

| Degree programme | Type | Course |
|------------------|------|--------|
| Sociology        | OB   | 2      |

## Contact lecturer

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## Teaching staff

Romina Tavernelli

Arnau Poy Renau

## Group languages

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

## Prerequisites

None

## Objectives

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.

## Learning outcomes

1. Students must be capable of assessing the quality of their own work.
2. Demonstrating a comprehension of the analysis of social phenomena presented in English, as well as observing their strengths and weaknesses.

3. 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.
4. Searching for documentary sources starting from concepts.
5. Developing self-learning strategies.
6. Respecting the diversity and plurality of ideas, people and situations.
7. Generating innovative and competitive proposals in research and professional activity.
8. Defining the sociological concepts that interpret social policy.
9. Relating them with the debates about state, social change and inequality.
10. Comprehending the social interpretations of social policy in accordance with these approaches.
11. Expressing the debates regarding these approaches, that refer to social policy.
12. Relating the debates regarding these approaches, that refer to social policy, with the historical context in which they emerged.
13. Defining the underlying social phenomena of social policies and conflicts about social needs.
14. Comparing the reading of social policies from several ideologies of the social reality of Spain and Catalonia.
15. Relating the concepts, methods and techniques used to analyse social policy with general theoretical and methodological debates.
16. Distinguishing sociological concepts about social policy.
17. 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.
18. Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

## Contents

### 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 Arnau Poy Renau

#### 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

### Learning activities and methodology

| Title                                                    | Hours | ECTS | Learning outcomes |
|----------------------------------------------------------|-------|------|-------------------|
| Master classes and Seminars                              | 105   | 4.2  |                   |
| Readings. Teamwork. Preparation of written tests (exams) | 150   | 6    |                   |
| Tutoring (individual and groups)                         | 45    | 1.8  |                   |

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The course is delivered through the following teaching methodology:

- a) Lectures, through which students will acquire the fundamental conceptual foundations of the subject.
- b) Seminars and guided exercises focused on the discussion of the core texts.
- c) Teamwork (in pairs) on one of the three Problem-Based Learning (PBL) proposals. Each team must select only one proposal.
- d) Throughout the course, an inclusive learning environment will be fostered that discourages sexist, racist, and LGBTI-phobic comments or examples.

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                                             |
|--------------------------------------------------------------------------------------------------------|--------------------|-------|------|---------------------------------------------------------------|
| Group assessment (teams of two students): Submission of the final Problem-Based Learning (PBL) report. | 10%                | 0     | 0    | 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18        |
| Individual evaluation: 3 written tests/ exams (one for each block)                                     | 60% (20% per exam) | 0     | 0    | 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17              |
| In-class participation: Individual and group activities.                                               | 30%                | 0     | 0    | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 |

### Assessment Criteria

### Course Passing Requirements

The course will be considered successfully completed if the final grade, calculated as the weighted average of the different assessment activities, is 5.0 or higher (on a 10-point scale). In order for the weighted average to be calculated, and therefore to pass the course, both the average grade of the three individual written examinations and the grade obtained for the Problem-Based Learning (PBL) project must each be 4.0 or higher.

If the average grade across the three individual written examinations is below 4.0, the course will be considered failed, even if the weighted final grade is 5.0 or higher.

Students whose average grade across the three written examinations is below 4.0 may resit only one examination in which they obtained a grade below 4.0 during the resit assessment period. Examinations graded 4.0 or higher may not be retaken. The purpose of the resit assessment is solely to enable students to pass the course and not to improve their grades. Consequently, students whose average grade across the written examinations is 5.0 or higher may not sit the resit examination, even if they failed one of the individual examinations.

Students who have participated satisfactorily throughout the course but fail to achieve the minimum required grade in the group assessment (a PBL project grade below 4.0) may resubmit the project during the resit assessment period.

Only students who have not completed assessment activities accounting for at least 50% of the final grade will receive the designation "Absent" (Not Assessed) on the official assessment record.

In accordance with the University's academic regulations, any instance of plagiarism detected in the PBL project will result in a grade of zero (0) for that assessment.

Any irregularity committed during an assessment activity (including academic fraud, plagiarism, or unauthorized use of Artificial Intelligence, unless such use is expressly permitted in the course syllabus) that may significantly affect the assessment outcome will result in a grade of zero (0) for that assessment. If the course syllabus specifies that passing a particular assessment is a mandatory requirement for passing the course, or if multiple irregularities occur in different assessment activities within the same course, the final course grade will be zero (0). In addition, disciplinary proceedings may be initiated against students who commit such academic misconduct. The teaching staff reserve the right to conduct oral interviews or alternative assessment activities to verify students' acquisition of the required knowledge and competencies and, consequently, the validity of the submitted assessment work.

### Single Assessment

Students will pass the course if the weighted average of all assessment activities is 5.0 or higher.

The single assessment will take place on the date established by the Faculty. It will consist of three written examinations, one corresponding to each of the three course modules, which will be scheduled in separate time slots throughout the same day. Students should therefore reserve the entire day for these examinations.

The Problem-Based Learning (PBL) report must be submitted on the same day as the single assessment and will be complemented by an oral presentation.

Students who fail to obtain a minimum average grade of 5.0 across the three written examinations may resit one examination during the resit assessment period.

Students who obtain a grade below 4.0 on the PBL assessment may resubmit this activity during the resit assessment period.

### Assessment Activity / Weight

Submission of the final PBL report and oral presentation 10%

Three written examinations corresponding to the three course modules 90% (30% per exam)

### Important Information for Repeat Students

In accordance with the Academic Regulations, grades obtained in previous academic years cannot be carried forward, either for practical assignments or for partial examinations. Students repeating the course must therefore complete the course in its entirety, including all assessment activities and examinations specified in the current course syllabus. Only PBL projects completed during the current academic year will be considered for assessment purposes.

### Assessment Schedule

At the beginning of the academic year, a detailed course schedule, including the dates of all assessment activities, will be published on the Virtual Campus.

For students following the continuous assessment pathway, the course has its own assessment schedule. The

written examinations corresponding to each course module will be held on the dates established in the course plan and published on the Virtual Campus.

The single assessment will take place on the date established by the Faculty, which will be announced publicly.

#### Use of Artificial Intelligence (AI) - Restricted Use

For this course, the use of Artificial Intelligence (AI) technologies is permitted exclusively in the development of the Problem-Based Learning (PBL) project, and only for support tasks such as literature or information searches, proofreading (including spelling and grammatical correction), or translation. Students must clearly identify any sections generated using AI technologies, specify the tools used, and include a critical reflection on how these tools influenced both the process and the final outcome of the assignment.

Failure to disclose the use of AI in this assessed activity will be considered a breach of academic integrity and may result in a partial or total reduction of the grade for the assignment, or more severe disciplinary 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

## 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 |
| (SEM) Seminars   | 1     | Catalan         | annual   | morning-mixed |
| (TE) Theory      | 51    | Catalan/Spanish | annual   | afternoon     |
| (SEM) Seminars   | 51    | Catalan/Spanish | annual   | afternoon     |