

Degree programme	Type	Course
Political Science and Public Management	FB	1
Sociology	FB	1
International Relations	FB	1

Contact lecturer

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Group languages

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

Prerequisites

None

Objectives

The aim of this course is to introduce students to the sociological perspective by reviewing the main concepts of classical sociological theory. Its ultimate goal is to help students understand social phenomena in all their complexity. Sociology analyses social facts from a scientific perspective, that is, in a methodological and systematic way that differs fundamentally from common-sense explanations. The course seeks to identify and examine social dynamics that often remain latent or hidden. Finally, the course also aims to develop students' transversal competence in applying a gender perspective through both the learning activities and the selected course content.

Learning outcomes

1. Working in teams and networking in different situations.
2. Searching for documentary sources starting from concepts.
3. Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
4. Developing self-learning strategies.
5. Respecting the diversity and plurality of ideas, people and situations.
6. Synthesizing and critically analysing information.
7. Demonstrating good writing skills in different contexts.
8. Realising effective oral presentations that are suited to the audience.
9. Managing the available time in order to accomplish the established objectives and fulfil the intended task.
10. Working autonomously.
11. Using the main contributions of the sociological theory: Durkheim, Comte, Weber and Marx.
12. Properly applying main concepts about societies, its processes and its structures.
13. Describing the major processes of life in society: socialization and institutionalization.
14. Describing the structural framework of life in society.
15. Defining the main sociological concepts.
16. Differentiating their theoretical and methodological assumptions.
17. Identifying these approaches: functionalism, interactionism, action sociologies, etcetera).
18. Contextualizing them in their time.
19. Identifying their validity or obsolescence in other times.
20. Distinguishing the main qualitative methods and techniques.
21. Expressing their methodological basis.
22. Clearly distinguishing between facts and value judgements.
23. Distinguishing between a sociological hypothesis and a value judgement on democracy, human rights, social justice or sustainable development.
24. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
25. Identify data sources and carry out rigorous bibliographical and documentary searches.
26. Produce and prepare the presentation of intervention reports and/or proposals.
27. Describe the main elements of the political process: socialisation, attitudes and political ideologies.
28. Describe and make adequate use of the main concepts in the relations between politics and society: regulation of social conflict, political power and legitimation, political system.
29. Interpret the historical political and social frameworks as an explanatory background to current frameworks, for a better understanding of the current situation.
30. Compare the different theoretical focuses on social structure.
31. Define the most commonly used concepts to explain inequality.
32. Relate definitions and explanations of inequality with general theoretical and methodological debates.
33. Propose new experience-based methods or alternative solutions.
34. Identify the social, economic and environmental implications of academic and professional activities within the area of your own knowledge.
35. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
36. Propose projects and actions in accordance with the principles of ethical responsibility and respect for fundamental rights, diversity and democratic values.
37. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
38. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
39. Consider how gender stereotypes and roles impinge on the exercise of the profession.
40. Propose projects and actions that incorporate the gender perspective.
41. Communicate using language that is not sexist or discriminatory.

Contents

PART I: THE SOCIOLOGICAL PERSPECTIVE

1.1. What is sociology?

- a) Sociology as a science
- b) The emergence of sociology: social and intellectual forces
- c) The sociological imagination
- d) Sociology as a multi-paradigmatic discipline
- e) The professionalisation of sociology

1.2. Society in perspective: socialisation, institutionalisation and structuration

- a) Socialisation and agents of socialisation
- b) Institutionalisation
- c) Structuration, axes of inequality and intersectionality

PART II: CONTEMPORARY SOCIAL PROBLEMS

- a) Ethics, social science research and paradigms
- b) Levels of analysis: micro, meso and macro
- c) Applied studies

BLOCK III: FUNDAMENTAL ELEMENTS OF CLASSICAL SOCIOLOGICAL THOUGHT

- a) Karl Marx: The sociology of social relations
- b) Émile Durkheim: The sociology of social facts
- c) Max Weber: The sociology of social action
- d) Marianne S. Weber: The sociology of everyday life
- e) Georg Simmel: The sociology of social interactions
- f) Jane Addams: The sociology of social reform
- g) W. E. B. Du Bois: The sociology of the colour line
- h) Sigmund Freud: Contributions to sociology

