

Degree	Type	Year
Sociology	OB	2

Contact

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Teachers

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

None

Objectives and Contextualisation

The main goal of the course is to introduce students to the study of social conditions that favor or hinder the wellbeing of people, by understanding the processes of production and reproduction and distribution of resources within a society (state, market, family and civil society/community)

The course presents the vertebral axis of the subject "Social Policy" from the articulation of three parts. The first part emphasizes social policy in the most general sense, based on the approach to its history and the international comparison of the different welfare regimes.

The second part is set in the family and in the post-industrial transformations of this institution, paying special attention to family policies, on the basis of a critical look at their impacts from a gender perspective

Finally, the third part focuses on current international migrations and the challenges posed by governability of human mobility, on one hand (which highlight the ineffectiveness of the unilateral policies of states), and by the management of inclusion and cultural diversity in increasingly plural societies, on the other.

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.
- Applying the concepts and approaches of the sociological theory, specially the explanations of social inequalities between classes, between genders and between ethnic groups, to the implementation of public policies and to the resolution of conflict situations.
- Assessing the contributions of sociological approaches to the study of culture, education, interaction between society and environment, social policy, and work.
- Demonstrating a comprehension of the analysis of social phenomena presented in English, as well as observing their strengths and weaknesses.
- 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 self-learning strategies.
- Generating innovative and competitive proposals in research and professional activity.
- Respecting the diversity and plurality of ideas, people and situations.
- Searching for documentary sources starting from concepts.
- Students must be capable of assessing the quality of their own work.
- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Learning Outcomes

1. Comparing the reading of social policies from several ideologies of the social reality of Spain and Catalonia.
2. Comprehending the social interpretations of social policy in accordance with these approaches.
3. Defining the sociological concepts that interpret social policy.
4. Defining the underlying social phenomena of social policies and conflicts about social needs.
5. Demonstrating a comprehension of the analysis of social phenomena presented in English, as well as observing their strengths and weaknesses.
6. Developing self-learning strategies.
7. Distinguishing sociological concepts about social policy.
8. Distinguishing the explanations of the access inequalities and the impact of social policies between classes, between genders and between ethnic groups that these actors take for granted.
9. Expressing the debates regarding these approaches, that refer to social policy.
10. Generating innovative and competitive proposals in research and professional activity.
11. Relating the concepts, methods and techniques used to analyse social policy with general theoretical and methodological debates.
12. Relating the debates regarding these approaches, that refer to social policy, with the historical context in which they emerged.
13. Relating them with the debates about state, social change and inequality.
14. Respecting the diversity and plurality of ideas, people and situations.
15. Searching for documentary sources starting from concepts.
16. Students must be capable of assessing the quality of their own work.
17. 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.
18. Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Content

FIRST PART: SOCIAL POLICY

Professor: PhD Massoud Sharifi

Block I. Foundations and Dimensions of Social Policy

1. What is social policy?
2. Sociology and the study of social policy

Block II. Evolution and Transformations of the Welfare State

1. Historical origin of social policy and the Welfare State
2. Crisis, reforms, and mutations of the contemporary Welfare State

Block III. Theoretical and Critical Approaches in Social Policy

1. Typologies and regimes of the Welfare State
2. Critical and expanded approaches: gender perspective

Block IV. The Welfare State in Spain: Development, Challenges, and Key Areas

1. Historical and institutional development of social policy in Spain
2. Characteristics and structure of the Spanish Welfare State
3. Comparison with other European countries: specificities and convergences
4. Specific areas of social policy: healthcare, education, pensions, housing, minimum income, dependency

Block V. Social Policy and Territorial Governance

1. The autonomous state: distribution of powers and interterritorial inequalities
2. Local social services: the case of Catalonia and local policies

SECOND PART: FAMILY POLICIES

Professor: PhD Massoud Sharifi

Block I. Conceptual and Current Foundations of Family Policies

1. Concept, objectives, and instruments of family policies
2. Family diversity in contemporary societies: implications for public policies

Block II. Sociological Perspectives on Family and Family Well-being

1. Family systems theory
2. Symbolic interactionism
3. Conflict theory
4. Gender perspectives and intersectional approaches applied to family policies

Block III. Family Policies in a Comparative Key

1. Origin and development of family policies in Europe
2. Models of family policy according to welfare regimes

Block IV. Family Policies in Spain

1. Recent transformations in households and family structures in Spain

2. Trajectories of change in family policies in Spain
3. The current state: economic aid, leave policies, services, and shortcomings of the Spanish system

Block V. Family Policies in Catalonia: Context, Practices, and Challenges

1. Evolution of family structures and households in Catalonia
2. Autonomous policies supporting families

THIRD PART: MIGRATION POLICIES

Professors: PhD Romina Tavernelli and PhD Berta Güell

Block I: Introduction to International Migrations

1. International migrations as a social phenomenon: concepts, causes, and main trends and theories
2. Evolution of migratory flows worldwide, in Spain and Catalonia

