



## COURSE DATA

### DATA SUBJECT

**Code:** 34406

**Name:** Social structure and change in Spain

**Cycle:** Undergraduate Studies

**ECTS Credits:** 6

**Academic year:** 2026-27

### STUDY (S)

Degree	Center	Acad. year	Period
1310 - Degree in Sociology	Facultat de Ciències Socials	3	First quarter
1924 - Double Degree Prog. Sociology-Political and Public Administration Sciences	Facultat de Dret	4	
1924 - Double Degree Prog. Sociology-Political and Public Administration Sciences	Facultat de Ciències Socials	4	
1925 - Double Degree Prog. Sociology-Political and Public Administration Sciences	Facultat de Dret	4	
1931 - Double Degree Program in Sociology-Political Sciences and Public Administr.	Facultat de Dret	4	First quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
1310 - Degree in Sociology	Social structure and change	COMPULSORY
1924 - Double Degree Prog. Sociology-Political and Public Administration Sciences	Year 4 compulsory subjects	COMPULSORY
1924 - Double Degree Prog. Sociology-Political and Public Administration Sciences	Year 4 compulsory subjects	COMPULSORY
1925 - Double Degree Prog. Sociology-Political and Public Administration Sciences	Year 4 compulsory subjects	COMPULSORY
1931 - Double Degree Program in Sociology-Political Sciences and Public Administr.	Asignaturas obligatorias de cuarto curso	COMPULSORY

### COORDINATION

TORRES PEREZ FRANCISCO JOSE

## SUMMARY

Structure and social change in Spain is a obligatory subject of 6 credits taught in the first quarter of the third year of the Degree in Sociology, which is part of Sociological Theory, Structure and Social Change module.

The course focuses on the most relevant processes of structuring and change in contemporary Spain,



between 1970 and the present, their comparison with other societies of advanced modernity and the contrast with concepts, theories and trends that have been seen in the courses of Structure and change and Structure and change of contemporary societies, second year, and/or are being addressed in Contemporary Sociological Theory, already in this third year. Likewise, it is considered that Political Structure in Spain and the Valencian Community has been taught in second grade.

The subject is structured in six themes. The first one presents a frame of the main trends of change in contemporary Spain. The other topics cover basic social dimensions: the current Spanish population; the economic structure and the labour market, the productive model and the 2008 crisis; social classes; social welfare, inequality and poverty; and a final theme dedicated to the process of secularization and cultural practices.

In the themes it stands out the emerging social processes and some of the new actors of social life (women, new middle classes, immigrants...). On the other hand, it combines the analysis of the Spanish reality with the systematic comparison with other European societies, to capture what there is of common, the great global trends, and what is own and specific of the Spanish case. In addition, work will be carried out with databases, particularly Eurostat, to obtain and compile data on the different aspects addressed, as well as their analysis.

These contents and orientation make the subject have a high degree of applicability in relation to the career options given its focus on the dynamics of transformation and change of the current Spanish society.

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## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

### OTHER REQUIREMENTS

Para seguir con éxito el proceso de aprendizaje que propone esta asignatura es conveniente que las y los estudiantes conozcan los conceptos de las asignaturas Estructura y cambio social y Estructura y cambio social en las sociedades contemporáneas impartidas en segundo curso de grado. Igualmente, es oportuno que conozcan los contenidos sobre la estructura i el cambio social abordados en Teoría Sociológica Clásica, y más específicamente sobre el ámbito político, en la asignatura Estructura Política en España

## COMPETENCES / LEARNING OUTCOMES

### 1310 - Degree in Sociology

Analyse contemporary society, its structure and dynamics based on sociological concepts and theories.

Analyse empirical data on social structure, change and problems.

Analyse social phenomena adopting a multidisciplinary perspective (sociological, psychosocial, economic, political, historical and anthropological).



Analyse the relationships between population, resources and environment and the social conditions of sustainability.

Apply the principles of the professional code of ethics of sociology and develop a commitment to social problems.

Clearly communicate theories, problems and proposals of a sociological nature, both orally and in writing, using new information and communication technologies.

Conduct comparative studies of the Spanish and Valencian social structure.

Describe and explain social inequalities based on social theories and indicators and detect emerging processes.

Develop gender perspective and integrate it into the study of social reality.

Identify and measure social vulnerability factors.

Know and use secondary data sources useful for sociology.

Know the institutions of the welfare society that contribute to safeguarding social rights.

