

**COURSE DATA****DATA SUBJECT**

**Code:** 33739  
**Name:** Sociology  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2025-26

**STUDY (S)**

Degree	Center	Acad. year	Period
1307 - Degree in Pedagogy	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	Sociology	BASIC

**COORDINATION**

MARCO AROCAS ELISABET

MARTINEZ MORALES IGNACIO ERNESTO

**SUMMARY**

The Sociology course is a core subject within the Pedagogy degree program. Its content is structured around two key elements: on the one hand, the fundamental conceptual and theoretical knowledge required for the training of professionals in the social field (such as social inequalities, processes of socialization, etc.); and on the other hand, the learning and application of a sociological perspective for analyzing reality, with the aim of educating future professionals to develop a global, critical, and in-depth understanding of the world around them.

Moreover, as part of the Pedagogy degree, the course aims to provide a qualified approach to the educational phenomenon through sociological analysis. Therefore, it covers those contents considered most relevant for introducing the study of education as a social phenomenon, one that is shaped by a specific historical, political, social, cultural, and economic context.

**PREVIOUS KNOWLEDGE****RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**



There are no specified enrollment restrictions with other subjects of the curriculum.

## **OTHER REQUIREMENTS**

Not identified

## **COMPETENCES / LEARNING OUTCOMES**

### **1307 - Degree in Pedagogy**

Apply and coordinate educational programmes and methodologies for personal, social and professional development.

Be able to adapt to new situations.

Be able to communicate professionally, both orally and in writing, in the Universitat de València's native languages.

Be able to conduct educational research in different contexts.

Be able to recognise and value affective processes.

Be prepared for independent lifelong learning.

Conduct prospective and evaluative studies on educational characteristics, needs and demands.

Design educational plans, programmes, projects, actions and resources in different contexts.

Design programmes, projects and innovative proposals for training and for developing educational resources in work, family and institutional contexts, in both face-to-face and virtual environments.

Develop, promote and revitalise interpersonal communication skills.

Develop organisational and planning skills.

Develop strategies and techniques to promote participation and lifelong learning.

Develop the capacity for criticism and self-criticism.

Develop the capacity to solve problems and make decisions.

Develop tools for gathering and analysing educational information.

Diagnose needs, complex situations and possibilities of people as a basis for educational actions.

Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.

Show commitment to professional identity, development and ethics.



Skills in analysis and synthesis.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Understand the theoretical references that constitute the human being as an active player in education.

## DESCRIPTION OF CONTENTS

### 1. Sociology as a social science: an introduction to the sociological perspective

Epistemological and methodological approach to scientific-social knowledge from the sociological perspective. Dimensions and complexity of social reality. Sociology as both the subject and object of scientific knowledge. Classical orientations in sociology: theoretical and methodological pluralism. Social research techniques.

### 2. Inequality and social stratification

Study of social inequalities and social stratification in Sociology. Economic, gender, class, and ethnic inequalities; Social stratification and global inequalities. Cultural stratification, identity, and social inequality. From industrial society and production capitalism to consumer capitalism. Neoliberalism.

### 3. Culture and society

Sociological and anthropological approach to culture. The social construction of reality. Person-society interaction: Processes of socialization and subjectivation.

### 4. Sociology and social change

Structure and social change. Social transformations and contemporary inequalities: Gender, identities and sexualities. Migrations, cultural diversity and inequalities. Collective action and social movements.

### 5. Sociology of Education

Education as a mechanism of social reproduction. The role of education in social change. The relationship between structure, inequalities, and the education system. The school as a key social institution.

## WORKLOAD

## PRESENCIAL ACTIVITIES



Activity	Hours
Theoretical and practical classes	60,00
<b>Total hours</b>	<b>60,00</b>

## NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	25,00
Independent study and work	25,00
Preparation of lessons	0,00
Preparation for assessment activities	15,00
Resolution of case studies	25,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

This is a theoretical-practical course aimed at providing conceptual and methodological tools for the analysis of society. It is also an introductory subject, intended for students who are unfamiliar with this field. Both aspects require the professor's initial explanation of the topics. However, the course also demands personalized work from students, who, guided by the instructor, must analyze and reflect on the proposed materials in order to reach a genuine understanding of the suggested concepts.

Finally, given the reflective nature of sociology regarding reality, it is also considered appropriate to carry out activities that allow students to contrast theoretical knowledge with the social and educational reality.

The outlined approach leads us to structure the course methodology in a way that goes beyond what happens in the classroom. It requires both individual and group work, always supported and supervised by the instructor. This involves the use of diverse methodologies: theoretical explanations, analysis and discussion of texts and current news, group reflection and debate, among others.

## EVALUATION

The assessment will consist of two components: one practical and one theoretical. In order to pass the course, both components must be passed separately. The final grade for the course will be the result of the sum of both parts.

- E1. Theory. A final exam will be held according to the schedule established by the Faculty (40% of the final grade).
- E2. Practice. Completion of activities and assignments (individual and/or group-based) related to the course content (60% of the final grade).

The assessment will be the same in both the first and second sittings, as will the percentage of the final



grade assigned to each component. In the case of the practical part, if group work is used for assessment in the first sitting, it will be the lecturer responsible for the course in each group who determines the type of assignment to be submitted in order to retake this component in the second sitting. All this information must be clearly stated on the virtual learning platform from the beginning of the semester.

#### FRAUDULENT ACTIONS AND USE OF GENERATIVE ARTIFICIAL INTELLIGENCE

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

## REFERENCES

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- Beltrán, J. y Hernández, F. (Coords.) (2011): *Sociología De La Educación*. Mcgraw Hill.
- Fernández Palomares, F. (Ed.) (2003): *Sociología De La Educación*. Pearson-Prentice Hall.
- García Ferrando, M. (Coord) (2012): *Pensar Nuestra Sociedad Globalizada*. Tirant Lo Blanch.
- Giddens, A. y Sutton, P (2022): *Sociología*. Alianza Editorial.
- Giroux, H.A. (2003): *La Inocencia Robada. Juventud, Multinacionales Y Política Cultural*. Morata.
- Kerbo, H.R. (2004): *Estratificación Social y Desigualdad*. Mcgraw Hill.
- Macionis, J y Plummer, K. (2011): *Sociología*. 4ª Edición. Pearson.
- Requena, M; Salazar, L. Y Radl, J. (2013): *Estratificación Social*. Mcgraw Hill.