Three sessions of this course will be devoted to the Faculty-wide project "The World in the Classroom", a cross-cutting initiative shared by the Sociology, Political Science and International Relations degree programmes. These sessions will take place on the dates established by the Faculty.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Tutorials and Faculty wide collaborative project "The World in the Classroom"	36	1.44	3, 4, 5, 26, 34, 41
Lectures, seminars	99	3.96	1, 3, 5, 6, 8, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 27, 28, 29, 30, 31, 32, 35, 37, 38, 39
Reading texts, study, exercises	151	6.04	1, 2, 5, 6, 7, 9, 10, 11, 12, 14, 17, 18, 19, 22, 23, 24, 33, 36, 40

The learning activities include:

- Lectures
- Reading assigned texts
- Text comprehension activities
- Concept comprehension activities

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	Weight	Hours	ECTS	Learning outcomes
Written evaluation 1, Written evaluation 2, Comparative evaluation	30%, 30%, 25%	6	0.24	1, 2, 4, 5, 7, 8, 9, 10, 21, 22, 24, 26, 32, 33, 34, 36, 37, 39, 40, 41
Reading seminars	15%	8	0.32	3, 6, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 23, 24, 25, 27, 28, 29, 30, 31, 35, 37, 38, 41

Continuous Assessment

Continuous assessment is organised as follows:

1. Written examination 1: 35%
2. Written examination 2: 35%
3. Thematic seminars: 30%

Written examinations: The characteristics and schedule of the examinations will be explained at the beginning of the academic year. In order for the final grade to be calculated, students must obtain a minimum grade of 4 out of 10 in each of written examinations 1 and 2.

Thematic seminars: Attendance and participation are compulsory, and these activities cannot be reassessed. Unjustified non-participation will be graded with a 0 for the corresponding seminar.

Participation: Students cannot pass the course unless they have participated in at least 70% of the activities carried out in class, including the thematic seminars.

Non eligible to be examined: A student will receive a grade of "Not evaluated" if they have submitted or completed less than 30% of the assessment activities.

Reassessment: To be eligible for reassessment, students must previously have been assessed in activities accounting for at least two-thirds of the total course grade. Students may retake one or both written examinations.

Single assessment

In accordance with the UAB academic regulations, professors will require three assessment activities, which must be completed or submitted on the date established in the Faculty's assessment calendar. In January, students will be assessed on Parts I and II, together with the thematic seminars held during the first semester. On the date established by the Faculty in May or June, students will be assessed on the content of Part III and the thematic seminars held during the second semester. Students are advised to contact the teaching staff at the beginning of the academic year.

Use of artificial intelligence

The use of artificial intelligence technologies is permitted exclusively for support tasks, such as bibliographic or information searches, text correction and translation. Students must clearly identify which parts of their work have been improved using these technologies, specify the tools used and include a critical reflection on how they influenced both the process and the final outcome of the activity. Failure to disclose the use of artificial intelligence in an assessed activity will be considered a breach of academic integrity and may result in a partial or total penalty in the grade awarded for the activity, or in more serious sanctions in severe cases.

Plagiarism and other irregularities

In accordance with the academic regulations, any irregularity committed in an assessment activity, including academic fraud, plagiarism or the inappropriate use of artificial intelligence, unless such use is expressly authorised in the course guide, that may result in a significant alteration of the grade will lead to a grade of 0 for that activity. If the course guide establishes that obtaining a minimum grade in that assessment activity is an essential requirement for passing the course, or if several irregularities occur in the assessment activities of the same course, the final grade for the course will be 0. In addition, disciplinary proceedings may be initiated against any student who commits one of these irregularities. The teaching staff reserve the right to conduct oral interviews or require an alternative assessment in order to verify the effective acquisition of knowledge and competences and, consequently, the validity of the assessment activities completed by the student.

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Software

No software will be used.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	Catalan	annual	morning-mixed
(PAUL) Classroom practices	1	Catalan	annual	morning-mixed
(SEM) Seminars	1	Catalan	annual	morning-mixed
(TE) Theory	2	Catalan	annual	morning-mixed
(PAUL) Classroom practices	2	Catalan	annual	morning-mixed
(SEM) Seminars	2	Catalan	annual	morning-mixed
(SEM) Seminars	10	Catalan	annual	morning-mixed
(SEM) Seminars	20	Catalan	annual	morning-mixed
(TE) Theory	51	Catalan	annual	afternoon
(PAUL) Classroom practices	51	Catalan	annual	afternoon

(SEM) Seminars	51	Catalan	annual	afternoon
(TE) Theory	52	Catalan	annual	afternoon
(PAUL) Classroom practices	52	Catalan	annual	afternoon
(SEM) Seminars	52	Catalan	annual	afternoon
(SEM) Seminars	510	Catalan	annual	afternoon
(SEM) Seminars	520	Catalan	annual	afternoon