libro de Ponencias y Comunicaciones del V Congreso de ANCEI, Valencia 17-18 Mayo, 2018*. Disponible a http://www.uab.cat/doc/DOC_Ponencia_Conjunta_ANCEI_CI_20180517
- Quivy, Raymond; Van Campenhoudt, Luc. (1997). *Manual de recerca en ciències socials*. Barcelona: Herder.

Software

* RStudio Cloud