COURSE DATA

DATA SUBJECT

Code: 36701
Name: Introduction to Sociology
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1335 - Degree in Political and Public Administration Sciences	Facultat de Dret	1	Second quarter
1930 - Double Degree Programme in Law and Political and Public Admin. Sciences	Facultat de Dret	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1335 - Degree in Political and Public Administration Sciences	Sociología	BASIC
1930 - Double Degree Programme in Law and Political and Public Admin. Sciences	Asignaturas obligatorias de primer curso	COMPULSORY

COORDINATION

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SUMMARY

The subject matter *Introduction to Sociology* is for students the first contact with Sociology as a discipline, both in its theoretical and practical aspects. Therefore, this course has an introductory and panoramic character at the same time. It presents sociology as a discipline, with its first and first representatives, and introduces the basic concepts on which the main lines of sociological analysis are based. Then, in a panoramic way, it offers a general map of the area of knowledge, its fundamental aspects and issues that, in later courses, will be addressed in several subjects.

The aim of the course is to introduce students to a new perspective in the analysis of social phenomena, a sociological and scientific perspective, so that they can then complement it with their own knowledge of their degree and apply it to their professional field. To this end, a series of conceptual tools will be provided to allow students to build and organize their own knowledge. Among them, very briefly, to situate them in the origin of Sociology and society; to know and apply some basic concepts to the interpretation and

knowledge of social reality, to approach the general theoretical frameworks in Sociology, the main techniques of data collection and a series of meta-concepts with which to articulate the knowledge throughout their studies.

The course *Introduction to Sociology* presents the singularity of Sociology as a social science and the sociological perspective as a specific perspective. Emerging with modern society, the conformation of sociology and the emergence of the great currents of sociological thought will be discussed, as well as some basic concepts and categorizations. On this basis, a tour will be made of the main themes, aspects and debates that make up the sociological field - in some cases they will only be alluded to as they are more specific and extensive object in other subjects of the degree, but the aim is to provide a training that is not compartmentalized, but transversal, coordinated and interconnected. Among those topics that make up the sociological field are the socialization process and its agents, deviance, family, gender, education, the economic system, productive organization, social classes, the political system, social actors, globalization, communication, digitalization, migration and global warming in contemporary societies, among the main ones.

In short, the aim is to learn the practice of the analysis of social reality starting from the results already established and accepted in the field, using the concepts, theories, forms and tools of specialized analysis, and going beyond those of common sense and ordinary knowledge.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

No enrollment restrictions have been specified with other subjects in the curriculum.

COMPETENCES / LEARNING OUTCOMES

1335 - Degree in Political and Public Administration Sciences

Análisis de información para evaluar problemas políticos o de gestión pública y elaborar propuestas de mejora

Pensamiento crítico.

Saber elaborar informes, dictámenes y trabajos de investigación política.

Saber utilizar los métodos y técnicas de análisis cuantitativos y cualitativos, así como el método comparativo.

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.

Trabajo en equipo.

DESCRIPTION OF CONTENTS

1. SUBJECT

THEME 1. TYPES OF SOCIETY AND HISTORICAL EVOLUTION: FROM TRADITIONAL TO (POST)MODERN SOCIETY

1.1. Definitions of sociology and the sociological perspective.
1.2. Origin and development of the different types of society and of sociology: main theoretical paradigms of sociology.

THEME 2. CULTURE AND SOCIALIZATION

2.1. Culture and society: the social construction of the individual.
2.2. Socialization: processes, stages and agencies. Social deviance.
2.3. Status, roles and institutionalization.

THEME 3. GROUPS AND SOCIAL STRUCTURING AXES.

3.1. Stratification, system and social structure.
3.2 Class inequalities.
3.3. Gender inequalities.
3.4. Inequalities by ethnicity and racialization processes. Multiculturalism and interculturalism.
3.5. Other inequalities: age, territorial, educational, health, etc.

THEME 4. CONTEMPORARY SOCIAL PROCESSES

4.1. Secularization, fundamentalism, globalization, individualization, postmodernity, climate change.
4.2. Migrations, demographic, social and cultural change.
4.3. Media, social networks, digitization, social control and social change.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	**60,00**

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	4,00
Individual or group project	25,00
Independent study and work	20,00
Preparation of lessons	20,00
Preparation for assessment activities	21,00
Resolution of case studies	0,00
Total hours	**90,00**

TEACHING METHODOLOGY

Each section of the program's topics will be developed through different theoretical and practical sessions, simultaneously, with an extension of about two classes (one week), although for some sections it will be one class and three for others, depending on the relevance and depth of the topic. In the corresponding document, the faculty will be able to specify in more detail the course schedule. These sessions will have a part focused on the explanation of the concepts, dimensions, analytical interdependencies and empirical data, which the students must learn to understand, manage and apply. Although it will be the teacher who will be responsible for the expository work, the students will make a previous preparation of these classes by reading and working on the materials that will be indicated. In relation to this procedure, the teacher will seek to ask questions about the concepts, about their understanding, and will provoke the participation of the students in spontaneous or semi-directed debates. The essential complement to this didactic strategy is the students' own active personal work, both individually and in groups. The teacher will specify in class and in the Virtual Classroom the part of the materials that correspond to each topic or section of the syllabus, both in the case of the basic bibliography and the complementary bibliography.

