

**Social Class and Stratification**

Code: 101142  
ECTS Credits: 6

Degree	Type	Year	Semester
2500262 Sociology	OB	2	1

**Contact**

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**Use of Languages**

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

**Prerequisites**

No prerequisite is required

**Objectives and Contextualisation**

1. To train the students of the Sociology Major degree in the analysis of the social structure according to class relations and social stratification without gender bias:
  1. To identify the implications of the main sociological debates on social structure, stratification and social inequality (which includes sex and gender)
  2. To identify gender biases in class analysis and social stratification.
  3. To analyze empirically the class structure and social stratification of a particular territory of Spain and Catalonia, without gender bias.
  4. To define and create a research topic considering the gender perspective
  5. To describe the multidimensionality of the social structure, identifying, at least, the relationships between social class and gender.
  6. To issue judgments that are theoretically and empirically based, non-sexist and non-class biased, aiming to guide the political action of an organization / institution / entity.
2. To understand the concepts of social structure, social stratification and social inequality and their multiple relationships.
3. To contextualize historically the social inequalities of class and social stratum.
4. To understand the different models of social classes analysis.
5. To understand the different models of social stratification analysis.
6. To understand the mechanisms that explain social mobility and immobility.
7. To apply some of the analysis models of social classes and social stratification to the cases of Spain and Catalonia, and to prepare the corresponding report.
8. To understand the main interrelationships between inequalities based on class and social status and the gender based inequalities.

9. To promote a gender perspective and non-sexist and gender-neutral learning practices:
  1. To encourage the participation of the students in oral presentations and debates.
  2. To encourage the use of inclusive language.
  3. To encourage non-sexist and gender-neutral teamwork cooperative learning practices in the classroom.
  4. To listen to the other in a debate situation or when questions are asked in the classroom.
  5. To encourage a critical and constructive debate based on mutual respect between the students.

## Competences

- Analysing the problems arising from the implementation of public policies and conflict situations by recognising the complexity of the social phenomena and political decisions affecting democracy, human rights, social justice and sustainable development.
- Demonstrating a comprehension of the analysis of social structure, specially in the explanations of the most common inequalities in social sciences between social classes, genders and ethnic majorities or minorities.
- Demonstrating a comprehension of the approaches of the sociological theory in its different aspects, interpretations and historical context.
- Describing social phenomena in a theoretically relevant way, bearing in mind the complexity of the involved factors, its causes and its effects.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Developing self-learning strategies.
- Searching for documentary sources starting from concepts.
- Students must be capable of managing their own time, planning their own study, managing the relationship with their tutor or adviser, as well as setting and meeting deadlines for a work project.

## Learning Outcomes

1. Comparing the different theoretical approaches about social structure.
2. Defining the involvement of the main sociological debates about social structure.
3. Defining the necessary concepts in order to understand the social structure.
4. Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
5. Developing self-learning strategies.
6. Expressing the debates regarding these approaches, that refer to the social structure.
7. Identifying the involvement of these approaches in order to understand the social structure.
8. Identifying their validity to explain the social reality of Spain and Catalonia.
9. Relating the debates regarding these approaches, that refer to the social structure, with the historical context in which they emerged.
10. Relating the definitions and explanations of inequality with general theoretical and methodological debates.
11. Searching for documentary sources starting from concepts.
12. Students must be capable of managing their own time, planning their own study, managing the relationship with their tutor or adviser, as well as setting and meeting deadlines for a work project.

## Content

- Introduction: Structure, stratification, social inequality and gender perspective.
- The division of labor: capitalism and patriarchy.
- The relationship between class and gender.
- Classic models of class analysis: Analysis of production relations. Analysis of market relations. Interaction analysis (poverty and marginalization). Functionalist analysis.
- The origins of the tension between structure and action in class analysis.
- From structure to action in the production mode.

- The occupational structure and social closure.
- The structuring of market and action capacities.
- The social space, habitus and practices.
- Conclusions.