Know the tools needed to create, implement and evaluate public policy programmes and social intervention projects.

Learn independently and develop initiative in the field of sociology.

Manage documentary sources and statistics referring to social reality.

Relate and integrate information on social phenomena from primary and/or secondary sources.

Respect and promote the principles of fundamental rights, gender equality, equal opportunities and non-discrimination, democratic values and sustainability.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

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 political-economic organisation and the historical evolution of contemporary societies at the global and local level, and their relationship with social dynamics and processes.

Work in a team with a multidisciplinary perspective.

Write reports and diagnoses on social problems.

## DESCRIPTION OF CONTENTS

### 1. Social change in Spain. 1970-Present

Social Changes in Advanced Societies between 1970 and 2023. The Spanish Case: the Tardofranquismo and the Democratic Transition. Rapid and unequal integration into the central countries. More general characteristics of 21st century Spain: among the most global trends and specific concretions.

### 2. Population, family and immigration

The second demographic transition in the Spanish case. The Spanish population and natural growth. Family changes in Spain and women. Immigrants, a new sector of the Spanish population

### 3. Economic structure and the labor market

From late industrialization to the neoliberal, globalized and services society. The Spanish development model since the 1990s. The labour market: fragmentation, temporality and flexibility. Women, immigrants and the labour market. A reduction in gender bias and the consolidation of an ethno-fragmented structure. The economic crisis of 2008, policies implemented and consequences. The current situation and covid-19

### 4. Social classes in Spain

Processes of change of the Spanish class structure, more relevant factors. The new middle classes and the working classes. Socio-political implications of the transformation of class structure

### 5. Well-being, inequality and poverty

The characteristics of the Spanish welfare regime in the European context. A late and limited Welfare State. Evolution of inequality and poverty. The impacts of the 2008 crisis and the policies implemented. The current situation



## 6. Secularization. Cultural practices

The process of secularization in Spain and its tensions. From a national-catholic dictatorship to a non-confessional state and a secularized society. Cultural practices in Spain and their evolution in recent decades. Changes in digital Spain

### 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	10,00
Individual or group project	20,00
Independent study and work	30,00
Preparation of lessons	20,00
Preparation for assessment activities	10,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

### TEACHING METHODOLOGY

The teaching strategies to be used in this subject are the following:

- Teaching sessions to explain the concepts, dimensions, analytical interdependencies and empirical data that students must learn to use.
- Reading different texts and materials for comprehension and discussion in class. It will include texts from the basic bibliography, as well as short texts and documents that develop some aspect of the program.
- Individual and/or group work, written and/or for oral presentation, about subjects of the program, with reading and other materials, and comment and follow-up in class
- Face-to-face dynamics in the classroom about a topic, searching and processing statistical data, using and producing cross-tables, graphs and interrelations between variables.
- Eventually, sessions, or part of them, may be dedicated to viewing and discussing film documentaries, conferences, etc., linked to the subject of the course.



f) Explanation, follow-up and advice by teachers on individual and/or group work as well as on practical data analysis and interpretation exercises. In addition, personalized or group tutoring sessions will be held in order to guide students to successfully carry out the different activities of continuous evaluation.

## EVALUATION

Evaluation will be continuous and it will come from both the final examination and the practical exercises and activities to be carried out, which will be proposed by each teacher at the beginning of the academic year.

The exam will constitute 50% of the final score. This exam tries to assess the level of systematization of knowledge, taking into account the capacity of analysis and interpretation around the different dimensions and contents worked in the course. Pass the exam is obligatory to pass the course.

The 50% of the note will relate to practical activities, as follows:

- a) 10% of the note will correspond to the practical exercises of searching, drawing up cross tables, statistical data, as well as their analysis, which will be carried out in person in the classroom or through the virtual classroom.
- b) 35% of the note will correspond to one or more individual or group practices about the contents of the programme are detailed and which will be specified at the beginning of the course by each teacher.
- c) 5% of the note will correspond to the active participation of the students in the dynamics, debates, and face-to-face sessions in the classroom, and, eventually, complementary activities (workshops, seminars, conferences...).

Students who do not obtain the pass of the course in the first call, maintain the mark obtained in practices.

### **Non face-to-face course modality.**

Students who, as provided for in the current Student Statute, request to be evaluated through a single examination, must prove that they know the set of knowledge, approaches and skills developed by the group. Those who opt for this modality must inform the teacher at the beginning of the course.

## REFERENCES

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