The students will carry out a set of practical exercises and several activities that will be monitored by the teaching staff. In total between 2 and 4 evaluable practical exercises will be carried out with a proportional value of each one on the total value of the grade of the Practical Exercises part. (30%-40%: see following section: 'Evaluation'.) In principle, and independently of its definitive concretion depending on the real possibilities in the group, the practical activities proposed are the following:

(a) Reading of different texts and materials for their comprehension and public discussion. Basically, these materials will be of two types:

- short texts, to read and work on in class, which will aim to introduce a polemic or problematic aspect of the topics of the program.

- texts from the basic or complementary bibliography of the subject, which should be read and worked on prior to the realization of certain sessions in the classroom.

b) Short written activities on some readings and other materials (films, documentaries, lectures, etc.) in which different exercises of bibliographic search, contrast, comparison, analysis, synthesis and criticism will be proposed, which must be solved sometimes individually and other times in groups.

c) Carrying out an individual or group work to be presented in class. If in group,t the students, distributed in groups, will elaborate throughout 3 to 4 weeks a collective work of search, analysis, synthesis and critique, linked to the thematic of study. This work will be subject to guidance, monitoring and supervision by the faculty. The results must be presented in writing and publicly exposed in the classroom in a synthetic way, and uploaded to the virtual classroom to be shared.

d) As an alternative to the work of the previous point, the faculty may propose to participate in an internal seminar of readings, carried out individually, from a list of books. The seminar can be proposed both as an open session of complementary activity in the schedule of complementary training activities as well as in class.

Those activities that are not recoverable will be explicitly specified.

For the realization of these practical activities, specific guidelines will be given in class and, if necessary, detailed guidance in tutorial sessions. It is very important to point out the importance of tutorial sessions as one of the central elements of these didactic strategies.

EVALUATION

The evaluation of the course will be based on the following three procedures:

(1) the exams (the type will be specified by the teacher of the group), with a weight between 70% and 50% (to be specified in each case and group by the faculty); and with which it is intended to assess the level of systematization of knowledge, taking into account the capacity for analysis, interpretation and application of the contents worked on in the course.

(2) the exercises and practical activities that have been presented throughout the course, with a weight between 30% and 40% (to be specified in each case and group by the faculty);

(3) finally, the participation in the transversal activities, and the active participation in class and in the reasoned discussion on the contents of the program throughout the course will also could be valued, with a weight of 0% and 10% (to be specified by the faculty).

It is **important** to take into account that in order to add parts 2 and 3, the grade of the exam part (1) must be passed (with at least a 5 out of 10). In order to pass the course, the final grade must also be at least 5 points.

In summary, the composition of the final grade is as follows:

1) Exams: 70-50 %

2) Exercises and evaluable activities: 40-30 %

3) Active participation in class: 0-10%

Total 100%

REFERENCES

- Observación: El profesorado indicará en clase o en el Aula virtual las páginas específicas de los manuales de la bibliografía básica que corresponden a los temas y apartados del temario. - GIDDENS, Antony y SUTTON, Philip (2018). Sociología. Madrid: Alianza. (8º Edición). - MACIONIS, John J. y PLUMMER, Kenneth (2011). Sociología. Madrid: Pearson. - SCHAEFER, Richard (2012). Sociología. Madrid: McGraw-Hill. (12ª ed.).

- BLANCO, Cristina (2000). Las migraciones contemporáneas. Madrid: Alianza (Temas 3.4; 4.2). - CASTELLS, Manuel (2010). Comunicació i poder. Barcelona. UOC. (Tema 4.3.) - CEA DANCONA, María. A. (2007). Inmigración, racismo y xenofobia en la España del nuevo contexto europeo, Madrid, Observatorio Español del Racismo y la Xenofobia (Oberaxe), Ministerio de Trabajo y Asuntos Sociales. (Temas 3.4; 4.2). - DÍAZ MARTÍNEZ, Capitolina y DEMA MORENO, Sandra (2013). Sociología y género. Madrid: Tecnos. (Tema 3.3.) - GARCIA FERRANDO, Manuel (coord.) (2010). Pensar nuestra sociedad globalizada: una invitación a la Sociología. Valencia, Tirant lo Blanch. (Tema 2). - GINER, Salvador, LAMO DE ESPINOSA, Emilio y TORRES, Cristóbal (eds.) (1998). Diccionario de Sociología. Madrid: Alianza Editorial. (General y 4.1). - KERBO, Harold R. (2004). Estratificación Social y desigualdad. El conflicto de clase en perspectiva histórica comparada y global. Madrid: McGraw Hill. (Tema 3.1, 3.2) - REQUENA, Miguel, SALAZAR, Leire y RADL, Jonas (2013). Estratificación social. Madrid: McGraw-Hill. (Tema 3.1; 3.2.)