## Methodology

Master classes

Comments of texts in the classroom

Reading texts (in Spanish and in English)

Teamwork to achieve empirical analysis of social inequalities according to social class relationships

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Training classes and seminars	53	2.12	1, 3, 2, 7, 9, 10
Type: Supervised			
Tutorials	4	0.16	2, 4, 6, 7
Type: Autonomous			
Reading texts, teamwork and report writing process	91	3.64	11, 1, 3, 2, 5, 4, 6, 12, 7, 8, 9, 10

## Assessment

Students must submit the following evidences:

1) Individual report. During the course, students should carry out 1 assignment.

An empirical analysis of social inequalities according to social class relations will be carried out. At the beginning of the course specific guidelines will be delivered

- The weight of the work is 50% (averages will be considered from 4)

2) Individual written tests. During the course, 2 tests will be carried out by the students

- Individual activity

- The weight of each exam is 25% (averages will be considered from 4)

3) Delimitation of compensatory activities: The student will be able to make up the individual tests during the compensation period. To access this opportunity it will be mandatory to previously present the individual report.

4) Definition of not delivered works: Will count as not delivered works the individual tests or the team work.

As for the evaluation of the repeating students, in accordance with article 117.2 of the UAB Academic Regulations, the evaluation may consist of a single synthesis test. Repeating students who wish to access this option must contact the teaching staff at the beginning of the course.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Individual evidence 1	25%	1	0.04	1, 7, 8
Individual evidence 2	25%	1	0.04	11, 1, 5, 4, 6, 12, 7, 8, 10
Individual report	50%	0	0	1, 3, 2, 4, 6, 7, 9, 10

## Bibliography

### Compulsory Bibliography

When beginning the course the list of readings will be provided on line.

### General Bibliography

AAVV (2010). *Societat catalana 2010*. Barcelona: Associació Catalana de Sociologia.

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CARABAÑA, J. (2017). *Ricos y pobres*. Madrid: La Catarata.

CASTELLS, M. (2015). *Redes de indignación y esperanza: los movimientos sociales en la era de internet*. Madrid: Alianza.

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CROMPTON, C. 1994 (1993). *Clase y estratificación*. Madrid: Tecnos.

ELIAS, N. 2000 (1987). *La sociedad de los individuos*. Barcelona: Península. Historia, Ciencia y Sociedad, 293.

ESTIVILL, J. (coord.), (2010). *L'Observatori Català de la Pobresa, la Vulnerabilitat i la Inclusió Social. Fonaments i precedents europeus*. Barcelona: Generalitat de Catalunya, Institut Català d'Assistència i Serveis Socials.

FEITO, R. 1995. *Estructura social contemporánea*. Madrid: Siglo XXI.

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FITOUSI, JP i ROSANVALLON, P. 1997. *La nueva era de las desigualdes sociales*. Buenos Aires. Manantial

FUNDACIÓN FOESSA (2012). *La pobreza y la exclusión en la crisis, un reto estructural*. Madrid: Fundación Foessa.

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- KERBO, H. R (1998) *Estratificación social y desigualdad* Madrid: McGraw Hill
- LENSKI, G. E. 1993 (1969). *Poder y privilegio*. Barcelona: Paidós. Paidós básica, 68.
- LUCAS, A. (coord.) (2007). *Estructura social de las sociedades avanzadas*. Madrid: Pearson Educación.
- MARQUÉS, J.V. 1990 (1980). *No és natural*. València: Tres i quatre. El grill, 9.
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- MILLS, C.W. 1987 (1959). *La imaginació sociològica*. Barcelona: Herder.
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- RAMBLA, X. (coord.) 2008. *Les fractures de l'estructura social*. Bellaterra. UAB Servei de publicacions.
- REQUENA, M.; SALAZAR, L. i RADL, J. (2013). *Estratificación social*. Madrid: McGraw Hill.
- ROCHER, G. 1990 (1973). *Introducción a la sociología general*. Barcelona: Herder.
- SASSEN, S. 2007. *Una sociología de la globalización*. Buenos Aires, Katz.
- SUBIRATS, J. (dir.) 2005. *Perfils d'exclusió social urbana a Catalunya*. Barcelona, UAB - IGOP.
- WRIGHT, E. O. (2018). *Comprender las clases sociales*. Madrid: Akal.
- ZIZEC, S. (2016). *La nueva lucha de clases*. Barcelona: Anagrama.

## Software

Non specific