Block II: Immigration, Public Policies, and Citizenship

1. Migration control policies in Spain and the European Union
2. Integration and recognition policies: debates, models, and trends in Europe
3. Political participation and citizenship: representation policies and the right to vote

Block III: Policies and Governance of Migrations: The Catalan Case

1. Integration policies in Catalonia: The "Catalan model of integration" under discussion
2. The role of local administrations in the implementation of immigration and integration policies

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master classes and Seminars	105	4.2	1, 4, 5, 8, 7, 17, 11
Type: Supervised			
Tutoring (individual and groups)	45	1.8	1, 2, 3, 4, 5, 8, 7, 9, 17, 11, 12, 13
Type: Autonomous			
Readings. Teamwork. Preparation of written tests (exams)	150	6	2, 3, 9, 12, 13

The course development is based on the following teaching methodology:

- a) "Master classes", where students can reach the conceptual bases of the subject
- b) Seminars/exercises aimed at the discussion of basic texts.
- c) Teamwork (three people) on three proposals of Problem Based Learning (PBL), to choose one. Group follow-up within the tutorial hours.
- d) Sexist, racist or LGBTQphobic comments or examples should be avoided during the sessions

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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Group evaluation (teams of three people): Submission of reading summaries, index, and problem-based learning (PBL) resolution report.	25%	0	0	15, 1, 2, 3, 4, 5, 8, 7, 9, 10, 17, 11, 12, 13, 14
Individual evaluation: 3 written tests/ exams (one for each block)	45% (15% per exam)	0	0	1, 2, 3, 4, 5, 6, 8, 7, 9, 17, 11, 12, 13
Presential participation: individual and group activity	30%	0	0	18, 16, 15, 1, 2, 3, 4, 5, 8, 7, 9, 17, 11, 12, 13, 14

Single Evaluation Activities

The course will be passed if the final grade from the different evaluation activities reaches at least a 5 (out of 10).

Title	Weight
Individual submission of the final PBL report	25%
Completion of a written test covering the three course modules	75%

Students who do not reach an average score of 4 will have the option to retake the written test covering the three modules during the recovery exam session.

Criteria for passing the course

The course will be considered passed if the final grade, resulting from the weighted average of the different evaluation activities, is equal to or greater than 5. To calculate the average and therefore pass the course, it is necessary that both the average of the three individual written tests and the grade of the Problem-Based Learning (PBL) project are equal to or greater than 4.

If the average of the three individual written tests is below 4, the course will be considered failed, even if the weighted final grade is equal to or greater than 5.

Students who do not achieve an average score of 4 on the three individual written tests will have the opportunity to retake a single test during the recovery exam session. It should be noted that this session is exclusively aimed at passing the course, not at improving the grade. For this reason, students who have obtained an average equal to or greater than 5 in the written tests cannot take the recovery exam, even if one of the individual tests was failed.

Students who have properly followed the course throughout the term and do not pass the minimum group evaluation grade (PBL grade below 4) may opt to retake the project.

Only those who have not completed at least 50% of the evaluation activities will be recorded as "not presented" in the evaluation record.

In accordance with academic regulations, any case of plagiarism detected during the PBL development will be graded with a zero (0).

Important for repeat students

According to Academic Regulations, the possibility of keeping grades obtained in previous years is not allowed, neither for practical activities nor for partial exams. Therefore, students repeating the course must take it fully, completing all activities and exams planned in the current syllabus.

Evaluation schedule and dates

At the start of the academic year, a detailed calendar will be made available to students via the Moodle virtual classroom, including the full course schedule and the dates for the various evaluation activities. The single evaluation will take place on the date set by the faculty and will be publicly announced by them.

Use of Artificial Intelligence (AI) - Restricted Use:

"For this course, the use of Artificial Intelligence (AI) technologies is allowed exclusively for the development of the PBL project, and only for support tasks such as bibliographic or information searches, text correction (spelling and/or grammar), or translations. The student must clearly identify which parts were generated using this technology, specify the tools used, and include a critical reflection on how these have influenced the process and the final result of the activity. Lack of transparency in the use of AI in this evaluable activity will be considered academic dishonesty and may result in partial or total penalty of the activity's grade, or more severe sanctions in serious cases."

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LECTURES BÀSIQUES

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Segona part: polítiques familiars

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Software

Not applicable

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(SEM) Seminars	1	Catalan	annual	morning-mixed
(SEM) Seminars	51	Catalan/Spanish	annual	afternoon
(TE) Theory	1	Catalan	annual	morning-mixed
(TE) Theory	51	Catalan/Spanish	annual	afternoon